REAL FATHERS INITIATIVE

ANNUAL REPORT

(October 2012- September 2013)

USAID FROM THE AMERICAN PEOPLE

Institute for Reproductive Health
Georgetown University

Save the Children

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LIST OF ACRONYMS

APS	Annual Program Statement
ASRH	Adolescent Sexual and Reproductive Health
CAO	Chief Administration Officer
DHO	District Health Officer
FAQ	Frequently Asked Questions
GREAT	Gender Roles Equality and Transformations Project
IPV	Intimate Partner Violence
IRB	Institutional Review Board
IRC	Institutional Review Committee
IRH	Institute for Reproductive Health
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
PRH	USAID Office of Population and Reproductive Health
RDC	Resident District Commissioner
REAL	Responsible, Engaged and Loving
RMEC	Research, Monitoring and Evaluation Coordinator
SRH	Sexual and Reproductive Health
TAG	Technical Advisory Group
TASO	The AIDS Support Organization
UNCST	Uganda National Center for Science and Technology
USAID	United States Agency for International Development

A. INTRODUCTION

Young father with his child
[Photo Credit: Dickens Ojamuge, Save the Children International]

In October 2012, $335, 000 was added to the Gender Roles Equality and Transformations (GREAT) project under the terms of the Cooperative Agreement No. AID-OAA-10-00073 to develop and test an approach for engaging men and boys in the prevention of intimate partner violence in northern Uganda. IRH chose to develop a father-focused parenting intervention given the strong intergenerational links between intimate partner violence (IPV) and the harsh punishment of children.

The project, named the Responsible Engaged and Loving (REAL) Fathers Initiative, is being implemented in partnership with Save the Children in Attiak sub-County of Amuru District. The project started in October 2012 and will be implemented through September 2014.

The REAL Fathers Initiative is testing the acceptability, feasibility, and effectiveness of the following interventions:

- A mentoring program which aims to build positive parenting practices and relationship skills among young fathers (ages 16-25 years) in post-conflict northern Uganda

- A community poster series that uses emotion-based messages conveyed through community posters to catalyze diffusion of reflection on fatherhood norms, parenting practices, and intimate partner violence

The REAL intervention design is based on a review of the literature and an analysis of the most effective father-centered approaches to reduce IPV. The interventions are designed to reach young men before their expectations, attitudes and behaviors related to relationships are well developed, which the literature suggests is the most effective approach. In addition, the intervention focuses on young fathers who are parenting toddlers (ages 1 -3 years) as this a developmental stage where children begin to test boundaries and exert independence, and is thus when disciplining often begins. Evidence also suggests that during toddlerhood, children carefully observe and later model their parents' behaviors.

These interventions are being evaluated with a pretest-postest control experimental design in which 340 fathers (ages 16-25 years) have been randomly assigned to intervention and control arms of the study. Men who were assigned to the intervention arm are participating in a series of 12 mentoring sessions (six individual and six group)

and are being exposed to the community poster series. Men assigned to the control arm are only being exposed to the community poster series.

Focused Life Histories will be conducted with thirty young fathers from the intervention arm to explore the various factors contributing to any changes (or lack of) among intervention participants. After endline data have been collected and analyzed, participants from the control arm will have the opportunity to receive elements of the intervention proven to be most successful.

This report presents progress achieved in Year 1 of the project (October 1, 2012 – September 30, 2013). Highlighted activities for this reporting period include the development of a mentoring protocol and training curriculum, conducting baseline interviews with 340 young fathers, finalizing the Monitoring, Learning, and Evaluation (MLE) plan, and starting implementation of individual and group mentoring sessions.

B. PROGRESS OF PLANNED ACTIVITIES

1. PROJECT START-UP AND MANAGEMENT

To strengthen the overall project design, IRH and Save the Children collaborated closely with Gender Advisors from the USAID Office of Population and Reproductive Health (PRH) to finalize the project concept note (Appendix A). IRH and Save the Children conducted two virtual meetings (December 12, 2012 and February 7, 2013) between headquarters- and field-based staff to negotiate budget allocations, agree to common language, develop a creative vision for the project, and review and adjust the workplan to maximize efficiencies.

To facilitate project start-up and implementation, Save the Children hired two new Uganda-based staff: Project Specialist, Dickens Ojamuge and Senior Program Officer, Dennis Eluk. Both come to the REAL Fathers Project with extensive adolescent sexual and reproductive health and gender-based violence experience and are native to northern Uganda.

All IRH and Save the Children project staff participated in virtual meetings on a bi-monthly basis throughout the year. During these meetings headquarters and field-based project staff reviewed the workplan, discussed progress, successes and challenges, and identified solutions or needed workplan adjustments.

2. STAKEHOLDER AND COMMUNITY INVOVLEMENT

Ensuring meaningful stakeholder and community involvement in the REAL Fathers Initiative is critical to project success. Early in the project year, staff held an initial meeting with district officials in Amuru to introduce project staff, provide an overview of project objectives and planned activities, and obtain feedback and buy-in from district officials. The meeting drew 20 participants including representatives from the office of the Chief Administrative Officer (CAO), line departments (Education, Health, and Community Development), Police Child and Family Protection Unit, cultural institutions, religious institutions, Resident District Commissioner's (RDC) office, civil society organizations and sub-county leadership. The response from local leaders was overwhelmingly positive with representatives expressing interest and support for the Initiative. The meeting ended with the CAO, who was the guest of honor, making a public declaration of support for the project on behalf of the district.

Community Introductory Meeting at PalukereVillage
[Photo Credit: Dickens Ojamuge, Save the Children International]

A total of 16 community meetings were also held to introduce the project at the sub-county and parish levels. Participants included community leaders, the Sub-county Chief, the Community Development Officer, representatives from local Police Child and Family Protection Units, and community members. These meetings provided participants with an opportunity to learn about the project, ask questions, and express any concerns or recommendations to project staff. Project staff developed a Frequently Asked Questions (FAQs) document to ensure a standard response to commonly asked questions (Appendix B).

As a means of sustaining stakeholder involvement and obtaining input on project design and approach, REAL staff presented the project to members of the GREAT Technical Advisory Group (TAG). The TAG is an advisory committee for the GREAT Project which is composed of key stakeholders on gender and sexual reproductive health initiatives drawn from local government, civil social organizations, and cultural institutions.

Through in-person meetings and site visits, the USAID mission in Uganda remained engaged in the REAL Father's initiative. On May 25, 2013, the USAID Country Youth Focal Point Officer conducted a site visit to learn about the Initiative within the context

of other ongoing youth projects supported by the USAID Country Programme Team. The mission has expressed interest in the REAL since it is in line with USAID strategy of strengthening families as a foundation for development.

3. BASELINE DATA COLLECTION

3.1 Development of Study Protocol and Data Collection Instruments

IRH led the development of the baseline interview instrument, consent forms, and research protocol (Appendix C) through an iterative process which included reviews from project staff and USAID Gender Advisors. The structured interview guide was developed after a careful review of existing scales and questionnaire items on parenting, conflict resolution, and gender-based violence (e.g. Gender Equitable Male scale, Gender Norms Attitudes Scale, Parenting Scale, and Parenting Responsibility Scale). The guide included mostly closed-ended questions and scales and one open-ended question in which fathers were asked to cite three words that describe their marriage. Some of the questions, while close-ended, were designed to be administered in a participatory manner using "card sorting" and "voting with your feet" exercises.

3.2 Ethical Approvals

IRH submitted the REAL research protocol, data collection instruments, and informed consent forms to the Georgetown University Institutional Review Board (IRB), the Uganda AIDS Support Organization (TASO) Institutional Review Committee (IRC) and the Uganda National Council for Science and Technology (UNCST) for review. Approval was received from the Georgetown University IRB in March 2013, TASO IRC in May 2013, and UNCST in July 2013.

3.3 Baseline Data Collection and Analysis

Through a competitive recruitment process, IRH identified the most qualified research group, NaNa Development Consultants, to conduct the baseline interviews. In July 2013, IRH Project Officer, Melissa Adams travelled to Uganda to support NaNa consultants with training 15 research assistants/data collectors. The training included skills-building exercises on interviewing, data management, and ethical considerations. The research team spent considerable amounts of time reviewing the baseline data collection instrument to ensure it was easy to administer and that the translation was appropriate and could be easily understood by young fathers. The training concluded with field-testing activities. During field testing, the research assistants/data collectors were able to practice conducting the interviews with young fathers to gain additional insight into which exercises/questions were most effective and which ones would need to be revised. Based on field-testing results, the

questionnaire was shortened and additional participatory exercises were added to make the administration of scales less tedious for participants.

Baseline interviews were conducted in July 2013 shortly after the interviewer training. Of the 516 eligible fathers identified by Save the Children field staff and community leaders, 340 were interviewed. All eligible fathers were invited to community meetings where they picked a card out of a box assigning them to either the intervention arm, control arm, or not yet in the study. Those not yet in the study (N= 176) will be randomly assigned to intervention and control arms of the study at a later date if additional funding is secured. Of the 340 interviewed, 171 (50.3%) were randomly assigned to the intervention arm and 169 (49.7%) to the control arm. Descriptive statistics (frequencies, cross tabs) were initially calculated by NaNa consultants using IMB SPSS Statistics 20 software. IRH later conducted multivariate analysis (linear and logistic regressions) using the same software package. A report of preliminary baseline findings is attached as Appendix D. Key findings include:

- About 24% of respondents had inflicted intentional physical injuries on their wives in the previous three months, a statistic similar to the Uganda national estimate (UDHS 2011). Further, 32% of the respondents had yelled at their wives at least once in the past three months while 20% and 16% had pushed or slapped their wives, respectively.
- There were supportive attitudes toward physical punishment of children. Sixty-six percent of the respondents agreed or partially agreed that a misbehaving or stubborn child should be hit to discipline him/her.
- Physical punishment of children was common, with 42%, 33% and 43% of the respondents reporting to have shaken, spanked, or hit their child with an object, respectively. Most of these instances occurred after the respondent had tried to explain wrong behavior (among 70% of the fathers) or had given the child something else to play with to help him/her calm down.
- Only 33% of young fathers reported feeling very confident that they could handle a young child without physical punishment.
- Though the prevalence of child physical punishment was high, the proportion of young fathers who reported positive interactions with their children in the month preceding the baseline survey was also high. For example, 84% and 87% of the respondents praised their child and gave him/her a reward for good behavior.
- Overall, no significant differences were observed in the characteristics of the fathers assigned to the intervention and control arms.
- Preliminary multi-variate analysis reveals that education, alcohol use, experience of physical punishment in childhood, and supportive attitudes toward IPV have a significant positive effect on IPV perpetration. Additionally, greater education and childhood experience of physical punishment were found to have significant negative effects on the use of physical punishment with children, while having supportive attitudes toward of IPV was found to have a significant positive effect on use of child physical punishment.

4. INTERVENTION DEVELOPMENT

In the first half of the project year, key intervention components were developed using a participatory and iterative process. These intervention components included the mentor visit protocol, the mentor training curriculum, and community posters.

4.1 Mentor Visit Protocol

After a review of global best practices and GREAT ethnographic research findings on gender norms and violence among adolescents in northern Uganda, Save the Children led the development of a mentor visit protocol. The protocol provides detailed guidance to support mentors in facilitating individual and group mentoring sessions (Appendix E). The protocol is divided into six chapters which reflect the six monthly themes of the mentoring sessions: (1) Fatherhood, (2) Tips and tricks to being a REAL father, (3) Family dreams, (4) Loving my family, (5) Communication, and (6) Parenting. Each chapter describes steps for conducting one individual and one group session for the relevant theme. For the individual mentoring sessions, each chapter includes a description of the purpose of that session, a scripted discussion guide, steps for conducting a participatory exercise on the topic, and a homework assignment to give the young father. For the group mentoring session, each chapter includes a scripted discussion guide, a copy of the poster that reflects the theme for the session, and instructions for obtaining a group commitment related to theme. Save the Children also developed 1-2 page resource sheets for each session theme (Appendix F). The resource sheets outline key messages from each session theme and are designed to serve as a job aide during mentoring. The concepts and skills-building exercises used in the mentor visit protocol and resource sheets were pretested in small focus group discussions with a total of 19 young fathers and 10 young couples. The findings (Appendix G) indicate that the young men want to be good fathers and husbands, are open to learning alternative non-violent forms of disciplining their children and relating their wives, and desire additional support in developing their parenting and relationship skills. The protocol and resource sheets were finalized based on results from the pretesting exercise and underwent an iterative review process by project partners and USAID. All materials were translated into the local language (Luo) to facilitate comprehension and use by mentors.

4.2 Mentor Training Curriculum

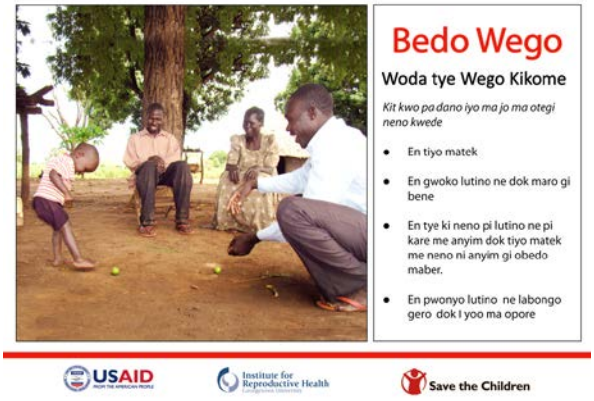
In conjunction with the development of the mentor visit protocol and resource sheets, Save the Children developed a curriculum to orient mentors to the project, visit protocol, resource sheets, and monitoring forms (see section C for a description of monitoring system and tools). The curriculum also focused on strengthening mentoring

skills. The training curriculum includes three days of orientation to important programmatic concepts such as positive masculinity, gender norms, fatherhood, disciplining with love, and non-violent conflict resolution. The final two days of the curriculum are devoted to strengthening the mentoring, counseling, and communication skills of mentors. Drafts of the curriculum were circulated for review among project staff and USAID before finalization (Appendix H).

4.3 Poster Design

To develop the poster series, Save the Children first outlined the key concepts for each poster, based on the six themes detailed in the mentor visit protocol. These poster concepts were then pretested in focus group discussions with young fathers and couples and reviewed by project staff before being finalized (Appendix I). Each poster includes a photograph illustrating a key behavioral outcome the project hopes to achieve (e.g. father engaged in positive discipline, father helping his wife with child care) and emotion-based statements from members of the young fathers' social networks (e.g. child, parents, friend, wife, neighbor) expressing approval of positive parenting and relationship behaviors . All photographs were taken by the Save the Children's REAL Fathers Project Specialist Dickens Ojamuge and show actual young fathers from the region engaged in positive interactions with their families. Permission was obtained from all persons in the photographs to use in the poster series.

Box 1. First poster of series: **"My dad is a REAL father!"**



A child says:
"My father teaches me"
"My father knows me"
"My father comforts me"
"My father plays with me"
"My father loves and works hard for me"

5. INTERVENTION IMPLEMENTATION

In the second half of the project year, intervention implementation began. Key activities that were completed included the recruitment and training of mentors and the implementation of one inception visit, two individual mentoring sessions and two group mentoring sessions.

5.1 Mentor Recruitment

A multi-step participatory process was used to identify mentors for the REAL Father Initiative (Appendix J). Firstly, during pretest activities with young fathers, they were

asked about the ideal characteristics of mentors and the type of men they would feel honored having come into their homes. Secondly, during a series of community meetings attend by a total of 853 young people (501 men and 352 women), social mapping exercises were used to identify potential mentors.

Mapping of potential mentors
[Photo Credit: Save the Children International]

Through this process, a total of 44 mentors were identified. Project staff contacted the nominated men, explained the project and mentoring role to them, and sought their consent to participate. Each mentor was informed that he would be responsible for mentoring 3-4 fathers and would be provided a bicycle to facilitate transportation to the young fathers' homes. Project staff conducted background checks on each mentor to determine if their parenting and relationship history was consistent with the values the project sought to promote.

5.2 Mentor Training

All 44 mentors attended a five-day training workshop in July 2013 to prepare them for implementing the individual and group mentoring sessions. The training was facilitated by field-based Save the Children staff and was conducted in Luo. It introduced mentors to child development theory, positive child discipline methods, and effective communication strategies with intimate partners. Role plays and simulation exercises were used to familiarize the mentors with the protocol content and strengthen their mentoring skills. The training also used cultural traditions, such as holding discussions around an evening bonfire *or "Wang-oo"* to create an open and supportive atmosphere. This method is also used in the mentor visit protocol.

Role play on the individual mentoring session during the mentors training
[Photo Credit: Dickens Ojamuge, Save the Children International]

The participants expressed interest in and enthusiasm for the material they were learning and for the REAL Fathers Initiative as a whole. They even elected a leader to further organize their engagement in the Initiative and to facilitate their collaboration with project staff.

5.3 Individual Mentoring Sessions

Individual mentoring sessions began in August 2013. The 44 trained mentors were each introduced to their mentees by project staff and 43* conducted an **Inception visit** with the young fathers and their wives. Of the 170 fathers participating in the REAL Fathers Initiative, 166 (97.6%)† young fathers were reached during the inception visits conducted between August 1 and August 29, 2013. During the Inception visits, the mentors met with the fathers and their wives, introduced himself and the project, established roles and responsibilities, and clarified expectations. On average, the mentors spent 54 minutes with each of the couples and 96.5% (n=138) reported that the Inception visits were conducted as specified in the protocol.

The first two individual mentoring sessions of the mentor visit protocol were also conducted. These included the "Fatherhood" session which was conducted immediately following the inception visits in August and the "Tips and Tricks to Being a REAL Father" which was conducted in September.

All fathers who participated in the inception visit also participated in the "**Fatherhood"** sessions. On average these sessions lasted 56 minutes and according to the mentors were implemented with fidelity to the research protocol. Most mentors (92%) reported completing the entire session as specified in the protocol.

An additional two fathers were lost to follow-up and thus 164 fathers participated in the second mentoring session on **"Tips and Tricks of Being a REAL Father"**. Each session lasted on average 57 minutes and 92% of mentors reported completing the entire session protocol. According to mentors, the majority of fathers (93%) completed the homework they had been assigned in the previous session.

Most mentors reported that it was easy or very easy to conduct the individual mentoring sessions, that the fathers understood the material presented to them, and that the fathers found the sessions enjoyable. The summary of mentor feedback and other monitoring data is further detailed in the REAL Fathers Monitoring Report (Appendix K).

5.4 Group Mentoring Sessions

The first two group mentoring session themes in the mentor protocol were conducted this project year. The first on the "**Fatherhood"** theme was conducted between August 26 and 29, 2013 by all groups (N=15). All 43 mentors participated in the group mentoring and 97% of young fathers (N=161) attended the sessions. The group sessions, were facilitated by teams of 3-4 mentors and provided an opportunity for the mentors

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* One mentor dropped out of the study before conducting inception visits with the young fathers
† Four young fathers dropped out of the study before the inception meeting

to bring together their respective mentees and share experiences and lessons learned related to the session theme. The group sessions also provided an opportunity for collective reflection and dialogue on the related community poster images and messages. All groups reported completing the session protocol on Fatherhood and reflecting on the community posters. At the end of all the group sessions on Fatherhood, fathers made commitments to the group regarding behaviors they would implement moving forward.

The second series of group mentoring sessions took place between September 21 and September 30, 2013 and focused on the theme "**Tips and Tricks to being a REAL Father**". Similarly, all 43 mentors participated and most fathers (N=159) attended the group sessions. All 15 groups reported completing the entire session protocol and public commitments were made by fathers at all sessions.

