A MenCare Fathers' Group Manual for Sri Lanka

MenCare

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World Vision is a Christian humanitarian organization dedicated to working with children, families, and their communities worldwide to reach their full potential by tackling the causes of poverty and injustice. World Vision's work in gender and development focuses on relationships among men and women, boys and girls in the context of their families and communities and shares Christian ideas of reconciliation and justice. Please visit us at: www.worldvision.org, www.wvi.org, www.wvdevelopment.org.

Promundo is an international NGO with offices in Rio de Janeiro, Brazil, and Washington, D.C. Promundo works nationally, regionally, and internationally to promote men and boys' engagement in gender equality and the prevention of violence against women and children. The organization conducts research related to gender equality and health, implements and evaluates programs that seek to promote positive changes in gender norms, and advocates for the integration of these initiatives in public policy. Please, visit us at: www.promundo.org.br/en. Contact us: contactdc@promundo.org.br.

MenCare is a global campaign coordinated by Promundo and Sonke Gender Justice Network to promote men's equitable involvement as caregivers in the lives of their partners and children. MenCare's partners work at community, national, and regional levels by advocating for more gender equitable policies related to caregiving and developing and adapting programs to work with fathers and their partners to prevent violence against women and children. Please, visit us: www.men-care.org, Twitter: @Mencareglobal, Facebook: www.facebook.com/mencarecampaign

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Introduction

Welcome to the MenCare Manual for Sri Lanka's plantation region!

This manual contains tested group education modules intended for fathers and their partners, most often spouses, in the plantation region (or tea estates). The purpose of this manual is to promote gender equality within the home and children's healthy development and overall well-being.

This tool by no means looks at every single dimension of fatherhood, gender equality, and family well-being, but rather offers a series of tested activities and group discussions that provide a strong foundation for addressing and transforming norms within families, communities, and, of course, masculinity.

A Short History of the Plantation Region

Sri Lanka's plantation region is a unique environment dotted by large tea estates, or plantations, that mostly employ Indian Tamils. The plantations have great economic importance and are a source of income and employment for thousands of individuals. Tamils are the descendants of the bonded laborers who were brought from India by the British colonists in the 19th century to work in the newly established coffee plantations. Even though the laborers share linguistic, cultural, and religious ties with the Sri Lankan Tamils, the two groups are considered separate entities both by the groups themselves and by the government. A vast majority of Indian Tamils still live in the highlands of the country under a similar bonded labor working in tea plantations. In 1960, nearly 40 percent of Tamils were granted Sri Lankan nationality while many were repatriated to India. Today, there are more than 850,000 Indian Tamils living in the country, of which nearly 50 percent live in the Nuwara Eliya district, where this manual was pre-tested. Nuwara Eliya, which translates as the "city of light" and is called "little England," is in the most picturesque part of Sri Lanka, with a very unique climate, beautiful waterfalls, trees, and mountains. But the situation of the tea estate laborers is such that their minds are full of anxieties, hopelessness, and fear that has resulted from structural poverty and injustices, which blind them from seeing and valuing the uniqueness and beauty of their surroundings.

A UNHCR assessment of the Indian Tamils of Sri Lanka revealed that "greater political representation" and "equal civil rights" are among the key concerns of the Tamil people. In the economic arena, "improved working conditions, higher wages, and greater educational and occupational opportunities are viewed as vital to the group's future." Lack of basic housing standards, landlessness, low adult literacy, job dependence upon the plantation estate, alcoholism, gender inequalities that place women as secondary class citizens (even though they make up 42 percent of the labor force), poor quality of government services including health, education, and public administration and the lack of access to them, domestic violence, unemployment, and depression of youth are among the many social and economic issues that continue the oppressive and repressive structures among this minority community.

Mission and Objectives

The **mission** of the fathers' groups is to promote gender equality in the home and overall family well-being. In these groups, men and their partners will critically reflect on the cultural and gender norms that inhibit men's participation as involved fathers, and translate this into positive change.

The MenCare fathers' groups aim to accomplish this mission by promoting the following **objectives**:

- Improve and support a **healthy couple relationship** that supports gender equality and non-violence
- Improve couples' **knowledge and practices around positive parenting to promote the well-being of children**
- Support an **equal division of caregiving and domestic tasks** between fathers and mothers
- Reduce **men's substance abuse** (including alcohol and drug use)
- Equip participants to **mobilize their communities** to: 1) challenge/change cultural norms and promote equal treatment of men and women, 2) improve service delivery, 3) improve education quality, 4) improve public administration

Why MenCare?

World Vision is a partner in the MenCare campaign (www.men-care.org), which aims to promote men's involvement as gender equitable caregivers and end violence against women and children. MenCare is globally coordinated by Promundo and Sonke Gender Justice Network. As a partner, World Vision has utilized MenCare's methodologies in working with men as fathers to promote gender equality and adapt them to their area development programs (ADPs). MenCare is one of the first major campaigns to focus on the ways caregivers can be engaged as allies in gender equality.

Exploratory Research Findings

This manual is the product of exploratory research carried out in Nuwara Eliya in 2012 for the purposes of carrying out a workshop with ADP staff on engaging men as fathers to improve childhood literacy. Promundo-U.S. designed and carried out several focus groups and key informant interviews with the following groups to understand the cultural context of men's engagement as fathers:

- World Vision staff
- Men and women from the tea estate region
- Young boys and girls from the region
- Principals and teachers from local and professional schools
- Tea estate management
- Government officials (Director of Education, GS)

After the focus group and in-depth interviews were carried out, the findings were distilled into five distinct themes that were used to inform not only a workshop with ADP managers and key government policymakers, but also the development of the MenCare fatherhood program.

Theme #1: Gendered division of labor between men and women

It was apparent from the interviews with fathers and mothers that there is a gendered division of labor where mothers care for children (in addition to working eight-hour or more days in the fields picking tea), and fathers "protect and provide" economically for the family. The failure to provide more material goods and money for family investments often makes men feel psychologically strained. These findings are supported by quantitative research carried out in the field analyzing the relationship between men's feelings of work stress (depression, anger about the inability to find work, or about being underemployed) by Promundo and colleagues. The cultural norms around masculinity also make it difficult for men to express frustration in open and constructive ways. Mothers, too, feel over-burdened and want men to take on a greater share of the caregiving and domestic tasks. One agreement between the two groups was their acknowledgement that children go to the mother for love and to the father for discipline.

Theme #2: Levels of 'Dependency'

A word that kept emerging from the interviews was "dependency" when speaking about communities working in the plantations. This reliance upon steady work in the plantations is understandable when looking at the historical relationship between Tamils and tea estate managers. But in the formative research phase, it was also important to unpack how the word "dependency" has evolved over time. The interviews revealed that there are actually many levels of acknowledged dependency reported by women, men, government officials, plantation managers, and others.

HOUSEHOLD LEVEL - women have little to no decision making power within the home and are dependent upon their male partner to "lead" the household and make decisions; children cited that parents were dependent upon them to bring in extra income.

PLANTATION LEVEL - plantation managers and World Vision staff reported that plantation workers do not plan for the future and instead depend on the estate for all of their day-to-day needs (food, housing, economic security).

COMMUNITY LEVEL - there was also a reported dependence of the plantation workers on NGOs like World Vision to provide building infrastructure and education and to fill in livelihood gaps that their government cannot address.

Theme #3: Goal Setting

The tea estate plantation communities' inability to plan for the future was a topic that came up many times in the research phase during interviews with plantation managers, government officials, World Vision staff, and other key players. Looking at the situation superficially, it makes sense. Those in positions of power over laborers often make decisions that determine the life course of these communities. But when asked what mothers and fathers wanted for themselves and their families for the future, their responses constructed a different reality:

Interviewer: *What are your biggest hopes and dreams?*

Woman: *That our children will get a good education so that they will earn money and look after us.*
Man: *Leave the life in the lined rooms and live as a separate family… A child is like a tree. We are watering and waiting for the fruit. The fear is that someone will cut it down.*

Theme #4: Alcohol Abuse and Family Violence

> *"[To be a good father], you have to be non-alcoholic."*
> – Boys' FG, ages 15-16

> *"If you get rid of alcoholism, then you will have solved many of our problems."*
> – Women's FG

Alcohol abuse in the plantation communities came out as one of the strongest themes in these discussions. Government officials interviewed said that they had tried to curb the sale of liquor licenses to stop the abuse of liquor, while plantation managers, teachers, and World Vision staff said that it is a curse upon the community that leads to violence and destruction of family life. Both men and women were said to be victims of alcoholism.

While there was a universal understanding of the prevalence of alcoholism, people had various explanations as to the cause of it: men drink because the old society clubs used to drink and people thought that to drink was to have prestige; and men drink because they are bad, or because they are bored.

One of the key recommendations of Promundo was to encourage World Vision to probe and more deeply understand the many complex root causes of alcoholism, including, but not limited to, the community's historical relationship with alcohol, men's feelings of societal and family pressure to provide (see the "Evolving Men" publication by Promundo-U.S. and ICRW on the relationship between work-related stress and alcoholism), and others.

How to Use the Manual

The manual is organized into 11 sessions. However, no two communities are the same, so it is important to identify the needs of the place where you are working to ensure that you are addressing the most pressing issues. If you come from the community where you work, it is important to not assume that you inherently know on what to focus. Strongly consider conducting focus groups with mothers, fathers and key stakeholders such as policymakers, health workers, etc. There is an example focus group guide in Session 11 that will be helpful to reference.

Choosing a Facilitator

It is key that the facilitator who runs these groups is knowledgeable about gender, sexuality, and masculinity and how it affects behavior. The MenCare program is *gender transformational* meaning that the purpose is to change the way men and women think about what it means to be men and women, mothers and fathers, especially in areas where it is harmful to their health, intimate relationship, well-being of their children and the larger community.

In Sri Lanka, reach out to the men's engagement network SANAM and CARE-Sri Lanka for advice on training and reading material. Online resources such as www.Engagingmen.net and the global MenEngage Network (www.menengage.org) would also have valuable information.

Key Facilitation Skills

Besides a good gender training, consider also taking a facilitator training. Facilitators play a unique role in that they do not pose as the "expert" but rather help to develop and manage group discussions in accordance with the session's objectives.

In general, however, good facilitators follow these **important guidelines** (Adapted from Community Toolbox (http://ctb.ku.edu):

1. **Space Issues:** Think about the space where you are holding the sessions.
   - Is it convenient for everyone to get to?
   - Does it have plugs for laptops and projectors?
   - Will it be close to a place where one can get simple refreshments like tea and cookies?

2. **Encourage everyone to participate.** This is one of your main jobs as a facilitator. It is up to you to get those who need to listen and those who ought to speak to do so. Encourage people to share their experiences, and learn to identify when people want to speak, but may be too shy to say something unless called upon.

3. **Be sure to stick to the objectives of the session.** Groups have a tendency to wander far from the original objectives, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention. You can say, "That's an interesting issue, but perhaps we should get back to the original discussion."

4. **Be flexible with your group.** Sometimes issues will arise in the meeting that are so important, they will take much more time than you thought. Sometimes, nobody will have thought of them at all. You may run over time or have to alter your agenda to discuss them. Be sure to check with the group about whether this is OK before going ahead with the revised agenda. Be prepared to recommend an alternate activity, dropping some items if necessary.

5. **Summarize the group's discussion and needed follow-ups.** Before ending the meeting, summarize the key decisions that were made and what else happened. Be sure also to summarize the follow-up actions that were agreed to and need to take place. Remind folks how much good work was done and how effective the meeting hopefully was. Refer back to the objectives or outcomes to show how much you accomplished.

6. **Do not memorize the manual word-for-word.** Even with a well-prepared session and key points you must make, you need to be flexible and natural. If people sense that you are reading memorized lines, they will feel like they are being talked down to, and will not respond freely.

7. **Watch the group's body language.** Are people shifting in their seats? Are they bored? Tired? Looking confused? If folks seem restless, you may need to take a break, or speed up or slow down the pace of the session. And if you see confused looks on too many faces, you may need to stop and check in with the group, to make sure that everyone knows where you are in the agenda and that the group is with you.

