

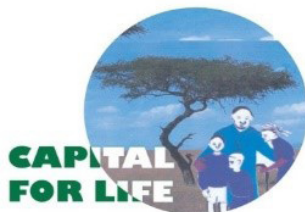
Parenting for Respectability PfR

Module Five: **Positive Father's/ Male Involvement In Parenting To Improve Family Relationships And Reduce Violence**



SEPTEMBER 2020

Project Partners



HEALTH CHILD

Empowering Local Communities for Healthy Children

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List of Acronyms

CHDC - Child Health and Development Centre

CRVPF: Children's Rights and Violence Prevention Fund

CPS – Child Protection Services

CTPR-Centre for transformative Parenting and Research

GBV-Gender Based Violence

PFR-Parenting for respectability programme

SVRI Sexual Violence Research Initiative

UBOS-Uganda Bureau of Statistics

UK-United Kingdom



Acknowledgment

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INTRODUCTION



Fatherhood and involvement in child care giving is one of the least talked about aspects of family life, though it remains as important as motherhood. Originally, father's role was mainly to provide financial support and protect the future of the family in terms of resource accumulation. Now days his role has changed and it involves more commitment, sharing in daily tasks, sharing quality time, and raising of the children. Fathers are half of the world's parents. Although this is obvious, it will be difficult to significantly improve the lives of children without addressing and involving half of the world's parents. Fathers play a critical role in all aspects of children's lives and wellbeing, including child development, growth, health, behavior, emotional wellbeing, education achievement, and opportunities later in life.

Father involvement refers to a father's functional and social involvement in a child's life (Dyer et al., 2009). *Functional involvement* refers to a father's physical and hands-on participation in different therapies (i.e., speech and language therapy, occupational therapy, physical therapy). *Social involvement* refers to the father's engagement in different leisure activities (i.e., reading, singing, and engaging in play).

In Uganda, although the perceived roles of fatherhood include providing household survival needs for their children, (State of Ugandan fathers report 2018), the strong cultural norms hinder fathers from directly involving in child care activities that would place them at the centre of fulfilling those roles.

The IMAGES study conducted in central Uganda confirms important differences in men's and women's involvement in care giving, with the women doing the vast majority of care giving (Promundo 2019; Vlahovicova et al., 2019).

In a national time use survey conducted by Uganda Bureau of Statistic (UBOS) it was found that 81% of women and 79% of men agree that it is a woman's responsibility to take care of her home and family, 76% of women and 68% of men agree that child care is the mother's responsibility (UBOS 2019).

Fathers influence their children in large part through the quality of their relationship with the mothers of their children. However, the patriarchal values, attitudes, practices and social arrangements fuel incidences of gender based violence and poor familial relationships as they determine the power, privilege and status of men and women. These promote different roles for men and women and in most cases leading to male dominance and female subordination.

The National male engagement strategy in prevention and response to GBV (2017) recommends the promotion of the transformation of harmful gender norms and practices that perpetrate GBV by promotion of formation of male action groups to engage men in confronting and transforming their own male privilege.

This module is intended to build the capacity of fathers in involving themselves in their family and children's lives in order to create an opportunity for children to survive and thrive in a violence free environment.

Overall goal of this Module

The main aim of this module is to build fathers/ male care giver's confidence and skills so as to increase their participation and commitment in care giving.

Expected learning outcomes of this module

It is expected that at the end of this module, there will be:

- i) Improved fathers' understanding of the 'power to parent' and be responsible for their children and families.*
- ii) Improved skills of the fathers in engaging with their children at family level.*
- iii) Lightened father/male caregivers' burden in taking care of their families and women's economic empowerment.*
- iv) Reduced gender based violence and violence against children and improvement in maternal related outcome.*

Session one: Climate setting



1.0: Introduction

Participants | Men alone

Objectives |

1. To create an enabling learning environment for all participants.
2. To give an overview of the module and create awareness on the impact of father's involvement on child development.

Duration | 1 hr. 30 minutes

Activity 1.1 Opening remarks

Time | 30 Minutes

What the facilitator needs to know

This module is intended to give fathers and male caregivers more skills and strengthen their confidence to practice their parenting roles. It will create room for them to reflect and redefine their role in parenting and child upbringing. They will also have an opportunity to reflect on their contribution to reducing occurrence of domestic violence in their families.

Involving fathers is key

- 1) Involving fathers and male caregivers as equal caregivers is a straightforward way of reducing violence against children. Higher father involvement in care work has a range of positive outcomes for children and mothers, as well as for the fathers themselves.
- 2) Creating a world of non-violent, equal-minded, nurturing fathers is critical to meeting the needs of children. It is securing the rights of the child, supporting maternal health, reducing gender-based and other forms of violence, and transforming the lives of boys and men
- 3) Studies show that fathers' involvement is generally beneficial for children's cognitive and social development, mental and physical health, and for developing gender equitable attitudes
- 4) Working with fatherhood issues is the simplest and most powerful way to engage men as allies in the promotion of non-violence and equality for girls and women, not simply in theory, but grounded in the home and daily life of communities.
- 5) As a facilitator you are expected to guide and appreciate fathers' and male caregivers' experiences as parents and helps them share their knowledge and expertise.
- 6) You are expected to be an effective communicator and facilitator who can elicit participants' views, facilitate discussion among them and share information with the participants

Objective | 1. To highlight the goal and expected outcomes of the module

STEPS

1

Begin the session by welcoming and greeting participants

2

Introduce yourself, other facilitators and staff you are working with

3

Give a brief overview of the fathers/male caregiver involvement in parenting highlighting the overall goal and expected outcomes as follows:

Overall goal of the Module

To build fathers/male care giver's confidence and commitment in care giving

Expected learning outcomes of this module

It is expected that at the end of this module, there will be:

- ⊙ Improved fathers' understanding of the 'power to parent' and be responsible for their children and families.
- ⊙ Improved skills of the fathers in engaging with their children at family level.
- ⊙ Lightened father/male caregivers' burden in taking care of their families and women's economic empowerment.
- ⊙ Reduced gender based violence and violence against children and improvement in maternal related outcome.