Similarly to the individual mentoring sessions, mentors report having positive experiences in facilitating the group sessions. Overall they found the sessions easy to conduct and reported that the young fathers understood most of the messages and that they found the sessions enjoyable. The summary of mentor feedback and other monitoring data is further detailed in the REAL Fathers Monitoring Report (Appendix K).

C. MONITORING AND LEARNING

1. MONITORING SYSTEM AND TOOLS

IRH and Save the Children collaborated closely to develop a system and tools for monitoring implementation roll-out and fidelity and informing the project learning agenda. The objectives of the REAL monitoring system are to:

1. Monitor progress on activities and outputs on a regular and timely basis
2. Generate useful information for evidence-based decision-making
3. Document lessons learnt to promote organizational learning
4. Strengthen collaboration amongst partners and donors
5. Strengthen feedback mechanisms and information sharing with all stakeholders

IRH and Save the Children began by conducting a stakeholder analysis to determine the information needs of project stakeholders (e.g. partners, USAID, line ministries, local government, project beneficiaries/communities, civil society organizations), data sources, and establish processes for collecting and sharing monitoring data.

IRH and Save Children developed a system for collecting, analyzing, and using monitoring data that utilizes simple monitoring tools and aims to respond to project

and stakeholder information needs while limiting data collection burden on project staff and mentors.

The monitoring system includes the following components and tools:

- Individual Mentoring Session Record Form: The "Individual Mentoring Session Record" form (Appendix L) is a one-page document that aims to document information on who attended the individual mentoring sessions, how long each session lasted, what topics were covered during each session, how easy/difficult each session was to conduct, whether the information covered during each session was understood by the mentee, and whether each session was enjoyable for the mentee. The form contains mostly structured questions with yes/no or likert-scale options. There is a box at the end of the document which allows mentors to report additional observations not previously covered. Each mentor completes the "Individual Mentoring Session Record" form and submits the form to his group leader by the 16th of every month. The group leaders (N=15) then forward the forms to leaders at the Paris level (6 mentors in total) by the 20th of the month. The Parish-level leaders in turn forward the report to project staff by the 25th of every month.

- Group Mentoring Session Record Form: The "Group Mentoring Session Record" form (Appendix M) is a two-page document that captures information on who attended the group mentoring sessions, how long each session lasted, what topics were covered during each session, how easy/difficult each session was to conduct, whether the information covered during each session was understood by the mentees, and whether each session was enjoyable for the mentees. Similarly to the individual mentoring session record form, the Group Mentoring record form contains mostly structured questions with yes/no or likert-scale options. There is a box at the end of the document to allow mentors to report additional observations not previously covered. The "Group Mentoring Session Record" form is completed by Group leaders (N=15) and submitted to the six Parish leaders by the 30th of every month. The Parish leaders then submit the forms to Save the Children staff by the 2nd day of the following month.

- Monitoring Reports: Data from the individual and group mentoring record forms are entered into a Microsoft Access database and analyzed by the field-based IRH Research Monitoring and Evaluation Coordinator. The data are synthesized into a Monitoring Report which is produced and shared with project staff and stakeholders on a bi-monthly basis. One Monitoring Report synthesizing data from two individual mentoring and two group mentoring rounds was produced in year 1 (Appendix K).

- Structured Observations: To triangulate monitoring data, REAL Fathers field-based project staff conduct observations using a structured observation form (Appendix N). The form provides standard points of observation for project staff visiting

mentoring sessions. The form covers information on how well the mentors conducted the sessions and on levels and quality of participation from mentees.

2. LEARNING TO ACTION MEETINGS

To facilitate project learning, bi-monthly "Learning to Action" meetings are conducted by IRH/Uganda's Research Monitoring and Evaluation Coordinator with field-based staff to discuss monitoring data, and identify successes, challenges, and lessons learned from project implementation. One meeting was conducted in August 26, 2013 to discuss project progress to date, review baseline data, and identify solutions to project challenges (described in section D).

3. STRUCTURED OBSERVATIONS

REAL Fathers project staff conducted six structured observations of individual mentoring sessions and two of group mentoring sessions. During these observations, field staff noted that mentors appeared confident and competent in implementing session protocols as intended and that participating fathers displayed a lot of enthusiasm and interest in session content.

D. CHALLENGES, DELAYS, AND SOLUTIONS IN YEAR 1

The development and implementation of priority activities identified for year 1 rolled out mostly according to plan. There were, however, some challenges and delays that occurred. These are outlined in the table below along with the strategies adopted to address them.

Table 1. Year 1 Challenges, Delays, and Solutions

Challenge/Delay	Solution
Low meeting attendance in some communities. Since the community orientation meetings coincided with the rainy season, attendance at some of the meetings was low.	In consultation with community leaders, the meeting dates and times were adjusted to fit with community schedules. Most meetings were rescheduled for the afternoons when people had returned from their gardens.
Delays in recruitment of young fathers. During community meetings, it was decided that Parish chiefs would lead the community mobilization processes to identify young fathers to participate in REAL. However, as the mobilization process was taking place, there was a mass transfer of parish chiefs to different sub-counties. This led to delays in the identification and recruitment of young fathers.	The responsibility for mobilizing communities and identifying fathers was shifted to the local council chairpersons and the village leaders (Chief Rwot Kweris).
Attrition of mentors: One of the mentors from Pupwonya Parish dropped out at the beginning of the project causing a delay in conducting inception visits with the three young fathers who were under his mentorship.	The young fathers were re-assigned to other mentors within the same parish.
Attrition of fathers: Nine fathers (5.3%) have dropped out of the project since intervention implementation began. Five young fathers moved out of the village in search for income generation opportunities, one young father has a mentally ill wife and one has separated with his wife. Two young fathers have gone back to school (away from the research area) to pursue vocational training courses.	Project staff are closely monitoring participation levels in mentoring sessions. To date, attrition has been due to factors unrelated to intervention content or implementation (e.g. economic and relationship issues) therefore no specific solutions have been adopted.

E. STRENGTHENING THE REAL EVALUATION DESIGN

While the REAL Fathers Initiative utilizes a strong evaluation design, limitations such as insufficient sample size, lack of triangulation with self-report data, and a short follow-up period threaten its rigor. IRH has submitted proposals and applications to the Child Violence Evaluation Fund, the Oak Foundation and Wellspring advisors in an attempt to leverage additional funding to strengthen the REAL evaluation component. The application to the Child Violence Evaluation Fund was not successful; however, IRH has reached the final stages of the application process with Oak Foundation and Wellspring Advisors and is optimistic that additional funding will be obtained. IRH has also received additional funding from USAID to strengthen the evaluation component. Additional funds will be used to accomplish the following:

- **Increase Sample Size of Young Fathers:** Power calculations (using type I and type II errors of 0.05 and 0.1 respectively), suggest that a sample size of 453 young fathers will be sufficient to note a 5% reduction in physical violence against a wife/partner between baseline and endine estimates of the three months preceding the interview. We initially had sufficient funding to interview and recruit 340 young fathers (170 in the intervention arm and 170 in the control arm) across 6 parishes. Additional funds from USAID, will be used to increase the sample size to 500 men (250 in the intervention arm and 250 in the control arm) in order to have sufficient power to demonstrate significant levels of change and account for possible attrition.

- **Increase involvement of partners/wives**: Findings from pretesting exercises indicate that obtaining the buy-in and support of young fathers' partners/wives will be critical to ensuring their successful participation in mentoring activities. While the partners/wives will participate in two of the home-based mentoring sessions, additional opportunities to engage the young mothers would support the creation of an enabling environment for young fathers to practice their new skills. We plan to organize three support group meetings for the wives/partners of young fathers participating in the mentoring program so that they can share their experiences and lessons learned with each other and learn how to support and encourage positive change in their homes. In addition to increasing women's involvement in the intervention, we will conduct endline interviews with the partners/wives of young fathers in the intervention and control groups. The purpose of these interviews would be to validate self-reported behavioral change outcomes of young fathers (e.g. perpetuation of intimate partner violence and harsh child punishment) and obtain the wives' perspectives on the intervention.

- **Measure sustainability of change:** A common limitation of intervention studies is a lack of long-term follow-up to determine if changes in attitudes and behaviors

measured at endline are sustained over time. We plan to add a follow-up structured interview with young fathers and their partners a minimum of 12 months after the end of the intervention.

- **Strengthen the learning agenda on Fatherhood Programming**: Important programmatic and research gaps exist in the evidence base for parenting interventions. For example, few existing parenting interventions address men's roles, child maltreatment, IPV, or child well-being and development, especially from the perspective of men as parents and caregivers. Most evaluated parenting programs focus exclusively on mothers or do not distinguish participants by gender, and the majority of impact-evaluated fatherhood programs take place in the Global North. We plan to use additional funding to strengthen the learning agenda around fatherhood programs in the Global South, particularly in East and Central Africa, by organizing two technical consultations (one global level and one national/regional level) which will draw together researchers, programmers, and policy-makers working on the issue fatherhood approaches to preventing violence against women and/or children. The consultations will aim to (a) foster shared learning, (b) apply a scale-up lens to reflect upon experiences of existing fatherhood interventions in East and Central Africa and explore common themes and emerging questions; and (c) develop a product and strategy to document and share lessons learned and recommend future directions.

F. PRIORITY ACTIVITIES FOR YEAR 2 (October 2013-September 2014)

The next project year will focus on increasing the sample size, completing implementation of intervention, continuing monitoring and learning activities, conducting endline interviews, conducting focused life histories with 30 young fathers, and conducting focus group discussions with mentors (Attachment O for Workplan). Key planned activities for the next reporting period include the following:

1. RESEARCH ACTIVITIES

- Conduct baseline interviews with 170 new fathers
- Obtain approvals for life history interviews from Georgetown University's IRB and an accredited Ugandan IRB
- Develop life history interview guides
- Contract a Uganda-based research organization to conduct collect life histories
- Conduct and analyze endline interviews with 500 young fathers

- Based on endline data findings, identify 30 young fathers for focused life history interviews
- Conduct and analyze focused life history interviews
- Disseminate research findings at local and international conferences/meetings

2. PROGRAMMATIC ACTIVITIES

- Implement individual and group counseling activities with new cohort of fathers (N=170)
- Continue implementation of individual and group mentoring sessions
- Develop protocol for three wife support groups
- Conduct support group sessions with wives of young fathers
- Continue collection and analysis of monitoring data
- Conduct focus group discussions with mentors to determine lessons learned

APPENDIX 1: CONCEPT NOTE

Concept Note

Involving Men and Boys to Prevent Intimate Partner Violence: The GREAT Young Fathers Project

I. Introduction

Since October 2010, Georgetown University's Institute for Reproductive Health (IRH), has been working in partnership with Pathfinder International and Save the Children, to implement the USAID-funded Gender Roles, Equality and Transformations (GREAT) Project. This project aims to improve gender equality and reproductive health in Northern Uganda by facilitating the formation of gender equitable norms and the adoption of attitudes and behaviors which positively influence reproductive health and gender-based violence (GBV) outcomes among boys and girls ages 10 to 19.

GBV is recognized as a significant health and human rights issue that prevents women, families, and countries around the world from achieving their full potential. Gender norms – the social expectations of appropriate roles and behaviors for men, women, boys, and girls, as well as the transmission of these norms by institutions and cultural practices – directly influence GBV. [1-4]

Global scope and impact of Intimate Partner Violence

Intimate Partner Violence (IPV) – physical and sexual violence, emotional abuse, and controlling behavior by a partner – is the most common form of violence against women. [5] A World Health Organization multi-country study found that 15-71% of women surveyed had experienced physical and/or sexual IPV in their lifetime and that women were at more risk of violence by an intimate partner than by any other perpetrator.[5] IPV has serious health effects for abused women, who have 50% to 70% more gynecological, central nervous system, and stress-related problems.[6] Gynecological complications, such as sexually transmitted diseases, vaginal bleeding or infection, fibroids, pelvic pain, and urinary tract infections, are more common among abused women [7-15], as are symptoms associated with chronic fear and stress, namely appetite loss [7,9,10,16], viral infections [7,11,17], and cardiac problems, including hypertension and chest pain. [9,11,18] Pre- and postpartum violence also impacts childhood mortality and morbidity: children of abused women are up to six times more likely to die before age five, primarily due to miscarriage, low birth weight, direct physical injury, maternal stress, and neglect. [19-22]

IPV often first occurs during pregnancy [23], and preschool-age children are most likely to witness IPV.[24] In addition to numerous physical and mental health effects, early childhood experiences of IPV are linked to perpetuation of violence in adulthood.[24] Evidence suggests that younger exposure and greater total exposure to IPV are related to greater adjustment problems [25], in part because threat to a caregiver is one of the most psychologically-traumatic experiences for young children.[24] Witnessing domestic

violence as a child, suffering childhood physical or sexual abuse, and witnessing hostility toward women are demonstrated risk factors for later IPV. [26,27] Among these, witnessing parental violence appears to provide the strongest link with adulthood relationship violence.[26] These risk factors hold true for both boys and girls, where boys who witness or experience domestic violence are more likely to perpetuate relationship violence, and girls are more likely to be victims of IPV in adulthood. [28] Other studies have shown that family behaviors beyond abuse are also risk factors, including: cultural norms that accept violence as a method of dispute resolution or discipline, absent or maladaptive instruction regarding alternatives to violence, absent or rejecting fathers, male control of household decision-making and wealth, cultural norms supporting male dominance over women, controlling behavior by husbands, economic hardship, and substance abuse. [29]

Intimate Partner Violence in Northern Uganda

IPV is particularly widespread in post-conflict settings such as Northern Uganda, which is currently recovering from a 23-year old conflict. More than half (61.5%) of women 15-49 in northern Uganda have experienced IPV, and 17.4% of ever-pregnant women report experiencing physical violence while pregnant.[30] According to the 2006 Uganda Demographic Health Survey, among women who have experienced IPV, 42.6% experienced physical injuries.[30] In Uganda, costs associated with treatment of women for IPV-related injuries totaled $1.2million USD annually.[31] A 2010 policy brief by the Ugandan-based Center for Women in Governance found that, while Ugandan laws and policies are in place to protect women and girls, limited progress has been made in reducing violence against women, which remains virtually endemic in Uganda.[32] Thus, by increasing awareness of IPV as a health and human rights issue that has direct effects on all members of the family unit in contexts where such violence is often culturally condoned, parenting programs that address IPV have the potential to decrease the cycle of IPV perpetration.

Involving men to prevent Intimate Partner Violence

In recent years, as global experiences have shown that men are concerned about domestic and sexual violence and respond positively to invitations to be involved in efforts to address the issue, there has been a significant increase in attention to programming with boys and men. Moreover, the evidence base regarding what works and what does not work supports the widely recognized need for male involvement in IPV prevention. Despite these developments, violence prevention remains an area filled with many questions, such as the effectiveness of interventions conducted in a variety of settings and with various populations, as well as the need for more rigorous research designs.

Evidence shows that programs that involve men in IPV prevention initiatives are more effective than programs that target women and girls exclusively, and, because many of the risk factors for future perpetration of IPV occur in the family unit, involving fathers can have significant positive outcomes.[33] The evidence base of interventions in IPV indicates that it is important that programs focus on changing attitudes and behaviors of young men, as programs that prioritize self-protection and self-advocacy of girls and women have not been shown to change their lifetime risk factor for IPV.[29] Importantly,

evidence supports that, through well-developed interventions, men and boys can and do change attitudes and behavior.[34] Targeting IPV through men and boys also potentially mitigates the risks sometimes involved in women-focused empowerment programs in contexts of strict conceptions of masculinity. Fatherhood and parenting programs have been shown to be successful interventions in part because fatherhood is an available avenue to emphasize positive and gender-equitable masculinities.[35]

Fathers' involvement in children's lives has many positive impacts on children's physical and mental health, in addition to higher educational achievement and reduced criminality, and has been shown to improve overall parenting.[35] Early connection with fathers is important, as levels of father-involvement established early in pregnancy or infancy have been shown to endure as children grow older. [36,37] While fatherhood-centered programs are a relatively new development in IPV intervention, meta-analyses suggest several program design recommendations. Fatherhood programs that are most effective at preventing IPV and child abuse incorporate both one-on-one and group-based elements, and target attitudinal and behavioral change (e.g. increase in gender-equitable attitudes, better relationships with children and children's mothers, increase involvement in children's lives, increase perceived parental competence).[35,38] While multiple interventions at different levels are necessary for sustained transformation of IPV, there is preliminary evidence indicating home visitation, community mobilization, "edutainment," and mass-media campaigns [29] as effective approaches. The most successful programs include at least 12 episodes of contact, last at least four-to-six months, utilize trained facilitators, and take a gender-transformative approach.[39] They include activities that are connected to real-life experiences and that critically examine masculinity and gender norms.[34] Importantly, successful programs take into account that men's role in parenting is often culturally and institutionally devalued.[40] Thus, universal (vs. targeted) approaches, "lifestyle campaigns," "positive masculinity," and men's empowerment as fathers and husbands underpin successful fatherhood interventions.[35]

Several programmatic and research gaps exists in the evidence base for parenting interventions. For example, few existing parenting interventions address men's roles, child maltreatment, IPV, or child well-being and development, especially from the perspective of men as parents and caregivers. Most evaluated parenting programs focus exclusively on mothers or do not distinguish participants by gender, and the majority of impact-evaluated fatherhood programs take place in the Global North. [34,35] Questions also remain around best practices. While preliminary studies suggest that interventions involving couples have more sustainable outcomes, participants indicate mixed willingness to participate in male-only programs. [34,41,42] In some cases, men express feeling that they are able to speak more honestly in men-only groups, whereas other studies have found that willing and sustainable participation is greater in couple's groups. [43,41,44] Finally, rigorous evaluation of father-centered parenting programs is scarce, particularly examining long-term outcomes.

A systematic review of father-centered programs concludes that despite the promising results of many interventions in promoting gender-equitable attitudes, increasing positive parenting practices and decreasing violence in the home, more robust research is needed to better understand the impact of such programs.[35] This study will utilize a rigorous evaluation design, including randomized and control

groups, adequate sample size, and reliable and standardized tools to measure the acceptability, feasibility and effect of an evidenced-based intervention on young fathers' attitudes toward and experiences of fatherhood, gendered parenting roles, child disciplining, and IPV.

II. Research objectives and questions

The **objective** of the proposed research is to test the acceptability, feasibility, and effectiveness, of the following interventions:

- a mentoring program that aims to build positive partnerships and parenting practices among young fathers (aged 16-25) in post-conflict northern Uganda
- a community awareness campaign that uses a series of emotion-based messages conveyed through community message boards to catalyze diffusion of reflection on fatherhood norms, parenting practices, and intimate partner violence

More specifically, the following **research questions** will be explored:

- How acceptable are the proposed interventions to young fathers and their communities?
- How feasible are the proposed interventions to implement as intended?
- What is the cost of implementing the intervention?
- What effect do the proposed interventions have on the parenting attitudes, skills, and behaviors of young fathers?
- What effect do the proposed interventions have on young fathers' attitudes toward and use of violence against their children and partners?
- What effect do the proposed interventions have on fatherhood norms?