8. **Be prepared to answer "value" questions.** Value questions are questions that focus on one's personal opinion on a subject that does not necessarily have a right or wrong answer. Sometimes these are the hardest to answer because your role is to be objective—not the center of attention. The group must come to their own conclusions without influence from the facilitator.

   For more information on Value Questions, search "FLASH Curriculum" and go to the Seattle King County's FLASH Lesson plans. Here they have "The FLASH Curriculum Guide to Answering Students' Questions."

9. **Manage large groups.** In general, it is best to have groups no larger than 10-12, but in some cases groups will be larger. Take time to adapt the sessions to have more small group discussions so everyone has a change to speak. Minimize the time spent in large group discussions.

10. **Group members with low literacy.** Be prepared to adapt sessions for men and women who cannot read or write. There are some suggestions within the activities on how to modify the procedure to be more inclusive of those with low literacy, but be sure to know your audience prior to carrying out the first session. Be sure to not point out those who do not have these skills as it will surely shame and embarrass them and make them more likely to drop out.

When to carry out the MenCare Groups

For ADPs in the Design and Redesign stages, it is important to do your homework on when and where are the most appropriate time and place to carry out the fatherhood groups. This can be done via focus group interviews, discussions with ADP managers, etc.

Also think about who would be strategic to include as facilitators in the groups including SDCs, MOH personnel, plantation health staff, community volunteers, CBO leaders, etc. Always ensure, however, that all facilitators (as will be repeated again later in this manual) go through an adequate gender and facilitation training, and understand the overall objectives of the fatherhood program.

Ice Breakers

Icebreaker 1

In pairs, have people turn to the person next to them and share their name, number of children, and three other facts about themselves that others might not know. Then, have each pair introduce EACH OTHER to the group. This helps to get strangers acquainted and for people to feel safe—they already know at least one other person, and do not have to share information directly in front of a big group at the beginning of the meeting.

Icebreaker 2

Form small groups and have each of the participants work on a puzzle. Have them introduce themselves to their group before they get to work. This helps to build a sense of teamwork.

Icebreaker 3

In a large group, have everyone write down two true statements about themselves and one false one. Then, every person reads their statements and the whole group must guess which one is false. This helps participants get acquainted and relaxed.

Icebreaker 4

Give each participant a survey and have them interview other participants to find the answers. Include questions on skills, experience, and opinions on the topics you will cover. When everyone is finished, have volunteers share the answers they collected.

Icebreaker 5

1. Ask the participants, individually, to think of a family member or close friend whom they admire for their caregiving style and skills. It could be their mother, grandfather, former teacher, aunt, etc.
2. Then ask the group to pair up with the person next to them and take turns to explain why they have chosen that caregiver and the things they admire (or not) about the person's actions, attitudes and values.
3. After about 5 minutes, each participant will present to the group the family member or close friend chosen by the other person in the pair.

Energizers

Energizers are an important facilitator tool because they keep group sessions dynamic. It can be exhausting to sit for two-three hours even with lively discussion and debate. Energizers can be used at any time—right after a break between activities, after the morning check-in, or whenever you see participants looking tired and losing focus. You will soon find that they are the highlight of every session!

Energizer 1

1. Tell group members to silently think of their favorite animal.
2. Tell group members that without talking, they need to arrange themselves from largest to smallest animals.
3. Group members can only make gestures and the noise of their animal.
4. After they have finished, have group members go around and say the animal they were supposed to be to see if it was accurate.

Energizer 2

1. Have participants stand in a tight circle, shoulder to shoulder.
2. Explain that when you (the facilitator) say "look down," everyone must look at the ground. And when you say "look up," everyone must look up and stare directly at the face of another person. If two people look up and stare at each other, they must scream, or yell a pre-determined word and then step out of the circle. The rest of the participants who didn't make eye contact with another person will continue staring until the facilitator says "look down" again. Play continues until there are only 2-3 people left in the circle.

Energizer 3

This is a fast moving activity. Get people together and focused. Participants must stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on their neighbor's outstretched left palm. The facilitator says, "When I say the word "go," do two things.... grab your neighbor's finger pointing down on your left hand, and prevent your right finger from being grabbed." Then countdown "1 ... 2 ... 3 ... [to add suspense] ... Go!" Repeat several times.

Session Guide Summaries

Session 1: The purpose of this session is to introduce the participants to the MenCare fatherhood program and create a space of trust and confidentiality.

Session 2: The purpose of this session is to introduce the topic of gender equality, its connection with family well-being, and to have men reflect on how men and women spend time in different and often unequal ways.

Session 3: The purpose of this session is to discuss healthy sexuality and its relationship with a happy marriage and to discuss various contraceptive methods.

Session 4: The purpose of this session is to have participants reflect on the influence that our fathers and mothers had on us (both good and bad), and how they shaped who we are as parents.

Session 5: This session is the first day of a two-day couples' workshop. This first day focuses on developing effective communication skills within the couple relationship and includes a discussion around family planning.

Session 6: The second day of this two-day couples workshop focuses on child development (and the rejection of corporal (physical) punishment) and family budgeting.

Session 7: This important session encourages discussion about alcohol abuse and related problems in families.

Session 8 & 9: If possible, try to do these two sessions with both parents, and over two sessions. The purpose of these sessions is to reflect on the beliefs, opinions, and attitudes that adults have regarding corporal and humiliating punishments as a disciplinary and educational tool.

Session 10: This session further encourages men to understand how to give "positive attention" to children and acknowledge children's opinions and feelings.

Session 11: This last, and optional, session focuses on mobilization of the community around issues having to do with fatherhood and family well-being. It provides tools on how to identify the needs in the community, how to start a community campaign, and how to form alliances.

SESSION 1: the welcome session

Note to the Facilitator: This will be the first time that many of the men have shared personal experiences about fatherhood. It may be painful for some of them to relive memories that they are trying to forget, so be sure to create an open and supportive atmosphere.

Objectives

1. Participants become knowledgeable about all of the topics that the fathers' group sessions will cover
2. A space of trust and confidentiality is created between participants

Recommended Time: 2 hours

Materials Needed

1. MenCare Sri Lanka film (stream here: http://www.men-care.org/Media/MenCare-Films.aspx)
2. Laptop computer with speakers to play film
3. Sign-in sheet to take attendance
4. Information sheets
5. Filing box to file information sheets
6. Large sheets of paper and tape
7. Colored pencils or dark color markers

Preparation

1. Have soothing music playing softly in the background.
2. Prepare a stack of copies of information sheets for participants to fill out (see Information Sheet Example at the end of this session).
3. Form a circle of chairs, enough for you and the expected participants.
4. Write down the names of the sessions that will be covered on a large sheet of paper.

Procedures – Part I

Show the MenCare short film (45 minutes)

1. Greet participants warmly as they enter, ask them to sign in, and interview each one in order to gather their data on information sheets.
2. File information sheets in the designated filing box.
3. Once all participants have filled out the information sheets and taken a seat, say the following:
   Welcome to the MenCare fathers' group session. My name is ____ and I will be facilitating these sessions. I'm so happy that you decided to take part because we all know how important fathers are to building equal partnerships with spouses and in caring for children. Before we begin talking about group expectations and what we

will cover in these next weeks, I want to show you a video from the MenCare campaign from Brazil.

4. Show the MenCare Sri Lanka film (it's in the Sinhalese language)

Discussion

1. What do you think this video is about?
2. What similarities are there between Steven's father and our own fathers or fathers in our community? What are the differences?
3. What are some of the positive things fathers are doing in our community now? What are some of the harmful things? Why are these actions harmful?
4. What needs to change in our community for men to be better and more involved fathers?

Procedures – Part II

Group Expectations (15 minutes)

1. Thank the participants for sharing their thoughts and repeat back some of the comments made in your own words.

Optional: *If the group feels restless, choose an Energizer from the manual to move the group around.*

2. Ask the group to sit down in a circle and introduce themselves by answering the following questions:
   a. What is your name?
   b. How many children do you have?
   c. What is your favorite activity to do with your child (children)?
   d. What do you hope to learn in these fatherhood sessions?
3. As the participants introduce themselves, write down their expectations on flipchart paper.
4. After you are finished writing, read back some of the expectations that will be covered and circle them.
5. There will be some expectations that cannot be covered in the time given. For these, it is important to say that while all expectations cannot be met, you will do your best to find the answer to questions you do not know, and/or to point them to the right resource.

Procedures – Part III

Overview of Fathers' Groups and Ground Rules (30 minutes)

1. Begin by saying the following:
   "These fathers' groups were created to support men to be more involved and caring fathers. We will, in these weeks, go over many topics related to fatherhood including child development, couple communication, budgeting, and most importantly equality in the home. We will look at our communities and think about ways in which we can change harmful ways of thinking and be better men for our children and our partners."
2. Bring attention to the large sheet of paper with the session names and describe in 1-2 sentences the purpose behind it. This may require some rehearsing before the session begins and a look at the Session Guide.

3. Ask the group what they think about these topics and if they have any questions.
4. Place a second piece of large white paper on a wall or other flat surface labeled "Ground Rules."
5. Ask the group what kinds of rules the group should have to create an atmosphere of openness and respect. Write these on the paper. Add the following if they are not mentioned:
    a. Be on time
    b. Respect others points of view
    c. Use "I" statements (do not generalize your beliefs thinking that everyone shares what you think – for example, say: "I believe that…" not "fathers believe that.")
    d. One person speaks at a time
    e. Confidentiality – what is said in the group, stays in the group
6. After all these ground rules have been put on the paper, ask participants to come and sign it, like a contract symbolizing that everyone agrees to the rules.

Key Take Home Messages

- We grow up learning that fathers are not seen as the major provider of love and affection, but this is only a cultural belief and it must change through action.
- Many of us have painful pasts that we would like to forget, but it is important to talk about the things that hurt so that we can grow, heal, and change.

Homework

Thank the participants for their participation and explain that you will now hand out a fun homework assignment that they will bring back to the next session.

Their assignment is to answer "What does fatherhood mean to you?" This can be done in the form of a drawing, photos, a poem, taking a story from a newspaper article, or a speech. They will be asked to share this in the second fatherhood session.

SESSION 2: on family and equality

Note to the Facilitator: It is highly recommended that you participate in a gender training prior to running your fathers' group. As the core principal of this program is to promote gender equality, it is important that you understand how gender norms affect the way men and women act in society and the ways in which you can constructively create environments for people to critically reflect on them.

Objectives

1. To explore socially defined gender roles and recognize stereotypes
2. To define the differences between "sex" and "gender"
3. To identify at least one behavior that participants can do to participate more equally in the home

Recommended Time: 2 hours

Materials Needed

- Size A4 paper
- Dark colored pencils or markers
- A ball
- Large pieces of paper (flipchart)
- Tape

Preparation

1. Have one piece of large paper with separate columns for, "Men," "Women," and "Both" and tape it to the wall.

Procedures – Part I

Welcome and Gender Roles Activity *(Adapted from Facilitator Manual for Discussions on Gender, Sexuality and Family Planning in Tanzania)*

1. Welcome back the group to another session and start the day with an Energizer.
2. Review the homework from yesterday evening and ask participants to share. Give ample positive feedback.
3. Introduce today's objectives and what topics you will cover.
4. Introduce the first activity by saying, *"We will now do a fun activity to talk about the differences between men and women, boys and girls, in our society."*
5. Break participants into 3 groups.
6. Have one group draw a large picture of a man, have the second group draw a large picture of a woman, and the third group draw both.
7. When they have finished, they should tape their drawing on the wall and put lots of space between each drawing.