In this module, we refer to a father as an involved daddy/father when his relationship with his children/child is a sensitive, warm, close, friendly, supportive, nurturing, affectionate, encouraging, comforting and accepting as parent.

4

Inform participants that a father involvement is measured as Time Spent Together; this includes frequency of contact, amount of Time Spent Together (*doing things such as shared meal, shared leisure time among others*).

5

Answer any questions that fathers might have related to the module and their participation.

Activity 1.2: The talking stick

Time | 40 minutes

What the facilitator needs to know

- 1) The talking stick represented the power of the tribal chief or leader. When he held the stick, it was a sign for the others to remain quiet and listen to his words. When another man wanted to speak, he asked permission to hold the stick. He was then acknowledged by the others as having the right to speak. Symbolically, passing the stick signified passing on the power and the right to be heard. In many cases, the stick can also be used as a weapon. The talking stick can be used by the group as a symbol of cooperation.
- 2) The objective of the talking stick is to promote understanding and dialogue and to distribute power. And each person who holds the stick must also be ready to give it up.
- 3) The stick should not return to the facilitator each time. It should be passed directly from one member of the group to another, allowing them to control the discussion. When you, as the facilitator, want to speak, you should request the stick from whoever is holding it.
- 4) For some groups, the talking stick activity might seem too rigid and can only be used for one session. In other groups, it can be used throughout the other activities or returned to every now and then.

Objective | 1. To get to know each other

Materials | A stick (preferably any small piece of wood, for instance one feet long, stick or ceremonial stick carved out of wood)

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- 1 | **Ask** the participants to sit in a circle.
- 2 | Get a small piece of wood or stick and explain that you will hand over the stick to the participants and whoever gets the stick should say their name, their marital status, number of children they have and share one positive experience that happened between them and their children after going through the previous four modules.
- 3 | **Give** the stick to the person who will start the exercise and after, they give it to the next until all participants have introduced themselves.
- 4 | When the stick returns to you, thank the participants for engaging in the exercise and sharing their experiences. Encourage them to continue putting the skills into practice in order to build their confidence.
- 5 | Ask the participants if they liked using the talking stick and if they would like to continue using it.

Activity 1.3 Expectations, fears and setting of ground rules

Time | 40 minutes

What the facilitator needs to know

- 1) This activity is intended to give the fathers an opportunity to share what they expect from the module, but also for you to emphasize the goal and the outcomes for this module. If fathers mention expectations that will not be met by this module, you can refer to other government programmes or those implemented by other civil society organizations that could meet those expectations.
- 2) Even though fathers set the rules in the previous modules, they are free to make new ones that will enable them to participate and learn well from this module.

Objective | 1. To discuss expectations, fears and set ground rules

Materials | Flip chart papers, markers and masking tape

STEPS

- 1 | **Ask** participants to form 2 to 3 groups or use stick notes to allow them respond to the following questions: (*allow 10minutes*)
 - a) What are your expectations for this module?
 - b) What are your fears as a result of your participation in this module?
 - c) What will be the rules that will allow all participants feel comfortable to learn well?
- 2 | **Invite** participants to return to the plenary and share their views
- 3 | Make clarifications on realistic and unrealistic expectations, **discuss** and agree on the rules of which you can add more from the list below:
 - a) Attending all sessions
 - b) Encouraging others also to attend regularly
 - c) Seeing themselves as role models who should help other fathers in regard to parenting
 - d) Maintaining confidentiality
 - e) Keep time at both start and ending of the sessions
 - f) Active participation by everyone for every session
- 4 | Address the fears.

Close the activity by emphasizing the following:

1. Fathers are half of the world's parents. It will be difficult to significantly improve the lives of children without addressing and involving half of the world's parents.
2. In this module, as fathers' /male caregivers' there will be great opportunities to learn from each other and improve our parenting and care giving to be able to benefit as fathers but also for our families
3. The facilitator will be guiding the group process of learning as he/she also learns from participants.
4. Like the mid wife who helps the mother to deliver the baby in a healthy state for the good of both the baby and the mother will be my main role in this learning process.

Activity 1.4: Status of father's involvement

Time | 50 minutes

What the facilitator needs to know

- 1) This activity aims at creating awareness on the global and national statistics regarding father/male care givers participation in child rearing.
- 2) Unlike mothers, few fathers participate in child care activities such as baby-sitting, feeding, bathing, healthcare, playing with children, changing diapers, taking children to and from school and/helping them with homework.
- 3) A father level of investment in child rearing, including the father's ability to be a co parent (exercises appropriate control while allowing autonomy; takes responsibility for limit setting and discipline; monitors child's activities), the degree to which he is facilitative and attentive to his child's needs, and the amount of support he provides.
- 4) Involved fathers provide practical support in raising children and serve as models for their development. Children with involved fathers are significantly more likely to do well in school, have healthy self-esteem, exhibit empathy and pro-social behavior compared to children who have uninvolved fathers. Committed and responsible fathering during infancy and early childhood contributes emotional security, curiosity and math and verbal skills.
- 5) The limited participation in child care work is largely mediated by gendered social norms which view primary child care activities as a mother's domain
- 6) Parental use of specific discipline techniques (e.g., reasoning vs power assertion) affects a child's internalization. Internalization as a result of discipline is based on a child's accurate perception of the parental message and acceptance or rejection of it. Mechanisms promoting acceptance are perceptions of the parent's actions as appropriate, motivation to accept the parental position, and perception that a value has been self-generated.

