UNDERSTANDING NORMS AROUND THE GENDERED DIVISION OF LABOUR: RESULTS FROM FOCUS GROUP DISCUSSIONS IN THE PHILIPPINES

Focus group discussion script
Participant profile:

Given that six FGDs will run in each country, we propose holding both mixed and same-sex groups. The balance between mixed and same sex will be determined following the piloting. **For this reason, we recommend that in the piloting, facilitators pay particular attention to whether participants are as forthcoming in the mixed sex groups as the same sex groups.**

Mixed-sex: 10-12 community members aged 18+, both male and female. We suggest a slight bias towards females – so ideally 7 females and 5 males. The participants should be varied in terms of their age (including young people and older people), marital status, education, class (drawing on any known socio-economic divisions in the area) etc.

Female only, male only – with similar considerations in terms of other characteristics.

**Note** – The group splits proposed below for mixed sex groups in the parallel exercises, to ensure each sub-group is mixed sex, assume a group size of 12 with 7 women and 5 men. For smaller groups, or groups where the male-female composition differs, this proposal will need to be amended.

Timing:

The exercises are envisioned to take about 3.5 hours over a four-hour period – the estimated time for each section and question is in brackets, to be revised after piloting.

Materials needed:

Numbered badges (for each participant), flip chart and markers; tape; pins; drawing board; cards provided in Annex and blank index cards.

Guidelines for facilitators on procedure:

- Before starting the focus group discussion (FGD), all participants should read the information sheets and sign the consent forms (see Annex 1). Please ensure they understand the material fully and that they can decide not to participate or choose to withdraw from the discussion at any time.

- Ask participants to fill out the ‘personal information data’ sheets individually (to be collated after the session). Please explain that the purpose is to have some information about the composition of the group. Any information that people share will not be attributed to them by name, but it is useful to know the characteristics of people who express certain views.

- Introduce the subject to the group and explain how the session will run.
Background information on participants:

<table>
<thead>
<tr>
<th>Number:</th>
<th>Age:</th>
<th>Gender:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education level (circle one): None</td>
<td>Elementary level</td>
<td>Elementary graduate</td>
</tr>
<tr>
<td>Marital status (circle one): Single</td>
<td>Common law or living together</td>
<td>Married</td>
</tr>
<tr>
<td>If in paid work, what is your occupation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of people in household:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of children:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you live with your children?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INTRODUCTION TO THE FOCUS GROUP

(Note: Please assign each participant a badge with a number upon arrival. If the group is mixed-sex, please assign odd numbers to males, even numbers to females. These numbers will be useful both for recording the views of the participants and for dividing up the group during the sessions that involve parallel exercises).

We would like to have a conversation about who is undertaking different types of work in households in this community – both domestic and care work within households, and productive, market or income generating work.

The reason is that Oxfam and its partners are seeking to understand better how different types of work are divided within households in this community, and what people think about it. We are also interested to know more about any changes that have taken place in how work is divided, and what you think are effective ways to bring about change, if you think this should happen.

You will all be familiar with the information sheet which explains how we will use what you say during this session. Just to be clear, we will take notes and photographs during the conversation for our research but we will not identify you by name.

Your personal opinions are very important for us – and there are no right or wrong answers. We hope you will feel welcome to express yourself freely in the discussion, and we request that you please respect the confidentiality of others participating today by not repeating outside this room anything that is said during the discussion.

Some practical issues: the discussion will last for no more than 4 hours, with a break half way through. We ask you to please give everyone the chance to express their opinions during the conversation. You can address each other when expressing your opinion, we are only here to assist in the discussion.

Are there any questions about this discussion before we begin?
PART 1 – 1 GROUP SESSION FOLLOWED BY 2 PARALLEL SESSIONS & RECAP [~95 min]

1. THE HOUSEHOLD DIVISION OF LABOUR [50 min]

Aim: To ask participants to describe and reflect upon how roles and responsibilities are divided within households in the community, why they think this division is in place, its consequences for different household members and what a desirable division of activities would look like (if this differs from the status quo).

[Note: The exercise is not designed to focus explicitly on roles related to gender – but rather to capture the distinctions that community members identify as important]

Introduction:

First, I’d like to talk about a very typical household that might live in this village. Let’s assume there are adults called Ana and Adam. What is their relationship to one another?* How old are they? Are there children? If so, how many? How old are they? Who else lives with them, if anyone? Are there any older people? Any other relatives? [Any domestic workers?]