8. Once everyone is seated ask the group what comes to mind when they hear the words "Man" then "Woman." Write these in the appropriate columns you made.
    a. Ensure some of the following words are included for men: "father," "strong," "no crying," "provider," "decision-maker," "leader," "violence," "alcohol," "courageous"
    b. Also ensure some biological traits are included as well, such as "beard," and "penis." For women, "pregnancy" and "birth" should also be included.
9. If participants do not respond right away, ask the following questions:
    a. What are some good things associated with being a man? What about bad? And what about good things associated with being a woman? And bad?
    b. What are things that men and women do?
10. Ask the group to get up and move to the wall with their drawings of the man, the woman, and both man and woman.
11. From the columns read off the words and phrases listed and ask participants to stand by the drawing the word represents.
12. For participants who stand under the "Both" ask why the word pertains to both women and men.
13. Ask the group to sit in a circle.

Discussion

1. Can a Sri Lankan woman be a good police officer or president? Why do we not see more women in positions of power?
2. Can a man cook and take care of sick children? Why do we not see more men as caregivers in our culture?
3. Can it be limiting or harmful for men to "Act like a man" and women to "Act like a woman"?

Look back at the lists in the columns and circle the biological traits mentioned and say, *"'Sex' refers to the biological traits of women and men including anatomy and genetics. In general, it is what defines humans as male or female. 'Gender' refers to the way culture influences how men and women act, dress, talk, and think."*

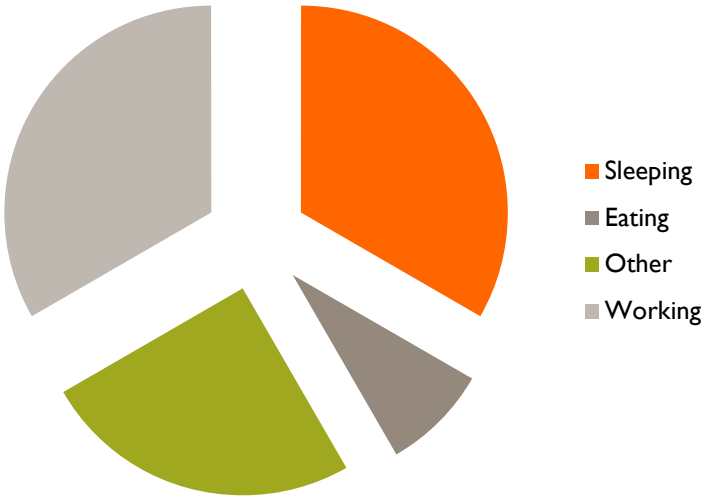
4. Who has more power in our society? Men or women? Why?
5. Are women more powerful today than they were in the past? Is this good or bad? Why?
6. Close the activity: Thank the participants for exploring how gender affects men and women in our culture. Remind them that although sex roles do not change over time, gender roles can and do change all the time.

Procedures – Part II

Time Use Activity *(Adapted from Father Schools by Men for Gender Equality)*

1. Start the second half of the session with an energizer.
2. Hand out sheets of paper and colored pens or pencils to participants.
3. Explain the activity by saying, *"Like we learned in the previous activity, men and women are expected to act in different ways. One way in which men and women tend to be different is how they spend their time. This activity will help us to understand how men spend their time in their day as men and as fathers."*

4. Draw on a large sheet of white paper a large circle. This circle represents the 24-hour day. In this circle, divide your time into slices based on the amount of time spent on each activity. See the example here:



5. Tell participants now to repeat the same procedure but base their drawings on how they spend their own time. For those who cannot write, ask them to draw the activity instead of writing the word.
6. Return the group to a big circle after they have finished, and have volunteers share their drawings.

Discussion

1. What are some of the similarities that you saw between the different drawings? What about the differences?
2. How much time do men in our community spend in caring for their children and families in general? Is this enough time, or not?
   a. What about on cooking and cleaning?
3. If we were to do this drawing over again, but for our spouses, how would it be different?
   a. Why is it, on average, that men tend to spend less time doing housework than women?
   b. How do our community and our culture play a role in this?
4. How do you think it makes our spouses feel when men do less housework than women?
5. What is one thing you can do to better manage the time you spend with your children and spouse?

Procedures – Part III

Close and a Ball Game

1. Thank the fathers for the time they took to participate in today's session.
2. Explain to the participants that this last activity requires everyone to stay silent unless they have a ball in their hand.

3. Throw the ball to one participant and ask what they liked the most in the session today. After this person answers, they must then throw the ball to another person.
4. When you get the ball back ask what they would like to improve in the next session.

Key Take Home Messages

- Whereas sex roles generally do not change over time, gender roles can. As we discussed, some gender roles can be harmful or prevent people from having more equal and loving relationships.
- How we spend our time is also often determined by gender-related expectations. It is important to think about ways in which we can partner equally with our spouse and children to build a happier household.

Homework

Ask participants to go home and take on one caregiving or domestic chore around the home that they have never done before. They should come and share at the next session what they did at home, how they felt doing it and how others at home responded to it. They should share with their spouse and child what they plan to do.

SESSION 3: healthy sexuality and asking a professional

Background for the Facilitator

For many men, sexuality is defined as sexual performance. Many men feel pressure to prove themselves sexually. Providing information about sexual desire, excitation, and orgasm can reduce the insecurity and discomfort of men about these issues. In the course of this activity, the facilitator should emphasize that there are many other forms of sexual contact, intimacy, and pleasure. Carry out the discussion in the most open and informal way possible, even when the men laugh or joke about these issues. In fact, joking is one of the ways that men use to "defend" themselves or express anxiety, particularly when faced with new information. Throughout the activity, it is important to emphasize the issue of mutual consent—that is that people have the right to decide if, when, where, and how they want to have sexual contact.

Note to the Facilitator: Prior to carrying out this activity, it is important to become comfortable with talking about the human body, sexual intercourse, and pleasure. If the facilitator expresses discomfort, this may transmit to the rest of the group. Do your research about healthy sexuality, consult a professional, take a training, and practice, practice, practice.

Objectives

1. To discuss desire, excitation, and orgasm and to clarify that men and women have equal sexual drives, needs, and desires
2. Understand that part of a happy marriage is a healthy sexuality and sex life
3. Increase men's knowledge of different types of contraceptives

Recommended time: 2.5 hours

Materials Needed

- None

Preparation: For the second half of this session it will be important to invite a reproductive health professional, either a doctor or a health education specialist, who can speak and answer questions about contraception, pregnancy, and overall family planning. Ensure that these professionals are asked several days in advance so they can plan accordingly.

Procedures – Part I

Welcome and "The Erotic Body" Activity *(adapted from Program H by Promundo)*

1. Welcome everyone back and start off with an Energizer. Go over the homework from the previous session.
2. Introduce the next activity by stating that today you will do an activity around something that everyone at some point in their lives thinks about, but rarely talks about.
3. Ask everyone to sit in a circle and begin a discussion using these questions:
   - What is sexual desire? Do both men and women feel sexual

desire? Are there any differences?

- How do we know when a man is excited? And a woman?
- How do men get excited? What excites a man sexually?
- How do women get excited? What excites a woman sexually?
- Do men and women get excited in the same way? What is the difference?
- What is orgasm?
- What happens in a male orgasm? And what about a female orgasm?
- How important is sexual satisfaction in a committed relationship or marriage?
- Is sex more enjoyable with affection or without affection?

Important points to share with the group (you can either read this out loud or provide copies to the group depending on literacy levels):

- Every part of the human body can produce pleasure when touched but, generally speaking, people have certain areas that are more sensitive to caressing than others. These are called erogenous zones (breasts, anus, vulva, clitoris, vagina, penis, mouth, ears, neck, etc.). They vary from person to person, thus, only by talking or experimenting will you know what excites your partner (be they male or female) most.
- The human body is much more than its biological functions. Unlike most male animals, who become sexually aroused merely by the smell of a female when they are in heat, human male excitation depends on social and psychological factors that are closely interlinked, which influence each other and depend on each other. For a woman, sexual desire does not depend on being in her fertile period. How does human sexual desire work?
- There are four stages to human sexual desire: desire, excitation, orgasm, and relaxation. Sexual desire is when one feels like having sex. It occurs through the activation of the brain when confronted with a sexually exciting stimulus. It should be remembered that a certain stimulus can be exciting in a certain culture and not in another. For example, a certain standard of beauty can arouse sexual desire in one place and not in another. Anxiety, depression, the feeling of danger, and fear of rejection can affect a person's sexual desire. On the other hand, when a person feels relaxed, secure, and has intimacy with his or her partner, this greatly facilitates the desire to have sexual relations. Sexual excitation is involuntary, that is to say, it occurs independently of a person's will. What man has not had the embarrassment of having an erection at the wrong moment? We know that a man is excited because his penis becomes hard and his testicles rise or feel tighter.
- We know a woman is sexually excited when her vagina becomes wet and her clitoris swells and becomes harder. Physiologically, the excitation results from the increased flow of blood into certain tissues (such as the penis, the vagina, the breasts) and from the muscular tension of the whole body during sexual activity. During this phase, respiratory movements and heartbeat increase. More important than knowing all this, however, is knowing that caressing and touching between partners is important in this stage. In the case of most men, all it takes is an erotic image for him to have an erection; for a woman to become excited requires more time, and more caressing and kissing.

- Orgasm is the stage of greatest sexual intensity and is difficult to describe objectively because the feeling of pleasure is personal—so much so that descriptions of orgasm are just as varied as people themselves.
- During orgasm, most individuals feel that the body builds up enormous muscular tension and then suddenly relaxes, accompanied by an intense feeling of pleasure. Furthermore, not all orgasms are the same. As the orgasm depends on sexual excitation; the same person can have orgasms of different intensities at different times. It is during the male orgasm that ejaculation occurs, that is, sperm is ejected through the urethra.
- Relaxation is the stage when the man relaxes and needs some time to get excited again. In young men this period is short (around 20 to 30 minutes); in adults, particularly those over 50, it can take longer. Women do not need this interval, which explains why they can have more than one orgasm during sexual intercourse, or multiple orgasms.

Procedures – Part II

Asking a Professional

1. After a short break, introduce your guest by saying his or her name and thanking him or her for coming to your group. Tell the participants that this person is here to talk about contraception, the different types of devices that are available, and answer questions about family planning.
2. The health professional should come prepared to talk about the following things:
   a. Hormonal methods
   b. Intrauterine devices (IUD)
   c. Barrier methods
   d. Rhythm methods
   e. Tubal ligation and vasectomy
   f. Emergency contraception

   They should also talk about the advantages and disadvantages of each, the cost, and the ease of access to the method.
3. Allow time for participants to ask questions. If possible, ask the professional to bring in samples of each method so that participants can see what they look like.
4. Emphasize to the participants that it is not important to memorize every single contraceptive method, but rather to understand the variety of methods there are.
5. <u>The participants' spouses, in the end, must decide which method is best for her and his role is to support her.</u>

Discussion

1. Who usually thinks about contraception and family planning? The husband or wife? Why?
2. In a healthy relationship, who would think about family planning? The husband, wife, or both?
3. If you had to talk to your partner about contraception, how do you imagine the conversation would go?

Key Take Home Messages

- Being shy talking about sex and one's sexuality is normal, but having these open and honest conversations with your partner is a key part of a happy partnership.
- There are many different types of contraception available to help couples plan their families and prevent unplanned or unwanted pregnancies. It is important to discuss which method is best and support your spouse's decision.

Close

Remind the group that you will continue this discussion in later sessions with their partners in the couples' workshop, but that it is important to remember now the importance of joint decision-making in family planning and gathering knowledge about the options for contraception based on your partner's needs.

SESSION 4: looking to the past and planning for the future

Note to the Facilitator

This session can be particularly emotional for some participants, especially for those who had a violent parent. Be prepared for this by providing a safe environment—remind everyone of the ground rule on confidentiality and being emotionally supportive to those who voluntarily share their painful pasts. Also think about researching what kinds of mental health services are available in your community so that you can provide referrals if necessary.

This session also requires a bit of writing. The activity suggests that participants can also draw instead of writing. In the end, it is up to you, but be sensitive to those who have certain limitations.