Objectives

1. To give a detailed overview of the status of fathers involvement in parenting
2. To create awareness of the impact of father's involvement on child development

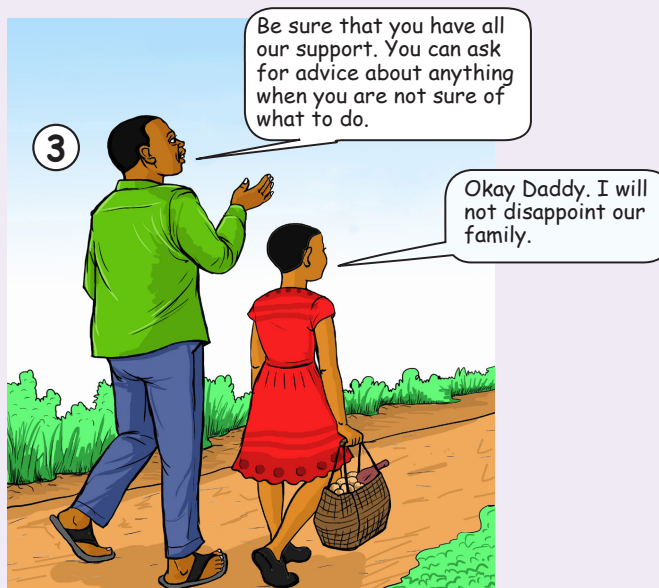
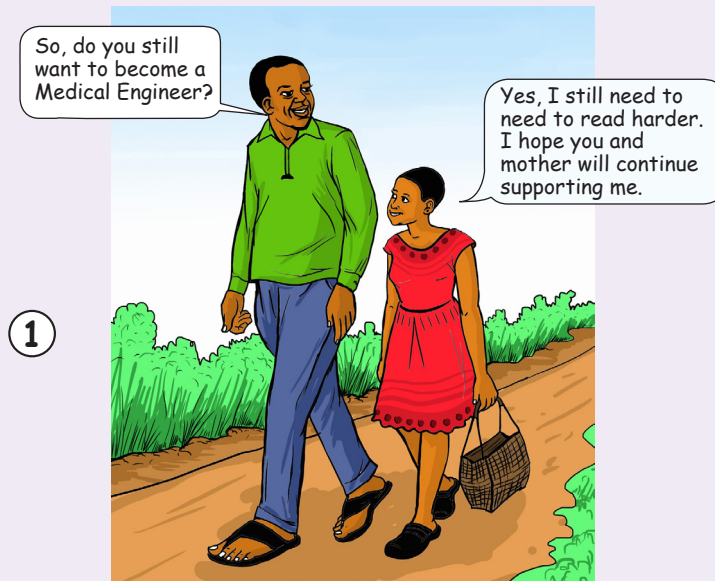
Materials

1. Flip chart, masking tape, markers and illustration

STEPS

1

Select three participants to perform a role play as Per the illustration below and ask the rest to observe:



2 After the role play, **ask** participants whether such scenarios happen in their communities (*focus on the interaction between the father and the daughter*)

3 **Let** participants join 2-3 groups and answer the following questions:

- What are those factors that hinder father's participation in child care?
- How does Father's participation in direct child care contribute to the health, social, and cognitive aspects of the following categories of people: (*Allow 15 minutes*)
 - ⊙ Children
 - ⊙ Mothers
 - ⊙ Fathers

4 When time is up, **invite** participants back to the general group to present their views.

5 Use the notes from the closing remarks to add on participants views.

6 **Introduce** the discussion on facts and figures regarding father's involvement as follows;

- ⊙ Approximately 80 percent of men will become biological fathers at some point in their lives, and virtually all men have some connection to children – as relatives, teachers, coaches, or simply as community members.

Status of parenthood in Uganda

% of children not living with either their parents but both parents are alive	% of children not living with either of their parents	% of children living with both their biological parents	% of children living with single mothers	% of children living with single fathers
12%	19%	56% (0 - 17)	20%	5%
		58% (0 - 14)		

- ⊙ More children living in poorer households live with only their biological mother compared to households of both parents in Uganda.
- ⊙ Children raised in single family homes are also at increased risks for substance use, sexual health risks, and school failure (Barrett & Turner, 2006; Rodgers McGuire, 2009).
- ⊙ The presence of an involved, non-violent father serves a protective function, at times enhancing mothers' ability to parent (Belsky, Youngblade, & Pensky, 1989; Lee et al., 2009).

7

Allow 10 minutes for participants discuss the table and facts about child care. (*Challenge participants to reflect on their own childhood and parenting role*)

8

Give an opportunity to 2 – 4 fathers/male caregivers to comment and pledge their commitment if any.

Close the activity emphasizing the following benefits for fathers' involvement in their children's lives:

- a) A father's **academic support means that** a child is likely to stay in school longer, less likely to engage in risky sex or become pregnant early, feel their grades are important and place high value on education.
- b) Children of involved fathers are more likely to have **higher levels of economic achievement** because they are likely to have career success and occupational competency, which enables the father to have the best legacy for generations.
- c) Children of involved fathers are **most likely to internalize their parents' disciplinary messages** and develop acceptable standards to become responsible adults.
- d) Fathers can have an opportunity **to intervene if their partner/ other care givers are treating their children harshly**. Will provide an environment that does not only support the hostility from mother's / other caregiver's parenting values but co-parent by providing positive discipline.
- e) Children of involved fathers **show higher social competence and social maturity**. They have great respect for their parents and other authorities which can make any father proud to have raised such a child.
- f) Fathers can have an important influence on **children's mental and physical health**. Children in two parent families are more likely to use more preventative and illness – related care than single parent families. Fathers warmth and closeness to their children appear to affect health status many years later.
- g) Children who live with their biological fathers are on average, at least two to three times **more likely not to be poor, less likely to use drugs, less likely to experience educational, health, emotional and behavior problems, less likely to be victims of child abuse, and less likely to engage in criminal behavior** than their peers who live without their biological (or adoptive) parents.
- h) **The more positive time you spend as a father with your child early on in life, the less negative time you need to spend with them later in life.**
- i) Father involvement has also been shown to be beneficial to the fathers themselves. Men who are involved fathers have more self confidence and effective as parents; they find parenthood more satisfying.
- j) Involvement by a supportive father reduces the likelihood that mothers will use harsh punitive parenting with a child (Crockenberg, 1987; Guterman et al., 2009) or developmental health issues (Black et al., 2002) that place children at risk for maltreatment.