III. Proposed Intervention: The GREAT Young Fathers Project

The proposed intervention will be implemented in Attiak sub-county in Amuru District of Northern Uganda. This sub-county was selected because of the existence of staff and infrastructure and because no other GREAT activities are occurring in this sub-county (although some are occurring within the district). The intervention is designed to reach young men before their expectations, attitudes and behaviors related to relationships are well developed, which the literature suggests is the most effective approach. In addition, the intervention focuses on young fathers who are parenting toddlers (aged 1 -3 years) as this a developmental stage where children begin to test boundaries and exert independence, and is thus when disciplining often begins.[45] Evidence also suggests that during toddlerhood, children carefully observe and later model their parents' behaviors.[46]

In order to address underlying causes of IPV, the intervention is designed to challenge the gender norms and sexual scripts that often underlie coercion and violence in relationships and to teach effective parenting, communication, and problem-solving skills. The intervention uses the perspective of "positive masculinity", an effective, although still not well-tested, approach to male involvement. This

entails, for example, validating men's caring nature and desire for positive masculinity, understanding how men's violence is caused both by male privilege and men's feelings of powerlessness; and affirming the critical role men can play as supportive partners and caregivers.

The intervention is also based on the ecological model (Figure 1) which recognizes that health behaviors and norms are influenced by multiple individuals and social factors and that behavior change is more likely to occur in supportive and enabling environments.

Figure 1. Ecological Model

The intervention will be multi-layered with components operating at the individual, relationship, and community levels. The project does not expect to directly influence changes at the society level of the ecological model, although in the long-term, changes at the individual, relationship, and community levels can bring about changes to social institutions and structural norms.

The base intervention will be a mentoring program for young fathers (aged 16 to 25 years), who have a child at least one year of age and no children older than three. Building on widespread respect for elders and advice-giving in Northern Uganda, the project will identify and train 50 men to serve as mentors to young fathers. Each mentor will be assigned four to 5 young fathers to advise (for a total of 228) fathers participating in the intervention) based on an established evidence-base protocol. The mentors will have 12 points of contact with each of their mentees (six individual sessions and six group sessions).

Mentors will be selected based on local research and with the participation of the young fathers, in order to ensure that the selected mentors are people they trust and respect, and from whom they would like to receive advice. Mentors may include fathers, uncles, clan leaders, religious and cultural leaders such as catechists, or cultural leaders who play a traditional role in preparing boys for marriage. Identified and trained mentors will conduct four **individual mentoring sessions** with the men and two **home-based couples sessions** based on a developed curriculum. The focus of the mentoring program will be two-fold: first on increasing positive father-child interactions and use of non-violent child-rearing strategies and second on improving couples' communication, respect and use of non-violent conflict resolution skills. Through individual sessions and home visits, mentors will provide young fathers the opportunity to reflect on and practice newly-learned positive communication and conflict-resolution skills as well as specific ways to be supportive partners and caregivers. Along with their wives, they will also be encouraged to try out non-violent child-rearing strategies.

Once a month for six consecutive months, male mentors will invite their mentee to participate in **group sessions** that will be based around the unveiling of an emotion-based poster. The young fathers, in groups of 10-15 men, will discuss the main messages of the posters and reflect as a group on how this resonates with the individual advice they have been receiving from their mentors. A team of mentors will lead these discussions and ask guiding questions to spur reflection on inequitable gender norms,

harmful parenting practices, and intimate partner violence using an evidenced-based curriculum. The posters will then be placed on three community message boards in strategic locations where people frequently gather to promote social diffusion of information. This is based on the PROMISES approach piloted by Save the Children in Nepal and on findings that **community campaigns** are an effective way of changing social norms about violence. The PROMISES approach uses three evidence-based strategies – emotion-based messages, word-of-mouth marketing, and the use of influence principles – to promote scalable behavior change. All three approaches are commonly used in commercial marketing but are rarely used in the development arena. Facts and logic inform our ideas but do not always move people to change their behavior. When messages move people emotionally, however, they are much more likely to transform the way they think and behave. A form of social diffusion, word-of-mouth marketing is more persuasive because its unique power derives from its base in personal relationships. In this case, the young fathers who are being mentored will be encouraged to talk to their peers about the posters and what they have learned from the mentoring program in order to promote social diffusion.

To create the posters, the project will draw on two sources: a review of the MenEngage "Men Care" global fatherhood campaign materials and the PROMISES approach. We will consult with MenEngage members who have adapted the fatherhood posters in their countries in order to learn from their experiences and the evidence they have gathered. In addition, we will conduct formative research using projective techniques[1] with men and women and use findings to inform the design of emotion-based primary messages and accompanying messages. The behavior change messages will be conveyed through posters featuring pre-tested images and some supporting phrases. Each set of posters will be purposefully sequenced over time to capture attention and spur conversation but most importantly, to reinforce the messages provided to fathers by their mentors. The messages will be designed to work together to move people closer to the desired actions as well as gain community support and promote a favorable environment for new fathers to take on positive fathering roles without the use of violence against their children or wives. Anti-violence messages may be framed as a solution to problems all marriages and parents face at times: poor communication, disagreement, conflict and feelings of impatience with children. The poster series will end with a call to action in which the young fathers who have been mentored will be asked to commit to a new behavior and sign a community pledge board as a way to spur greater community change.

Local stakeholders will be involved at the different stages of intervention design and implementation. During the first phase of the GREAT project IRH and partners established a consortium comprised of representatives of relevant Ugandan government agencies (national and district-level), international organizations, community-based organizations, donor groups, cultural and religious groups, and parent-teacher associations to serve as a technical advisory group (TAG). The TAG, which is still actively involved in the GREAT project, will review the posters, mentoring curriculum and protocol, and provide guidance

[1] These techniques help respondents share feelings and perceptions without censoring them through a rational lens. Through projective techniques, researchers can identify the emotional drivers that guide decisions, as well as the emotional benefits that can be gained by changing rigid gender norms that dictate violence in households.

to ensure that they are culturally appropriate and relevant. They will also comment on results and assist in sharing findings with key stakeholders at the national, district, and community levels.

IV. Research Design and Methods

Study Design

The research will use a quasi-experimental design to evaluate the effect of the GREAT Young Fathers Intervention on men's attitudes and behaviors related to fatherhood, gendered parenting roles, child disciplining, and IPV. Four hundred and fifty-six fathers (aged 16-25) will be selected for the study, and randomly assigned into intervention and control groups (228 in each group). Data collection will include (1) Structured interviews with young fathers at baseline (before the start of intervention activities) and endline (a year later), (2) two post-endline focus group discussions with mentors, (3) one post-endline focus group discussion with project field staff, and (4) six focused life histories with young fathers collected after participation in the intervention.

Men will be selected to the study who:

a. Reside in the study community;
b. Are married or cohabiting with an intimate partner;
c. Are between the ages of 16 and 25 years old; and
d. Have a child at least one year of age and no children older than three.

Save the Children field staff are currently exploring appropriate venues for identifying potential participants, including Village Savings and Loans groups, Village Health Teams, and Local Councils. They will create a list of all eligible men they identify in the intervention area, and participants will be randomly selected from the list.

The selected men will be invited to participate in the study. The study and their role in it will be explained to them, including the fact that that they will be randomly assigned into intervention and control groups. After they agree to participate and sign an informed consent form, participants will be given an envelope that they will be asked to open in front of the interviewer that indicates which arm of the study they have been assigned to.

Men who are randomized into the intervention group will participate in the 12 mentoring sessions (six individual and six group), and men randomized into the control group will only be exposed to the community message boards. After endline data have been collected and analyzed, control group members will have the opportunity to receive elements of the intervention proven to be most successful.

All 456 research participants will be interviewed at baseline and endline. The interviews will be conducted in the local language and will consist of one 60-minute structured interview administered by local research consultants hired and rigorously trained for that purpose. The interviews will examine men's attitudes toward and experiences of fatherhood, parenting roles, child disciplining, and violence. The interview will also assess exposure to intervention activities among both groups (such as noticing

billboards or talking with men involved in the mentoring sessions). To the extent possible, levels of exposure will be explored in the analysis.

Study variables and measurement

The log frame (Appendix 1) lays out the inputs, outputs, short-term (attitudes and knowledge) and intermediate (behavior change) outcomes and results contemplated in this intervention. The dependent variables (short-term and intermediate outcomes) are divided into the thematic areas of parenting, violence and gender/fatherhood norms. The independent variable is the degree of participation and exposure in the intervention. The table below presents the key short-term and intermediate variables the study will assess.

Table 1. Dependent Variables: Short-term and Intermediate Parenting, Violence and Gender Outcomes

	Short-term Outcomes	Intermediate Outcomes
Parenting	• Fathers increase their knowledge of child development • Fathers gain positive parenting skills	• Fathers report using positive parenting techniques • Fathers demonstrate positive and nurturing parenting styles • Fathers spend more time positively interacting with children • Fathers report increase self-efficacy related to fatherhood role • Fathers report greater emotional investment in children's lives
Violence	• Fathers report decreased acceptance of intimate partner violence • Fathers report decreased support for harsh disciplining of children • Fathers gain skills in non-violent conflict resolution	• Fathers report decreased incidence of IPV • Fathers report decreased utilization of harsh child disciplining methods
Gender/ fatherhood norms	• Fathers hold more gender-equitable attitudes toward parenting roles • Fathers report equal support for their boy and girl children's hopes and dreams	• Fathers report engaging in non-traditional parenting roles

Survey instruments will be developed by adapting previously used and validated scales and measures (e.g. GEM Scale, Gender Norms Attitudes Scale, Parenting Scale, Parenting Responsibility Scale). All instruments will be pre-tested to ensure that they are culturally appropriate.

The fidelity of intervention implementation and associated costs will be carefully monitored and documented. IRH will train the volunteer mentors on simple ways of tracking mentor group attendance

and conduct of individual mentoring sessions through home visit logs and group sign-in sheets. Save the Children will conduct two structured observation visits to each mentor to assess the extent to which mentors are able to implement the intervention as designed.

After endline data collection is complete, focused life histories will be conducted with young fathers from the intervention group who demonstrated significant and non-significant levels of change in attitudes and behaviors. A focused life history explores a particular phase of life, in this case the period during which the father has been parenting a toddler and participating in the intervention. Life history methodology has been successfully used as an evaluation tool, as demonstrated by the work of Aronson and colleagues who used life stories to provide insight into the experiences of participants in a program to transform harmful masculine norms. [47] These semi-structured open-ended qualitative interviews will provide information on the intervention by revealing the various factors contributing to the differential changes of intervention participants. Key concepts from the life course perspective will be explored such as trajectories (sequencing of roles and experiences), transitions (life events that cause changes in life experiences and relationships), turning points (major transitions that cause a sharp change in life course trajectory) and timing (temporal contexts for acquiring work and family roles).

Focus group discussions with mentors who demonstrated different levels of success (e.g. degree of mentee attitudinal and behavioral change, fidelity to the intervention protocol) will be conducted to explore factors contributing to successful implementation, feasibility, and acceptability of the intervention from the mentor's perspective.

Lastly, a focus group discussion will be conducted with IRH and Save the Children field staff to identify successes, challenges, and lessons learned from the project.

Approval from Georgetown University and Uganda-based Ethical Review Boards will be received prior to beginning any research activities.

V. Data Analysis

Monthly monitoring data will be compiled and analyzed in an Excel database by IRH's Research Monitoring and Evaluation Coordinator (RMEC) in Uganda. Data will include: number of posters developed, number of posters placed in visible community areas, number of individual and group mentoring sessions conducted, number of participating fathers, number of participating partners, number of hours of mentoring provided and intervention-related costs. Qualitative monitoring data such as overall satisfaction with the mentor program and favorite parts of the sessions will be collected by Save the Children field staff using participatory facilitation methodologies at the end of each group discussion and will be analyzed by the RMEC. In addition, the results of the structured observation visits by Save the Children facilitators will be used to assess and improve core competencies of mentors.

Baseline and endline survey data will be analyzed using SPSS statistical software by the Ugandan research team with guidance from IRH. Frequency tables and simple bivariate analysis of indicators will

be conducted, along with analysis of differences between key indicators in the control and experimental groups.

Qualitative in-depth interview and focus group data will be simultaneously transcribed and translated into English by local research staff. IRH will analyze the data through a combination of inductive (open-ended and exploratory) and deductive approaches (testing or confirming hypotheses). For the inductive analysis, the research team will use a grounded theory approach, coding data into categories as data is collected to search for patterns, identify trends and relationships and build theoretical models based on empirical data.[48]

Using an iterative process of coding and "memoing" (writing notes to oneself with ideas about substantive codes and emerging relationships) the IRH research team will formulate tentative hypotheses of individual, community, and societal factors contributing to differential changes in attitudinal and behavioral outcomes. Deductive analysis will test hypotheses based on established behavior change theory using templates to develop recommendations for future action. Analysis templates will consist of a matrix organizing data by key variables such as facilitating and constraining factors for key behaviors, or key intervention components.

VI. Outputs and Deliverables

Project results will be carefully documented and disseminated through suitable venues. The proposed project will produce both end-of-project and interim outputs and deliverables, all provided in a timely manner and in formats that are targeted to and appropriate for key audiences which include policy makers and donors, researchers and program managers globally and in Northern Uganda.

Interim outputs and deliverables include:

- Semi-annual reports to USAID on project results and activities
- A brochure describing the intervention, key theory, and the evidence from formative research results used to develop it which will be disseminated to stakeholders in Uganda as well as regionally and globally prior to beginning the intervention to increase awareness and facilitate collaboration

End-of-project deliverables will include:

- Final technical report submitted to USAID
- An article on research results submitted to a peer-reviewed journal
- A project brief describing the project results
- Mentoring Curriculum for Young Fathers
- Presentations at two end-of-project meetings (one in Amuru and one in Kampala) to disseminate project results
- An abstract submitted to at least one global health conference

Production costs are included in the budget. To the degree possible, dissemination of these products will be electronic. At key points in the project life, we will disseminate information electronically through e-blasts and possibly a webinar. However, printing will be necessary to maximize the impact of certain outputs. In addition, IRH will use its local and global networks to disseminate project results such as the

UN-led Gender-based Violence Joint Project Consortium in Northern Uganda, the GREAT Technical Advisory Group, the Gender-based Violence Working Group at InterAction, and the Inter-agency Gender and Youth Working Groups. Finally findings will be incorporated into the Gender-based Violence Information Management System, a global initiative led by UNFPA, the Refugee Agency and the International Rescue Committee to improve data collection on IPV.

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REAL Fathers Initiative (RFI)

Frequently Asked Questions (FAQ)

Atiak, Amuru District

Northern Uganda

USAID FROM THE AMERICAN PEOPLE
Institute for Reproductive Health Georgetown University
Save the Children

B. FREQUENTLY ASKED QUESTIONS (FAQ)

REAL Fathers Initiative (RFI)

Frequently Asked Questions (FAQ)

The RFI frequently asked question (FAQ) has been designed to provide standard answers to the commonly asked question and concerns by various stakeholders on the project. In the entire four introduction meetings organized i.e. meeting with the TAG, District meeting, Sub County meeting and community meetings more or less similar questions ions were raised.

Question: What is the REAL Fathers Project?

Answer: Georgetown University's Institute for Reproductive Health and Save the Children have received funding from the United States Agency for International Development (USAID) to implement the Responsible, Engaged and Loving (REAL) Fathers Project for two years from October 2013 to September 2015.

The project aims to teach young fathers in Northern Uganda, Amuru District Atiak Sub County parenting and relationship skills that can help improve the health of their families.

Question: What is the REAL Fathers Project target?

Answer: The Project targets the following category of participants:

Young fathers between 16 and 25 years old who are married or cohabiting with an intimate partner, having a child at least one year of ages 1-3 and residing in the community of study.

Question: What are REAL Fathers Project activities?

Answer: Research; the project will test the effectiveness and feasibility of the interventions through: a rigorous pretest-posttest control experimental design, focus group discussions with mentors, and interviews with young fathers.

340 young fathers will be randomly assigned to either participate in the full set of activities in an "intervention group" or a "control group", exposed only to community message boards (170 young fathers in each group).

Both groups are very important to develop appropriate approaches and strategies for teaching young fathers parenting and relationship skills.

b) Mentoring Programme; a mentoring program designed for young fathers between the ages of 16 to 25 years who have a child between 1 to 3 years of age. The Mentors will be trained to guide young fathers using an evidence-based protocol.

The mentoring program has two aims: **to increase positive father-child interactions and the use of non-violent discipline, and to improve couple communication, respect and use of non-violent conflict resolution skills.**

B. FREQUENTLY ASKED QUESTIONS (FAQ)

Each mentor will be assigned approximately 4 fathers to mentor. The mentor will have 12 contacts with each young father: 6 home visits and 6 group sessions.

The wives of the young fathers will be involved in the first introduction meeting and in the last two home visits out of six. The Project is trying to seek for additional resources to increase engagement with the women.

Through **home visits**, mentors will provide young fathers the opportunity to reflect on and practice newly learned positive communication and relationship skills as well as specific ways to be supportive partners and caregivers. Along with their wives, they will also be encouraged to try out positive communication and discipline skills, and get more involved in child care. Of the six home visits that mentors will conduct, four will be one-to-one with young fathers and two will be with the couples.

Through **group meetings** with a small group of mentors and young fathers, the mentors will reinforce the new information and skills, and help create social support for young fathers to make changes. Group meetings will be organized for each of the six themes by several Mentors and the young fathers they mentor, potentially 8 fathers.

Question: ***What are Community Message Boards***

Answer: A series of six large boards will be placed in common meeting points. Boards will have posters featuring pre-tested images and emotion-based messages. Each set of posters is envisaged to capture attention and spur conversation and reinforce the messages provided to fathers by their mentors.

The messages are expected to move new fathers closer to the desired actions as well as gain community support and promote a favorable environment to take on positive fathering roles. The posters will be used during the Real Fathers Group meetings conducted by the mentors.

Question: How will young fathers be identified?

Answers: Using a simple tool that the project will prepare, local leaders such as clan leaders *(Rwot Kweris)*, local council (LC) leaders and others, will undertake the selection of the young fathers in their sub-parishes. Once the lists have been generated by the local leaders, the SC Project Officer will critically scrutinize the lists to ensure that the right fathers are registered. Such scrutiny may involve looking at the birth certificate of the young fathers, and visiting their homes to ascertain the ages of the children.

Question: How will the young fathers in the control group benefit from the Project?

Answer: Young fathers in both the intervention group and the control group of the study will matter to the success of the project. Fathers in the intervention group will work directly with the mentors, while the young fathers in the control group will get information from the community message boards.

Then, after the end line survey, fathers in the control group will receive the most effective interventions.

Question: How are the mentors selected?

Answer: Using a pre agreed criteria; the young fathers registered under the study arm/cohort will be engaged in the identification of the mentors. Once the potential candidates have been selected their names will be verified by the local leaders; cultural leaders, the *Rwot Kweris.* Later, consent will be thought from the candidates on their interest to participate in the project and their ability to make time for the young fathers in the next six month.

Question: Constitutionally anyone in Uganda is below the age 18 years is a child and definitely is a victim of defilement when engaged in any sexual relation or regarded to be involved in child sex; does it therefore mean that the project is trying to exonerate these young fathers from the crime, since it's age group is 16-25 years?

Answer The Project does not endorse and cordon any acts that contravene the law of the land on child protection, especially on protection against sexual abuse/defilement. Instead the project aims at saving lives of the young people who are already trapped in a relationship and moreover engaged in parenting to ensure that they live safe and healthier lives. Supporting the new couples on issues surrounding good parenting and upbringing of children in a non violent manners does not only benefit the partner but also the children. The both the children and the wife will enjoy healthy life and prevents them from living in perpetual violence.