Objectives

1. Reflect on the influence that our fathers and mothers had on us, and how they shaped who we are as parents.

Recommended time: 2.5 hours

Materials needed

- Copies of "Letter to Your Parent Figure" (see end of activity for template)
- Pens or pencils to write or draw with

Procedures – Part I

Welcome and Visualization Activity

1. Welcome participants back with an Energizer.
2. Review the last session then and ask participants to share their experiences with the assigned homework.
3. Tell participants that you will begin today's session with a visualization activity.
4. If appropriate, ask participants to sit on the ground in a comfortable cross-legged position. Have participants close their eyes as you say the following:

   "Close your eyes. Focus on your breathing and the sound it makes as it comes in and out of your mouth. You will only need to focus on what I will say and nothing else.

   In your mind, you see yourself going to a funeral of a loved one. Picture yourself entering into the funeral house. As you enter the house you notice the white flags, banners and flowers. You see the faces of your friends and family members already seated. You feel a sense of sorrow, and a sense of joy for having known the deceased.

As you walk down to the front of the room and look inside the casket, you suddenly come face to face with yourself. This is your funeral. All these people have come to honor you, to express feelings of love and appreciation for the life you lived.

As you take a seat and wait for the final religious activities to begin, you look at the program in your hand. There are to be speakers from your immediate family including your wife and children, as well as members from your community and close friends.

Take a few minutes to visualize what each of these speakers would say about you and your life, focusing particularly on your wife and children. What kind of husband did they say you were? What kind of father? Friend? Son? What contribution did you make to their lives? What kind of things would you like them to say about you?

Now take a deep breath and open your eyes."

Discussion

1. How did it feel to do this visualization activity? What kind of emotions did you have?
2. What were the kinds of things you imagined your spouse saying about you? What about your children?
3. Was there anything you imagined that they would say about you that is not yet true? What?

Procedures – Part II

The Legacy of My Father *(Adapted from Program P)*

1. After doing a short Energizer, have participants come together in a circle.
2. Explain that this activity is connected with the one just completed except this time we will be looking into the past at our experiences with our fathers or major male caregiving influences.
3. Pass out "Letter to your Parent Figure" and tell participants to take 20 minutes to either draw a picture or write a letter to their father or an important male figure in their lives. They do not have to put their name on this letter. If there are participants who cannot read, read the questions from the "Letter" out loud and ask them to draw their answer however they see fit.
4. Once everyone has finished, or the 20 minutes is up, form a circle and ask participants to volunteer to share what they drew or wrote.

Discussion

1. How did it feel to write this letter?
2. What impacted you or what caught your attention as people were reading their letters?
3. What are some behaviors or attitudes you have that you would like to leave behind?
4. What are 1-2 positive lessons you learned from your parents, or others' parents/parent figures, that you would like to start doing?

Close the activity by saying the following:

"It's important for mothers, fathers, and caregivers to talk about the relationship they had with their own parents to heal and learn from the experience. Reflecting in this way allows mothers, fathers, and caregivers to identify the positive experiences from their life histories that they would like to repeat, and leave the negative experiences behind."

As a recommendation, close the activity by creating a way for participants to leave negative influences in the past, and focus on the positive lessons. For example, they can fold the letters and throw them into a trashcan, or put into a box that is then sealed with tape and hidden away.

Homework

Tell participants to spend time with their families in order to work on a mission statement that includes the goals you wish to reach together. Create an example of a mission statement like this:

We are the Denali family. We aim to create a household full of love and without violence. We share household responsibilities and spend time together as much as we can. We will treat each member in our family with equal respect and dignity.

Ask them to bring their mission statement to the group next time and share in small groups.

Letter or Drawing to My Father

For Session 3

Write an open letter to your father or an important father figure in your life and answer the following questions.

Dear _____,

(Write about how this person impacted you as a parent, or draw a picture or image about how they affected you)

<u>Now answer these questions</u>:

1. **Two things I saw you do that I want to do with my own children are…**

2. **One thing I saw you do that I do not want to repeat is…**

SESSION 5: couples' two-day workshop

Part I: On Family Life and Communication

Background for the Facilitator

(Adapted from Children Subject of Rights)

Communication plays an important role within families to ensure that family members function and develop appropriately. Families that can express their feelings and concerns without feeling threatened most likely share an open, deep, responsible, and affectionate communication.

Families that have very strict rules may encounter more frequent communication problems between parents and children, because the children end up not trusting their parents, who fail to notice their needs, questions, or changes they are undergoing. Excessive authority, orders, and threats from the parents characterize closed communication. This leaves the children without any room to express their feelings and doubts. Within couples, too, open communication is important for family planning, spending, and most important of all, happiness.

We know that there is no basic rule for improving communication within the family. Each family is different and has its own history, mechanisms, and communication style. But good communication brings parents and children closer together.

Note to the Facilitator: Based on evaluations of the MenCare fathers' groups, the couples' two-day workshop was often cited as the most helpful and effective session. This was because this workshop opens up the opportunity for couples to talk about frustrations, hopes, and dreams—moments that do not come along very often.

However, when planning this workshop, take into consideration the following issues:

- When will it take place? Over a weekend?
- Who will take care of the couple's children?
- Will you offer food and refreshments?

Make sure you estimate these costs when developing your program plan as this session often requires the most planning and funds.

Objectives

1. To recognize the differences between confrontational, passive, and assertive communication
2. To promote non-violent ways of communication within the home
3. To promote joint decision-making in the home and support active listening
4. To reflect on the characteristics and needs of children in different age groups (0-6), based on the experiences of the participant and the opinion of experts in this area
5. To learn how families can manage their budgets to ensure the well-being of their children

Recommended Time: Two five-hour days

Materials Needed

- Printed lyrics of the Family Song by Nalum Engal Veetil Karthigei or another song that speaks about love, peace, unity and celebration within families.
- Paper and pens
- Big sheets of paper
- Laptop with speakers
- Tape

- Copies of "Mary's Responses"
- Copies of "Timeout Technique"
- Newspapers and magazines (for Day 2)
- Copies of "10 things I need to grow up" & "Basic Needs for Everybody" (for Day 2)

Preparation

1. Draw two squares with adhesive tape or chalk on the ground to represent a house big enough so that 4 people can stand within in each square.

2. Write on a big sheet of paper the definitions of assertive, aggressive, and passive communication.

   Assertive communication: Asking for what you want or saying how you feel in an honest and respectful way so it does not infringe on another person's rights or put him or her down.

   Passive communication: Expressing your own needs and feelings so weakly that they will not be heard.

   Aggressive communication: Asking for what you want or saying how you feel in a threatening, sarcastic, challenging, or humiliating way.

Procedures – Part I

Welcome and Introductions

1. Welcome the couples to the workshop and thank them for taking the time to be together in this space. Explain the objectives of the two days: To help create happier families by: 1) improving communication, 2) supporting joint decision-making, and 3) promoting non-violence within the home.
2. Start off the day with Family Song by Ella Nalum Engal Veetil Karthigei.
3. Ask participants to stand together in a circle and hold hands.
4. Play the song and ask the participants to close their eyes.
5. Ask them what came to their mind as they listened to the song.
6. Ask the participants now to introduce themselves, but ask the wives to introduce their husbands and vice versa. They should write the following in their introduction:
   a. Your spouse's name
   b. How many children you both have and their names
   c. How did you meet and when did you get married
   d. One thing you admire about your spouse's characteristics and/or skills

Procedures – Part II

Parents by Accident or on Purpose? *(Adapted from Program P)*

1. Explain to the group that you will now do an activity around why couples plan families together through family planning and what happens when they do not.

2. Explain that you will read a story of two couples (for example: Aditi and David, Chandrika and Nimal), and ask for two couples from the group to take on each of those roles.
3. Start the story saying, *"Aditi and Nimal are sisters so for this reason they decided to get married on the same day. Aditi married David and Nimal married Chandrika."* Ask the volunteers to come into the "houses" assigned (the two squares of tape on the ground).
4. Continue the story, *"In the first year of marriage, the two couples each had their first child."* Ask two volunteers to represent the children, adding one into each "house."
5. Continue, *"After the birth of their first child, Aditi and David decided to begin talking about family planning. Chandrika could not talk to Nimal about this because Nimal never wanted to talk about those types of things. In their second year of marriage Chandrika and Nimal had their second child."*
6. Add another participant to Chandrika and Nimal's "house."
7. *In the third year of marriage, Nimal and Chandrika had their third child.*
8. Add a third participant to Nimal and Chandrika's "house."
9. *"In the fourth year of marriage, both couples had a child. And after that Nimal and Chandrika had three more children in the next three years while Aditi and David had one more in that same span of time."*
10. At the end, give the mother and father of each house a loaf of bread and ask them to share it with every member in their household.
11. Ask that each person holding a piece of bread to show it to the rest of the group so that they can see the differences in size of bread between the two families.

Discussion

To the "family members":

1. How did it feel to do this activity?
2. What were you thinking during the exercise?

For the whole group:

1. Are you satisfied with the number of children you have had?
2. Is there something bad about having a large family?
3. Should people plan to have children that they want and space the births between those children?
4. Why do some men (and some women) avoid the topic of contraception and family planning?
5. What are some of the effects of unplanned pregnancies on family relationships?

Key Take Home Messages

- We have to take responsibility for finding information about contraception and know that avoiding unwanted pregnancy is both women's AND men's responsibilities. Talk with your partner about the risk of pregnancy. Communication is key.
- The best way to prepare for parenthood is to decide when we want children and when we are ready for that responsibility.
- Fatherhood before a person is ready, or young fatherhood, are risk factors for absence, poor relationships with children, and high levels of stress.

- Men and women who have children before they are ready may feel that they are losing out on other opportunities in life (school, recreation, etc.)

Procedures – Part III

Communication Styles *(Adapted from Facilitator's Manual for Discussion on Gender, Sexuality and Family Planning in Rural Tanzania)*

1. After a short break, explain to the group that now you will do an activity around communication and the ways that wives and husbands communicate with one another in the home.

   Note: This activity will require an extensive amount of reading.

2. Read the following scenario aloud:
   Mariamma and Krishnamurthi have been married for five years. They have three children. Mariamma wants to send her oldest daughter to school in Colombo because she passed her qualifying exams and believes the opportunities are better in the city. But she fears that their land will not be enough to support the family and her daughter's education. She also fears that Krishnamurthi will have to migrate to another country to make enough money to ensure the family's survival. If this happens, she wonders if he will get other sexual partners or even another long-term partner who will have children with him; she has heard of this happening for some families. Mariamma also fears loneliness if Krishnamurthi leaves for another country. She could end up having to raise their children alone and cannot figure how to support them.

   Mariamma has wanted to discuss their children's education and family spending with Krishnamurthi, but there never seems to be a right time. They are both so busy taking care of their children and the land. And Mariamma is afraid to save money without discussing it with Krishnamurthi first. It is the evening and Krishnamurthi is getting up from the table to do what he usually does after dinner (leave to go play cricket with his friends).

Discussion

1. Ask what Mariamma might do in this situation and write what participants say on the flipchart.
2. Review the definitions of aggressive, passive, and assertive communication on the flipchart.
3. Pass out a copy of "Mariamma Responses" (below) and ask each couple to work for five minutes to decide what type of communication Mariamma uses for each response.

Mariamma's Responses:

A. Mariamma does not speak to Krishnamurthi for a week.

B. Mariamma tells Krishnamurthi she does not want to spend money on only

material things because the rest of the family suffers. She is not a machine that can work, take care of the children, and Krishnamurthi himself. She says her daughter deserves a better education, but Krishnamurthi cannot recognize this because he does not care at all about the family.

C. Mariamma explains that she would like to talk this week about their family's financial budget and plan together to set aside some money for their daughter's education over the next year. She says she would like to attend a course to learn how to do this as well. She would like Krishnamurthi to attend this course with her.

4. After five minutes, ask the entire group to identify the type of communication Mariamma used in each of these responses.
5. Ask the group the following questions about each of Mariamma's responses:
   a. Why do you think this response is appropriate or not appropriate?
   b. What may happen as a result of this response?
6. Write their responses on the flipchart.
7. Would the situation have been different if the roles were reversed—if Krishnamurthi was asking Mariamma about their daughter's education and money management?
8. Do you think there are differences between men and women that affect how assertive a person is?
9. Why is it so hard for some people, especially women, to be assertive?
10. What have you learned from this exercise? What might you use in your daily life?