Activity 1.5: Home practice

Materials | Flip chart paper, markers, masking tape

STEPS

1

Pin the flip chart that you have written on the home work in a place where all participants are able to see.

2

Read the homework practice aloud to all participants as follows:

- a) This week, identify those small things that you have not been doing say physical involvement in your child's education, play, listening, working together and try to do so together with your children. If you have children in different ages, try to support each child by allocating them different days. Be keen to observe the child's reaction/response

Session two: MEN AS 'HEADS' OF FAMILY



2.0: Introduction

Participants	Men alone
Objectives	<ol style="list-style-type: none">1. To support fathers reflect on their leadership role and redefine it to benefit children and families.2. To reflect on how fathers can influence their children's future by being more involved in their day to day life.
Duration	1hr : 40 minutes

Activity 2.1: Review of home practice

Time | 10 minutes

STEPS

- 1 | Welcome everyone for session two to support fathers and male caregivers reflect on their leadership role and redefine it to benefit children and the whole family.
- 2 | Review homework practice by asking individuals to share their experience (*Encourage them to discuss results, challenges and benefits of trying to do small things that help them to get involved in their children's education, play, listening , working together. etc.*)
- 3 | If participants had problems, ask others to suggest ways that they might be overcome

Activity 2.2: The head

Time | 50 Minutes

What the facilitator needs to know

- 1) Men have a God given 'power' in society as household heads, community, traditional, cultural and religious leaders. Men hold majority of decision making - positions in public and private sector. From the cultural and religious perspective, men are expected to play the following roles:
 - ⊙ **Vision bearer for their families:** Men are perceived to understand and take on the most challenging tasks. Just like the eyes are supposed to see, men are supposed to identify opportunities that are good for the family and use the mouth to communicate them to other family members. They are also expected to play the role of a protector thus, they are expected to foresee any danger that might occur to their family and devise means of protecting their family members.
 - ⊙ **Listen and communicate;** with their family members especially their wife and children. This can only happen if the father is an involved father, spends time with them and takes interest in knowing their needs
 - ⊙ **The think tank for the family;** Men are expected to inspire their family members especially their wife and children. He is expected to support them with direction on what is right and wrong by participative correction , positive disciplining and teaching.
 - ⊙ **The Provide for the family;** to ensure that their family does not suffer physical malnourishment.

Objective

1. To support fathers reflect on their leadership role and redefine it to benefit children and families.
2. To reflect on how fathers can influence their children's future by being more involved in their day to day life.

Materials

Flip chart, markers, masking tape

STEPS

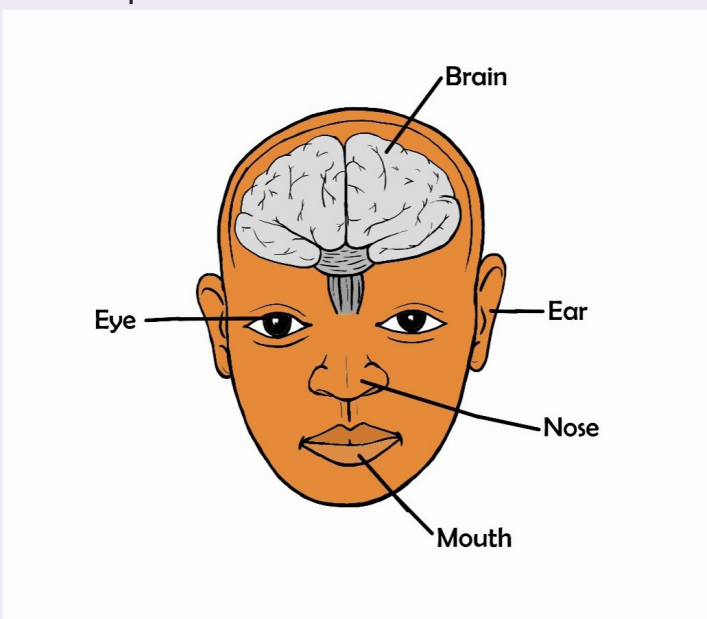
1

Provide an overview of the objectives of this activity

2

Ask one volunteer to draw a picture of the human head with all the functional features

- ⊙ The Eyes
- ⊙ The Ears
- ⊙ The Nose
- ⊙ The Mouth
- ⊙ The Brain
- ⊙ The Face



3

Ask participants to list the functions of each part of the head

4

Let participants join two groups and continue with the discussion. **(Provide 10 minutes for this)**

- a) How do the different parts of the head benefit other parts of the body?
- b) What happens if any of the different parts of the head does not function the way it is supposed to? (For each part; brain, ear, eyes, nose and mouth)?
- c) How do we relate the functions to the day to day engagement/ role of a father as a head of the family?
- d) In our everyday life, do fathers function for the benefit of other family members?
- e) How can a man use these functions for the benefit of his family?

5

After 10 minutes, let participants join the plenary and share their responses/work.