Question: Will the curriculum capture the good Acholi cultural practices of parenting and how would it be made applicable to the local context?

Answer: The curriculum is to meant generate activities that will engage the young fathers to discuss ways of good parenting. Considerations will be taken made on the relevant current positive Acholi cultural practices on parenting especially as the mentors engage with the new fathers on parenting skills. Importantly, guidance will be thought from the representatives of Acholi Cultural Institutions on any issues on nay matters of culture. Currently, there is a representative from the Acholi cultural institution- *Ker kwaro Acholi* who is member of the TAG and his presence will highly be utilized to ensure the Acholi traditional good practices are not left out. Any practices that promote "positive masculinity" be it within the Acholi culture or leaned from the project will be embraced by the project. However any negative cultural practices that risk the lives of both the women and the children in a relationship will be challenged.

The curriculum will be reviewed by the District Community Development Officer (DCDO), Amuru who is also a member of the TAG will also have chance to review the curriculum.

Question: What is going to be the linkage between the young people in the experimental cohort and the ones in the control and possibly not in the study?

Answer: It is envisaged that, after six month of mentoring the young fathers in the study cohort, the same mentors will turn their attention to the young fathers in the control.

B. FREQUENTLY ASKED QUESTIONS (FAQ)

Using the mentor's protocol, they will be treated though the same mentoring process i.e. individual sessions and group sessions. There will also be free interaction between the young fathers in control and experimental that will enable free experience sharing to cause the desired learning.

Question: Will the project consider fathers that may be within the age bracket with a child who is as well within the age bracket but the older mother. In other words does the age of the mother matter?

Answer: The project target is characterized by 3 components i.e. young father between the ages brackets of 16-25 years, children between the ages has 1-3 children and the biological mother of the child, more over they should be living in the same village. The age of the mother does not matter, what only matters is the age of the father and the children.

Question: In terms of parenting; how will the change trickle down to the mother from the father?

Answer: The mentor will have 12 meetings with the young fathers i.e. six individual meetings and six group sessions. However, the 1st to the 5th sessions the mentor will have the opportunity of meeting both the young father and his wife. After every individual, the young father is given an assignment to do with his wife at home. The wives also have the opportunity to access to information through the community awareness campaign that uses a series of emotion-based messages conveyed through community message boards. The project is making consideration to increase the participation of the women in the project.

Question: What do the project and team have in place for the mentors in terms of facilitation and sustainability?

Answer: Before any engagement the consent of the selected mentor will be sought in terms of their willingness, availability, acceptance and expectations among others to perform the task ahead of them. Each mentor will be supplied with the bicycle to ease their movement in reaching the young fathers; the young father homes are quite sparsely located. All the mentors will be equipped with mentoring skills purposely to ensure that for effective mentoring.

The project will not pay any stipend to the mentors and this will be made clear to the mentors.

Question: Why is the Project targeting only the men?

Answer: From various studies, it is quite common that, the men are the perpetuators of violence in relationships. They are the triggers of violence in homes and yet the behaviors of the men impacts so much on the happiness and health for both the partner/wife and the children. The involvement of the fathers in children's lives has several positive impacts on the physical mental and psychological development of the child. Children's behaviors tend to be shaped by the way they are handled by their fathers. It is therefore against that background that the REAL Fathers project will focus

on the men. However the women are not left completely left out, they are reached in the two sessions and all the women are reached through the men.

Question: Are there peers/young fathers as mentors of the new fathers in the study?

Answer: The peers/new fathers may not have enough experience and exposure to support the fathers on critical parenting issues. They may not be endowed with lots of experience on parenting or even posse's cultural knowledge and positive norms to be able to guide new parents. Men who are older than the mentors with vast experience in parenting will be selected as mentors.

Question: Can the age of the children in the study be increased the children's age limit to 5 years from 3 years as there is little difference between the two.

Answer: From research it is evident that, interpersonal violence (IPV) often first occurs during pregnancy and that pre - school age children are most likely to witness IPV. In Uganda today by the age of five most children would have started moving out to the preschool and possibly to the neighborhood to play with friends. Intimate contact of the Fathers with their children especially at infancy has many positive impacts on the child's physical and mental health in addition to higher educational achievements and reduced criminality but above all improved overall parenting. It is against that background that the project has selected to test its model with children between 1-3 years. Some of the children that are around five years would have already had some parenting experiences that may have already impacted in their character in a skewed direction.

Question: What consideration is there to take care of the semi urban areas of Amuru e.g. Elegu as an area scope considering these areas tend to be areas young men tend to go and get drunk etc.

Answer: The selection of the parishes and the new fathers is going to be randomly done however the point was noted as good information for parish selection but also for implementation strategy design.

Question: Is 2 years is enough time to realize our desired objectives.

Reaction: Since this is a research project, it has been designed in such a way that, all the planned project activities are all attained within the two years. It is envisaged that, the short term and intermediate indicators on the log frame i.e. increase in knowledge of child development, gaining of positive parenting skills, reduced use of violent disciplining of children, reported equal support for both boy and girl etc. will be realized.

Also important to note, in the current intervention the projects aims at what interventions/models find out if we can bring out this desired change among the new fathers parenting skills in ensuring family and child wellbeing within the two years.

Question: Whether the Project was taking into consideration the already existing tools and approaches used by other development agencies in designing parenting projects?

B. FREQUENTLY ASKED QUESTIONS (FAQ)

Answer: The project borrows a lot from other existing materials for example on parenting, child development, mentoring etc in the design of the training curriculum for the mentors and generation of community awareness messages.

Question: Why focus on only the men; will the women be left out?

Answer: The main source of GBV and IPV is mainly the men, and the Project would want to test approaches that would not only question the current status quos in relationships but also promote "positive masculinity" among men. The women are not left out completely but they are part of the discussion during the last two sessions, but also consideration is being made to include them in the introductory meeting.

Question: How will the young fathers be met; as groups or on individual basis.

Answer: The young fathers will hold individual meetings with the mentors once every month at agreed time and place within the home. After every individual meeting, the young fathers are given an assignment with their wives. The mentors will also hold group meetings with the young fathers once every month. The group meetings will be an opportunity for reflection of the messages on the posters.

APPENDIX C: BASELINE DATA COLLECTION INSTRUMENT AND PROTOCOL

The Responsible Engaged and Loving (REAL) Fathers Evaluation Study

TODAY'S DATE: _____ / _____ / _____
Month Day Year

INTERVIEWER CODE ☐

Intervention/Control (CIRCLE ONE)

RESPONDENT CODE ☐

Baseline / Endline (CIRCLE ONE)

SECTION 1. RESPONDENT'S BACKGROUND

I would like to begin by asking you a few questions about yourself.

	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
101	In what month and year were you born?	Month..... ☐☐ Don't know month.....99 Year..... ☐☐ ☐☐ Don't know year.....99	
102	How old were you on your last birthday? COMPARE AND CORRECT #101 AND #102 IF YOUNGER THAN 16 OR OLDER THAN 25 STOP	Age in completed years..... ☐☐ Don't know age.....99	
103	Have you ever attended school?	Yes.....1 No 2	→#106
104	Are you currently in school?	Yes .....1 No 2	
105	What is the highest level of school you completed: primary, O level, A level, university, or tertiary?	Lower primary .....1 Upper primary .....2 O level.....3 A level .....4 University .....5 Tertiary ..... 6 Don't know 99	
106	Do you have a job or do you carry out an activity for which you receive an income or earn a profit?	Yes .....1 No 2	→#108

Respondent code

107	What type of work do you do? CIRCLE ALL THAT APPLY DO NOT READ OPTIONS OUT LOUD	Farm ..... A Work for an employer ..... B Work for a family member (for pay) ..... C Self-employed ..... D Other (specify _____) X	
108	What is your religion?	Catholic ..... 1 Protestant ..... 2 Pentecostal ..... 3 Seven Day Adventist ..... 4 Muslim ..... 5 Pagan ..... 6 Other (specify _____) 88	

SECTION 2. Partner and child background

Next, I will ask you some questions about your family.

	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
201	Are you living together with a woman who is your wife or girlfriend?	Yes ..... 1 No 2	→ STOP
202	How long have you been married/living together? MARK TIME IN COMPLETED YEARS. IF LESS THAN A YEAR, MARK NUMBER OF MONTHS. IF CAN'T REMEMBER, ESTIMATE.	Time in years ..... [ ][ ] Time in months ..... [ ][ ]	
203	What is your marital status with the woman? IF NOT SURE, READ OPTIONS. IN THE REMAINDER OF THE SURVEY WE REFER TO THE WOMAN AS WIFE. IF SHE IS NOT HIS WIFE, CALL HER APPROPRIATELY (I.E. 'YOUR PARTNER', 'THE MOTHER OF THE CHILD', YOUR GIRLFRIEND).	No consent/knowledge of family ..... 1 Agreed to pay bride price ..... 2 Partially paid bride price ..... 3 Bride price completely paid 4	

Respondent code

204	Why did you choose to marry or move-in together? DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.	She was pregnant ..... A She pressured you ..... B Love .....C Companionship..... D Economic advantages.....E Family pressure .....F Other (specify)_____ X	
205	How old was your wife on her last birthday?	Age in years ..... [ ][ ] Don't know age.....99	
206	Has your wife ever attended school?	Yes .....1 No .....2 Don't know 99	 →209 →209
207	Is your wife currently in school?	Yes .....1 No 2	
208	What is the highest level of school that your wife completed: primary, O level, A level, university, or tertiary?	Lower primary .....1 Upper primary .....2 O level.....3 A level .....4 University .....5 Tertiary ..... 6 Don't know 99	
209	Does your wife have a job or does she carry out an activity for which she receives an income or earns a profit?	Yes .....1 No .....2 Don't know 99	 →212 →212
210	What type of work does she do? CIRCLE ALL THAT APPLY. DO NOT READ OPTIONS OUT LOUD.	Farm..... A Work for an employer ..... B Work for a family member (for pay) ..... C Self-employed..... D Other (specify _____) .....X Don't know .....Z	
211	Who is the primary decision maker about how to use your wife's income?	Me.....1 My wife.....2 Both together .....3 Other relatives.....4	

Respondent code

212	I know that you live with a child who is between the ages of 1 and 3. If you have more than one child in that age group living with you, we will talk about the older one. So whenever I ask you about the child, please talk about the older one, who is still younger than 3 years old. In what month and year was the child born?	Month ..... [ ][ ] Don't know month.....99 Year..... [ ][ ] [ ][ ] Don't know year 99	
213	How old is the child (in months)? IF RESPONDENT ANSWERS IN YEARS, MULTIPLY BY 12. FOR EXAMPLE, IF THE RESPONSE IS 'MY CHILD IS ONE AND A HALF', WRITE 18. IF CHILD IS NOT AGED 1-3 YEARS STOP	Months ..... [ ][ ]	
214	Is the child a boy or a girl?	Boy.....1 Girl 2	
215	Are you the biological father of the child?	Yes .....1 No 2	→301
216	What is the child's biological relationship to you?	Brother .....1 Other relative .....2 Not a relative.....3	

SECTION 3. Relationship with partner, communication, and attitudes toward intimate partner violence

The next few questions are about your thoughts on relationships between couples, and your own relationship with your wife. Please be honest. There are no right or wrong answers. We only ask about your experience and about your opinions.

	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
301	Please name three words that describe your wife. You can use any words that you think would best describe her. WRITE THE EXACT WORDS HE SAYS.	1. _____ 2. _____ 3. _____	

Respondent code

302	Now we are going to look at some cards. Each card contains a word that can describe relationships. I have three containers here. They say 'agree', 'partially agree', and 'disagree'. Please pick up each card and look at the word. Put any word that you agree describes your relationship with your wife in the 'agree' container; any word that you partially agree describes the relationship in the 'partially agree' container, and any word that you disagree describes your relationship with your wife in the 'disagree' container. CIRCLE THE CONTAINER THE CARD WAS PLACED IN 1. Loving 2. Unhappy 3. Difficult 4. Happy 5. Frustrating 6. Cooperative 7. Peaceful 8. Useless	AGREE PARTIALLY AGREE DISAGREE 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3 1 2 3	
303	In the past month, did you tell your wife that you appreciated her?	Yes ..... 1 No ..... 2 Don't know 99	
304	In the past month, did you take time to listen to your wife's concerns?	Yes ..... 1 No ..... 2 Don't know 99	
305	In the past month, did you and your wife talk about things that frustrated you?	Yes ..... 1 No ..... 2 Don't know 99	
306	In the past month, did you and your wife talk about things that made you happy?	Yes ..... 1 No ..... 2 Don't know 99	

Respondent code

307	Imagine that your wife has been asking you to bring home meat all week. It all started when she smelled meat roasting at the neighbors'. One day you come home and the child is crying and looks dirty. Your wife is cooking and she seems especially irritated. When she sees that you only brought home soap, she starts complaining that you are not a good husband and asks why you can't be more like the man next door who brings home meat to his family. DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.		
	a) How would you feel about the situation?	Angry .....A Worried.....B Confused.....C Regretful .....D Sad ..... E Frustrated .....f Other (specify)_____ .....X Nothing ..... W	
	b) What would you say or do?	Leave the house.....A Keep silent .....B Shout at her .....C Hit/beat her .....D Throw something at her ..... E Scuffle with her..... F Get help from neighbor or relative ..... G Discuss calmly.....H Use a yellow card.....I Leave.....J Other (specify)_____ .....X Nothing ..... W	
	c) How do you think your wife would feel after your actions?	Angry .....A Worried.....B Confused.....C Regretful .....D Sad ..... E Frustrated .....f Other (specify)_____ .....X Nothing ..... W Don't know .....Z Don't care ..... U	

Respondent code

308	The next few questions are about how you treat your wife. Remember that you don't have to answer any question that makes you feel uncomfortable. For each question, please tell me if this happened never, sometimes, or often.	NEVER	SOMETIMES	OFTEN	
	In the past three months, how often have you	1	2	3	
	a) Shouted or yelled at your wife?	1	2	3	
	b) Slapped your wife?	1	2	3	
	c) Pushed your wife or shoved her?	1	2	3	
	d) Thrown something at your wife that could hurt her?	1	2	3	
	e) Insulted your wife?	1	2	3	
	f) Walked away from your wife when you were angry at her?	1	2	3	
	g) Brought a neighbor or a relative to talk to your wife when you were angry at her?	1	2	3	
309	In the past three months, has your wife suffered physical injuries as a result of your actions (such as bruises, cuts, or bleeding)?	Yes ..... 1 No ..... 2 I don't know..... 99			
310	In the past three months, has your wife told you that she is afraid of you?	Yes ..... 1 No ..... 2 I don't know..... 99			
311	In the past three months, has your wife told you that you are violent?	Yes ..... 1 No ..... 2 I don't know..... 99			
	TO BE COMPLETED BY INTERVIEWER Is this baseline or endline interview?	Baseline ..... 1 Endline 2			→#311
312	In the past three months, has your wife given you a yellow card?	Yes ..... 1 No ..... 2 I don't know..... 99			

Respondent code

313	Let's next talk about your opinion on the roles of men and women in families. I am now going to read some statements. After I read each statement please tell me if you agree, partially agree, or disagree with it.	AGREE	PARTIALLY AGREE	DISAGREE	
	a) Only when a woman has a child is she a real woman.	1	2	3	
	b) Giving a bath and feeding kids are the mother's responsibility.	1	2	3	
	c) A woman's role is to take care of her home and family.	1	2	3	
	d) A woman should obey her husband in all things.	1	2	3	
	e) A man should decide to buy the major household items.	1	2	3	
	f) A man should not hug those he loves in public.	1	2	3	
	g) It is wrong for a man to act like a woman.	1	2	3	
	h) Couples should work together as a team.	1	2	3	
	i) A man should have the final word about decisions in his home.	1	2	3	
	j) A man can enjoy the company of his friends more if they are drinking together.				
314	Sometimes a husband is annoyed or angered by things that his wife does. In your opinion, is a husband justified in hitting or beating his wife	YES	NO	DON'T KNOW	
	a) If she goes out without telling him?	1	2	99	
	b) If she neglects the children?	1	2	99	
	c) If she argues with him?	1	2	99	
	d) If she refuses to have sex with him?	1	2	99	
	e) If she burns the food?	1	2	99	

Respondent code

315	I am now going to read more statements. After I read each statement, please tell me if you agree, partially agree, or disagree with it. These questions are about your opinions on husbands disciplining their wives. Please remember that you don't have to answer any questions that you do not wish to.	AGREE / PARTIALLY AGREE / DISAGREE	
	a) There are times when a woman deserves to be beaten.	1 / 2 / 3	
	b) A woman should tolerate violence to keep her family together.	1 / 2 / 3	
	c) It is alright for a man to beat his wife if she is unfaithful.	1 / 2 / 3	
	d) A man can hit his wife if she won't have sex with him.	1 / 2 / 3	
	e) If someone insults a man, he should defend his reputation with force if he has to.	1 / 2 / 3	
	f) A man using violence against his wife is a private matter that shouldn't be discussed outside the couple.	1 / 2 / 3	
	g) Your friends think you should resolve problems with your wife by talking rather than hitting.	1 / 2 / 3	
	h) Your friends think you should not drink to the point of getting drunk.	1 / 2 / 3	
316	Now I would like to ask you a few questions about drinking alcohol. Have you ever drunk alcohol?	Yes ..... 1 No ..... 2 I don't know..... 99	
317	We count one drink of alcohol as one can or bottle of beer, one glass of wine, one sacket of gin, vodka, whiskey, or rum, or one pot (shared with others) of lacoi. In the past month, how many days did you have at least one drink of alcohol? IF RESPONDENT DID NOT DRINK, CIRCLE "00". IF DRANK LESS THAN 10 DAYS, RECORD THE NUMBER OF DAYS. IF DRANK 10 DAYS OR MORE BUT LESS THAN A MONTH, CIRCLE "10". IF DRANK "EVERYDAY" OR "ALMOST EVERY DAY", CIRCLE "30".	Did not have any drinks in the last month . 00 Number of days ..... [ ][ ] 10 days or more but less than a month..... 10 Every day /almost every day 30	

Respondent code

SECTION 4. Parenting attitudes and experience

The next questions are about your opinion about how children should be raised, and about your experience as a father. Please be honest-- there are no right or wrong answers; these are simply your opinions and your experience.