*Explain that this may be a couple, or a sister and brother, or (if the mother has migrated) the father and adult daughter, or (if a single mother) then mother and son or her father. The group is free to decide.

[In the introduction, please modify the names so that they are typical for the community]

[It may be helpful for facilitators to draw images that illustrate the household members].

[Please be sure to ask the approximate age of each person identified]

1A. I’d like to understand better the roles and responsibilities of each of these members of the household. Thinking about all the activities that take place in this household, what tasks is XXX responsible for? What about YYYY? What about AAA, what tasks is she/he responsible for?

[Go through what each member of the household does, beginning with the youngest and going in order based on age]

For any children named, ask from what age?

[If the participants identify any tasks as shared, please probe – ‘Does this mean that they are shared equally or done together – or does one person do it usually and sometimes someone else helps?’ Please record what ‘sharing’ means for each task where this is mentioned].

<table>
<thead>
<tr>
<th>Tasks</th>
<th>From what age</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXXX [if a child]</td>
<td>XXXX [if a child]</td>
</tr>
</tbody>
</table>

[Only add columns for each household member after the relevant questions about them are asked]

<table>
<thead>
<tr>
<th>Adult 1 [approx. age]</th>
<th>Adult 2 [approx. age]</th>
<th>Other person(s)</th>
</tr>
</thead>
</table>

[Only add columns for each household member after the relevant questions about them are asked]

1B. Tell me more about why work is divided this way within households in this community. [10 min]
1C. What are some of the consequences of how this work is divided for different people in the household? [Go through the names] [10 min]

1D. Do you think there should be a different division of work within households in this community? [10 min]

*Probes:*
- If yes: Why? What would this division of responsibilities look like?
- If not: Why not?

[1E. For single-sex focus groups: What would you do if you had an extra hour every day? What would be the benefits?]

**GROUP TO SPLIT INTO 2 SUBGROUPS – TO DO EXERCISES 2,3 IN PARALLEL [35 MIN + 10 min RECAP]**

*If the group is single sex then suggest a simple division whereby people assigned odd numbers join the first group, and even numbers the second. If the group is mixed-sex (7 women, 5 men) then suggest the following division, to ensure a roughly equal sex division within each group:*

Group 1: 1, 2, 3, 4, 5, 6, 8
Group 2: 7, 9, 10, 12, 14

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2. **‘ECONOMIC NORMS’ [35 min]**

**Aims:** To reflect on and probe perceptions around ‘value’ and ‘skills’ embodied in care work and productive, market or income generating activities in order to understand better why some types of work are typically perceived as requiring relatively fewer skills and having less value.

**Point of departure:** Cards depicting the following 12 tasks (provided in the Annex to this script):

**Tasks:**
1. Meal preparation
2. Planting/harvesting crops
3. Cleaning the house or compound
4. Drying/processing an agricultural product
5. Caring for children
6. Fishing/processing of fish products
7. Caring for elderly, ill or disabled
8. House construction/repair
9. Fuel or water collection
10. Selling products/trading
11. Taking care of farm animals
12. Washing, ironing, mending clothes

**Introduction:** I’d like to discuss now what you think about some tasks that household members commonly undertake in this community, in terms of their value and the skills they require, and why you think this.

**Questions:**
2A. Here are some cards that illustrate different activities that people might do in this community. I’d like to ask if you could pick out 2 or 3 that you think require the most skill, and 2-3 that require the least skill. [5 min]

2B. Why is it that people in this community think that...

[pick key outcome – e.g., housework requires fewer skills than caring for people or producing products (planting crops, making furniture) is more (less) skilled than providing services for people like washing, ironing and mending clothes?]

2C. What about value? Which 2 or 3 are the ones that you think are the most valuable? Which 2 or 3 do you think are the least valuable? [5 min]

2D. Why is it that people think that...

[pick key outcome – e.g., activities to take care of people like caring for older people are less (more) valuable than generating income by selling goods at the market?] [10 min]

[NOTE FOR PILOTING – PROBE HOW ‘VALUE’ IS UNDERSTOOD]

3. SAYINGS AND PROVERBS AROUND THE DIVISION OF WORK [35 min]

Aim: To ask participants to reflect on sayings that embody norms around what types of work women and men do, and why these are so pervasive.

