

TWENTY-FOUR HOUR CALENDAR

Conservation, Livelihoods and Governance Programme Tools for participatory approaches

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A twenty-four hour calendar (or daily activity profile) is a visual method of showing how people allocate their time between different activities over a 24 hour period.

What is it useful for?

- Exploring the timing of activities and daily workloads of different members within a household (such as men and women, young males and young women) or different groups of people (for example children in school and those not in school, people from different well-being categories, etc).
- Comparing differences in workloads and responsibilities at different times of the year.
- Understanding the roles of different people in resource use and management, including the impacts of different workloads and schedules on access to resources and services.
- Informing an understanding of the value and use of ecosystem services in the daily activities of different groups of people.
- Understanding the feasibility, and likely implications, of participation in new opportunities (including project activities).
- Monitoring changes over time, including during the course of a project or, if used retrospectively, as the result of climate or other changes (for example, changes in time spent collecting fuelwood and water or in other activities).

Suggested steps

Allow approximately **2 hours** for this exercise.

- 1) Decide the form of the calendar according to the objectives and needs of the study, time available and so on. One approach might be to make a daily time line and divide it into hours (as in the example below) or other time periods (such as morning, afternoon, and evening) or points where activities change. An alternative that might help to show concurrent activities is to construct a matrix with time periods along one axis and activities along the other axis. The calendar can also include an analysis of the amount of effort required for each activity (see below).
- 2) Agree with participants the time periods in which consider the 'typical day'. For example, one calendar could be prepared for the busiest time of year and one for the quietest time (agreement on which those times are would be needed); one for a day at harvest time and one during the growing season; or one for a day in the dry season and another in the wet season, and so on. It might be necessary to construct 24-hour calendars for both working days and nonworking days.
- 3) Ask the participants to describe their activities (or to represent different activities using symbols) and place them at the times when those activities are undertaken. It may be easiest to start with when they arise for the day, and to work through the subsequent hours.

Alternatively, the calendar can be started by considering which activity takes up most of their time (at the time of year being considered). The activities should include, but are not limited to, the following.

- productive activities such as food production, processing, storage, and marketing
- reproductive activities such as fetching water, cooking, house maintenance, child care
- socio-cultural activities such as religious activities, networking, participation in community activities, and other social obligations

Figure 1: Daily activity profile prepared by a group of 8 women in Childukhtaron, Tajikistan

Women		Men
Get up, wash, pray Milk animals Prepare yoghurt	04:00	Get up, wash, pray Work in vegetable garden or collect firewood
Bring in milk and boil it Pound flour for bread Work in vegetable garden Eat breakfast	05:00	Eat breakfast
Wash dishes Clean house	06:00	Collect fodder for animals for winter period, with donkey
Do either of the following: • Work in vegetable garden	07:00	
• Harvest cherries from forest plot	08:00	
	09:00	
	10:00	
Return to house Prepare lunch	11:00	
Eat lunch Wash dishes Wash clothes	12:00	
Do either of the following: • Prepare vegetables or fruits for winter period and storage (e.g. jam making) • Collect firewood	13:00	Eat lunch Relax
Do some or all of the following: • Work in vegetable garden	14:00	Sleep
• Check on/look after livestock	15:00	Collect fodder
• Milk cow	16:00	
• Prepare evening meal	17:00	
	18:00	
Pray Eat evening meal Wash dishes Prepare beds	19:00	Rest Eat evening meal Watch TV Chat with friends
	20:00	
Sleep Feed baby during the night See to children if needed	21:00 - 03:00	Sleep

- 4) [Optional] Ask the participants to weight the activities according to the amount of effort used for each activity. For example, place objects such as stones or seeds, or draw stars, next to each activity to represent the amount of effort used for each activity, with more objects representing more effort. (Participants would place one seed by the activity that requires the least effort and then place a proportionate number of seeds by each other activity until all have been covered. An alternative is to allocate a fixed number of seeds that the local participants could then divide up as they see fit, or entirely unstructured free scoring could be used).
- 5) Calculate the number of hours worked by each group (men, women, etc) and their respective hours of rest and/or sleep during the 24 hour period.

- 6) Repeat the process for each group being considered (i.e. prepare one calendar for women and then one for men, etc).
- 7) Discuss and analyse the calendar. If there was no firm agreement in deciding which time of year to focus on discuss again how different the participants feel their days are at different times of the year to help them make a decision about how many 24-hour calendars to produce and analyse. Cross-check and probe for possible inconsistencies within the calendar/diagram. If there are several different groups, ask each group to present its calendar to the others for their reactions and comments. Are there any significant differences?

Questions to guide discussion and analysis

The following questions can be used to guide the discussion but should be adopted and adapted according to the focus of the exercise. They can be used to prompt discussion both during and after the production of the calendar.

- Is the day illustrated representative of this time of year or exceptional in any way? If the latter, it may be necessary to prepare another calendar for a 'typical', more generally representative, day.
- What are the differences in the activities between different social groups? Who does what? What resources do they use in pursuing these activities?
- What problems are associated with specific daily activities? How are these different for women and for men? For others?
- What issues do people face during periods of heavy or lighter workloads? How are these different for women and for men? For others?
- How has time allocated to different activities changed over time and why?
- What are the implications of these differences (in general, in relation to any specific or proposed activities, and in relation to access to resources and services)?
- What are the possible impacts on workload and activity patterns of proposed project activities?

Points to remember:

- ❖ Sensitive issues (such as differences in workloads) may arise, although these can be addressed through good facilitation.
- ❖ Local participants should be encouraged to build as much of the diagram as possible without interruption and to suggest anything else that should be recorded.
- ❖ Before using this tool read the accompanying document, *A guide to using tools for participatory approaches*.

For further information

FAO (2001) *Field Level Handbook*
http://www.fao.org/sd/SEAGA/1_en.htm

World Bank (2005) *Poverty and Social Impact Analysis Sourcebook*
<http://go.worldbank.org/ZGZHJEDBZO>

This tool is adapted from the *24-Hour calendar* in World Bank (2005) *Poverty and Social Impact Analysis Sourcebook*



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Fauna & Flora International, 4th Floor, Jupiter House, Station Road,
Cambridge, CB1 2JD
Telephone +44 (0) 1223 571000
Fax +44 (0) 1223 571000
Email info@fauna-flora.org