Procedures – Part IV

Practicing Active Listening

1. After doing an Energizer, or simply taking a break, tell participants that since you just completed an activity around how to effectively communicate, it is now good to practice what it means to listen actively.
2. Explain to the group that you will now go through the steps of active listening by reading the following:

Keys to active listening:

- *Empathize. Empathy is important because you are trying to see the world through your partner or child's point of view, rather than your own. This builds trust.*
- *Ask and encourage. Ask questions when family members bring up ideas, or tell you about their day. Encourage family members to tell you more detail so that you can gain a fuller understanding.*
- *Paraphrase and summarize. Paraphrasing means that you can take what you just listened to and say it back to the person using your own words. Doing this prevents miscommunication, shows empathy, and that you're listening!*

3. After reading this, write the three keys to active listening on white paper.

4. Ask each couple to take turns talking for 10 minutes about one or two worries that they have about the quality of their family life, and one way that they can contribute to the family to address this worry.
5. While one partner speaks, the other should practice active listening.

NOTE: Keep in mind that many of the worries will be money-related (building a new house, working more, creating a second business), so say that while it is OK to talk about money related issues, the focus should also extend to other areas (quality time with children, family planning, health, communication, etc.).

Discussion

1. What were some of the worries your partner shared about the quality of family life at home and the solutions offered?
2. If someone in the marriage is frustrated, or one of the children is frustrated, how will you work together to communicate effectively to solve the problem?
3. What are some ways families can stay emotionally close when one family member, like a son or mother, lives in another city?

Homework & Close

- The best way to prepare for parenthood is to plan together with your partner about the number and timing of children.
- Assertive communication is often the most effective way to get one's point across, and listening is equally as important.

Assignment 1: Ask participants to go home and plan with their children, if they are old enough, a time every week where they can have family meetings at which they discuss important issues and spend quality time together.

Assignment 2: Practice the "Time Out Technique" with your partner and take turns (see next page).

Feeling Angry or Frustrated? Try the Time-Out Technique

(From the Toolkit for Men by WPF Rutgers)

How?

Whenever you feel your anger rising, your body getting tense as if it is going to explode, or any of your warning signs (clues that you might get violent), say out loud to yourself and your wife or partner:

"I'm feeling angry, I need time-out – I'll be back in one hour."

Leave for one hour (no longer and no shorter), during which you cannot drink and you should not drive. It is almost preferable for you to do something physical, like going for a walk or a run.

When you return after an hour, tell your partner that you have come back from your time-out and ask if she would like to talk with you. If one of you doesn't want to talk about the situation, respect that person's need to not discuss it at this time. If you find yourself feeling angry again, take another time-out!

Practice Time-outs

A practice time-out is the same as a real time-out, except that you are not feeling angry. Practice saying the words and walk away. You tell your partner:

"I'm not feeling angry, but I want to take a practice time-out. I'll be back in one hour."

The more you take practice time-outs, the easier it will be to take the real time-outs when you need them.

IMPORTANT: Be sure to tell your partner and even children about time-outs and how they work.

REMEMBER: NOTHING IS MORE IMPORTANT THAN STOPPING VIOLENCE.

SESSION 6: couples' two-day workshop

Part II: On Child Development and Family Spending

Note for the Facilitator

Money is often scarce, and if it is not used well, children suffer. For example, if a parent spends money on alcohol, drugs, or just their own needs and wants, the rest of the family, especially small children, may suffer. (In the flashcards, we see the example of a father who spends most of the family money on alcohol, while his wife and children are forced to survive on tortillas and salt). It is very important for parents to have an open discussion with each other and their children about how to best use the family's resources.

Sometimes, parents may need to discuss changes in their own lifestyles so that their children can live healthier, better lives. One or both parents may need to change certain attitudes about the things they spend money on that take money away from the household – money that could be used to buy food, clothes, books, toys, or better shelter for the children. Parents need to have open, positive attitudes during these discussions. These open discussions can help families solve money problems together.

Mothers and fathers are BOTH responsible for the well-being of children. Both parents need to think about the well-being of their children when they make spending decisions. It is important to include all family members in discussions about money management, including children. Adults can learn to express their own desire for things without whining or complaining, even when they know they cannot afford these things. It is important for all members of the family to see that they can say "no" to things they want but cannot afford.

Background for the Facilitator

The development of a person is the result of interactions between their own biological and psychological characteristics and the context in which they live (with family, school, friends, and the community, in addition to the media, the economic and social system, and predominant beliefs of the culture in which they live). Therefore, the child's development is composed of the relationship between their personal characteristics and the attention he/she receives from the family, school, society and culture in which they are immersed.

The child is constantly developing and will continue to do so. The first years are very important and will influence the development of the child's personality. Each child develops in their own way and at their own pace. For example, some babies cry a lot, others don't. Some wake up at night, some smile more, others smile less.

There are many factors that impact the way the child will develop, ranging from the family's preparations even before the child is born to the way parents, caregivers, and educators interact with him or her, influencing how the child will deal with certain experiences throughout life. Fathers, mothers, and caregivers usually have a lot of questions about caring for and raising a child: What can be expected from a small child? What will it be like when my child becomes a teenager? Is my son's or daughter's behavior appropriate for their age? How can I help my children to develop well? In working with families, it's important that they can learn how children think and feel.

The goal of this section of the manual is to help the family learn more about the development of their child, the differences, skills, and competencies, and how they can contribute to their child's healthy development.

One simple exercise a family can do is to sit down together and make a short list of the things that the family must have every month in order to live a healthy life together. This list should include the basic food, clothes, medicine, water, and housing costs the family must cover each month. All adults in the household should have a clear idea of what this total cost is. Then they can make a plan for how to have enough money each month to cover everything on the list.

Parents should teach small children how to save money and limit spending. They should also be honest with children that even when times are better, parents should not buy children everything they want whenever they ask. Parents can model this by not buying everything they want either.

Materials needed

- 4 large pieces of paper, each with one number from 1 to 4
- 2 large pieces of paper—one with a large happy face and one with a large sad face
- Index cards with examples of family expenses (see below)
- Sheets of paper for the participants
- Colored pencils and markers in various colors for the participants
- Six cards with examples of family expenses

Procedures – Part I

Welcome and the Needs of Children (Adapted from ECCD toolkit developed by WV)

1. Begin the second day of the workshop by welcoming participants back and asking couples to share how the homework assignments went.
2. Ask the group to form six small groups and explain that they will each receive a description of the situation that they will role-play.

The six situations are as follows:

i. The father works in the city and only comes home on the weekend, and the mother works full-time. The parent-teacher meeting is happening…
ii. A family with a 10-year-old son has just received news that their son failed his exams…
iii. A family has one child who is 12 and one who is 9. The festival season is approaching and usually their children leave school to work. But this year…
iv. A family has a child who is suffering from violence at school. They respond by…
v. A family is considering sending their 13-year-old daughter to work as a domestic worker in the city, but the father and mother do not agree…
vi. A family finds out that their child has not been going to school every day. When this has happened before, they respond by beating the child. This time…

3. Each group should prepare a five-minute role-play based on this information. Each group will have 30 minutes to create the story and rehearse the role-play.
4. As each group presents their story, ask what the specific characteristics, needs, and roles of the family or institution are in each role-play.

5. Based on the role-plays, the text "Basic Needs" (next page), and the group's discussions, organize the outcomes and write these on two papers.
6. Hang the two pages with information from the previous exercise (about children ages 0-6) next to the information developed in this exercise. Together with the participants, compare and discuss the differences between children ages 0-6 and those who are ages 7-11.

Discussion

1. What difference did you notice between a child younger than 6 and one who is between the age of 7 and 9?
2. What needs do they have at this age?
3. What do their parents expect from them?
4. Do they expect the same from children ages 9-12? If not, what are the differences?
5. What could be improved in terms of the children's education? How could you do this?
6. Who should ensure that the needs of children are being met (state, school, parents, community)?
7. Are there appropriate places in your community where children can safely play, run, and have fun?
8. What is the role of the family? How should mothers and fathers interact with the school? What is the role of the community in child development?
9. What is the role of the municipality and state in ensuring that the rights of children and adolescents are respected?

Key Take Home Messages

Although children differ greatly from each other, there are some common characteristics for most of them. Therefore, it's important that adults have a good understanding of what they can expect from a child or adolescent, because the needs of a child vary according to age.

Development is a process that undergoes various stages. As children grow, they develop different capacities, feelings, and needs. This also varies from one child to another.

To develop, children need the help of adults who are aware of their needs and protect them, respect them, take them seriously, love them, and guide them.

Procedures – Part II

Family spending *(Adapted from WV developed ECCD Tools)*

What are we going to learn?

We are going to learn how families can manage their budget to ensure the well-being of their children.

LET'S TALK ABOUT IT! We are going to look at some pictures, so we can talk about what we all know about this topic.

- How do you decide the way to use money in your family?
- How do you think you should use money to best support your children?

- Do you think you should make some changes in the way you spend your money? What changes?

Changing the family budget

We are going to prepare a family budget that ensures the well-being of the smallest members of the family.

What We'll Do

Before the start of the meeting, prepare four stations marked with the numbered posters you prepared. At each station, put the materials necessary for that activity.

Start the meeting by asking the question: *What do think about the practice of writing up your family's budget? Is it possible? What are some difficulties or challenges in making your budget?*

Invite the group to participate in an activity called: "Changing the Family Budget." Members of the same household or family should do this exercise together. Ask participants to visit each of the four stations in the following order:

Station 1: What expenses do we have?

1. Paste index cards on the wall on which you've written expenses that a family might have (one per card), for example: house payment, water, electricity, transportation, food, clothes, etc.
2. Then give everyone a piece of paper and ask them to write each one of the expenses of their family. Tell them to make sure to include the expenses of the youngest child. Those who can't read or write should be paired with someone who can.

Station 2: How much do we have?

1. It is important to know how much money the family can count on each month.
2. Give another piece of paper to the participants and have them write down their family's monthly income (the money they take in each month). Ask them to be as exact as they can.

Station 3: Happy Face or Sad Face

1. This station should have the big happy face and sad face posted next to the number 3 on the wall.
2. Explain that if the family's expenses are larger than the money they are making each month, they should draw a sad face on their paper. If the expenses are less than the money they make each month, they should draw a happy face.

Station 4: Necessities for the Children

1. At the final station, have the participants look at their expenses and with a marker of another color circle all the costs that have to do with the necessities of the child.
2. Ask participants how much of the budget is helping the development of the child.
3. At the end meet together to discuss suggestions on how to improve spending and how to save money each month in order to invest it for their children's future.

Summing Up

What did we learn?

Review

1. How do you feel after this meeting? Why?
2. What are the two most important things you've learned today?
3. What will you do differently based on what you learned during the meeting?
4. What did you like the most? Are there things you didn't like?
5. Do you have any remaining concerns or questions about what we talked about?

To finish, what would you recommend to improve today's meeting when we do it again with another group? *(Explain that answering this question will help the meeting be even better in the future for parents with small children.)*

Other Suggestions

- The topic of budgets is a very private topic. Make sure the information of each family is not shared or seen by others at the stations.
- The topic of budgets brings up the area of income generation. The families with a "sad face" may need ideas of how to generate more income. Have a discussion with the group about new forms of generating income for the family. Try to take into account the context and situation of each family.

Homework

Tell parents to talk about and agree upon a family budget that will ensure the well-being of their small children.

Close

Thank the participants for participating in the workshop. Tell them that you hope they will continue to communicate openly and spend more quality time together as a family. We also must recognize the limitations of children and work within their limits as they grow and develop. Mothers and fathers should work together to provide a supportive and loving environment for their children.