Introduction: We would like to ask you about local proverbs or sayings about what ‘good women/mothers/wives’ do and do not do, and about what ‘good men/fathers/husbands’ do and do not do. Then I’d like to understand how influential these proverbs and sayings are, and why you think that people believe them.

Questions:

3A. What would you say are main saying or proverbs in your community about what good women/mothers/wives do or don’t do? What about sayings about what good men/fathers/husbands do or don’t do? [5 min, try to elicit 2-3 examples]

3B. Introduce RCA table: Here are what other people have said in this community when we’ve asked them these same questions. How do you think this matches with what you have just said? [10 min]

Table 11: Sayings about women’s and men’s work roles

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care work</td>
<td>‘Women have natural abilities’, ‘it’s easy for women.’</td>
<td>‘Men aren’t good at taking care of infants.’</td>
</tr>
<tr>
<td></td>
<td>‘Care work is “petty work” and “beneath men” – they shouldn’t do care work.’</td>
<td>‘This work is difficult, heavy, and requires men’s strength. Men’s roles are to provide for their families.’</td>
</tr>
<tr>
<td>Paid/productive work</td>
<td>‘Women do paid work if they’re on their own. ’</td>
<td>‘Young women these days think they should earn their own money, but you can’t be a good mother and have a job.’</td>
</tr>
</tbody>
</table>

[NOTE FOR PILOTING – PROBE HOW ‘VALUE’ IS UNDERSTOOD]
Probes:
- Are any sayings missing? Are any out of date or becoming less relevant? What about new sayings, are these included here? [5 min]

[Facilitators: note particularly any sayings with comic or visual elements that might be useful in future communications-related activity]

3C. Which sayings do you think resonate with people most? Tell me why this is. Who do you think agrees and disagrees with [most influential saying/s]? [15 min]

**BRIEF RECAP, highlighting any surprising findings that emerged in the exercises [10 min]**

**BREAK – 30 MIN**

Facilitator: During this time, revisit the lists that emerged from task 1 and identify care-related activities that women typically undertake and the productive, market or income generating activities men undertake – for use in Exercise 4. Check this against list in the Annex – in card form – and identify any new relevant activities the group may want to add.

**PART 2 – 2 PARALLEL SESSIONS & RECAPS [~105 min]**

**GROUP TO SPLIT INTO 2 SUBGROUPS – TO DO EXERCISES 4, 5 IN PARALLEL [50 min + 10 min recap]**

If the group is single sex then suggest the following division to ensure mixing of the groups:

- **Group 1:** 1, 2, 5, 6, 9, 10
- **Group 2:** 3, 4, 7, 8, 11, 12

If the group is mixed-sex (7 women, 5 men) then suggest the following division, to ensure a roughly equal sex division within each group:

- **Group 1:** 7, 9, 2, 4, 6
- **Group 2:** 1, 3, 5, 8, 10, 12, 14

**4. WILLINGNESS TO ADOPT NEW CARE ROLES [50 min]**

**Aims:** To understand better which care tasks typically conducted by women men would be more and less open to doing and vice versa, the reasons for this, and the perceived risks of changing behavior.

**Point of departure** – List of care-related activities that women typically carry out and the productive, market or income generating activities that men typically carry out.

**Introduction:** Now I’d like to ask you to think again about the way tasks are typically divided in households in this community, and then to discuss what would happen if they were distributed differently. First, let’s go back to some of the tasks that XXXX and YYY do, based on the opening
FOCUS GROUP DISCUSSION SCRIPT FOR REVIEW AND PILOTING

exercise [tasks named or illustrated on cards]. Do you agree with this list still? Is there anything we should add to this or change? [Propose any changes based on Annex cards]

Questions:

4A. Which of these care-related activities out would men be most open to doing? Is it possible to order them on the basis of which men would be most and least open to doing? [10 min]

4B. Which of these productive, market or income generating activities would women be most open to doing? Is it possible to order them on the basis of which women would be most and least open to doing? [10 min]

<table>
<thead>
<tr>
<th>Care Activities (for men)</th>
<th>Productive activities (for women)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most acceptable</td>
<td>Most acceptable</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Least acceptable</td>
<td>Least acceptable</td>
</tr>
</tbody>
</table>

[Only add second column of the table after the relevant question is asked.]

- **Probe for each task**: Why have you given it this ranking? Why is XXXX more acceptable for men [women] to do than YYYYY? What about a task makes it more acceptable for men [women] to do than women [men]?
  If they were unable to rank any task(s), ask why.