	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
401	Let's start with some questions about your experiences growing up. Who took care of you when you were a child? DO NO READ OPTIONS	Mostly my mother or stepmother or female relative..... 1 Mostly my father or stepfather or male relative..... 2 Only mother or female relative..... 3 Only father or male relative ..... 4 Nearly equal mother/female & father/male 5 Other (specify _____) 6	
402	When you were a child or a teenager	RARELY SOMETIMES OFTEN	
	a) Did you see or hear your mother or other women in your home being beaten by your father or another man living in the home?	1 2 3	
	b) Where you spanked or slapped or beaten by your parents or other adults in the home?	1 2 3	
	c) Where you threatened with physical punishment in your home?	1 2 3	

Respondent code

403	The next few statements I read are about how you and your wife raise the child. After I read each statement, please tell me if these things happen rarely, sometimes, or often.	RARELY	SOMETIMES	OFTEN	
	a) You and your wife help each other when one of you has had a problem with the child.	1	2	3	
	b) In the past three months, you and your wife discussed the values to teach the child.	1	2	3	
	c) You tell your wife when you disagree with the way she is disciplining the child.	1	2	3	
	d) Your wife tells you when she disagrees with the way you are disciplining the child.	1	2	3	
	e) Your wife and you have discussed how to discipline the child now and in the future as he/she grows up.	1	2	3	
	f) You and your wife have set home rules in advance.	1	2	3	
404	Now please tell me if you agree, partially agree, or disagree with the following statements about how you and your wife raise the child.	AGREE	PARTIALLY AGREE	DISAGREE	
	a) You know how your wife feels about hitting the child when he/she misbehaves.	1	2	3	
	b) Your wife knows how you feel about hitting the child when he/she misbehaves.	1	2	3	
	c) You and your wife have discussed how to discipline the child.	1	2	3	
	d) You and your wife have equal say regarding decisions about how the child is raised.	1	2	3	
	e) Your wife does not have the right to disagree with you about the way you are raising the child.	1	2	3	

Respondent code

405	Imagine a situation where you have been home all afternoon and find yourself very annoyed with the child. He/she is not listening to anything you tell him/her and is getting more and more out of control. You have told him/her what to do calmly, but he/she is having a tantrum. What would you do? DO NOT READ OPTIONS. CIRCLE ALL THAT APPLY.	Take a deep breath..... A Walk away or leave the house ..... B Tell your wife to take care of the child..... C Tell someone else to take care of him/her ..... D Hit him/her ..... E Threaten to hit him/her.....F Put him/her somewhere by him/herself to calm down for a short time.....G Give him/her something he/she likes to calm him/her down .....H Shout at him/her ..... I Send him/her to a neighbor or the home of a family member .....J Ask your wife for her advice or help ..... K Other (Specify _____) X	

406	Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you have used these methods with the child in the past month.	YES	NO	I DON'T REMEMBER	
	a) Took away privileges, forbade something the child liked or did not allow him/her to leave the house	1	2	99	
	b) Explained why the child's behavior was wrong	1	2	99	
	c) Shook him/her				
	d) Shouted, yelled at or screamed at him/her	1	2	99	
	e) Gave him/her something else to do	1	2	99	
	f) Spanked, hit or slapped him/her on the bottom with bare hand	1	2	99	
	g) Asked him/her to apologize	1	2	99	
	h) Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object	1	2	99	
	i) Called him/her dumb, lazy, or another name like that	1	2	99	
	j) Hit or slapped him/her on the face, head or ears	1	2	99	
	k) Hit or slapped him/her on the hand, arm, or leg	1	2	99	
	l) Beat him/her up, that is, hit him/her over and over as hard as you could	1	2	99	

Respondent code

	m) Sent the child to be by himself/herself until she/she calmed down	1	2	99		
	n) Do you believe that in order to bring up, raise, or educate a child properly, the child needs to be physically punished?	1	2	99		
407	In the past three months, if the child did something that you liked or approved of, did you	YES	NO	I DON'T REMEMBER		
	a) Say something nice about it or praise the child?	1	2	99		
	b) Give the child physical affection?	1	2	99		
	c) Give the child some reward for it, like a special snack?	1	2	99		
	d) Give the child a special privilege, like holding the child, allowing the child to sleep with you, or spending more time with the child?	1	2	99		
	e) Go someplace or do something special with the child as a reward?	1	2	99		
	f) Show or tell the child that you love him/her	1	2	99		
408	In the past three days, did you or any household member over 15 years of age engage in any of the following activities with the child:					
	IF YES, ASK: Who engaged in this activity with the child? You, your wife, or another adult member of the household?	FATHER	MOTHER	OTHER	NO ONE	
	CIRCLE ALL THAT APPLY:					
	a) Read books or look at picture books with the child?	A	B	C	Z	
	b) Tell stories to the child?	A	B	C	Z	
	c) Sing songs with the child?	A	B	C	Z	
	d) Take the child outside the home, compound, yard or enclosure?	A	B	C	Z	
	e) Play with the child?	A	B	C	Z	
	f) Spend time with the child naming, counting, and/or drawing things?	A	B	C	Z	

Respondent code

409	Next I will read some statements about disciplining young children who misbehave. Please tell me if you agree, partially agree, or disagree with these statements:	AGREE	PARTIALLY AGREE	DISAGREE	
	a) Stubborn young children need to be hit to teach them right from wrong.	1	2	3	
	b) If a child is old enough to defy a parent, then he/she is old enough to be hit.	1	2	3	
	c) If you love the children, you will hit them when they misbehave.	1	2	3	
	d) A parent should never spank or hit a child.	1	2	3	
	e) Parents should teach a child who is disobedient by spanking or hitting him/her.	1	2	3	
	f) Children who see their fathers hit their mothers feel their father will protect them.	1	2	3	
	g) Children whose fathers hit their mothers do not have a close bond with their father.	1	2	3	
	h) Children whose fathers hit their mothers grow up to hit women.	1	2	3	
	i) Children who see their fathers hit their mothers fear their fathers.	1	2	3	
	j) Children whose fathers hit their mothers feel more loyalty to their mother's family than their father's family.	1	2	3	
	k) Children who see their fathers hit their mothers admire their fathers for being strong.	1	2	3	
410	Do you feel confident that you can handle the child without violence if he/she misbehaves? SHOW PICTURES TO RESPONDENT AND EXPLAIN THAT THE SMILE MEANS VERY CONFIDENT, AND THE FROWN MEANS NOT CONFIDENT AT ALL				
		1	2	3	4 5

Respondent code

411	Next I will read some more statements. Please tell me if you agree, partially agree, or disagree with each statement:	AGREE	PARTIALLY AGREE	DISAGREE	
	a) You feel silly when you play with the child.	1	2	3	
	b) Your friends will tease you if you help your wife with child care.	1	2	3	
	c) You don't care what others say, as long as you are a good father.	1	2	3	
	d) You are embarrassed if others see the child misbehave and you do not discipline strongly.	1	2	3	
	e) Spending time with the child is important to you.	1	2	3	
	f) Your friends think you should spend time doing things with the child that he/she enjoys.	1	2	3	
412	Do you feel that you have the skills to be a responsible, engaged, and loving father? SHOW PICTURES TO RESPONDENT AND EXPLAIN THAT THE SMILE MEANS VERY GOOD SKILLS AND A FROWN MEANS NO SKILLS.	 1 2 3 4 5			
413	Do you think that you can be a good role model to the child? SHOW PICTURES TO RESPONDENT AND EXPLAIN THAT THE SMILE MEANS VERY GOOD ROLE MODEL AND A FROWN MEANS A BAD ROLE MODEL.	 1 2 3 4 5			

IF THIS IS BASELINE INTERVIEW STOP

SECTION 5. Exposure to the intervention

I have just a few last questions for you.

	QUESTIONS AND FILTERS	CODING CATEGORIES	SKIP
501	In the past three month, did you notice any posters about being a father on community message boards around here?	Yes ..... 1 No ..... 2 I don't know..... 99	 →506 →506

Respondent code

502	Did you like what the posters said? DO NOT READ OPTIONS.	Liked them ..... 1 Did not like them ..... 2 Did not pay attention 98	
503	Did you learn anything new from the posters?	Yes ..... 1 No ..... 2 I don't know..... 99	
504	Did the information in the posters affect how you think of yourself as a father?	Yes ..... 1 No ..... 2 I don't know..... 99	
505	In the past three months, have you thought about how your behavior influences the child?	Yes ..... 1 No ..... 2 I don't know..... 99	
506	TO BE COMPLETED BY INTERVIEWER Is this intervention or control?	Intervention..... 1 Control..... 2	 →511
507	Were you visited by a mentor who talked to you about parenting and relationship?	Yes ..... 1 No ..... 2 I don't know..... 99	 →515 →515
508	How many times were you visited?		
509	Did you attend group sessions with your mentor and other men?	Yes ..... 1 No ..... 2 I don't know..... 99	→512
510	How many group sessions did you attend?	☐	
511	Did you do the homework given to you by the mentor?	Rarely..... 1 Sometimes..... 2 Often..... 3	
512	Do you feel that the mentor helped you become a better father?	Yes ..... 1 No ..... 2 I don't know..... 99	
513	Did your wife ever participate in the conversations with the mentor?	Yes ..... 1 No ..... 2 I don't know..... 99	 →515 →515
514	How many times did she participate?	☐	

Respondent code

515	In the past three months, did you talk to anyone (IF INTERVENTION, OTHER THAN THE MENTOR) about how to discipline the child?	Yes ..... 1 No ..... 2 I don't know..... 99	
516	In the past three months, did you talk to anyone (IF INTERVENTION, OTHER THAN THE MENTOR) about how to talk to your wife?	Yes ..... 1 No ..... 2 I don't know..... 99	
517	In the past three months, did you talk to anyone (IF INTERVENTION, OTHER THAN THE MENTOR) about how to be a good father?	Yes ..... 1 No ..... 2 I don't know..... 99	

This is the end of our interview. Thank you very much for your time and your willingness to share this information with us. Please let me know if you have any questions.

V. 5.1.13

RESEARCH PROTOCOL: EVALUATION OF REAL FATHERS PROJECT

Georgetown University's Institute for Reproductive Health
in partnership with Save the Children

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ACRONYMS AND ABBREVIATIONS

FP	Family Planning
GBV	Gender-Based Violence
GEM	Gender Equitable Male
GREAT	Gender Roles Equality and Transformations
IPV	Intimate Partner Violence
IRB	Institutional Review Board
IRH	Institute for Reproductive Health, Georgetown University
M&E	Monitoring and Evaluation
PI	Principal Investigator
PM	Program Manager
RAISE	Reproductive Health Access, Information and Services in Emergencies Initiative
RH	Reproductive Health
RMEC	Research Monitoring and Evaluation Coordinator/Officer
SRH	Sexual and Reproductive Health
TAG	Technical Advisory Group
UNCST	Uganda National Council on Science and Technology
USAID	United States Agency for International Development

ABSTRACT

Georgetown's Institute for Reproductive Health (IRH) will collaborate with Save the Children to develop and test the Responsible Engaged and Loving (REAL) Fathers Project- a mentoring program and community awareness campaign that aims to build positive relationships and parenting practices among young fathers (ages 16-25) in post-conflict northern Uganda. The REAL Fathers Project will be evaluated with a Pretest-Postest Control experimental design in which 456 fathers (ages 16-25) will be randomly assigned to intervention and control groups. Men who are assigned to the intervention group will participate in the 12 mentoring sessions (six individual and six group), and men assigned to the control group will only be exposed to the community awareness campaign. After endline data have been collected and analyzed, control group members will have the opportunity to receive elements of the intervention proven to be most successful.

Men will be recruited to participate in the intervention who:

a. Reside in the study community;
b. Are married or cohabiting with an intimate partner;
c. Are between the ages of 16 and 25 years old; and
d. Have a child at least one year of age and no children older than three.

All young fathers will be interviewed at baseline (before the start of intervention activities) and endline (four months after intervention activities are complete). After endline data collection is complete, Focused Life Histories will be conducted with ten young fathers from the intervention group to explore the various factors contributing to the differential changes among intervention participants.

To measure the effect of the intervention, baseline and endline mean scale-scores will be compared. To the extent possible, levels of exposure to the intervention will be explored in the analysis. Factor analysis will be used to describe variability among observed, correlated variables (when two or more questions measure similar behaviors, for example). Analysis of Focused Life History data will be facilitated by use of a matrix which organizes data by variables such as key experiences, attitudes and behaviors among young fathers as well as facilitating and constraining factors for behavior change. Comparisons between young fathers who demonstrated positive changes as a result of the intervention and young fathers with no change/negative change will allow us to isolate the effects of the intervention on attitudes and behaviors related to gender norms, parenting, and violence.

1. INTRODUCTION

1.1 Background

Georgetown's Institute for Reproductive Health (IRH) has received funding from the United States Agency for International Development (USAID) to develop and test the Responsible Engaged and Loving (REAL) Fathers Project in Amuru district, northern Uganda. The project is being implemented in partnership with Save the Children which has strong youth programming platforms and networks in northern Uganda. These robust networks will be leveraged to roll-out research and programmatic activities by involving local partners and integrating lessons learned and best practices from the field of primary prevention of violence.

IRH has more than 25 years of experience implementing USAID programs globally, managing a wide range of partners, and conducting long-distance technical assistance to support operations research and program implementation. IRH has worked in 20 countries in Africa and with current field offices in Democratic Republic of Congo, Mali, Uganda, Benin, and Rwanda, is well-positioned in the region to provide South-South technical assistance. IRH's research-to-practice technical expertise applies sound quantitative and qualitative research skills to design and implement evidence-based programs to address critical needs in family planning/reproductive health (FP/RH). Specifically, IRH brings the following key strengths to the REAL Fathers Project: 1) technical expertise in designing, implementing, and evaluating programs for adolescents; 2) experience in engaging men in FP/RH to foster gender equity and healthy FP/RH behaviors; and 3) experience in developing, testing, and taking to scale gender transformative interventions.

Save the Children has worked in Uganda since 1959 and has national, regional, and district offices. Embodying the working principle of "child participation" into its programs, Save the Children works to build the capacity of children's groups, raise awareness about child participation, and build the competence of Save the Children and partner organizations to work with children in Uganda. Additionally, Save the Children has been the leading actor in Orphan and Vulnerable Children programming over the last five years, with 26 in-country partners and such programs as "Breaking Barriers" and "Capacity to Care" which aim to reduce physical violence against children, prevent HIV&AIDS, and generate care and support among children. Save the Children supports more than 20 youth clubs across Lira and Amuru Districts which focus on promoting child rights, providing psychosocial support, health education, and education monitoring.

IRH and Save the Children are also currently collaborating on the Gender Roles Equality and Transformations (GREAT) project which complements the REAL Fathers Project.

GREAT is a 5-year project that aims to develop, pilot, and scale up interventions that impact gender norms to positively influence reproductive health outcomes and reduce gender-based violence among adolescents (ages 10-19) in northern Uganda.

1.2 Problem Identification

Gender-based Violence (GBV) is recognized as a significant health and human rights issue that prevents women, families, and countries around the world from achieving their full potential. Use of physical child punishment and physical Intimate Partner Violence (IPV) are cyclically linked. Evidence shows that experiencing childhood physical punishment is a risk factor for experiencing and perpetuating IPV and that experiencing and perpetuating IPV is a risk factor for perpetuating physical punishment.[1] While Ugandan laws and policies are in place to protect women and children, limited progress has been made in reducing violence against women and children, which remain virtually endemic in Uganda.[2] A little more than half of Ugandan women have experienced a form of violence and 98% of children report having experienced physical violence, with the majority of violence experienced taking place in the home.[3,4]

1.3 Problem Definition

Intimate Partner Violence (IPV) – physical and sexual violence, emotional abuse, and controlling behavior by a partner – is the most common form of violence against women. [5] A World Health Organization multi-country study found that 15-71% of women surveyed had experienced physical and/or sexual IPV in their lifetime and that women were at more risk of violence by an intimate partner than by any other perpetrator.[5]

IPV is particularly widespread in post-conflict settings such as Northern Uganda, which is currently recovering from a 23-year old conflict. More than half (65% of women 15-49 in northern Uganda have experienced IPV, and 18.7% of ever-pregnant women report experiencing physical violence while pregnant.[3]

IPV is associated with increased morbidity and mortality in women and children: abused women have 50% to 70% more gynecological, central nervous system, and stress-related problems, and children of abused women are six times more likely to die before age 5.[6] According to the 2011 Uganda Demographic Health Survey, among women who have experienced IPV, 36.7% experienced physical injuries.[3] In Uganda, costs associated with treatment of women for IPV-related injuries totaled $1.2million USD annually.[7]

IPV often first occurs during pregnancy [8], and preschool-age children are most likely to witness IPV.[9] In addition to the numerous physical and mental health effects, early

childhood experiences of IPV are linked to perpetuation of violence in adulthood.[9] Evidence suggests that younger exposure and greater total exposure to IPV are related to greater adjustment problems [10], in part because threat to a caregiver is one of the most psychologically-traumatic experiences for young children.[9] Witnessing domestic violence as a child, suffering childhood physical or sexual abuse, and witnessing hostility toward women are demonstrated risk factors for later IPV. [11,12] Among these, witnessing parental violence appears to provide the strongest link with adulthood relationship violence.[11] These risk factors hold true for both boys and girls, where boys who witness or experience domestic violence are more likely to perpetuate relationship violence, and girls are more likely to be victims of IPV in adulthood.[13] Other studies have shown that family behaviors beyond abuse are also risk factors, including: cultural norms that accept violence as a method of dispute resolution or discipline, absent or maladaptive instruction regarding alternatives to violence, absent or rejecting fathers, male control of household decision-making and wealth, cultural norms supporting male dominance over women, controlling behavior by husbands, economic hardship, and substance abuse. [14]

1.4 Problem Justification

In recent years, as global experiences have shown that men are concerned about domestic and sexual violence and respond positively to invitations to be involved in efforts to address the issue, there has been a significant increase in attention to programming with boys and men. Moreover, the evidence base regarding what works and what does not work supports the widely recognized need for male involvement in IPV prevention. Despite these developments, violence prevention remains an area filled with many questions, such as the effectiveness of interventions conducted in a variety of settings and with various populations, as well as the need for more rigorous research designs.

Evidence shows that programs that involve men in IPV prevention initiatives are more effective than programs that target women and girls exclusively, and, because many of the risk factors for future perpetration of IPV occur in the family unit, involving fathers can have significant positive outcomes.[15] The evidence base of interventions in IPV indicates that it is important that programs focus on changing attitudes and behaviors of young men, as programs that prioritize self-protection and self-advocacy of girls and women have not been shown to change their lifetime risk factor for IPV.[14] Importantly, evidence supports that, through well-developed interventions, men and boys can and do change attitudes and behavior.[16] Targeting IPV through men and boys also potentially mitigates the risks sometimes involved in women-focused empowerment programs in contexts of strict conceptions of masculinity. Fatherhood and parenting

programs have been shown to be successful interventions in part because fatherhood is an available avenue to emphasize positive and gender-equitable masculinities.[17]

Fathers' involvement in children's lives has many positive impacts on children's physical and mental health, in addition to higher educational achievement and reduced criminality, it has been shown to improve overall parenting.[17] Early connection with fathers is important, as levels of father-involvement established early in pregnancy or infancy have been shown to endure as children grow older. [18,19]

Several programmatic and research gaps exists in the evidence base for parenting interventions. For example, few existing parenting interventions address men's roles, child maltreatment, IPV, or child well-being and development, especially from the perspective of men as parents and caregivers. Most evaluated parenting programs focus exclusively on mothers or do not distinguish participants by gender, and the majority of impact-evaluated fatherhood programs take place in the Global North. [16,17] Questions also remain around best practices. While preliminary studies suggest that interventions involving couples have more sustainable outcomes, participants indicate mixed willingness to participate in male-only programs. [16,20,21] In some cases, men express feeling that they are able to speak more honestly in men-only groups, whereas other studies have found that willing and sustainable participation is greater in couple's groups. [22,20,23] Finally, rigorous evaluation of father-centered parenting programs is scarce, particularly examining long-term outcomes.

Thus, Save the Children and IRH will collaborate to develop and test a mentoring program and community awareness campaign that aims to build positive partnerships and parenting practices among young fathers (ages 16-25) in post-conflict northern Uganda.