Basic Needs Ages 0-6

"10 things I need to grow up"

1. **Interaction**: Spend some time looking at me and answering my questions and glances. Your actions and answers are very important and special to me.
2. **Affection**: Hold me, grab me, give me a million hugs. This will keep me happy and calm. It will also encourage me to learn new movements.
3. **Stable relationships**: I need someone special who will come when I call them, who I will see when I look around me. That way I know I can continue.
4. **Safety and a healthy environment**: Protect the electrical outlets, block the stairs, keep dangerous things away from me! If I have a safe environment I can explore some very special places and feel free.
5. **Self-esteem**: If you encourage me, applaud me, and support me, I can learn to do lots of different things!
6. **Care**: When you are away, I need to be with people you trust to take care of me and teach me new and exciting things.
7. **Communication**: I still can't talk like an adult, but don't be fooled, I understand a lot of things. Our conversations are very important to me!
8. **Play**: Playing is fun, playing is great. This is how I learn a lot of things.
9. **Music**: 1,2,3 … sing to me and make silly sounds. Singing, dancing, and listening to music are some fun things we can do together.
10. **Reading**: Read to me, show me books with a lot of pretty pictures. Write stories for me, and I will enjoy reading them forever.

Basic Needs – Ages 7-12

Physical-biological needs

- Sufficient and varied nutrition, appropriate for the child's age
- Enough clothing to protect the child from cold or heat
- Body hygiene and a clean home
- Sufficient sleep for the child's age
- Adequate, age-appropriate physical activities: games, outings, exercise, etc.
- Protection of physical integrity by keeping the child safe at home and in the community
- Appropriate healthcare, including medical check-ups and vaccinations

Cognitive needs

- Sensory stimulation (visual, audio, tactile, olfactory, etc.)
- Stimulation of oral and written language (talking, writing, singing)
- Physical and social exploration (discovering the world together with adults, children, and/or teens)
- Understanding of the physical and social reality (with correct answers to questions, with simple and clear explanations, without any lies)

Emotional and social needs

- Emotional safety through unconditional love, which may disapprove of some of the child's behaviors, but will never reject them as a person
- Social relationships through the interaction and friendship with other children, as well as group and family activities
- Participation and autonomy, allowing the child to contribute, appropriately, in decisions that affect his/her life, or that benefit the child, the family, or the community.

SESSION 7: on alcoholism

Note to the Facilitator: Alcohol and drinking have many different meanings and uses for men, including some that are positive and others that are negative. The abuse of alcohol creates serious problems in families and contributes to violence and conflict between partners. It also perpetuates poverty (e.g., money spent in bars).

In preparation for the **"Throw the Drunk Ball"** game, the facilitator should take stock of the various alcoholic drinks (wine, banana beer, etc.) and other substances (drugs) below, and discuss what is perceived as too much alcohol (in terms of quantity and frequency per day/week/month).

Objectives

1. To learn how to help each other in preventing substance (alcohol) use, and to encourage discussion about alcohol abuse and related problems in families

Recommended Time: 2 hours

Materials Needed

- Large sheets of white paper
- Pens
- Paper
- Paper or plastic ball (cultural, traditional round object)

Procedures – Part I

Introduction and "Throw the Drunk Ball" *(Taken from Promundo's "Journeys of Transformation")*

1. Thank the participants for returning and ask them how they felt about the couples' workshop.
2. The facilitator briefly explains the game and its objective and asks all men to form a circle
3. Part 1 – Men pass (toss) the ball from one to another. Whoever receives the ball has to give one reason (positive or negative) why men use alcohol (each participant has to give a different reason) while the facilitator writes the answers on a chart. Here are a few questions that the facilitator can choose to ask to facilitate discussion:
    a. Why do men consume alcohol?
    b. Do you consider men who use alcohol to be "real men"?
    c. Is there any connection between alcohol use and masculinity (being "real men")?
4. In the second round of passing the ball, participants have to give one problem caused by drinking excessively (e.g. physical, mental health complications, poverty, etc.)

Discussion

In pairs, have participants discuss the following questions:

1. How does excessive drinking impair our ability to be good caregivers and partners to our spouses?
2. How could you help your friend of neighbor control his abuse?
3. What would you need in order to control your abuse (or what support would help you)?
4. What is the difference between healthy drinking and drinking that leads to problems?
5. What are the solutions to this problem?

After discussing, the facilitator asks the men to turn back into the circle and share their solutions. As the men share, the facilitator writes their responses on the chart.

Ask each participant to state one thing he can do to eliminate alcoholism from the community.

Homework

Ask the fathers to go home and identify one person in their community with whom they could share what they learned today. Speak with this person and be prepared to share your experiences in the next session.

Close

Alcoholism is a major problem in our community that often leads to negative behaviors such as violence and wasteful spending. It is important that we recognize that all drinking is not bad, but continuous drinking that impacts the livelihood of our families and ourselves is harmful. Individuals and communities must work together to end alcoholism and promote a healthier lifestyle.

SESSIONS 8 & 9: child rights and protection

Background for the Facilitator

The practice of corporal and humiliating punishments against children is also a violation of their basic human rights, which includes the protection against any form of violence and respect for their physical integrity and human dignity.

Children have the right to a safe and protective environment. They have the right to grow up in families that are free of violence and receive the care they need to develop. These rights are set out in the Convention of the Rights of the Child, a binding agreement under international law. To ban all corporal and humiliating punishments is a way to end all forms of violence against children. All forms of violence are interrelated and should be equally prevented, starting inside our homes.

Reasons why it is important to address corporal and humiliating punishments:

• It is a violation of the child's human rights, including their right to physical integrity and human dignity, which are protected by law.

• In many cases, these punishments may also affect a child's other basic human rights, such as the right to education, development, health, and survival.

• It can cause the child serious physical and mental harm.

• It teaches the child that violence is an acceptable way to solve conflicts or persuade people to behave as they wish.

• It is an ineffective disciplinary tool.

•It makes it more difficult to protect the child from other forms or levels of violence.

The goal of this section of the manual is to help the family learn more about the development of their child, the differences, skills, and competencies, and how they can contribute to their child's healthy development.

Note to the Facilitator: If possible, try to do these two activities with both parents and over two sessions.

Objective

1. Discuss the beliefs, opinions and attitudes that adults have regarding corporal and humiliating punishments as a disciplinary and educational tool.

Recommended time: 2-3 hours over two days

Materials Needed

- Internet connection, and the online video "Once Upon a Family"
- Projector with sound
- Large sheets of paper
- Markers

Preparation

- "Once Upon a Family" is a cartoon video without words that will stimulate conversations with fathers, mothers, and caregivers about how to raise children and promote their participation in caregiving and supporting their rights.
- Before this activity, we recommend that the facilitator watches the video first to familiarize him/herself with the content. Make a note of the most important key topics to discuss with the group.

- To complement the information provided in the video, conduct some additional research on the topic and relate the issue to the daily lives of the group participants.
- Finally, check that you have all the required equipment (laptop, Internet access, outlets, and extension cord) and that everything is working properly.

Procedures – Part I

Welcome and "Reflection on Physical Punishments against Children" *(Adapted from Children Subject of Rights by Promundo)*

1. Welcome participants back and begin with an Energizer. Review and share experiences from last session's homework.
2. Tell the participants that they will be watching a 22-minute video called "Once Upon a Family" that will tell the story of a family.
   Note: Don't express any of your opinions or thoughts. Don't explain or interpret the movie before watching it. It's very important that each participant has the opportunity to express his or her own opinion.
3. After watching the video, ask the group what themes were raised or highlighted in the movie. Write these on a flip-chart, or large sheets of paper. If necessary, show the video one more time so that people can better understand the content.

If you don't have enough time or think that it is more valuable to focus on a specific theme, you can always review some specific scenes instead of the whole video. Ask the group about their impressions and watch for any connections they make to their own lives and experiences.

Discussion

1. What was the family like? What about the family reminded you of the people in your community?
2. Do you think that boys and girls should be raised differently or in the same way? Do you think that men and women raise their children the same way?
3. What is it like to have children of different ages? Are they raised the same way? Do you have the same concerns? Do you have the same conflicts or are these different?
4. How do you see the role of the grandmother or grandfather in raising children? Can someone who is not part of your family structure help raise the children?
5. What is it like to look after small children? In the scene where the mother takes the child to school she seems to be completely disconnected from her daughter.
   Does anybody recognize this scene?
6. Do people sometimes treat their children as "things" instead of treating them as "people"? In what way?
7. How do we feel when someone yells at us? How do we feel when people don't listen to us? How would we like to be treated?
8. Do you think that children imitate adults? What example do we set for our children?
9. Do you think parents use violence to protect their children?
10. Do you think it is possible to establish a different kind of relationship, a dialogue? Does anybody in the group have a different relationship? How does it work?

Procedures – Part II

"Why educate?" *(Adapted from Children Subjects of Rights from Promundo)*

Objective of this activity: To encourage fathers and caregivers to:

- Be aware of what they wish to achieve with their children's education
- Understand the key aspects that play an important role in raising and educating their children
- Understand the negative role of corporal punishment in achieving our expectations for our children
- Reflect on the changes or efforts they can put into the way they raise their children

1. Ask the participants, individually, to write down on a sheet of paper their expectations for their children and what they are doing to facilitate this. If the participant cannot write, ask them to draw an image representing their expectations.

2. After each person writes/draws this down, they will form groups to discuss their expectations and report back to the larger group. During the presentation, each group will share the main expectations listed by the participants. The facilitator can record the groups' discussions and contributions on a flipchart, listing the expectations and practices.

3. The facilitator may provoke the discussion with questions such as:
   - What do you think about the kinds of expectations that were stated by the group?
   - Which ones seem better? Why?
   - What are you doing to help your children achieve what you hope for them? Why?
   - Would spanking your children make them do what you hope they would do? Why? And yelling, threatening, or insulting them?
   - For what should we raise and educate our children?
   - What is the best way to raise and educate our children?

4. After the group discussion, ask the participants to think about possible alternatives to the way they are raising/educating their children.
   - Is there something you would change? What is it?
   - What would you continue to do, and what would you like other parents to do as well (a positive example)?

5. Now tell the group that based on this reflection, each participant will be asked to draw or write a response to the following question: "What do you wish for your children when they become adults?"

   The participants should give concrete answers, because affirmations such as "become somebody" are not clear enough. They may think about the kind of profession they would like their child to have, how their children should treat other people, the kinds of

values they would have, their main personality traits, etc.

6. After this first question, the participants should then answer this question, "As a father or mother, what do you do to help your child achieve what you wish for him or her?"

   It's important to explain that the way children are raised and educated plays an important (although not exclusive) role in their development and that what parents do also influences the way children behave now and in the future. So it's important for parents to consider the examples they set.

7. Ask participants to share these individual contemplations with the group (approx. 25 minutes).

8. The facilitator can ask the following questions after all volunteers have shared:
   - What do you think about the kinds of expectations that were stated by the group?
   - Which ones seem better? Why?

Throughout the discussion the facilitator may comment, without imposing an opinion, on the importance of wishing that our children grow up to be autonomous adults (creative, participatory, who can make responsible decisions and care about others' well-being), capable of giving and receiving affection.

Emphasize the importance of parents having expectations for their children, but that the child will have to decide what to do with his or her life. The role of the parents is to guide them, support them, counsel them, and provide opportunities, but not to decide for them.

9. The answers to the first and second questions are contrasted, and we can ask:
   - What are you doing to help your children achieve what you wish for them?
   - Would hitting your children help them do what you expect from them? Why? And yelling, threatening, or insulting them?
   - What is the best way to raise and educate our children?

Creating Change (10 minutes)
Based on what was discussed, the participants answer the following question while the facilitator writes the answers down:
- Are there any expectations of children that we have that should change? What could take their place?
- Which actions of fathers, mothers, and caregivers can change? What would take their place?

If the participants don't come up with any alternatives, suggest the following:
- Look for opportunities to play and talk to your children.
- Show interest in their activities, both in school and otherwise.
- Hold them, hug them.
- Concentrate on the positive aspects and efforts of your child (praise them).