4C. Do you know of any households in this community where men or boys take on more household tasks and/or care responsibilities? [10 min]

- If so: What types of household/care responsibilities do they do? Tell me more about what these households are like. What do people here think about this? Why?

- If no: What do you think would happen if they did?

4D. Do you know of any women or girls in this community who do not do the household or care work that is expected of them in this community? Tell me more about these households. [10 min] [It may be apt to refer to RCA results on women who do not fulfil expected roles here].

4E. If a woman does not do the household or care work that is expected of her, what happens? What would people think about her? What about if a girl did not do the household or care work that was expected of her, what would happen? What would people think about this? [10 min]

- **Probe**: If any type of criticism/sanction/shunning is mentioned, ask: How could this be prevented? Who could get involved to change people’s minds about this?

5. CHANGE OVER TIME [50 min]

Aim: To understand any changes in the household division of labour which have taken place, both temporary and permanent, what led to these changes and what were the effects.
Introduction: Now I would like to try and understand more any changes that have taken place over time in the different tasks that men and women do in this community, both changes that may be shorter in duration and those that have been longer lasting, and how you feel about these changes.

Questions:

5A. Has the actual division of tasks between men and women changed over time? For example, have women started to do more productive, market or income generating activities? Have men started to take on more domestic or care tasks in their homes? [20 min]

   o If yes, probe:
     ▪ What has happened?
     ▪ When did this happen?
     ▪ Why did the division of tasks change? Did new equipment become available? New services? Did men and/or women start doing different paid work? Did something else change?
     ▪ Tell me about the effects of this change:
       • [Probe: for men and women? Boys and girls?]

   o If not, why do you think things have not changed? What are your views or feelings on this lack of change?

5B. Are there any times of the year (e.g., seasons) or exceptional circumstances (e.g., pregnancy/childbirth, economic need, migration, drought or flood, typhoon, armed conflict, security threats) which can bring about changes in the care roles and/or the productive, market or income generating activities that women and men do in this community, even if only temporarily? For example, if a woman is pregnant, would a man take on more household/care work? Or if there is an economic need, might a woman take on paid work? [20 min]

   o If so, what are these events or circumstances that have brought about change?
     ▪ What does this change look like?
     ▪ How are the tasks that men/boys and women/girls do affected?
     ▪ Tell me more about the effects of this change
       • [Probe: for men and women? Boys and girls?]
     ▪ What do people in the community think about this change?
     ▪ How long does this change last? Do things go back to as they were or is there some longer-term change?

5C. Are there people or groups that you know of who are trying to change the way tasks are divided between men and women in this community? Tell me more about them. Does their opinion carry weight? Why (why not)? [10 min]

BRIEF RECAP, highlighting any surprising findings that emerged in the exercises [10 min]

GROUP TO SPLIT INTO 2 SUBGROUPS – TO DO EXERCISES 6, 7 IN PARALLEL [35 min + 10 min recap]
Original groups from exercises 2 and 3 to reform: If the group is single sex then people assigned odd numbers join the first group, and people with even numbers join the second. If the group is mixed-sex the following division is suggested (for 7 women, 5 men):

Group 1: 1, 2, 3, 4, 5, 6, 8
Group 2: 7, 9, 10, 12, 14

6. COMPELLING WAYS OF SHARING MESSAGES [35 min]

Aim: To explore who are perceived as effective messengers/role models within the community and what are the most trusted sources of information.

Introduction: Finally, I would like to ask you about who people in this community listen to and follow and what are considered trusted sources of information.

Questions:

6A. Who is it that people in this community listen to and follow? Who do they respect?


[Note for Facilitator: it may be useful to illustrate the types of figures that emerge from discussion]

6B. Do you know of any men that people look up to who have taken on household tasks or care activities that are typically done by women? Are they respected? Why (why not)? What do people think of the women in that household? [5 min]

[Facilitator: Ask participants to think both locally and beyond].

6C. Do you know of any women that people look up to who have taken on productive, market or income generating activities that are typically done by men? Are they respected? Why (why not)? What do people think of the men in that household? [5 min]

6D. What about radio or TV programmes or newspapers/magazines? Are there any men that you can think of who are taking on household tasks or looking after people? What do people here think about them? [5 min]

6E. What are the main ways that people get information in this community? [Probes: Radio? TV shows? Mobile phones/social media? Community theatre/road shows] Which would you say are the most important sources of information? Which are the least important? Which do people trust most? What about young people? [10 min]

7. ASPIRATIONS FOR YOUNG PEOPLE [35 min]

Aims: To understand better aspirations for young men and women in terms of the household roles and responsibilities they take on, if a different division of work within households is desirable, and if so, what this would look like.
Introduction: Finally, I’d like to close our discussions by asking about your hopes and aspirations for young people in this community, once they are adults (i.e., aged 18 and over).

