



Tool Sheet

L'ATELIER

de la TRANSFORMATION SOCIALE

The daily schedule

The APEF supports Bukavu women in their socio-economic and political emancipation through swahili literacy and sewing courses. The APEF also offers them business and empowering training. **Following this empowering training, the learners asked the APEF to offer training to men.** They felt like their fathers, husbands, brothers, etc. were not sensitive to their restitutions on the training they received, on themes such as gender and gender-based acts of violence, the importance of civil marriage, legacy, income management within the household... Thus, the APEF decided to arrange training targeting the learners' husbands, fathers and tutors in order to raise their awareness on these matters. As the prime format of thematic training did not work very well, **the APEF experienced three all-male talking circles** to allow participants to exchange more freely.

This sheet introduces the course of **the third talking circle, which focuses on gender-based inequalities in task distribution and workload.** The first two discussion circles offered by APEF deal with representations of masculinity and the role of men in society.

General terms

- **Place :** *A place that is easy to access and favorable to the organization of non-mixed meeting, where men like to meet up (the APEF organized these talking circles in cafés). A place where it is possible to sit in circle.*
- **Participants :** *A group of men (15 for the APEF's circles) and a facilitator.*
- **Length of the activity:** *1 hour.*
- **Objective of the talking group:** *To raise awareness on positive masculinities through a space for dialogue and free listening, in non-mixity. To allow men to talk about the problems they encounter in their daily life while conducting the activity (as far as it concerns the facilitator).*
- **Objective of the activity:** *Visualize the distribution of tasks and workload by gender.*
- **General terms :** *It is a time for talking, sharing and listening. While the facilitator designed a frame, a thread to follow during the session, it is important that the participants feel confident*

and free to express themselves on the topic that seems important to them. In parallel, the facilitator's goal is to provide food for thought on positives masculinities. First, the facilitator offers the participants to exchange on the general topics that affect them in their daily lives before bringing them to think on masculinities.



Course of the activity

1st period : Individual thinking

The facilitator asks them to write down the details of their day, explaining everything they do on a typical working day from waking up until going to bed (covering a full 24-hour period) and including specific times.

Once they have completed this task for themselves, the facilitator suggests that they do the same exercise but this time thinking about the daily routine of their wives.

2nd period : Synthesis and collective reflection

Each person share his task. The facilitator may create a pie chart to summarize the information for both men and women.

After the sharing is completed, the facilitator can ask the group:

- What stands out from this schematic synthesis?

- Is there a difference between the daily schedules of men and women?
- What can we learn from this?

3^{ème} temps : conclusion par le facilitateur

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This comparison can help us understand who works the most, who does what activity, who has a greater variety of tasks, who has more free time or sleeps more, and who takes care of the children. In general, we can observe that women have a double workload compared to men.

This discussion can also be an opportunity to ask men (without making them feel obliged to respond out loud): *How can they contribute to easing their wives' workload?*

Link to the article :

Auteur : APEF