6

Give about 2 – 4 people to comment after the group presentations.

7

Inform participants that we will now discuss how fathers can learn to perform one of the most important roles in the home by role playing the following scenario:

A family setting where the father finds his wife bathing the baby while the other two are waiting. The father arrives home hungry and requests the wife to serve him tea as he helps in bathing the other two children. The wife finishes to prepare the tea and serves the tea for all and as they take the tea, the father talks about how his day has been and the opportunity that he wants the family to take on for their wellbeing. Asks for the wife and children's opinion but advises and concludes on the issue.

8

Let others comment and give feedback.

Close the activity by highlighting some of the following:

1. Men can choose to build a culture of respect in their families. They can use their leadership role to love, support and advise their wives and children. This can benefit them because they gain more respect in their homes and in the community
2. Father's involvement in care giving for their children reduces violence and fathers who have close nonviolent connections with their children live longer because they have fewer health problems
3. However, majority of fathers leave the disciplining role to the mothers because they spend a lot of time with the children
4. Fatherhood is not a position but a responsibility, it is not a name but a function to protect, replenish and cultivate
5. A father strengthens his children's **competence**. He forms lifelong healthy attitudes to work, along with serious habits of work. Without a father's leadership in a home, children can have trouble internalizing right from wrong
6. Just like the different parts on the head can not stay without the body so fathers cannot be happier without their spouses and children. The different parts of the head function to benefit the entire body and the body also benefits the different parts of the head so it should be that all members of the family benefit from the relationships.

Activity 2.3: Home practice

Materials | Flip chart paper, markers, masking tape

**S
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1

Pin the flip chart that you have written on the home work in a place where all participants are able to see.

2

Read the homework practice aloud to all participants as follows:

- a) Have a discussion with your wife or other caregiver about the steps you want to take to ensure that your leadership role is carried out to positively benefit every member of family to improve family relationships. Or, draw steps you will take to ensure that your leadership role is carried out to positively benefit every member of family to improve family relationships

Session three: Fatherhood and care giving



3.0: Introduction

Participants | Men alone

Objectives |

1. To address concerns men have about the experience of pregnancy
2. To reflect on how gender stereo types shape and influence the caring roles in the family and how this affects parent-child relationship

Duration | 2 hours

Activity 3.1: Review of home practice

Time | 10 Minutes

**S
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1

Welcome everyone for session three which will address concerns men have about the experience of pregnancy and reflect on how gender stereo types influence care giving.

2

Review homework practice by asking individuals to share their experience (*Encourage them to discuss results, challenges and benefits of trying to ensure that your leadership role is carried out to positively benefit every member of family to improve family relationships*).

3

If participants had challenges, let others suggest ways that they may be overcome

Activity 3.2: Pregnancy

Time | 50 Minutes

What the facilitator needs to know

- i) During pregnancy, the mother must live in an environment that is healthy, she must be physically healthy and eat enough nutritious food. She must live in emotionally and socially healthy circumstances in which she feels relaxed and supported. This will benefit both the mother and the unborn child and also lessen the father's stress and challenges especially with finances.
- ii) Pregnancy is a joyful experience, but it can be a stressful time too, especially for first-time parents. It can deepen the emotional connection between partners, but can also create new tensions due to uncertainties about parenting and increased financial stress. It is important for couples to be patient and talk openly about issues that may cause conflict.
- iii) Men, in their roles as partners and/or fathers of the baby, can play an important part in promoting the physical and emotional health of the mother and the child during pregnancy.
- iv) It is essential that men participate actively during pregnancy, for example by making their partner feel cared-for and emotionally supported, talking about their future child, giving the partner massages, going with the mother to prenatal check-ups, planning for the birth, and welcoming the new born into the home.

Objective | 1. To address concerns men have about the experience of pregnancy

Materials | Flipchart and markers, story of an involved father

STEPS

1

Read the prepared realistic story of an involved father from the community to the group.

Story of an involved father in child care

Mr. Ssemakula is from Kirowoza village. He is married with four children. When his wife is pregnant, Mr. Ssemakula supports her by escorting her to the health centre on his bicycle and later picks her up. Their home does not have a lot of money, but, the family seems happy and healthy. On weekends, when the children are not in school, they work together at the farm. When the wife delivers and the baby is about 2 - 3 weeks, Mr. Semakula and the wife take turns to carry the crying baby in the night. In his compound, he carries the younger two kids on the bicycle, plays with them and spends some time with them.

2

Ask participants to form 2-3 groups and discuss the following questions (**provide 15 minutes for this**);

- a) Does what you have heard happen in your community or not? Why and

why not?

- b) How does the fathers' participation during pregnancy help the mother, the unborn child and the father?
- c) How can the fathers' participation during pregnancy promote his involvement in his child's life after birth?
- d) If fathers took on more domestic chores during the time when the mothers are pregnant, what impact would it have on the pregnant mother?
- e) How does pregnancy affect the quality of the couple relationship?

3

When time is up, **invite** participants back to the general group so that they share their views. During their sharing in the small groups, let participants identify 5-6 important issues that they would like to share with the bigger group. (*Allow 10 minutes for the discussion*)

4

After the presentation, **allow** 2 – 4 people who may want to share their personal experiences in the larger group. (*Challenge participants to emulate at least few areas from Mr. Semakula that they can incorporate into their relationships with their children and wives*)

Close the activity by highlighting some of the points as necessary:

1. When a woman is pregnant she has changes in her body which often affect her emotions. Because of this, some women may have relationship difficulties like stress, loss of sexual desire etc, with their partners which may not be easy to sort out. This calls for patience. It is a good idea to have an open discussion with your partner so that both of you can express how you feel about the situation.
2. Partners should be sensitive, objective and realistic about issues that bring conflicts during pregnancy.
3. Try to avoid conflicts that can lead to violence because they:
 - a) seriously damage wellbeing of the child
 - b) seriously damage wellbeing of the mother
 - c) Cause bad feelings in the family which prevent you from enjoying family life and cause you stress.
4. Children who live with their biological fathers are, on average, at least two to three times more likely not to be poor, less likely to use drugs, less likely to experience educational, health, emotional and behavioural problems, less likely to be victims of child abuse and less likely to live without their married, biological (or adoptive) parents. These differences are observed even after controlling for socioeconomic variables such as income.