I’m going to talk about two typical children in this community. Let’s call them David and Diana. Let’s assume that in a few years’ time, David and Diana will be married with their own children [and anyone else?].

[Facilitator: Please modify the names so that they are typical for the community]

[It may be helpful for facilitators to illustrate the household members].

7A. How would you like to see David and Diana divide productive, market or income generating tasks and household chores/caring for children and others? Would you like this to be different from how things are today? Why/why not? [15 min]

[Facilitator: Note any difference between caring, especially childcare, and other household tasks (cleaning, preparing meals etc.).]

7B. If a new division of labour is proposed: For this new division to be realized, what do you think young men like David will need to know how to do as adults? What should be done now to make this happen? What about young women like Diana, what will they need to know how to do? What should be done now for this to happen? [20 min]

[Probe, if only school-based activities are mentioned: What about for children who are not school-based?]

BRIEF RECAP, highlighting any surprising findings that emerged in the exercises, and conclusion [10 min]

CONCLUSION TO THE FOCUS GROUP

What did you think about the process of conducting this exercise? What about the content? Have you enjoyed the discussion? Why or why not? Would you suggest any changes when we repeat this exercise?

Is there something else you think we should have been asking you about in our discussions today?

What would you like to see done with this information?

Thank you for being so generous with your time today and for sharing your views and experiences. Please note that Oxfam and XXX will reconvene this group to feedback on the results of this exercise once they are analysed. We will be using the findings that you have shared today in future activities which are focused on reducing heavy care workloads and finding ways to share them more equally.

Facilitator debriefing:

Please comment on the following directly following the discussion:

How was the process? Was it participatory? Did everyone join in the discussion?
Did anyone dominate? Did anyone not contribute?
Did anyone walk out and if so, why?
Was it easy or difficult to manage? Why? Were people uncomfortable or uncomfortable? Why?
Any other reactions?
Annex 1 – Participant information sheet (to be included) and Informed Consent Template

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Please initial box if you agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I agree to take part in this study.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I agree to notes of the discussion being taken, and understand that they will not identify me by name.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I agree to photographs being taken during the discussion and understand that I will not be identified in any of these by name.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I consent to the data from this project being archived according to Oxfam’s data protection policy.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I agree to be directly quoted or for my picture to be used in any communications materials arising from this project, and understand that in these materials too, I will not be identified by name.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I confirm that I have read and understand the Information Sheet for this study and have had the opportunity to ask questions.</td>
<td></td>
</tr>
</tbody>
</table>

Oxfam and its partners will attempt, at all times, to remain faithful to your words whilst reserving the right to edit them for clarity and brevity. I understand that my comments may be used now and in the future. I understand that I will not be seeing those products before they are published.

By signing this form, I am agreeing that I have completely read the details given here and the facilitator has answered any questions I have about it. I understand all this information and agree to these terms.

________________________  _________________  ____________________
Name of Participant     Date     Signature
Annex 2 – Cards with types of work for Exercises 2 and 4

<table>
<thead>
<tr>
<th>Meal preparation</th>
<th>Drying/ processing an agricultural product</th>
<th>Caring for elderly, ill or disabled</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Meal" /></td>
<td><img src="image" alt="Crop" /></td>
<td><img src="image" alt="Disabled" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planting/harvesting crops</th>
<th>Caring for children</th>
<th>House construction/repair</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Crop" /></td>
<td><img src="image" alt="Child" /></td>
<td><img src="image" alt="House" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cleaning the house or compound</th>
<th>Carpentry/ making furniture</th>
<th>Fuel or water collection</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Broom" /></td>
<td><img src="image" alt="Hammer" /></td>
<td><img src="image" alt="Firewood" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Selling products/trading</th>
<th>Taking care of farm animals</th>
<th>Washing, ironing, mending clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Market" /></td>
<td><img src="image" alt="Farm Animals" /></td>
<td><img src="image" alt="Clothes" /></td>
</tr>
</tbody>
</table>