2. RESEARCH OBJECTIVES, QUESTIONS, AND VARIABLES

2.1 General Objective

The general objective of this study to measure the acceptability, feasibility, and effectiveness of: (a) a mentoring program that aims to build positive partnerships and parenting practices among young fathers (aged 16-25) in post-conflict northern Uganda; (b) a community awareness campaign that uses a series of emotion-based messages conveyed through community message boards to catalyze diffusion of reflection on fatherhood norms, parenting practices, and intimate partner violence.

2.2 Specific Objectives

This evaluation study will specifically measure whether the intervention was successful in: 1) improving positive parenting techniques among fathers, 2) increasing positive

interactions between children and fathers, 3) increasing self-efficacy related to fatherhood, 4) increasing emotional investment by fathers in children's lives, 5) decreasing incidence of IPV, 6) decreasing utilization of harsh punishment, and 7) increasing participation of fathers in non-traditional parenting roles.

2.3 Research Questions

The study will explore the following questions:

1. How acceptable are the proposed interventions to young fathers and their communities?
2. How feasible are the proposed interventions to implement as intended?
3. What is the cost of implementing the intervention?
4. What effect do the proposed interventions have on the parenting attitudes, skills, and behaviors of young fathers?
5. What effect do the proposed interventions have on young fathers' attitudes toward and use of violence against their children and partners?
6. What effect do the proposed interventions have on fatherhood norms?

2.4 Dependent and Independent Variables

The table below presents the key short-term and intermediate variables the study will assess. The dependent variables (short-term and intermediate outcomes) are divided into the thematic areas of parenting, violence and gender/fatherhood norms. The independent variable is the degree of participation in and exposure to the intervention. The dependent variables are currently being operationalized through the review, selection, and adaptation of established measures and scales such as the Gender Equitable Male (GEM) scale, Gender Norms Attitudes Scale, Parenting Scale, and Parenting Responsibility Scale.

Table 1. Dependent Variables: Short-term and Intermediate Parenting, Violence and Gender Outcomes

	Short-term Outcomes	Intermediate Outcomes
Parenting	• Fathers increase their knowledge of child development • Fathers gain positive parenting skills	• Fathers report using positive parenting techniques • Fathers demonstrate positive and nurturing parenting styles • Fathers spend more time positively interacting with children • Fathers report increase self-efficacy related to fatherhood role • Fathers report greater emotional investment in children's lives
Violence	• Fathers report decreased acceptance of intimate partner violence • Fathers report decreased support for harsh disciplining of children • Fathers gain skills in non-violent conflict resolution	• Fathers report decreased incidence of IPV • Fathers report decreased utilization of harsh child disciplining methods
Gender/ fatherhood norms	• Fathers hold more gender-equitable attitudes toward parenting roles • Fathers report equal support for their boy and girl children's hopes and dreams	• Fathers report engaging in non-traditional parenting roles

3 THE REAL FATHERS PROJECT

3.1 Intervention Description

The REAL Fathers Project will be implemented in Attiak sub-county in Amuru District of northern Uganda. This sub-county was selected because of the existence of staff and infrastructure and because no other GREAT project activities are occurring in this sub-county (although some are occurring within the district) to reduce the likelihood of contamination. The intervention is designed to reach young men before their expectations, attitudes and behaviors related to relationships are well developed, which the literature suggests is the most effective approach. In addition, the intervention focuses on young fathers who are parenting toddlers (ages 1 -3 years) as this a developmental stage where children begin to test boundaries and exert independence, and is thus when disciplining often begins.[24] Evidence also suggests that during toddlerhood, children carefully observe and later model their parents' behaviors.[25] The intervention design is based on a review of the literature and an analysis of the most effective father-centered approaches to reduce IPV.

The base intervention will be a mentoring program for young fathers (ages 16 to 25 years), who have a child at least one year of age and no children older than three. Building on widespread respect for elders and advice-giving in northern Uganda, the project will identify and train 57 men to serve as mentors to young fathers. Each mentor will be assigned 4 fathers to advise (for a total of 228) fathers participating in the intervention) based on an established evidence-base protocol[1]. The mentors will have 12 points of contact with each of their mentees (six individual sessions and six group sessions).

Mentors will be selected based on local formative research and with the participation of the young fathers, in order to ensure that the selected mentors are people they trust and respect, and from whom they would like to receive advice. Mentors may include fathers, uncles, clan leaders, religious and cultural leaders such as catechists, or cultural leaders who play a traditional role in preparing boys for marriage. Identified and trained mentors will conduct six mentoring sessions with the young fathers based on a developed curriculum (4 individual sessions with men only and two home-based couples sessions with the men and their partners) The focus of the mentoring program will be two-fold: first on increasing positive father-child interactions and use of non-violent child-rearing strategies and second on improving couples' communication, respect and use of non-violent conflict resolution skills. Through individual sessions and home visits, mentors will provide young fathers the opportunity to reflect on and practice newly-learned positive communication and conflict-resolution skills as well as specific ways to be supportive partners and caregivers. Along with their wives, they will also be encouraged to try out non-violent child-rearing strategies.

Once a month for six consecutive months, male mentors will invite their mentee to participate in a total of six group sessions that will be based around the unveiling of an emotion-based poster. To create the posters, the project will draw on two sources: a review of the MenEngage "Men Care" global fatherhood campaign materials and the PROMISES approach. We will consult with MenEngage members who have adapted the fatherhood posters in their countries in order to learn from their experiences and the evidence they have gathered. In addition, we will conduct formative research using projective techniques[2] with men and women and use findings to inform the design of emotion-based primary messages and accompanying messages. The behavior

[1] The number of participating fathers and mentors will depend on available funding.
[2] These techniques help respondents share feelings and perceptions without censoring them through a rational lens. Through projective techniques, researchers can identify the emotional drivers that guide decisions, as well as the emotional benefits that can be gained by changing rigid gender norms that dictate violence in households.

change messages will be conveyed through posters featuring pre-tested images and some supporting phrases. Each set of posters will be purposefully sequenced over time to capture attention and spur conversation but most importantly, to reinforce the messages provided to fathers by their mentors. The messages will be designed to work together to move people closer to the desired actions as well as gain community support and promote a favorable environment for new fathers to take on positive fathering roles without the use of violence against their children or wives. Anti-violence messages may be framed as a solution to problems all marriages and parents face at times: poor communication, disagreement, conflict and feelings of impatience with children. The poster series will end with a call to action in which the young fathers who have been mentored will be asked to commit to a new behavior and sign a community pledge board as a way to spur greater community change.

The young fathers, in groups of 10-15 men, will discuss the main messages of the posters and reflect as a group on how this resonates with the individual advice they have been receiving from their mentors. A team of mentors will lead these discussions and ask guiding questions to spur reflection on inequitable gender norms, harmful parenting practices, and intimate partner violence using an evidenced-based curriculum. The posters will then be placed on three community message boards in strategic locations where people frequently gather in order to promote social diffusion of information. This is based on the PROMISES approach piloted by Save the Children in Nepal and on findings that community campaigns are an effective way of changing social norms about violence.

Local stakeholders will be involved at the different stages of intervention design and implementation. During the first phase of the GREAT project IRH and partners established a consortium comprised of representatives of relevant Ugandan government agencies (national and district-level), international organizations, community-based organizations, donor groups, cultural and religious groups, and parent-teacher associations to serve as a technical advisory group (TAG). The TAG, which is still actively involved in the GREAT project, will review the posters, mentoring curriculum and protocol, and provide guidance to ensure that they are culturally appropriate and relevant. They will also comment on results and assist in sharing findings with key stakeholders at the national, district, and community levels.

3.2 Monitoring and Learning Agenda

The fidelity of intervention implementation and associated costs will be carefully monitored and documented. IRH will train the volunteer mentors on simple ways of tracking mentor group attendance and conduct of individual mentoring sessions through home visit logs and group sign-in sheets. Save the Children will conduct two

structured observation visits to each mentor to assess the extent to which mentors are able to implement the intervention as designed.

To facilitate project learning, periodic "Learning to Action" meetings will be conducted by IRH/Uganda's Research Monitoring and Evaluation Coordinator (RMEC) with project staff to discuss monitoring data, and identify successes, challenges, and lessons learned from project implementation.

Additionally, two focus group discussions will be conducted with project mentors after endline data collection is complete. Based on analysis results, IRH/Uganda staff in collaboration with Save the Children field staff will identify mentors who demonstrated various levels of success (e.g. degree of mentee attitudinal and behavioral change, level of fidelity to the intervention protocol, number of sessions conducted). These mentors will be invited to participate in a focus group discussion to share their thoughts and experiences regarding constraining and facilitating factors to implementing the intervention. One focus group discussion will be conducted with 8-10 mentors who demonstrated the most success in intervention implementation and outcomes and one focus group discussion will be conducted with 8-10 mentors who demonstrated the least success. The discussions will explore the factors contributing to successful implementation, feasibility, and acceptability of the intervention from the mentor's perspective.

The focus group discussions will be facilitated by IRH Uganda staff. Save the Children field staff will facilitate the introduction of IRH staff to the identified mentors. All discussions will be conducted in the local language (Luo) and will take place in a private location at the IRH Uganda office. With permission from the participants, the discussion will be audio recorded. In addition, IRH staff will take careful notes to document non-verbal communication and group interaction.

The focus group discussion guide will be developed by IRH. Each focus group discussion is expected to take approximately 90 minutes and will include questions about the mentoring experience, success, challenges, and any constraining/facilitating factors in successfully implementing the mentoring protocol. The guide will be designed to explore contextual factors that may have contributed to differences in experiences and results among participating mentors.

Analysis will be facilitated by use of a matrix which organizes data by variables such as key experiences, successes and challenges among mentors as well as facilitating and constraining factors for program implementation.

4 STUDY METHODS

4.1 Research Design

The research will use a Pretest-Postest Control Group experimental design to assess the impact of the REAL Fathers Project on men's attitudes and behaviors related to fatherhood, gendered parenting roles, child disciplining, and IPV. Despite the use of a strong research design, study limitations remain. Study limitations include possible insufficient sample size to demonstrate statistically significant change in outcomes; lack of generalizability of research findings to other regions or population groups; self-report bias; failure to triangulate behavioral outcomes; and short-term follow-up period for measuring outcomes.

Up to 456 fathers (ages 16-25 years old) will be selected for the study, and randomly assigned into intervention and control groups (approximately half in each group). The research will consists of two main components (1) **structured individual interviews** with the fathers at baseline (before the start of intervention activities) and endline (four months after intervention activities are complete) and (2) semi-structured **focused life histories** with ten young fathers, collected after their participation in the intervention.

4.2 Structured Individual Interviews

A. Sampling and Recruitment

We aim to interview up to 456 men at baseline and endline. Power calculations (using type I and type II errors of 0.05 and 0.1 respectively), suggest that a sample size of 456 young fathers will be sufficient to note a 5% reduction in physical violence against their wife/partner between baseline and endine estimates of the three months preceding the interview.

Save the Children/Uganda staff working in the study area, are currently developing a list of men who are eligible to participate in the intervention in 8 parishes of Attiak sub-county. Save the Children staff will invite the eligible men to participate in the intervention and ask them if they are also willing to be interviewed for study. Contact information for the men who agree to participate in the study will be shared with the research team.

Men will be recruited to participate in the intervention who:

a. Reside in the study community;
b. Are married or cohabiting with an intimate partner;
c. Are between the ages of 16 and 25 years old; and
d. Have a child at least one year of age and no children older than three.

IRH will hire a Ugandan research group to conduct the interviews. The interviewers will approach all eligible men who agreed to be contacted. Interviewers will describe the study to them, and invite them to participate. They will explain that the men will be interviewed now and then interviewed again 10 months later. The eligible men will also be asked if they agree to be contacted by interviewers at a later date for participation in the Focused Life History interviews. Participation in the individual structured interviews will not be contingent upon agreeing to participate in Focused Life History interviews. After informed consent has been obtained, the participants will be given an envelope that they will be asked to open in front of the interviewer that indicates which arm of the study they have been assigned to. Men who are assigned to the intervention group will participate in the 12 mentoring sessions (six individual and six group), and men assigned to the control group will only be exposed to the community message boards. After endline data have been collected and analyzed, control group members will have the opportunity to receive elements of the intervention proven to be most successful.

B. Interview Procedures and Data Collection

Save the Children local staff will introduce the researchers to community leaders via letters of introduction and courtesy visits. Data collection and data entry will be done by the Ugandan research group hired and trained for the purpose. We are in the process of identifying the most experienced and appropriate group available.

All research instruments and consent forms will be translated into Luo by staff of the Ugandan research group (fluent in English and Luo) and back translated to ensure accuracy. The interviews will take place immediately after informed consent forms have been signed or at a scheduled time convenient to the participant. All interviews will be conducted in the local language (Luo) and will take place in a private place of the participant's choice. This could be in the home, in public facilities, or in any other private place that the participant prefers. Male interviewers will interview all young fathers. The hired research group will be experienced in obtaining privacy during individual interviews and will know not to conduct an interview if auditory privacy cannot be ensured.

C. Research Tool

Research tool was developed by IRH. Each interview will last 45 minutes, and will explore men's attitudes toward and experiences of fatherhood, parenting roles, child disciplining, and violence. The interview will also assess exposure to intervention activities among both groups (such as noticing billboards or talking with men involved in the mentoring sessions). Tested scales for measuring key constructs such as the Gender-Equitable Men Scale (GEM Scale), Gender Norms Attitudes Scale, Parenting Scale, and

Parenting Responsibility Scale have been used in the tool. The same instrument will be used at baseline and endline (four months later).

The tool used in the individual structured interviews will be carefully pre-tested by the research team prior to the study's commencement. The first phase of pre-testing will consist of practice sessions within the research team. Once the tools are refined, the team will pre-test the tools in in Amuru (in a non-intervention site). After pre-testing, the team will meet to exchange experiences and further revise the tools as needed. This process will be repeated until only minimal changes, if any, are required. In addition, the teams will meet after completing one week of field work so that field supervisors can provide feedback to the team on any areas which need improvement.

D. Data Management

The participants will be given a code in order to identify their interviews over a one-year period. The list of codes, participant's names and contact information, will be kept in the IRH/Uganda office in Gulu. It will be kept in a locked drawer. After all data collection is complete the list will be destroyed.

Data will be field edited by the Uganda research team and entered into SPSS in their local offices. Double data entry will be used to ensure data entry quality. Once the data entry and cleaning has been completed, the data files will be transferred to IRH's Washington, DC office, so that IRH/DC can support analysis. To do so, IRH will create a sub-directory on the Georgetown University Share (GU Share) account (which resides on the encrypted Georgetown University server). The sub-directory will be password protected, and the password will be temporary. It will be given to the local research coordinator, who will upload the data file to the sub-directory account. The password will be set to expire as soon as the study is complete. In DC it will be kept on the Principal Investigator's password protected, encrypted computer, and only the research team will have access to it.

E. Data Analysis

To measure the effect of the intervention, baseline and endline mean scale-scores will be compared. To the extent possible, levels of exposure to the intervention will be explored in the analysis. Most existing validated scales to measure parenting skills and attitudes were designed for use with parents of older children, and/or in the United States. Therefore, we will develop scales to measure the variables of interest based on items from existing scales that we will adapt to the Uganda context, and to working with fathers of very young children. Alpha reliability coefficients will be computed for all scales. Factor analysis will be used to describe variability among observed, correlated variables (when two or more questions measure similar behaviors, for example). The information gained about the interdependencies between observed variables will allow us to identify themes and fine-tune the scales.

Basic data analysis (frequency tables, descriptive statistics) will be conducted by the Ugandan research team using templates provided by IRH/DC. Higher level analysis will be conducted by IRH/DC's Senior Data Analyst.

4.3 Focused Life Histories

A. Sampling and Recruitment

After endline data collection is complete, Focused Life Histories will be conducted with ten young fathers from the intervention group. Life Histories is a qualitative data collection methodology that is often used to make connections between individual biographies and the larger cultural and institutional contexts that serve as a backdrop to these experiences.[26] A Focused Life History explores a particular phase of life, in this case the period during which the father has been parenting a toddler and participating in the intervention. During the Life History interview researchers will seek to identify events, circumstances, and processes that provide one set of choices to some people and a different set of choices to others, elucidating differences, for example, between violent and non-violent fathers.[27] We anticipate that applying a Life History methodology will help to triangulate the data and provide insight on the various factors contributing to the differential changes among intervention participants.

Based on results from endline data analysis, IRH will identify five fathers who participated in the intervention and who demonstrated the most positive changes in attitudes or behaviors related to gender norms, parenting practices, and violence, as well as five fathers who demonstrated the least change in each of these three areas. If the men previously indicated that they were willing to be contacted, Save the Children field staff will ask them if they are interested in participating in the interview.

B. Interview Procedures and Data Collection

Save the Children/Uganda field staff will facilitate introduction of the ethnographers to the young fathers who have been selected to participate in the Life History interviews. The interviews will be conducted by a team of two male ethnographic consultants hired and supervised by IRH Uganda with support from IRH DC. They will be fluent in English and Luo and will have intimate and extensive knowledge of the social, cultural, and political context in the Acholi sub-region. The ethnographers will have particular expertise working with young people and will also have training in social work, counseling, and/or psychology. Each ethnographer will be required to submit contact information for three references who can attest to their qualifications as researchers and their expertise in conducting qualitative research with adolescents. All references will be contacted and interviewed. Furthermore, all ethnographers will receive training in research ethics, protecting human subjects, and child protection. The interview will

last approximately 90 minutes. All interviews will be conducted in the local language Luo. All research instruments and consent forms will be translated into Luo by the ethnographers and back translated to ensure accuracy.

C. Research Tool

The research tool will be developed by IRH. The semi-structured interview guide will collect background information and explore the respondents' current life situation, current social networks, gender attitudes, parenting practices and attitudes towards violence. In order to better understand differences between the interviewee and others young fathers whose participation in the intervention resulted in different outcomes, the life course perspective will be explored such as trajectories (sequencing of roles and experiences), transitions (life events that cause changes in life experiences and relationships), turning points (major transitions that cause a sharp change in life course trajectory) and timing (temporal contexts for acquiring work and family roles). Finally, they will be asked questions to determine to what degree they were involved in interventions, or interventions conducted by other organizations. Information gathered from Focused Life History interviews will permit identification of gateway factors that influence multiple health attitudes and behaviors, which lead to broader changes in health outcomes.

Data collection techniques appropriate to the cognitive level of study participants will be utilized in order to maximize the reliability and validity of results and to make the interview process enjoyable and non-stressful. Participatory research methods such as photo elicitation and drawing may be incorporated into the interviews to facilitate a rich discussion, especially among the younger study participants who tend to respond better to non-formal qualitative research methods. All of the interviews will use a timeline exercise in which young fathers are asked to draw a timeline and indicate significant events that have taken place throughout their lives, including events that occurred immediately before, during, and after their participation in the REAL Fathers Project. This exercise was successfully used during previous research conducted by IRH with young people in northern Uganda with approval from the Georgetown University Institutional Review Board, Makerere University Institutional Review Board, and the Uganda National Council on Science and Technology (UNCST).

The tools and methods used in the Life History interviews will be carefully pre-tested by IRH staff and ethnographers prior to the study's commencement. The first phase of pre-testing will consist of practice sessions within the team. Once the tools are refined, the team will pre-test the tools in Amuru. After pre-testing, the team will meet to exchange experiences and further revise the tools as needed. This process will be repeated until only minimal changes, if any, are required. In addition, the ethnographers will meet after completing their first interviews to discuss any proposed changes, exchange tips

and review transcripts with the PIs. The PIs will provide detailed input and guidance to the group based on the first one or two transcripts.

