

ACTIVITY 2: GENDER POSITION BAR (45 MIN)

WHAT IS THE ACTIVITY?

Participants reflect on the types of labor done by women and men, and their reasoning behind that.

WHY IS THIS IMPORTANT?

It helps participants see that the division of labor leads to a higher work burden for women, and how we can change that.

WHAT DO I NEED?

Pictures of different labor activities (15 are included, and others can be created), pictures of man and woman standing in different positions next to each other.

STEPS:

Step 1: Place the pictures of the man and woman in a row, arranged like this:



Step 2: Describe the row of pictures, saying how it represents male labor, mostly male labor, labor shared by both genders, mostly female labor, or female labor.

Step 3: The pictures of labor activities are distributed in the middle of the circle of participants. The participants each pick one picture of a labor activity.

Step 4: Ask every participant to show their picture to the group and describe which activity is shown on their photo. After that, ask the participants to place the picture beneath the picture of the man and woman that they think it applies to: male labor, mostly male labor, labor shared by both genders, mostly female labor, or female labor.

Step 5: Explain WHY he or she thinks that that labor activity fits in that category.

Repeat steps 3-5 until all labor activities have been placed in a category.

Step 6: Ask participants: “Does this look like an equal workload for men and women?” Follow-up questions, such as, “what problems might this create?” could be useful. You can also ask participants if they think that farming might be more difficult for women because they are not allowed to apply fertilizer, plow, etc. This is the topic of Discussion 2 and will be discussed in more detail later in the workshop, but it could be a good idea to ask this question now.

Step 7: Ask: “How would you like to change who does what job in the future, maybe in ten years? Please re-arrange, if you would like to balance the labor differently.” Help participants realize how changing which gender is responsible for a certain job can help make work more equal for everyone.

ACTIVITY TIMELINE:

Time	Objective	Content	Method	Material
Phase 1: Describing a picture, 15 min	To choose and describe a picture	Describe the picture.	Every participant chooses one picture	The pictures of labor activities (15) and the pictures of the man (alone) and the woman (alone)
Phase 2: Deciding where tasks belong, 15 min	To decide where the task displayed on the picture should be placed along the gender position bar between “male” and “female”	Is it a woman’s or man’s task? Place picture on a pile for male, female and both labor tasks	Every participant places one picture in one of the five categories	
Phase 3: Reasoning gendered division of labor, 10 min	To debate why the task is done by males or females	Why did you place the picture there? Can this be done by women/men?	Every participant gives an explanation from her or his perspective	
Phase 4: Re-thinking the gendered division of labor, 5 min	To envision how labor could be more balanced	Would you like to change the division of labor? Rearrange the pictures	All participants realize that the gendered division of labor is changing	

TIPS:

1. Challenge participants to think beyond “it has always been like this” when they describe why a certain labor activity is for that gender. In our workshops, we heard participants describe tasks as “dangerous”, “heavy”, “takes time”, “safe and at home”, among other things.

2. It may also be helpful to the participants if they think that the division of labor has changed over time, which may help participants realize that it can change in the future.

3. Don’t put away the pictures after this activity! It will be helpful to be able to look at the pictures during Discussion 2.



Pictures to cut-out





1



2



3







Photo descriptions:

- 1: Handling pump set (Thakurgaon/Bangladesh)
- 2: Digging (Saptari/Nepal)
- 3: Handling money (India)
- 4: Pumping water (Dholaguri, West Bengal/India)
- 5: Plowing (Dholaguri, West Bengal/India)
- 6: Harvesting (Dholaguri, West Bengal/India)
- 7: Cleaning and drying the crop (Dholaguri, West Bengal/India)
- 8: Childcare (Mauahi, Madhubani, Bihar/India)
- 9: Washing clothes (Bhagwatipur, Madhubani, Bihar/India)
- 10: Transplanting (Dholaguri, West Bengal/India)
- 11: Applying pesticides (Bangladesh)
- 12: Raising livestock (Thakurgaon/Bangladesh)
- 13: Selling vegetables (Saptari/Nepal)
- 14: Carrying the crop (Doti/Nepal)
- 15: Cooking (Nepal)