- When a child does something the parents disapprove of, ask them first what happened and try to find an appropriate punishment with the child.
- Allow children to make mistakes. Don't expect them to be perfect. Realize that they are growing and that they will only develop their skills slowly. Know that little by little they can change their behavior.
- Only demand things from your children that are age-appropriate and suit their level of development. Avoid doing things for them that they can do themselves, as well as avoid demanding something that they are not yet capable of doing.
- Accept children's feelings and acknowledge the importance of these feelings. Try to understand their sadness, without using phrases that look down on their feelings, such as "it's over," "don't cry," "it's not important." Also accept their fears and acknowledge the importance of them.
- Acknowledge the mistakes that adults make in raising their children: apologize or ask for forgiveness when you make a mistake.

Close

Making a Commitment *(5 minutes)*

Ask each father and mother (if she is present) to describe or draw a commitment: an action that should be changed in the way they raise and educate their children so that they will grow up to be better, more creative, participatory, responsible people.

- What should change?
- What should take its place?

SESSION 10: on teaching children life skills

Objectives

1. Understand how positive attention plays an important role in a good parent-child relationship
2. Encourage active listening (acknowledging children's opinions and feelings)
3. Understand the importance of communication in achieving the goals mentioned above (both verbal and non-verbal communication)

Recommended time: 2 hours

Materials Needed

- Big sheets of paper
- Markers
- Copies of the role plays (see end of this activity)

Procedures – Part I

1. Break participants into groups of 3 people
2. Assign them a role play (see Supplement)
3. Have them role-play two different situations in a parent-child relationship. In one situation there is a lack of listening and positive attention, and the second is contrary to the first situation.

Discussion

1. What did the role play represent?
2. What messages were passed on by the mother or father to the children?
3. How do you think these messages make the children feel?

Background for the Facilitator

One of the greatest childhood challenges is learning how to deal with emotions and how to express these appropriately. This is a difficult task because some emotions may impede us from thinking clearly. Emotions sometimes cause impulsive reactions, making us say things we normally wouldn't say or do things we normally wouldn't do. It's a huge challenge for a child to understand his/her emotions and use and express them appropriately. Certain emotions may leave children feeling overwhelmed. If they are used to having temper tantrums as a child, they may also have angry outbursts when they get older. Or they may remain silent, unable or afraid to express their feelings. On these occasions they need to feel loved and safe.

It's impossible to have a calm conversation with your child when he or she is very upset. It's best to just sit close to him/her, showing your child that you are there in case he/she needs you. Once the tantrum has passed you can discuss the problem and calmly show your child how to appropriately express his/her feelings. You may also show how to address the issue that caused the angry outburst in the first place.

Remember: these temper tantrums will pass. And each one provides you with an opportunity to be an example for your child.

Source: DURRANT, Joan E. Positive discipline: what it is and how to do it? Save the Children Sweden and the Global Initiative to End All Corporal Punishment of Children, 2007.

Write the answers down on a page with two columns: "messages sent by parents" and "the way these messages make children feel."

Overall questions for discussion

- What kinds of messages make children feel better? Why?
- What kind of negative messages should we avoid in our relationship with our children?
- Why does our relationship with our children improve when we send more positive messages than negative ones?

Homework

Tell participants to come back to the next session ready to talk about what positive messages they gave to their children and what the response was.

Close

Ask the participants to think about a moment in their relationship with their child when they treated them like the main characters in the role plays of today's workshop. If they like, they can share these moments with the group.

Then invite everyone to think about what they could have done differently in those situations with their children. The facilitator will write the participants' ideas and suggestions on a flip chart and in the end encourage everybody to implement these ideas.

Role plays for Sessions 9 and 10

Situation 1

The mother or father is doing dishes and their 3-year-old child who was playing falls down and starts to cry. The mother or father interrupts what they are doing, picks the child up, hugs him/her, and checks to see where he/she is hurt.

Situation 2

The mother or father is busy with a small chore around the house. The child interrupts the chore and wants his father's or mother's attention to show something. The parent pays no attention to the child and continues with the chore. The child keeps insisting and asking for the parent's attention. Finally the parent gets irritated and angry with the child. The child leaves crying.

Situation 3

A parent is looking at a drawing made by their child. You can tell that the child feels very happy. The mother or father hugs the child and gives him/her an affectionate kiss.

Situation 4

The child comes home crying and shows a broken toy. He/she goes to the parent who is resting and shows him/her the broken toy and asks the parent to fix it. The parent says that he/she cannot fix it right now and gets up to do something around the house. The child follows, crying. The parent throws his arms up in despair and leaves the room, leaving the child alone. The child keeps crying.

Situation 5

The child shows his notebook to his parent. The parent affectionately shows the child that some of the homework is wrong and explains how to do it correctly. The child understands and nods and completes his homework. When finished, the child shows his homework to the parent who praises the child.

SESSION 11: community mobilization

Note to the facilitator: Based on the sessions run so far, the participants have most certainly come a long way. Now is the opportunity to turn their knowledge and transformation into action. Keep in mind that not everyone in the group will be ready for this last session, but many will.

Identifying Needs

Before mobilizing the group, you all will need to think about what need must be addressed. What really matters to the community with regard to fatherhood, child development, health, and other concerns? Discuss some of the group's concerns, but other members in the larger community will also need to be consulted. See below for a sample focus group guide to carry out with fathers and mothers.

Do not forget to interview other stakeholders. Is your issue maternal health? Interview health sector workers and local Ministry of Health officials. Is your issue child education? Interview teachers and principals.

Questionnaire for Fathers' Focus Group

Introduction: Hello everyone! Thank you very much for volunteering to speak with us today. We have gathered you all together to get your thoughts on how to get fathers more involved in their children's education. We encourage all of you to answer as frankly as possible.

1. What does it mean to be a father? (i.e. what is a man's primary role within families?) Tell me more about that.

2. Who does what within the household?

   Who does the cooking? The cleaning?

   Who primarily takes care of children while they are at home?

   Who is responsible for taking children to school?

   Who keeps track of their academic performance? Meets with teachers?

3. How are men involved, or how do they support their families? Does this differ from mothers?

How are men in general involved in their children's education? If they are not, why not? What are the barriers?

Can anyone think of a man in their community who is involved in his children's education? What makes him different? How does he act?

4. How does education of sons differ from girls' education?

   Probe:
   Does one take priority over the other in difficult economic times?

   Does this change as sons and daughters age and go on to secondary school, or reach puberty?

5. If fathers were to get more involved in children's education, how well accepted would they be by school administrators and teachers?

6. What support do you feel you need as a father? What would you like to know?

   What would you like to know from ministry officials, school administrators, and teachers about how to be more involved?

7. What are your biggest fears for your children?

8. And the last question we have for you, what do you do in your free time?

   Probe:
   Where do you go?

Thank you.

Questionnaire for Mothers' Focus Group

Introduction: Hello everyone! Thank you very much for volunteering to speak with us today. We have gathered you all together to get your thoughts on how to get fathers more involved in their children's education. We encourage all of you to answer as frankly as possible. Your answers will be used to inform future efforts to create more inclusive environments for fathers in children's education.

1. What does it mean to be a mother? What is women's primary role within families?

   In what way is this different from fatherhood? (i.e. men's primary role within families?)

2. Who does what in the household?

   Who does the cooking? The cleaning?

   Who primarily takes care of children while they are at home?

   Who is responsible for taking children to school?

   Who keeps track of their academic performance? Meets with teachers?

3. How are men in general involved in their children's education? If they are not, why not? What are the barriers?

4. How does education of sons differ from girls' education?

   Probe:
   Does one take priority over the other in difficult economic times?

   Does this change as sons and daughters age and go on to secondary school, or reach puberty?

5. What are some ideas on how ministry officials and school administrators could get fathers more involved in children's education?

6. What do you as mothers expect from fathers? What additional responsibilities should they take on, if any?

7. Fathers in previous discussion groups said: (**Facilitator** – repeat what fathers said around their fears and hopes)

   What are your fears and expectations?

   Probe: How do they compare to what the men said?

8. And the last question we have for you is what do you do in your free time? How does this compare to what men do in their free time?

Creating a Campaign – Step-by-Step

Adapted from the Engaging Men and Boys in Gender Equality and Health by Promundo and UNFPA

One of the ways to mobilize the community is to carry out an awareness raising campaign focused on the issue of concern. This activity is designed to get you thinking about how to create a campaign that incorporates a gender perspective. Go through each step carefully with your group.

STEP 1: NEEDS ASSESSMENT

Look back at the information gathered from your needs assessment, and remember your personal and professional experience working in the Tea Estate region. Discuss the following questions:

1. What are some of the attitudes and behaviors of men and women around fatherhood?
2. What are men's hopes and their fears?
3. What are the main obstacles to being a good father?
4. What do fathers want to know about how to be a good parent?

STEP 2: DEVELOP A PROFILE OF THE "TYPICAL FATHER" IN THE TEA ESTATE REGION

On a piece of flipchart paper, draw your group's idea of the typical father. What does he look like? On that same flipchart write down answers to the following questions:

1. What is your father's name?
2. Where does he live?
3. How many children does he have?
4. What are his attitudes toward fatherhood?
5. What does it mean to him to be a good husband?
6. What types of education and services would be benefit from?

Feel free to think of more than one target man. Example: Target one type of man that is already a good father, but just needs better education, and another man who needs a lot of convincing that involved fatherhood is a good thing. Don't forget about the women!

This will require your group to generalize the target group, but it is not intended to diminish the diversity among men, but rather to help you develop messages and strategies that would be attractive to and appropriate for the target population as a whole.

STEP 3: MAP SOURCES OF INFLUENCE AND INFORMATION

This involves identifying and understanding the different sources of influence and information that shape men's attitudes and behaviors related to masculinity, violence,

alcohol and fatherhood. These can be groups of people such as peers and families; the workplace and school, politics, or media such as television and radio.

STEP 4: DEFINE SUB-THEMES FOR THE CAMPAIGN

Within the themes of Fatherhood, it is necessary to identify sub-themes—such as speaking out against partner violence, children's education, fathers' emotional connection with children and mothers, physical punishment of children—which will form the basis of the campaign.

STEP 5: DEVELOP BASIC CAMPAIGN MESSAGES FOR EACH OF THE CAMPAIGN THEMES

This is the step that often requires the most creativity and time.

Remember: Campaign messages that are positive and action-oriented are often more attractive and inspiring than those that demean men and/or only focus on the negative consequences.

Example: *"You read to me before I go to bed. You are my father."*

STEP 6: DEFINE STRATEGIC MEDIA AND SOCIAL CHANNELS

Building on the profile and mapping of the influences/information, the next step is to define which media (e.g., radio, television, newspapers, billboards) and social (e.g., peer educators) channels would be most strategic when it comes to reaching men and boys and/or secondary audiences with messages that promote positive models of masculinity and fatherhood.

Keep in mind how easy or difficult it will be for men to access these different channels, and the financial feasibility of utilizing these channels.

STEP 7: PRE-TEST WITH MEN AND SECONDARY AUDIENCES

This is where we confirm whether or not the campaign messages are clear and relevant enough to mobilize men, women, and youth as intended. Involving men and secondary audiences in the campaign development process helps to ensure the relevance and impact of those messages. Nevertheless, it is necessary to undertake extensive pre-testing to ensure that messages are widely understood. This can be done through one-on-one interviews and/or focus groups with men. It is also important to pre-test messages with secondary stakeholders to ensure that they are acceptable and appropriate and will not generate a backlash against your campaign.

Evaluating the MenCare Groups

In order to evaluate the effectiveness of your fathers' groups it will be important to give surveys to your participants before and after their participation in the workshops to see how their knowledge, attitudes, and even behaviors may have changed. Here are some sample questions that have been used in the past.