Activity 3.3: Caring for my child. Practice makes perfect

Time | 50 Minutes

What the facilitator needs to know!

- i) Fathers play a critical role in all aspects of children's lives and wellbeing, including child development, growth, and health, behavior, emotional wellbeing, education achievement, and opportunities later in life..
- ii) Many men do not bear the same responsibility as women in the home, because our gendered society assigns men the role of bread winners, and to women the role of child-rearer and housekeeper.
- iii) When men change the way they prioritize their time they can usually spend more time with their children. If work keeps men from being more involved, remember that spending "quality time" with children is what really matters: for example, ignoring the telephone or television when the children are present
- iv) Fathers influence their children in large part through the quality of their relationship with the mothers of their children. Therefore, there is need to challenge some patriarchal values, attitudes, practices and social arrangements that fuel occurrence poor familial relationships based on gender.
- v) Men must always show respect to their child's mother, regardless of whether there are a couple or ex-couple, or had no more than a sexual encounter.

Objective | 1. To reflect on how gender stereo types shape and influence the caring roles in the family and how this affects parent-child relationship

Materials | Several baby dolls (*wearing real nappies*) or pillows to represent babies, handouts for the facilitators and the participants, basin, warm water for washing hands, copies of Supporting Information for Group

STEPS

1 | **Ask participants** to divide into two groups.

2 | **Provide** a baby doll wearing a nappy to them. Explain that you will do two exercises: the first is how to change a nappy, and the second is how to properly hold a baby. (*If possible, try to have an experienced father in the group*).

3 | First, explain how to change a nappy. **Give** a demonstration of each of the following steps listed in the Supporting Information for Group, "Useful 'How To's'," or ask an experienced father to do so.

Supporting Information for Group

How to Change a Diaper

- 1) Wash your hands with soap and lukewarm water. Use clean towels to dry your hands. Always use a paper towel to close the faucet.
- 2) Prepare the changing room/space. Make sure that you have all necessary materials and that a trash can or garbage bag is within your reach.
- 3) Place the child on the changing area. Always maintain physical contact with the child.
- 4) Remove the diaper. Use wet towels to clean the child from front to back. Use a clean towel each time you wipe. Throw away any dirty items in the trash bin or garbage bag.
- 5) Wash your hands with soap and lukewarm water from the faucet only if you can maintain physical contact with the child. Otherwise, use disposable wet towels.
- 6) Place a clean diaper on the child and dress him/her.

How to Hold and Carry a Baby

- 7) Always hold the baby's back and head when carrying him/her. The baby's neck is notable to hold up the head on its own for approximately the first three months.
- 8) With one hand, hold the baby's back and with your other hand support the baby's head so that it doesn't wobble.
- 9) Once you have the baby in your hands, support all of the baby's body in one of your arms, placing its head on the crease of your forearm while you support below the back with the other hand. When you have acquired enough practice, you can hold the baby with one arm.

4

Ask each person from the group to take a turn.

5

If time permits, do the second exercise: **Tell** the participants they will practice how to hold and carry the baby properly, using the dolls. Follow the steps listed in the Supporting Information for Group above.

In the 2 groups, let participants discuss the questions below;

- 1) What makes it difficult for fathers to participate in care giving?
- 2) How does the community, and how are we socialized to play a role in this?
- 3) How does having a new child in the family affect the couple's relationship?
 - a) Imagine this: It is 2 o'clock in the morning. Your child is crying and you are not sure why. Your partner is exhausted because she has been breastfeeding all day and night. You have to get up in a few hours to go to work. As a father, what can you do? Who has more difficulty in providing care for a baby? The mother or the father? Why?

- 4) Can one get angry with the baby? Do your emotions differ if your baby is a boys versus a girl? Why or why not?
- 5) Can one get angry with the mother?
- 6) What do you do if you get angry? What are the options?

6 **Ask** participants to think of a role play where fathers, take a key role in care giving. Assign different age group to the different pairs of fathers. *(they will get into pairs and assume the role of a father and a child)*

7 **Inform** the fathers that as they role play, they should ensure the following;

- a) The child enjoys the activity
- b) The father follows the child's lead
- c) The father uses the activity to teach a new skill or family value to the child

Close the activity by highlighting some of the following points:

1. Caring for a new born can be an exciting, but exhausting and stressful period in both the mothers' and fathers lives. Babies cannot express themselves with words, so they cry. Some babies cry a lot. Many times, they don't even know why they are crying! The most important thing a parent can do is to provide warmth and kindness through physical affection *(e.g. hugging, cradling, and rocking the baby)*, and try to figure out what the baby needs.
2. The roles of motherhood and fatherhood are formed by society. With enough practice, any man can become a competent care giver. Men are as capable as women of caring for babies and can satisfy all their babies' needs (except for breastfeeding).
3. We can have better family relationships with respect if both men and women share in child caring roles and family income. If both father and mother work outside the home, they should equally share child care and domestic tasks.
4. Fathers should spend quality time of at least 30 minutes every day with their baby (feeding, bathing, singing, rocking and dressing the baby). This contact helps fathers to develop an emotional bond with the baby.

Activity 3.4: Home practice

Materials | Flip chart paper, markers, masking tape

STEPS

1

Pin the flip chart that you have written on the home work in a place where all participants are able to see.