D. Data Management

If the study participant provides consent, all interviews will be recorded. Recordings will be preceded by an identification number for the participant, location and date. The ethnographers will also take notes to supplement the recording, focusing on particular comments/body language not picked up in the recording. The ethnographers will transcribe the recordings and notes within a week. Recordings and transcriptions will be submitted to Uganda IRH staff for compilation and review and will then be shared with the PI and co-investigator.

Two levels of quality assurance will be in place. The ethnographers will review the transcripts and audio recordings to ensure that the content accurately reflects the discussions. The IRH/Uganda RMEC who is fluent in Luo and English), with support from the PI and co-investigator will also review each transcript the same week they are completed and will provide feedback to the ethnographers before analysis begins. Feedback will be given via phone or encrypted email attachments.

No names or identifying information will be included in the audio recordings. In cases where participants do not feel comfortable being audio-recorded, carefully taken written notes will be used instead. The digital audio recordings will be uploaded onto a password-protected, encrypted computer immediately following each interview. The original audio recording on the digital hand-held device will then be deleted. Interviews will be simultaneously translated from Luo and transcribed into English. The transcriptions also will not include any names or identifying information, and will be kept in encrypted files that only the research team will have access to.

Once data collection is completed, the data files will be transferred to our Washington, DC office, for analysis. To do so, IRH will create a sub-directory on our GUShare account (which resides on the encrypted Georgetown University server). The sub-directory will be password protected, and the password will be temporary. It will be given to the IRH RMEC, who will upload the data file to the sub-directory account. The password will be set to expire as soon as the research is completed. In DC it will be kept on the researcher's password protected, encrypted computer, and only the research team will have access to it. After analysis is complete, the recordings and transcripts will be destroyed.

E. Data Analysis

Analysis will be facilitated by use of a matrix which organizes data by variables such as key experiences, attitudes and behaviors among young fathers as well as facilitating and constraining factors for behavior change. Comparisons between young fathers

who demonstrated positive changes as a result of the intervention and young fathers with no change/negative change will allow us to better understand the effects of the intervention on attitudes and behaviors related to gender norms, parenting, and violence.

The research team will analyze the data through a combination of inductive (open-ended and exploratory) and deductive approaches (testing or confirming hypotheses). The qualitative software program, AtlasTi, will be used to facilitate both types of analysis. For the **inductive analysis**, the research team will use a grounded theory approach, coding data into categories as data is collected to search for patterns, identify trends and relationships and build theoretical models based on empirical data.[28] Using an iterative process of coding and "memoing" (writing notes to oneself with ideas about substantive codes and emerging relationships) the research team will formulate tentative hypotheses about gender norms and its relationship with parenting and IPV. **Deductive analysis** will test hypotheses based on established behavior and social change theory using templates to develop actionable findings to improve intervention design and elucidate evaluation results.

5 RESEARCH TEAM

All study activities will be directly supervised by IRH country staff Frederick Mubiru, the IRH GREAT Program Manager (PM), and Gratian Masendi, our Research, Monitoring and RMEC, with guidance from the Principal Investigator and co-investigator, who will closely monitor all research activities. The PM and RMEC will collaborate with the PI and co-investigator to train interviewers and ethnographers. Routine video conferencing between the Principal Investigator, IRH GREAT Uganda staff, and the local interviewers/ethnographers, will ensure that study procedures are correctly followed. In addition, the Principal Investigator and co-investigator have three trips scheduled to Uganda to meet with local staff, ethnographers, and interviewers face-to-face and support training, piloting, and data analysis efforts.

Program Manager, Frederick Mubiru has seven years of experience with M&E and public health research. He led research and M&E for a Columbia University led Reproductive Health Access, Information and Services in Emergencies Initiative (RAISE) at Marie Stopes Uganda. He has a strong M&E background in line with IRH's role on the GREAT project, as well as proven leadership skills and experience.

Research, Monitoring and Evaluation Coordinator, Gratian Masendi has seven years of experience in M&E of Ugandan public health projects. His quantitative research skills include methodology and instrument design, inferential and descriptive statistics. Qualitative research skills include use of community based participatory approaches, including participatory rapid assessments and other innovative respondent-sensitive

methodologies. He has experience training researchers to work with adolescents in sensitive post-conflict communities.

Principal Investigator, Rebecka Lundgren is Deputy Director and Director of Research at the Institute for Reproductive Health, Georgetown University. She is an operations research specialist, with 20 years of experience in the design, implementation, management, and evaluation of sustainable reproductive health and behavior change programs that serve "hard-to-reach" populations, such as men, rural communities, and youth. Ms. Lundgren is leading innovative research in the areas of diffusion of innovation, scale-up and programs for very young adolescents. She is currently completing a doctorate in applied anthropology.

Co-Investigator, Melissa Adams has twelve years of research and programmatic experience in HIV prevention, gender-based violence, adolescent sexual and reproductive health, and gender mainstreaming in sub-Saharan Africa and has expertise in youth-focused participatory research methodologies. She has travelled to northern Uganda on multiple occasions to facilitate community-based participatory research and lived in northern Uganda for a year in 2009 working with conflict- and AIDS-affected youth.

Senior Data Analyst, Dr. Irit Sinai adds her expertise in research design and data analysis to a number of research projects implemented by Georgetown University's Institute for Reproductive Health. With more than 15 years of research experience, she is involved in all stages of study development and implementation, including study design, tool development, data collection and management, data analysis, and dissemination of study results through professional publications and presentations. She is leading the Institute's monitoring and evaluation work, guides the Institute's publication efforts, and is the Institute's data manager.

Field staff from Save the Children will be closely involved with IRH in the coordination, support and mobilization of participants for both the individual surveys and Life History interviews.

6 ETHICAL CONSIDERATIONS

6.1 Review and Approval

Prior to commencing the study, ethical clearance will be sought and obtained from the Georgetown University Institutional Review Board, the Makerere University School of Public Health Institutional Review Board, and the Uganda National Council of Science and Technology.

6.2 Informed Consent

Interviewers and ethnographers will respect the privacy and confidentiality of all participants, and informed consent will be obtained from all the participants. In Uganda, youth who are already married or have a child are considered emancipated minors, and do not require consent from their parents. These youth will sign an informed consent form.

In the case of illiterate or low-literate participants, an informed consent script and a description of the study and their participation will be read aloud to them. A literate witness will ensure that all relevant information is read to the participants and a thumb print will be used to indicate consent on relevant forms. The literate witness will not be affiliated with the study. S/he may be a friend, relative, teacher, religious leader etc. in the community. The witness will be present only for the informed consent process, not for the interview itself.

All informed consent forms will explain: (1) the purpose of the study; (2) what their participation consist of; (3) the risks and benefits of participating in the study; (4) how the confidentiality of participants will be maintained; (5) the right to refuse to participate in the study without affecting their relationship with any institution or individuals affiliated with the research; (6) the right to refuse to answer any questions during the in-depth interview or household survey; and (7) their right to leave the study at any time.

We will therefore have the following informed consent forms or scripts for the individual surveys, Focused Life Histories, and focus group discussions:

- Informed consent for participants who are 18 or older, or emancipated youth
- Informed consent for illiterate/low literate participants who are 18 or older, or emancipated youth
- A document describing the study to illiterate/low literate participants and a witness

Informed consent will be obtained by interviewers/ethnographers at the participant's home or a previously agreed to meeting location. After informed consent has been obtained, the survey may be conducted on the spot, or at a time and date and in a location of the participant's choosing. All surveys will take place in a private setting.

6.3 Confidentiality

Research data will be in the form of completed survey instruments, an SPSS data base, handwritten interview notes taken by the ethnographers and audio recordings of the Focused Life Histories and focus group discussions.

The names of participants will not appear on any of the data. Completed data collection instruments, audio recordings and handwritten interview notes will remain

with the researchers at all times in a locked briefcase while they are in study communities. When they leave the communities, all data will be kept in a locked, secure location and only research team members will have access to them. The audio recordings will be translated and transcribed by the ethnographers and IRH staff. Handwritten notes will be typed up immediately following each interview and the handwritten notes destroyed. All typed transcripts and notes will include no names or any other identifiable information. These will be stored on encrypted computers in password protected files. IRH will create a read-only research folder on the encrypted Georgetown University Share drive. A password protected link to this folder will be given to the Research Coordinator in Uganda. The link will have an expiration date (when the study is over) and will only be accessed by the Research Coordinator. The Research Coordinator will save research documents and data in this folder on the Georgetown University Share drive. Only research team members will have access to project data. Once analysis is complete, the link and folders will be deleted, and the recordings and all project notes and transcripts will be destroyed.

All information will be handled confidentially. Only the research team members will have access to any of the study materials. Others will have access only to the final reports and publications, which will include only pooled data.

6.4 Potential Risks and Benefits

There are some risks that the participants will feel uncomfortable discussing sensitive topics or that memories of painful past events will be elicited. To minimize these risks, the interviewers and ethnographers will be from the region and will have intimate knowledge of the social, cultural, and political context in addition to expertise in working with youth and experience in social work and/or psychology/counseling. Furthermore, recognizing the delicate nature of studying adolescents as young as 16 years of age and the potential discomfort that the discussion of sensitive topics could cause them, interviewers will be careful trained on research methodologies, the protection of study participants, and handling stressful situations. The following ethical issues will be included in their training:

- What is meant by confidentiality, privacy, and consent (case studies and role plays will be used to clarify these ethical concepts);
- Voluntary nature of participating in the interviews;
- Importance of always obtaining an informed consent;
- Selecting/using the appropriate informed consent form
- Importance of guaranteeing participants that they will not be pressured to stay in the study, should they wish to withdraw;
- How to follow study procedures to ensure the protection of information collected form participants;

- How to respond to personnel outside the study who want to be present during the interviews (for example, a relative of the youth, or the spouse of a married youth);
- Strategies to respond to suspicions of abuse that might emerge during the interviews;
- Strategies to end interviews with adolescents to ensure that participants are happy and relaxed when they leave.

In accordance with WHO[29] and UN[30] guidelines, in addition to respecting the confidentiality of participants, a list of resources (including health, legal, psychosocial, and educational) will be made available to participants. To maintain confidentiality, the list will not explicitly mention gender-based violence. The interviewers/ethnographers will also receive training on how they can themselves cope with any emotional stress that may be caused by interviewing youth and/or mentors. Debriefing sessions with the interviewers/ethnographers will take place periodically to allow for processing of emotions, feelings and experiences. Finally, a trained counselor will be made available, should any team members or participants require immediate services.

7 DISSEMINATION AND UTILIZATION OF RESEARCH FINDINGS

Project results will be carefully documented and disseminated through suitable venues. The project will produce both end-of-project and interim outputs and deliverables, all provided in a timely manner and in formats that are targeted to and appropriate for key audiences which include policy makers and donors, researchers and program managers globally and in northern Uganda.

Interim outputs and deliverables include:

- Semi-annual reports to USAID on project results and activities
- A brochure describing the intervention, key theory, and the evidence from formative research results used to develop it which will be disseminated to stakeholders in Uganda as well as regionally and globally prior to beginning the intervention to increase awareness and facilitate collaboration

End-of-project deliverables will include:

- Final technical report submitted to USAID
- An article on research results submitted to a peer-reviewed journal
- A project brief describing the project results
- Mentoring Curriculum for Young Fathers
- Presentations at two end-of-project meetings (one in Amuru and one in Kampala) to disseminate project results
- An abstract submitted to at least one global health conference

Production costs are included in the budget. To the degree possible, dissemination of these products will be electronic. At key points in the project life, we will disseminate information electronically through e-blasts and possibly a webinar. However, printing will be necessary to maximize the impact of certain outputs. In addition, IRH will use its local and global networks to disseminate project results such as the UN-led Gender-based Violence Joint Project Consortium in Northern Uganda, the GREAT Technical Advisory Group, the Gender-based Violence Working Group at InterAction, and the Inter-agency Gender and Youth Working Groups. Finally findings will be incorporated into the Gender-based Violence Information Management System, a global initiative led by UNFPA, the Refugee Agency and the International Rescue Committee to improve data collection on IPV.

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BUDGET

REAL Fathers Research Evaluation Budget	
Salaries and Wages:	$38, 142.00
Travel and transporation:	$9,471.00
Local consultants and research orgs:	$45, 000.00
Field Costs	$38, 648.00
Communications	$396.00
Reproduction	$1,656.00
Overhead	$34,661.00
Total	**$167,974.00**

APPENDIX D: CONCEPT NOTE

REAL FATHERS INITIATIVE

AUGUST 2013

Baseline Report

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USAID FROM THE AMERICAN PEOPLE

Institute for Reproductive Health Georgetown University

Save the Children

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LIST OF ACRONYMS AND KEY PHRASES

IPV	Intimate Partner Violence
IRH	Institute for Reproductive Health
REAL	Responsible, Engaged and Loving
USAID	United States Agency for International Development

EXECUTIVE SUMMARY

Use of physical child punishment and intimate partner violence (IPV) are cyclically linked (Bott et al 2012). Through well-developed interventions, men and boys who are perpetrators of IPV can and do change attitudes and behaviors, thereby improving parenting practices and interactions with women and children (Baker et al, 2007). Despite the proven ties between physical child discipline and IPV, violence prevention remains an area filled with many questions. More rigorous research designs are needed to discern the effectiveness of different approaches in variety of intervention settings and among diverse populations.

Georgetown University's Institute for Reproductive Health (IRH) in collaboration with Save the Children have developed the Responsible, Engaged and Loving (REAL) Fathers Initiative, a mentoring program and community awareness campaign that aims to build positive relationships and parenting practices among young fathers (ages 16-25) in post-conflict northern Uganda. The REAL Fathers Initiative is being evaluated with a pretest-posttest control experimental design in which 340 fathers (ages 16-25 years) were randomly assigned to intervention and control groups. This report presents the finding of the baseline study, which was undertaken prior to the initiation of this project's intervention in Attiak sub-county, Amuru district, Northern Uganda.

Of the 340 fathers, 171 (50.3%) were randomly assigned to the intervention arm and 169 (49.7%) to the control arm of the project. Of the 340, 90% had been living together with their partners for at least a year and 99.4% were biological fathers to the index child for the project. With the exception of five fathers (two Kumam and three Ma'di) all other fathers belonged to the Acholi ethnic group. Ninety percent of the respondents had attended school at some point, but only 35% had attained secondary school education and 2% were still attending school. Ten percent of the young fathers worked (formally or informally) outside the home or farm. The remaining 90% farmed independently or were unemployed.

Over 65% described their relationship with their wives as loving, happy and peaceful while about 15% described their relationship as difficult, frustrating or useless. Thirty percent of the respondents thought IPV against a woman is justified if she goes out without telling her husband, neglects their children, or argues with her husband. About 24% of respondents had inflicted intentional physical injuries on their wives in the previous three months, a statistic similar to the Uganda national estimate (UDHS 2011). Further, 32% of the respondents had yelled at their wives at least once in the past three months while 20% and 16% had pushed or slapped their wives, respectively.

Several studies have found that adults who experienced violence in their childhood are likely to perpetrate violence against their own children. At least 60% of the respondents saw their mother or another female being beaten during their childhood or were themselves spanked or threatened with physical punishment. Although respondents acknowledged that they help their wives with disciplining their child, only 68% of fathers (70% in the control group and 66% in the intervention group) believed that their wives have no right to disagree with them about raising the child. More positively, over 75% of the men reported discussing as a couple the values they want to teach their child.

There were strong attitudes toward physical punishment of children. Sixty-six percent (62% in the control and 71% in the intervention arm) of the respondents agreed or partially agreed that a misbehaving or stubborn child should be hit to discipline him/her. About 47% (49% in control and 45% in the intervention arm) of respondents believed that in order raise or educate a child properly, the child needs to be physically punished. Over 65% of the young fathers agreed that if children see their father hit their

mother, the child will grow up to hit women as well. Physical punishments of children was common, with 42%, 33% and 43% of the respondents reporting to have shaken their child, spanked their child, or hit him or her with an object, respectively. Most of these instances occurred after the respondent had tried to explain wrong behavior (among 70% of the fathers) or had given the child something else to play with to help him/her calm down. Over 25% of fathers, however, began the discipline with a physical punishment rather than trying another method first. Only 33% reported feeling very confident that they could handle a young child without physical punishment.

Though the prevalence of child physical punishment was high, the proportion of young fathers who reported positive interactions with their children in the month preceding the baseline survey was also high. For example, 84% and 87% of the respondents praised their child and gave him/her a reward for good behavior. Eighty-four percent of respondents said they do not care if their friends tease them for playing with their child, reading with their child, or other caretaking actions as long as they are good fathers. Additionally, many young fathers reported having friends who encourage them to spend quality time with their children.

Overall, no significant differences were observed in measured characteristics between fathers assigned to the intervention and control arms.

INTRODUCTION

Evidence shows that experiencing childhood physical punishment is a risk factor for experiencing and perpetuating IPV later in life; conversely, experiencing and perpetuating IPV is a risk factor for perpetuating physical punishment on one's children (Bott et al 2012). While Ugandan laws and policies protect women and children, limited progress has been made in reducing violence against women and children, which remain virtually endemic in Uganda (CEWIGO, 2010). A little more than half of Ugandan women have experienced a form of violence and 98% of children report having experienced physical violence, with the majority of violence experienced in the home (Naker 2005; UDHS 2011).

In recent years, as global research has shown that men are concerned about domestic and sexual violence and respond positively to invitations to be involved in efforts to address the issue, there has been a significant increase in attention to programming around boys and men. Through well-developed interventions, men and boys who are perpetrators of IPV can and do change from violent attitudes and behaviors to more positive ones including less violent parenting practices and better interactions with women and children (Baker et al, 2007). However, many questions remain in the field of IPV and child physical punishment prevention, including the effectiveness of interventions conducted in a variety of settings and with various populations.

Georgetown's Institute for Reproductive Health (IRH) has received funding from the United States Agency for International Development (USAID) to develop and test the Responsible, Engaged and Loving (REAL) Fathers Initiative in Amuru district, northern Uganda. The project involves a mentoring program and community awareness campaign that aims to build positive relationships and parenting practices among young fathers (ages 16-25). The project is being implemented in partnership with Save the Children. Prior to the implementation of this project, it was necessary to collect baseline data to enable the evaluation of the effect of the intervention. As such, a baseline study was designed to gather the necessary information through the household surveys among the young fathers. The independent research firm, NaNa Development Consultants Limited, was hired to conduct this baseline

study. The details of the study design, data analysis and some findings are given in the subsequent sections.

BASELINE STUDY OBJECTIVES

The main objective of the study was to collect baseline data on the background characteristics of the study respondents and on attitudes and behaviors related to IPV, child discipline and other parenting skills. The survey was to be conducted in Attiak sub-county in Amuru district among 340 young fathers who:

a. Reside in the study community;

b. Are married or cohabiting with an intimate partner;

c. Are between the ages of 16 and 25 years old

d. Have a child at least one year of age and no children older than three; and

e. Have consented to and been randomly assigned into the mentoring program and community awareness campaigns (hereafter referred to as intervention arm) or community awareness campaigns only (hereafter referred to as control arm)

SURVEY DESIGN AND DATA ANALYSIS

A total of 340 fathers were recruited by a Save the Children mobilization team for the intervention and study. Save the Children staff working in the study area developed a list of men who were eligible to participate in the intervention in 8 parishes of Attiak sub-county (N=516). Save the Children staff invited the eligible men to participate in the intervention and asked them if they were also willing to be interviewed for the baseline study.

