

Tool Name: 24-Hour Calendar/Daily Time Use Calendar	
What is it?	A 24-hour calendar is a visual method of showing how people allocate their time between different activities over a 24-hour period.
What can it be used for?	<ul style="list-style-type: none"> • understanding the feasibility, and likely implications, of participation in new opportunities before they are introduced • comparing differences in schedules and workloads between people from different social groups and at different times of the year • understanding impacts of different workloads and schedules on access to services or resources
What does it tell you?	<ul style="list-style-type: none"> • the timing of activities and daily workloads of different groups of people (such as factory workers vs. street vendors, students vs. children not in school, and people from different well-being categories) • daily workloads of different members within a household (such as young males vs. young women) • the potential impact of policy changes/implementation on workloads and activity patterns of different social groups
Complementary tools	Seasonal calendar, gender analysis tools, and frameworks
Key elements	This participatory data generating process uses local perceptions of time use and activities.
Requirements	
Data/information	This tool generates data and information; the only prior information required is for sampling analysts.
Time	1.5 to 2 hours
Skills	Good participatory facilitation and social analytical skills; a natural resource disciplinary background is useful.
Supporting software	No software needed
Financial cost	This study will cost \$30,000 to \$100,000 when conducted as part of a participatory study, depending on the number of communities sampled and the geographical scope of the study.
Limitations	Sensitive issues (such as gender differences in workload arising from local cultural norms) might arise, so good facilitation skills are required.
References and applications	<p>FAO. <i>The Forest Manager's Guide to Participatory Forest Management: Module 3</i>. The Participatory Process in Forest Management. Forestry Policy and Institutions Branch, Forestry Department. http://www.fcghana.com/pfma_fao/archive_docs/ref_docs/pfm_manager_guide_module3.pdf.</p> <p>www.iied.org. (PLA Notes).</p> <p>RUAF (Resource Centres on Urban Agricultural and Food Security). 2004. <i>PRA Tools for Studying Urban Agriculture and Gender</i>. http://www.ruaf.org/ruafpublications.html#gender2.</p> <p>Sillitoe, P. et al. n.d. "Indigenous Knowledge Methodology." Discussion Paper. DFID, London.</p> <p>Sontheimer, S. et al. 1999. <i>Conducting a PRA Training and Modifying PRA Tools to Your Needs. An Example from a Participatory Household Food Security and Nutrition Project in Ethiopia</i>. http://www.fao.org/documents/show_cdr.asp?url_file=/DOCREP/003/X5996E/X5996E00.HTM.</p>

24-Hour Calendar: Procedures and Examples

Time, Materials, and Skills Needed

Allow one to two hours to produce a 24-hour calendar and to ensure that a full discussion occurs with local analysts.

Markers and large sheets of paper are required. An alternative is to draw the calendar on the ground. Notebooks/paper and pens will be needed to make a copy of the calendar and for the note-taker to record the discussion generated during the calendar development.

The discussion group will include a facilitator, observer/note-taker, and selected local analysts. The facilitator and observer/note-taker should be experienced in both the principles behind the use of participatory tools and methods as well as in their practical use.

Possible Approach

The following approach is a general example that can be adapted to suit the local context, views of local analysts, and the research objectives.

Step 1: Select Local Analysts. Identify the groups of people to talk with about their daily time use allocation. These decisions will be based on the objectives and depth of information required for the research. For example, can the population be divided purely along gender lines (men and women) or is it necessary to break down the population into further categories (such as young men/women, boys/girls, old men/women, wealthy/poor women, children in female-headed households, and so on)? Groups of five to ten local analysts should reflect any relevant and important social divisions.

Step 2: Provide Introductions and Explanations. When working with each group, the facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the discussion. Check that the local analysts understand and feel comfortable with what will be discussed.

Step 3: Produce a 24-Hour Calendar. The exact form of the calendar will reflect the objectives and needs of the research and local analysts. For example, one approach might be to make a daily time line and divide it into hours (or other time periods such as morning, afternoon, and evening) or points where activities change.

Then ask the analysts to represent different activities using words, symbols, or blocks of time and place them by the line at the times when activities are undertaken. The activities should include productive activities (such as production, processing, storage, and marketing), reproductive activities (such as fetching water, cooking, house maintenance, child care), and sociocultural activities (such as religious activities, networking, participation in community activities, and other social obligations).

Ask the analysts to place objects such as sticks, stones, seeds, and such next to each activity to represent the amount of effort used for each activity (more objects represent more effort). Analysts would place one seed by the activity that requires the least time 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 analysts could then divide up as they see fit, or entirely unstructured free scoring could be used. The chosen approach might depend on how the end results are to be compared and analyzed.

Ask the analysts extent to which the day they have illustrated is representative or special. It might be necessary to construct 24-hour calendars for both working days and nonworking days; or a day at harvest time and during the growing season; or for a day in the dry season and in the wet season, and so on. Ask the analysts how different they 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 analyze.

As explained, the exact form of the 24-hour calendar can vary. 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.

Step 4: Analyze a 24-Hour Calendar. Both during and after the production of the calendar, ask the analysts to discuss issues regarding periods of heavy or lighter workloads, differences in activities and workloads between different social groups, and any problems associated with daily activities. Cross-check and probe for possible inconsistencies within the diagram. Where possible, cross-check with other data sources. For example, does the data correspond with the information recorded in other participatory tools or secondary data? If not, why not?

If there are several different groups, ask each group to present its calendar to the others for their reactions and comments. Are there serious disagreements? If so, note these and whether a consensus is reached.

Ask the analysts to examine possible linkages or relationships between different activities they undertake and workloads. This examination might also provide an opportunity to discuss any impacts on workload and activity patterns of a proposed policy change.

Step 5: Conclude the Activity. Ask the analysts to make a copy of the diagram on paper for the research team. Check again that they know how the information will be used. Ask the analysts to reflect on the advantages, disadvantages, and the analytical potential of the tool. Thank the local analysts for their time and effort.

Points to Remember

Good facilitation skills are key. The approach outlined above is a general guide; be flexible and adapt the tool and approach to local contexts and needs.