2

Read the homework practice aloud to all participants as follows;

- a) For those who have babies, try to practice changing your baby's diaper or carrying a little baby. You can inform your spouse that you would like to learn to do these things so that she can be more supportive.
- b) For those with older children identify something that your child/children like and participate together while you follow their lead, listening to them and use the opportunity to teach a new skills or value

Session four: The impact of power dynamics on parenting



4.0: Introduction

Participants | Men alone

Objectives |

1. To increase awareness of gendered power differences in family relationships and how affect child care.
2. To strengthen fathers commitment to positive, respectable, notions of 'being a man', e.g. sense of control, commitment to protect and respect in their families.

Duration | 1 hr. 40 minutes

Activity 4.1 Review of home practice

Time | 10 minutes

STEPS

- 1 | **Welcome** everyone for session four which will support increase awareness of the gendered power differences in family and its relationship with child care.
- 2 | **Review** homework practice by asking individuals to share their experience (*Encourage them to discuss results, challenges and benefits of trying to change the baby's diaper or carrying the little baby and other engagement activities with older children*).
- 3 | If participants had challenges, let others suggest ways that they may be overcome.

Activity 4.2: 'Persons and Things'

Time | 40 minutes

What the facilitator needs to know:

- i) Prepare participants that this activity is purposed to help participants change but not to build conflicts and grievances.
- ii) It is important to be sensitive to how participants react to being assigned the role of "persons" or "things" and to be prepared to make the necessary accommodations or changes.
- iii) Gender roles are socially determined/constructed roles for men, women, girls and boys and can be affected by factors such as education or economics. These roles originate from culture and they are learned. On the other hand, gender stereotypes are generalized assumptions or views of society about characteristics possessed or roles that ought to be performed by men/boys and women/girls. Some of these are constructed to treat other members of the society like 'things' contributing to gender discrimination.

Objectives

1. To increase awareness of gendered power differences in family relationships and how they affect child care.
2. To strengthen fathers' commitment to positive, respectable, notions of 'being a man', e.g. sense of control, commitment to protect and respect in their families.

Materials

Flip chart, markers and masking tape

STEPS

- 1 **Divide** the participants into three groups. Each group should have the same number of participants. (*Note: If the number of participants does not allow for an even distribution, assign the "extra" participants to the third group which, as described below, will be the observers.*)
- 2 **Tell** participants that the name of this activity is: **Persons and Things**. Choose, at random, one group to be the "things," another to be "persons," and a third to be "observers."
- 3 **Read** the following instructions to the group:
 - **THINGS:** You cannot think, feel, or make decisions. You have to do what the "persons" tell you to do. If you want to move or do something, you have to ask the person for permission.
 - **PERSONS:** You can think, feel, and make decisions. Furthermore, you can tell the objects what to do.
 - **OBSERVERS:** You just observe everything that happens in silence.

4 | **Assign** each “person” a “thing” and tell them that they can do what they want with them (within the space of the room).

5 | **Give** the group five minutes for the “persons” and “things” to carry out their designated roles.

6 | After five minutes, tell the persons and things that they will switch and that now the “persons” will be “things” and “things” will be “persons.” Give them another five minutes to carry out the new roles.

7 | Finally, ask the groups to go back to their places in the room and use the following questions to facilitate a discussion.

Things

- ⊙ How did your “persons” treat you? What/how did you feel?
- ⊙ Why did the “things” obey the instructions given by the “persons”?

Persons

- ⊙ How did you treat your “things”? How did it feel to treat someone this way?

Observers

- ⊙ For the “observers”: How did you feel not doing anything? Did you feel like interfering with what was happening? If yes, what do you think you could have done?
- ⊙ In our daily lives, are we “observers” of situations in which some people treat others like things? Do we interfere? Why or why not?

All

- a) In your daily lives, do other people treat you like “things”? Who? Why?
- b) In your daily lives, do you treat other people like “things”? Who? Why?
- c) If you had been given a chance to choose between the three groups, which one would you have chosen to be in and why?
- d) What are the consequences of a relationship where one person might treat another person like a “thing?”
- e) How would being treated like a “thing” impact a person’s vulnerability to HIV and other abusive practices?
- f) What can we do to ensure that different groups such as boys/men and girls/women live in an equitable world where they can enjoy the same opportunities, equal treatment, and equal rights?

(During the discussion, challenge the participants to commit to stopping acts that treat others like ‘things’ and commit to protecting women and children, boys and girls to prevent violence and have respectful families)

Close the activity by highlighting the following:

1. Abuse of power can make individuals vulnerable to gender based violence and mistreatment and this negatively affects family relationships
2. Men will still be respected as men if they commit to using their power positively by supporting and protecting their family from abuse
3. In the African setting, culture has apportioned a lot of power to men and society has re-enforced this. However, when men misuse power in a family, it affects the way they relate with their wives and children
4. For respectful relationships to be built, there should be division of power in a family
5. Men can decide to use their power in a positive way by allowing opportunities for the people they lead to grow and facilitate the process of them becoming responsible. This can even relieve men of some overwhelming responsibilities.
6. Respecting human rights, educating children, involvement in income generating activities are some of the ways in which men can support the people they lead start to engage in dialogue and gain power
7. President Obama, who grew up without his father, has spoken about this critical importance of responsible fatherhood on fathers' day as "In many ways including fathers being the first teachers, coaches, role models, set examples of success and push their children to succeed, encourage children when they are struggling, and love children when no one else can.