Questions about health and well-being						
		Completely agree	Partly agree	Neither agree nor disagree	Partly disagree	Completely disagree
a	I am happy with my body					
b	I feel that my life is no use to anyone					
c	I have a lot to be proud of on the whole					
d	I feel inferior when I am with my friends					

4.2 How often do you have a drink containing alcohol	Monthly or less……..……1 2-4 time a month……...……2 2-3 times a week……...……3 4+ times a week……...…….4

Gender Equitable Men Scale

	Attitudes	Totally Agree	Partially agree	Disagree
a	A woman's most important role is to take care of her home and cook for her family			
b	There are times when a woman deserves to be beaten			
c	Changing diapers, bathing children, and feeding children are a mothers' responsibilities			
d	A man should have the final word about decisions in his home			
e	A woman should tolerate violence in order to keep her family together			
f	If someone insults me, I will defend my reputation, with force if I have to			

RELATIONSHIP AT HOME

	Do you currently have a partner? If YES, go on to the following questions.	
1	How old is your partner?	
2	How long have you lived with this partner?	
3	What is the employment status of your partner?	
4	How many hours per DAY does your partner work?	

How do you and your partner divide the following tasks?							
		I do everything	Usually me	Shared equally or done together	Usually partner	Partner does everything	Does not apply
a.	Washing clothes						
b.	Buying food						
c.	Preparing food						
d.	Cleaning the house						
e.	Repairing house						

What do you think of the division of tasks?	She does a lot more……..……..1 She does a little more……..……...2 She does a same ……3 I do a little……..……..……..……4 I do lot…….…..5
Are you satisfied with this division?	Very satisfied……..1 Fairly satisfied……..……2 Unsatisfied……...…...3 Don't answer ……..……..…4
Do you think your partner is satisfied?	Very satisfied……..1 Fairly satisfied……..……2 Unsatisfied……..3 Don't answer ……..……...…4

Would you describe your sexual relationship with your partner as…	Very satisfying……...……1 Satisfying……2 More or less satisfying……..……3 Somewhat unsatisfying……...……4 Very unsatisfying……5
Do you both talk with each other and find out the preference of your partner about having a sexual relationship?	Yes..……...……..1 Sometimes……..……2 No…...…..……..…….3
Would you describe the frequency of sexual relations with your main partner as…	Very satisfying……...……1 Satisfying……2 More or less satisfying……..……3 Somewhat unsatisfying……...……4 Very unsatisfying……5

Financial Management of the house

Who plans the monthly expenses of the house?	
Do you keep the receipts you receive after purchases?	Yes……1 No……2
Do you discuss monthly expenditures with your family members?	Yes……1 No……2
Are your family members (husband/wife & adult children) aware of the transactions you made?	Yes……1 No……2

Who in your family or relationship usually has the final say in how you spend money?						
	Yourself	Wife or Partner	Yourself / wife/ partner jointly	Someone else	Your and someone else jointly	N/ A
5.8. Food and clothing	1	2	3	4	5	99
5.9. Large investments such as building a house, or purchasing a household appliance (TV, satellite dish)	1	2	3	4	5	99
5.10 Education for children	1	2	3	4	5	99

Parenting and men's relationships with their children

Do you have any children?	Yes……1 No……2 If YES then proceed to next questions
What do you think about the following statement? **"Having a boy is luckier than having a girl."**	I strongly agree……1 I somewhat agree……2 I somewhat disagree……3 I strongly disagree……4
What do you think about the following statement? **"I am currently planning for my children's future."**	I strongly agree……1 I somewhat agree……2 I somewhat disagree……3 I strongly disagree……4

Did you accompany the mother of your child to a prenatal visit during the last or the present pregnancy?	I do not know if she had/has prenatal visits……1 She did/does not have prenatal care ……2 Yes, I went/go with her to every ……3 Yes, to some visits ……4 No, not to any visit ……5

Do the following circumstances apply to your everyday life?					
		Yes	No	Don't know	NA
a.	I spend too little time with my children on account of my job				
b.	Overall I have the main responsibility for providing for my family				
c.	My role in caring for my children is mostly as helper				
d.	I would work less if it meant that I could spend more time with my children				

Relationship with children					
		Rarely or never	Now and again	Several time a week	Every day
a	How often do you play with your child at home?				
b	How often do you cook for your children?				
c	How often do you change diapers for your child (>3 years)?				
d	How often do you talk about personal matters with your children?				
e	How often do you wash clothes for your children?				
f	How often do you discuss important matters with your household family members?				
g	How often do you meet your children's teachers or headmasters?				
h	How often do you help your children with their school work?				

How knowledgeable are you about proper childhood nutrition?	Very knowledgeable……1 Somewhat knowledgeable……2 Somewhat unknowledgeable…..……..…..3 Not at all knowledgeable……..……..……4

Social Responsibility

Do you engage in community services and project?	Yes		No	
If yes, in what kinds of services? (Describe here)				

Relationships and Violence

		How many times…	Never	Once	More than 1 time
a.	Have you ever slapped a partner or thrown something at her that could hurt her?	1	0	2	3 (YES)
b.	Have you ever pushed or shoved a partner?	1	0	2	3 (YES)
c.	Have you ever kicked, dragged, beaten, choked, or burned a partner?	1	0	2	3 (YES)
d.	Have you ever threatened to use or actually use a gun, knife, or other weapon against a partner?	1	0	2	3 (YES)
b.	Have you ever pushed or shoved a partner?	1	0	2	3 (YES)
c.	Have you ever hit a partner with a fist or with something else that could hurt her?	1	0	2	3 (YES)

2.1 If employed…					
2.1.1 What is your main source of income?					
2.1.2 How many hours PER DAY do you work?					
2.1.3	Statements	Yes	Sometimes	No	Don't know
a.	My work or employment situation is mostly stable				
b.	I am frequently stressed or depressed about not having enough work				
c.	I am frequently stressed or depressed about not having enough income				
2.2 If not employed…					
2.2.1	Statements	Yes	Sometimes	No	Don't know
a.	I sometimes feel ashamed to face my family because I am out of work				
b.	I spend most time out of work or looking for work				
c.	I sometimes drink or stay away from home when I can't find work				

Other Resources

Engaging Men and Boys in Gender Equality and Health by MenEngage Promundo and UNFPA

Promundo and MenEngage Alliance with support from UNFPA produced this Toolkit that addresses strategies and lessons learnt for Engaging Men and Boys in diverse themes such as Sexual and Reproductive Health; Maternal, Newborn, and Child Health; Fatherhood; HIV and AIDS; Gender-based Violence; Advocacy and Policy; as well as addressing issues around Monitoring and Evaluation of this work. It includes tools and activities from organizations and programs from around the world that can be adapted and utilized by other organizations. Download at: www.promundo.org.br/en

Program M Manual: Working with Young Women

This manual includes more than 30 activities to carry out group work with young women (ages 15-24) on gender identity, relationships, sexuality, reproductive health, motherhood and caregiving, drugs, work, and preventing and living with HIV and AIDS. Download at: www.promundo.org.br/en

Program H Manual: Working with Young Men

This manual includes approximately 70 activities to carry out group work with young men (ages 15 to 24) on gender, sexuality, reproductive health, fatherhood and care-giving, violence prevention, emotional health, drug use, and preventing and living with HIV and AIDS. Download at www.promundo.org.br/en

Ending Corporal and Humiliating Punishments

This manual is designed to inform and empower fathers, mothers, and caregivers of children. It contains educational activities to promote reflection on the use of physical and humiliating punishment against children. Download at www.promundo.org.br/en

Fatherhood: Parenting Programmes and Policy A Critical Review of Best Practice (2012)

The purpose of this publication is to review policies and programs that promote or facilitate the involvement of fathers and father-figures from the pre-natal period through the first eight years of their children's lives and to establish evidence of these programs' potential to impact family violence, child abuse, and children's health or learning outcomes. Twenty case studies primarily from the Global North, with some from the Global South, are presented, plus a catalogue of additional projects and discussion of key issues. While there were numerous challenges in developing this review (see below), valuable insights have emerged. The paper concludes with recommendations for future research, policy and program design, and evaluation. It also draws attention to ways in which best practices in program areas in the Global South that have successfully addressed men and fathers (e.g., HIV prevention, women's economic empowerment, and maternal and child health) may be transferred to interventions more directly related to parenting. Download at: www.promundo.org.br/en

Men who Care: A Multi-Country Qualitative Study of Men in Non-Traditional Caregiving Roles (2012)

Authors: Coordinated by Promundo and International Center for Research on Women
The study presents the results of life history interviews with more than 80 men in five countries—all carrying out caregiving in the home or as a profession. These interviews provide key insights on the challenges to men taking on more equitable caregiving, as well as on how to encourage more men to take on equal roles in caregiving. The results were also instrumental in the creation of the MenCare campaign, a global campaign to engage men as caregivers and fathers, coordinated by Promundo and Sonke Gender Justice. Download at: www.promundo.org.br/en

Engaging Men to Prevent Gender-Based Violence: A Multi-Country Intervention and Impact Evaluation Study (2012)

Authors: Instituto Promundo (Coordination), International Center for Research on Women (ICRW), Culturasalud, Centre for Health and Social Justice, Rwandan Men's Resource Centre in collaboration with The MenEngage Alliance
This report is an impact evaluation study of a multi-country project to engage men and boys in preventing violence against women and promote gender equality. Implemented in India, Brazil, Chile, and Rwanda, with support from the United Nations Trust to End Violence Against Women, the project activities in each country varied but all included educational workshops with men and young men on gender equity and training programs with partner staff on evidence-based methodologies for the prevention of violence against women. Download at www.promundo.org.br/en

Bridges to Adulthood: Understanding the Lifelong Influence of Men's Childhood Experiences of Violence (2012)

Authors: Manuel Contrera, Brian Heilman, Gary Barker, Ajay Singh, Ravi Verma, Joanna Bloomfield. Conducted by Instituto Promundo and ICRW (International Center for Research on Women)
Funded by the Bernard Van Leer Foundation
This report explores the prevalence and nature of violence against children as well as its potential lifelong effects. Using IMAGES data from six countries (Brazil, Chile, Croatia, India, Mexico, and Rwanda), the report expands understanding of these issues by examining data from low- and middle-income countries by analyzing men's reports of experiencing and perpetrating violence, and by examining broad categories of lifelong effects. Download at: www.promundo.org.br

Evolving Men: Initial Results from the International Men and Gender Equality Survey – IMAGES (2011)

IMAGES offers the most comprehensive analyses to date of what men think and do in relation to gender equality. This report is the result of a three-year, multi-country household survey that offers analyses of men's attitudes and practices on a variety of topics related to gender equality. It also includes women's opinions of men's behavior.
Download at: www.promundo.org.br

Father Schools – Developed by Men for Gender Equality

This is a manual developed by the organization Men for Gender Equality in Sweden, which has years of experience carrying out fathers' groups in Eastern Europe, including Russia, Belarus, and Ukraine. Download at: www.engagingmen.net/files/resources/2012/.../Father-school.pdf

World Vision Gender Training Toolkit

This toolkit was developed by World Vision to support the systematic integration of gender equality sensitivity, awareness and analysis into World Vision ministry in every area of its work and gives staff a holistic understanding of key biblical passages related to gender equality. Download at: http://beta.wvi.org/sites/default/files/Gender_Training_Tookit.pdf

Yaari Dosti: Young Men Redefine Masculinity: A Training Manual

This training manual is designed to promote the positive aspects of masculinity, encourage men's participation in sexual and reproductive health, promote respect for sexual diversity, and improve the understanding of the body and sexuality. It is a resource for government and non-governmental organizations (NGOs) that aim to promote gender equity and address masculinity as a strategy for the prevention of HIV infection.
Download at: www.popcouncil.org/pdfs/horizons/yaaridostieng.pdf

CARE Sri Lanka: United for Equality Campaign

This campaign website is supported by CARE Sri Lanka. It provides downloadable videos, posters and other material to do your own campaign. The United for Equality Campaign aims to improve the status and well-being of women by engaging men and boys as agents of change. All materials are available in Tamil, Sinhalese and English.
For more information: weunite.lk

Other

To see more information about men and caregiving check out the latest publications, videos and news at MenCare's global website: www.men-care.org/

Also see: www.menengage.org, www.engagingmen.net and www.promundo.org.br