



A2 ACTIVITIES TO REVEAL HIDDEN ISSUES

Understanding how men and women use their time



Why use this activity?

To help communities to understand how men and women spend their time, and the tasks men and women carry out during the day. This activity can help men to understand the huge workload that women carry and can lead to more appreciation and respect for women, as well as a fairer distribution of tasks within the household and community. It may also lead to men taking action to reduce the burden women face, such as ensuring water is piped to the village, providing better sanitation or building efficient cooking stoves.

This activity is intended to be used as part of a wider process or project, and not as a stand-alone tool without any follow-up.



A brief description

In separate groups, men and women write down (or note in some other way such as through drawing pictures) what a normal day looks like for them. This is followed by discussion between the groups.



You will need

- Paper and pens
- Two facilitators, one man and one woman



Time taken

This activity can be carried out in 1-2 hours.



Awareness-raising

Children & youth

Climate & environment

Conflict & peacebuilding

Corruption & governance

Disaster risk management

Discrimination & inclusion

Food & livelihoods

Gender & sexual violence

Health & HIV

Influencing decision-makers

Migration & trafficking

Water, sanitation & hygiene

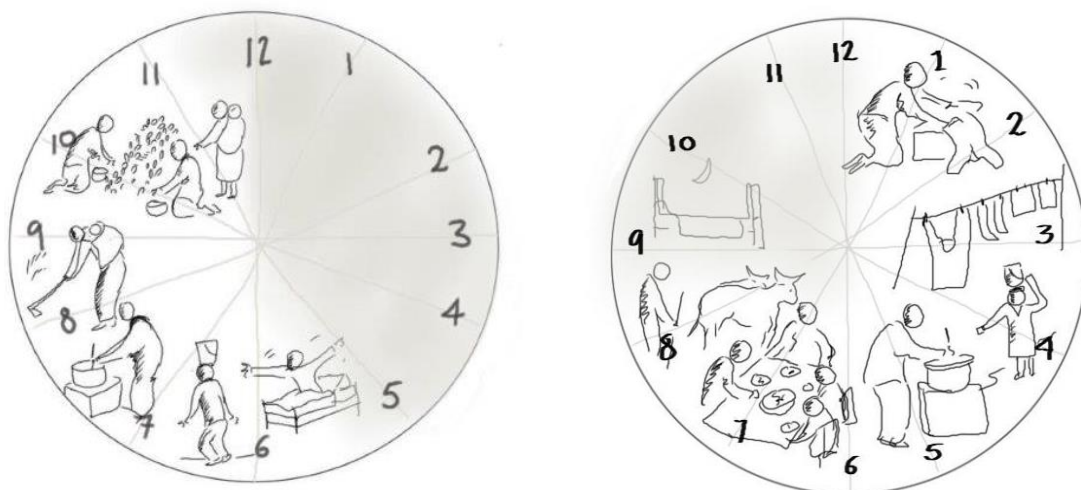
A2 UNDERSTANDING HOW MEN AND WOMEN USE THEIR TIME



What to do

- Ask people to get into groups of men and women. It is best not to have more than eight people in one group. If you have a lot of people, you could make two or three groups of women and two or three groups of men.
- Depending on the type of clock people are most familiar with, ask people to draw two large clock faces (one for day, and one for night), or to write out a 24-hour clock. They could do this on a large piece of paper or on the ground (or you could prepare these in advance to save time). If your community does not use clocks, you could draw pictures instead to represent different parts of the day.
- The female facilitator will work with the group of women, and the male facilitator with the group of men. The facilitators start by asking their group how they think the other group spends their time (so, the women are asked how they think the men spend their time, and the men are asked how they think the women spend their time). The facilitators should record what the groups say, so that this can be compared with what actually happens at the end of the exercise.
- Next, ask the groups to write onto their clocks how they spend their time over 24 hours. For example, if between 6am and 7am women collect water, they write this onto the clock using pictures or words.
- Ensure people write or draw something for every time 'slot'. Ask the groups to include things such as resting, sleeping and talking with friends, in addition to household chores, such as cooking and cleaning, and work.

Of course, the daily routine may change depending on the season. You could ask people to focus on the current season or, if there is time, groups could carry out the task several times, for the different seasons.



A2 UNDERSTANDING HOW MEN AND WOMEN USE THEIR TIME

Once all the groups have finished, ask each group to nominate a spokesperson to explain their clock to the other group(s).



- Allow the groups to discuss their clocks with each other. You may want to use these questions to help discussions:
 - What are the differences between the ways in which women and men spend their time?
 - *If the clocks show that women spend a lot more of their time doing work and chores than men (even if these are unpaid):* How do the men feel, seeing how much work women carry out during the day?
 - Are there any surprises? How does the reality compare with what people *thought* the other group did with their time? (You could read out what groups said at the beginning of the exercise when the men were asked what they thought the women did with their time, and when the women were asked what they thought the men did).
 - Does anything take too much time? Can and should anything be done differently?
 - Has this activity made anyone think that they want to change anything about how they or the other group use their time?
 - Is there anything you would want to do to save each other time? For example, making fetching water easier, growing food, helping children get to school, or needing less wood for cooking?

Reflection

If it has become clear that women carry a bigger workload burden than men, encourage the group to reflect on how things might improve for families and communities if both men and women shared household work and caregiving.

- End by explaining any next steps you have planned in terms of other activities related to this issue. It is important that you have thought about and planned what you will do next so you can explain to the community how things will be taken forward.



Finding out more

- Tearfund (2007) Footsteps: Family life
http://tilz.tearfund.org/en/resources/publications/footsteps/footsteps_71-80/footsteps_72/

Related tools

- A1 – Revealing inequality between men and women – information for facilitators [A1: Gender & sexual violence-3]
- A2 – Exploring men and women’s control over resources [A2: Gender & sexual violence-2]
- A2 – Exploring gender and power [A2: Gender & sexual violence-5]
- A2 – Men and women: listening to one another [A2: Gender & sexual violence-6]
- B – Gender and restoring relationships (Bible study) [B: Gender & sexual violence-1]
- B – God’s view of women (Bible study) [B: Gender & sexual violence--3]
- B – God’s view of men (Bible study) [B: Gender & sexual violence-4]
- B – Men, women and God (Bible study) [B: Gender & sexual violence-5]
- B – Men, women, love and submission (Bible study) [B: Gender & sexual violence-6]

Awareness-raising
Children & youth
Climate & environment
Conflict & peace-building
Corruption & governance
Disaster risk management
Discrimination & inclusion
Food & livelihoods
Gender & sexual violence
Health & HIV
Influencing decision-makers
Migration & trafficking
Water, sanitation & hygiene