Activity 4.3: Who Am I?: Johari's window

Time | 30 minutes

What the facilitator needs to know:

- i) One important tool that we can use to develop self-awareness is the JOHARI's window. The window helps in understanding and explaining the fact that each person is partly known and partly unknown, both to themselves and to others. It also helps in understanding how people can grow in self-knowledge and how they can, by sharing, feedback and growing. It helps people understand themselves and others better and so build trust for better human relations.
- ii) The dotted arrows indicate that the free window can expand when we share information and receive feedback from people around us. The thick arrows indicate the narrowing of the other panes of the window which makes it better for relationships. This window can be used to improve relationships with spouses and children.
- iii) Feedback should be given on things that can change and make a person better

Objective

1. To develop participants' skills to express personal issues and listen empathetically

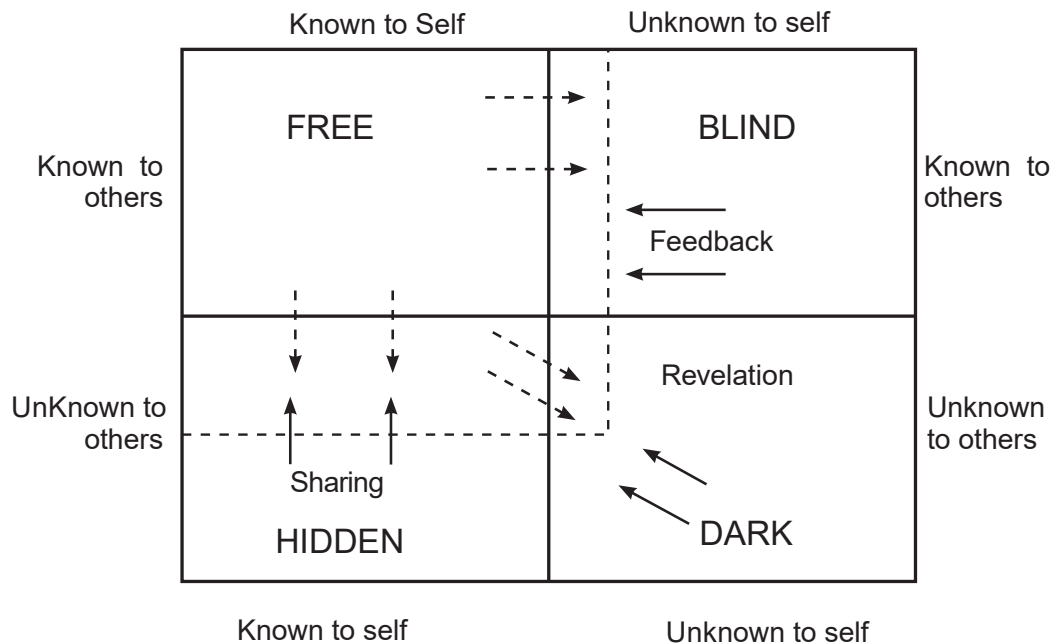
Materials

Flip chart, mark and masking tape

STEPS

- 1 | Start by explaining the objectives of the activity.
- 2 | **Pin** the illustration of the Johari's window that you have drawn where all participants are able to see.
- 3 | Use the facilitator's notes to **explain** the background of Johari's window by mentioning the inventors.
- 4 | **Explain** each part one by one using the notes below the diagram (*to make it participatory, let participants suggest examples from their own/ daily life on each part*).

Johari's window



The free self:

This is the part of one's self that she/he knows and others know too. It includes all the things about one's self that s/he is comfortable sharing with others. It includes the personality traits, hobbies and aspirations that one is willing to reveal to others. Ask participants to give examples of what they know about themselves but other people know that same thing about them. *(for instance a person may know that s/he is a good footballer and others know the same about that person)* Therefore when playing football, the person will be confident enough to play to their best.

The blind self:

This part contains information/things about your life that you don't know but other people know about you. These things may be positive or negative. For you to be able to know them, you need to be open to receiving feedback from those around you. This helps a person to improve on their weak areas. *For instance, those around you may see a leader in you but when you are not aware that you have the qualities that they see in you.*

The hidden self:

This is the part of one's self that s/he keeps private. It includes areas of one's secrets, fears, worries, feelings of resentment, shame, and other weaknesses. It could also be strengths that you are not comfortable about revealing to others may be because you do not trust them.

The dark self

This part of self contains information/things that are neither known to you nor those around you. It is a part that someone goes on discovering and the things may be negative or positive. It may be through research or trying new things that the person can be able to explore what is in this part.

Emphasise: People relate to each other best when they know and understand each other. People who live, study or work together should therefore know each other well. For this to happen, people have to be open to each other and communicate freely. However, it is important to note that there are things that people do not know even about themselves. Emphasize that the larger the free pane of the window, the better for relationships because there will be trust and openness.

Allow 20 minutes for fathers to pair up and give each other feedback since they have known themselves for long. Create a relaxing environment and ensure that they genuinely tell the truth to their friends. This can be in regard to their parenting roles. (The good or positive things they do as fathers for their children and families as a whole and where they need to improve). Allow participants to share their feelings after the exercise.

Close activity by highlighting some of the following:

There are two main things that all of us can do to make our relationships better:

1. **Sharing:** is opening yourself more to others that we trust. This makes others understand us better and so they can relate with us more easily.
2. **Feedback:** is when others let you know in a positive manner what you do not know about yourself, what is in the blind/unknown part of your life. This enables you to understand yourself better. Even to those people that seem to be closed up, we need to be patient and wait for the right moments to give them feedback
3. **Keeping many secrets/hiding issues** from the people we live with especially our spouses keeps us and them on tension which in most cases translates into poor relationships that result/tantamount to violence
4. **In some cases, it is good for some of the hidden things to remain hidden.** However, it makes it easier to live and work with someone who does not hide too much. We need to build trust with our spouses so that we can freely tell them things that we would have kept hidden for better relationships. This may take time but it is worth in the long run.



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