Men were recruited to participate in the intervention who met the following criteria:

a. Reside in the study community;

b. Are married or cohabiting with an intimate partner;

c. Are between the ages of 16 and 25 years old; and

d. Have a child at least one year of age and no children older than three.

After informed consent was obtained, eligible men were invited to meetings, in which each drew a card from a box, designating him into one of the following arms of the study: intervention, control, or not yet in study.[*]

All interviews were conducted in the local language (Luo) and took place in a private place of the participant's choice. Interviews were conducted using a structured questionnaire developed by IRH. Each interview lasted approximately 45 minutes, and explored men's attitudes toward and experiences of fatherhood, parenting roles, child disciplining, and violence. Tested scales for measuring key

constructs such as the Gender-Equitable Men Scale (GEM Scale), Gender Norms Attitudes Scale, Parenting Scale, and Parenting Responsibility Scale were used in the questionnaire.

Descriptive statistics – mainly frequencies and percentages – were used to summarize the data facilitated by the quantitative data analysis software package IBM SPSS Statistics. For exploratory purposes, statistical tests for significant differences in the distribution of the characteristics, attitudes, and practices between the intervention and control groups were performed using chi-square test and a modified Fisher's exact test.

[*] Additional funding permitting, those designated in the "not yet in the study" arm will be randomly assigned to intervention or control arms and interviewed at a later date.

FINDINGS

Preliminary findings are presented in the subsequent sections under themes which include: respondent characteristics, alcohol consumption, perpetration of violence, childhood experiences, child discipline, perpetration of physical punishment against children, and practice of positive forms of disciplining children and interactions.

Respondent characteristics

A total of 340 young fathers aged between 17 and 25 years were interviewed. Of these, 171 (50.3%) were randomly assigned to the intervention arm and 169 (49.7%) to the control arm of the study. With the exception of five fathers (2 Kumam and 3 Ma'di), all fathers belonged to the Acholi ethnic group. Although 98% of respondents had ever gone to school, only 2% were still schooling at the time of data collection. Out of those who had stopped schooling, 35% had attained secondary school education. Fifteen percent of the young fathers worked (formally or informally) outside the home or farm. The remaining 85% farmed independently or were unemployed. This percentage is similar to what is reported in the national demographic survey (UDHS 2011).

Of the 340 fathers, 90% had been cohabiting with their partners for at least a year (Table 1). The main reasons given for moving in together included companionship (59%), economic advantage/sharing of whatever is bought (33%), and love (25%). Only 10% of respondents cited pregnancy as a reason for moving in together. Sixty-nine percent of the respondents had paid bride price at least partially (Table 1). No significant differences were observed in characteristics between fathers assigned to the intervention and control arms.

Children of the respondents were mostly aged 24 – 36 months (54%), and with exception of two children, the respondents were the index children's biological fathers (Table 2). Among children, there were an equal number of boys and girls. Twenty-five percent of respondents' partners were still attending school and 45% were aged between 15 and 19 years. Among those partners who were not schooling at the time of the interview, 84% had attained only a primary school education (not shown in the table). Farming for food was the primary activity of these young mothers.

Table 1: Background characteristics of the respondents

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
Age group (in years)			
17 - 19	15 (8.9)	12 (7.0)	27 (7.9)
20 - 25	154 (91.1)	159 (93.0)	313 (92.1)
Had ever attended school			
No	3 (1.8)	3 (1.8)	6 (1.8)
Yes	166 (98.2)	166 (98.2)	334 (98.2)
Highest education level attained			
Lower Primary	18 (10.8)	17 (10.1)	35 (10.4)
Upper Primary	97 (58.5)	88 (52.4)	185 (55.4)
O Level	43 (25.9)	39 (23.2)	82 (24.5)
A Level and above	8 (4.8)	24 (14.3)	32 (9.6)
Currently at school			
No	163 (98.2)	164 (97.6)	327 (97.9)
Yes	3 (1.8)	4 (2.4)	7 (2.1)
Religion			
Catholic	140 (82.8)	145 (84.8)	285 (83.8)
Protestant	2 (10.7)	7 (7.6)	9 (9.2)
Muslim	9 (1.2)	6 (4.1)	15 (2.6)
Pentecostal/Seventh-Day Adventist	18 (5.3)	13 (3.5)	31 (4.4)
Type of work †			
Farm	154 (91.1)	158 (92.4)	312 (91.8)
Self-employed	20 (11.8)	14 (8.2)	34 (10.0)
Work for employer	19 (11.2)	22 (12.9)	41 (12.1)
Work for a family member	6 (3.6)	4 (2.3)	10 (2.9)
Other	2 (1.2)	3 (0.6)	5 (0.9)
Years of living together with partner			
<1	19 (11.2)	16 (9.3)	35 (10.3)
1–3	126 (74.6)	127 (74.3)	253(74.4)
3+	24 (14.2)	28 (16.4)	52 (15.3)
Status of bride price payment			
No consent/knowledge of family	7 (4.1)	10 (5.8)	17 (5)
Agreed to pay bride price	45 (26.6)	44 (25.7)	89 (26.2)
Partially paid bride price	109 (64.5)	111 (64.9)	220 (64.7)

Bride price completely paid	8 (4.7)	6 (3.5)	14 (4.1)
Reasons for moving in together †			
Companionship	100 (59.2)	99 (57.9)	199 (58.5)
Economic advantage	48 (28.4)	64 (37.4)	112 (32.9)
Love	49 (29.0)	36 (21.0)	85 (25.0)
Family pressure	11 (6.5)	11 (6.4)	22 (6.5)
She pressured me	3 (1.8)	8 (4.7)	11 (3.2)
She was pregnant	19 (11.2)	13 (7.6)	32 (9.4)
Other	7 (4.1)	7 (4.1)	14 (4.1)

†Where multiple responses were possible
*Tests of significant differences between intervention and control arm: * denotes statistical significance at P<0.05 and ** statistical significance at P <0.01*

Table 2: Background characteristics of the respondent's child and partner

	Control	**Intervention**	**Total**
Item	**N (%)**	**N (%)**	**N (%)**
Child's age			
12-18 months	64 (37.9)	52 (30.4)	116 (34.1)
19-23 months	21 (12.4)	21 (12.3)	42 (12.4)
24-36 months	84 (49.7)	98 (57.3)	182 (53.5)
Child's gender			
Boy	85 (50.3)	87 (50.9)	152 (50.6)
Girl	84 (49.7)	84 (49.1)	168 (49.4)
Child's relationship to respondent			
Biological child	167 (98.8)	171 (100.0)	338 (99.4)
Non-biological child	2 (1.2)	0 (0.0)	2 (0.6)
Partner's age			
15 – 19 years old	73 (43.2)	78 (45.6)	151 (44.4)
20 – 25 years old	96 (56.8)	93 (54.4)	189 (55.6)
Partner ever attended school			
No	10 (5.9)	13 (7.6)	23 (6.8)
Yes	159 (94.1)	158 (92.4)	317 (93.2)
Partner currently schooling			
No	120 (75.5)	118 (74.7)	238 (75.1)
Yes	39 (24.5)	40 (25.3)	79 (24.9)
Partner's highest education level attained			
Primary	129 (76.3)	131 (76.6)	260 (76.5)

O Level	28 (16.6)	19 (11.1)	47 (13.8)
A Level	2 (1.2)	8 (4.7)	10 (3.0)
Partner's work†			
Farm	144 (85.2)	141 (73.8)	285 (73.8)
Self-employed	27 (16)	28 (14.7)	55 (14.3)
Work for employer	15 (8.9)	14 (7.3)	29 (7.5)
Work for a family member	8 (4.7)	5 (2.6)	13 (3.4)
Other	1 (0.6)	3 (1.6)	4 (1.0)
Who makes decisions about money at home			
Me	21 (12.4)	19 (11.1)	40 (11.8)
My wife	10 (5.9)	11 (6.4)	21 (6.2)
Both of us	136 (80.5)	139 (81.3)	275 (80.9)
Other relative	2 (1.2)	2 (1.2)	4 (1.2)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** denotes significance at P <0.01*

Alcohol Consumption

A total of 206 respondents (60.6% of all fathers) had ever drunk alcohol, and out of the 206, 90% had drunk alcohol at least once in the past month (Table 3). Although more respondents in the control group ever have drunk alcohol (P-value = 0.02), the frequency of alcohol consumption in the past month was similar between the control and intervention groups.

Table 3: Alcohol consumption by young fathers

	Control	**Intervention**	**Total**
Item	**N (%)**	**N (%)**	**N (%)**
Ever drank alcohol*			
No	56 (33.1)	78 (45.6)	134 (39.4)
Yes	113 (66.9)	93 (54.4)	206 (60.6)
Number of days alcohol consumed last month			
0	11 (10.6)	8 (9.4)	19 (10.1)
1 - 2	56 (53.8)	42 (49.4)	98 (51.9)
3 – 5	25 (24.0)	23 (27.1)	48 (25.4)
6 - 9	9 (8.7)	9 (10.6)	18 (9.5)
10 -20	7 (6.7)	8 (9.4)	13 (6.9)
30/almost every day	4 (3.8)	2 (2.4)	6 (3.2)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** denotes significance at P <0.01*

Partner Communication and Attitudes toward IPV

To assess the ability of the young fathers to communicate with their wives, respondents were given a hypothetical situation to imagine. Each respondent was asked to imagine that his wife had been asking him to bring home meat all week, after she smelled meat roasting at the neighbor's house. One day, he comes home and sees the child dirty and crying, while his wife cooks. She seems especially irritated. When she sees that he has only brought home soap, she starts complaining that he is not a good husband and asks why he cannot be more like the man next door who brings home meat to his family. The respondent was then asked to describe how he would feel about this situation, what he would do or say to the wife, and what he thought his reaction would be.

Results in Table 4 show that some respondents said that they would feel angry (35%); sad (26%) and worried (22%). The majority (68%) would discuss the situation calmly with their wives and fewer than 10% would react violently. Those who said that they would react calmly to this situation reported that their wives would be relieved or happy after the discussion or after getting help from the neighbor to resolve the conflict. Those fathers who would be violent in the imagined situation cited anger, frustration and regret as their wives' most likely reactions. The distributions of these responses were similar among the respondents assigned to the different arms of the study.

Table 4: Relationship, communication with partner, and attitudes toward IPV (response to hypothetical situation)

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
Primary feelings about the situation			
Angry	67 (39.6)	52 (30.4)	119 (35)
Sad	40 (23.7)	47 (27.5)	87 (25.6)
Worried	35 (20.7)	40 (23.4)	75 (22.1)
Confused	20 (11.8)	20 (11.7)	40 (11.8)
Regretful	21 (12.4)	21 (12.3)	42 (12.4)
Frustrated	13 (7.7)	15 (8.8)	28 (8.2)
Nothing	16 (9.5)	23 (13.5)	39 (11.5)
Other	12 (7.1)	18 (10.5)	30 (8.8)
Actions that would be taken about the situation			
Discuss calmly	115 (68.1)	117 (68.4)	232 (68.2)
Get help from neighbor	24 (14.2)	14 (8.2)	38 (11.2)
Keep silent	26 (15.4)	21 (12.3)	47 (13.8)
Scuffle with her	18 (10.7)	13 (7.6)	31 (9.1)
Shout at her	10 (5.9)	6 (3.5)	16 (4.7)
Throw something at her	7 (4.1)	9 (5.3)	16 (4.7)
Hit/beat her	8 (4.7)	11 (6.4)	19 (5.6)
Leave	6 (3.6)	4 (2.3)	10 (2.9)
Leave the house	17 (10.1)	12 (7)	29 (8.5)
Nothing	6 (3.6)	8 (4.7)	14 (4.1)

Other	3 (1.8)	7 (4.1)	10 (2.9)
Thoughts about wife's reaction after respondent's actions			
Relieved	49 (29.0)	67 (39.2)	116 (34.1)
Happy	27 (16.0)	39 (22.8)	66 (19.4)
Angry	38 (22.5)	19 (11.1)	57 (16.8)
Sad	26 (15.4)	14 (8.2)	40 (11.8)
Frustrated	18 (10.7)	14 (8.2)	32 (9.4)
Confused	8 (4.7)	9 (5.3)	17 (5.0)
Regretful	10 (5.9)	9 (5.3)	19 (5.6)
Worried	3 (1.8)	7 (4.1)	10 (2.9)
Nothing	5 (3.0)	8 (4.7)	13 (3.8)
Don't care	6 (3.6)	5 (2.9)	11 (3.2)
Don't know	35 (20.7)	30 (17.5)	65 (19.1)
Other	7 (4.1)	10 (5.9)	17 (5.0)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** denotes significance at P <0.01*

About 30% of respondents thought that IPV against a woman would be justified if she went out without telling her husband or argued with her husband (Table 5). This attitude was similar across the two arms of the project. Nearly 50% reported that a man was justified in beating his wife if she neglects the children.

Table 5: Attitudes toward IPV and communication about violence

	Control	**Intervention**	**Total**
A man is justified in beating his wife:	**N (%)**	**N (%)**	**N (%)**
If she goes out without telling him			
Yes	60 (36.6)	51 (30.4)	111 (33.4)
No	98 (59.8)	113 (67.3)	211 (63.6)
Don't know/remember	6 (3.7)	4 (2.4)	10 (3.0)
If she neglects the children			
Yes	85 (50.6)	80 (46.8)	165 (48.7)
No	82 (48.8)	88 (51.5)	170 (50.1)
Don't know/remember	1 (0.6)	3 (1.8)	4 (1.2)
If she argues with him			
Yes	55 (32.7)	51 (29.8)	106 (31.3)
No	107 (63.7)	113 (66.1)	220 (64.9)
Don't know/remember	6 (3.6)	7 (4.1)	13 (3.8)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 6 summarizes what respondents described as the quality of their relationships with their wives and also their attitudes towards IPV. Over 70% of respondents described their relationship with their wife as loving, happy, and peaceful while about 15% described their relationship as difficult, frustrating, and useless. These characteristics were similar between the respondents assigned to the control and intervention arms (Table 6), with the exception of having a peaceful relationship with a wife or the attitude that a woman's role is to take care of her family.

Table 6: Relationship description and attitudes toward IPV and intimate partner roles

	Control			Intervention			Total		
Respondent were asked to agree, partially agree or disagree with the following statements:	Agree (%)	Partially agree (%)	Disagree (%)	Agree (%)	Partially agree (%)	Disagree (%)	Agree (%)	Partially agree (%)	Disagree (%)
Relationship with partner – loving	*134 (79.3)*	*28 (16.6)*	*6 (3.6)*	*143 (83.6)*	*20 (11.7)*	*8 (4.7)*	*277 (81.5)*	*48 (14.1)*	*14 (4.1)*
Relationship with partner – unhappy	*15 (8.9)*	*57 (33.7)*	*94 (55.6)*	*22 (12.9)*	*42 (24.6)*	*106 (62.0)*	*37 (10.9)*	*99 (29.1)*	*200 (58.8)*
Relationship with partner – difficult	*23 (13.6)*	*61 (36.1)*	*81 (47.9)*	*26 (15.2)*	*55 (32.2)*	*85 (49.7)*	*49 (14.4)*	*116 (34.1)*	*166 (48.8)*
Relationship with partner – happy	*114 (67.5)*	*40 (23.7)*	*13 (7.7)*	*124 (72.5)*	*31 (18.1)*	*16 (9.4)*	*238 (70.0)*	*71 (20.9)*	*29 (8.5)*
Relationship with partner – frustrating	*26 (15.4)*	*45 (26.6)*	*94 (55.6)*	*28 (16.4)*	*47 (27.5)*	*95 (55.6)*	*54 (15.9)*	*92 (27.1)*	*189 (55.6)*
Relationship with partner – peaceful *	*110 (65.1)*	*38 (22.5)*	*18 (10.7)*	*131 (76.6)*	*20 (11.7)*	*20 (11.7)*	*241 (70.9)*	*58 (17.1)*	*38 (11.2)*
Relationship with partner – useless	*25 (14.8)*	*26 (15.4)*	*116 (68.6)*	*28 (16.4)*	*23 (13.5)*	*118 (69.0)*	*53 (15.6)*	*49 (14.4)*	*234 (68.8)*
Only when she has child is she a real woman.	79 (46.7)	27 (16.0)	59 (34.9)	71 (41.5)	28 (16.4)	71 (41.5)	150 (44.1)	55 (16.2)	130 (38.2)
Giving a bath and feeding children are the mother's responsibility.	34 (20.1)	38 (22.5)	94 (55.6)	35 (20.5)	28 (16.4)	104 (60.8)	69 (20.3)	66 (19.4)	198 (58.2)
A woman's role is to take care of her family.*	97 (57.4)	40 (23.7)	30 (17.8)	103 (60.2)	25 (14.6)	43 (25.1)	200 (58.8)	65 (19.1)	73 (21.5)
A woman should obey husband in all things.	101 (59.8)	53 (31.4)	10 (5.9)	94 (55.0)	43 (25.1)	27 (15.8)	195 (57.4)	96 (28.2)	37 (10.9)
A man should decide to buy the major household items.	74 (43.8)	40 (23.7)	53 (31.4)	85 (49.7)	33 (19.3)	51 (29.8)	159 (46.8)	73 (21.5)	104 (30.6)
A man should not hug those he loves in public.	51 (30.2)	41 (24.3)	76 (45.0)	62 (36.3)	36 (21.1)	72 (42.1)	113 (33.2)	77 (22.6)	148 (43.5)
It is wrong for a man to act like a woman.	64 (37.9)	28 (16.6)	73 (43.2)	52 (30.4)	30 (17.5)	88 (51.5)	116 (34.1)	58 (17.1)	161 (47.4)
A man should have the final word about decisions in his home.	111 (65.7)	25 (14.8)	30 (17.8)	112 (65.5)	26 (15.2)	28 (16.4)	223 (65.6)	51 (15.0)	58 (17.1)
A man can enjoy his friends' company more if they are drinking together.	59 (34.9)	53 (31.4)	54 (32.0)	71 (41.5)	41 (24.0)	57 (33.3)	130 (38.2)	94 (27.6)	111 (32.6)
There are times when a woman deserves to be beaten.	*54 (32.0)*	*48 (28.4)*	*64 (37.9)*	*50 (29.2)*	*43 (25.1)*	*75 (43.9)*	*104 (30.6)*	*91 (26.8)*	*139 (40.9)*
A woman should tolerate violence to keep her family together.	*88 (52.1)*	*42 (24.9)*	*33 (19.5)*	*95 (55.6)*	*27 (15.8)*	*44 (25.7)*	*183 (53.8)*	*69 (20.3)*	*77 (22.6)*
It is alright for man to beat wife if she is unfaithful.	*73 (43.2)*	*42 (24.9)*	*53 (31.4)*	*75 (43.9)*	*35 (20.5)*	*57 (33.3)*	*148 (43.5)*	*77 (22.6)*	*110 (32.4)*
Man can hit his wife if she refuses him sex.	*49 (29.0)*	*44 (26.0)*	*71 (42.0)*	*35 (20.5)*	*35 (20.5)*	*95 (55.6)*	*84 (24.7)*	*79 (23.2)*	*166 (48.8)*
A man using violence is a private matter that shouldn't be discussed outside the couple.	*58 (34.3)*	*40 (23.7)*	*68 (40.2)*	*51 (29.8)*	*41 (24.0)*	*75 (43.9)*	*109 (32.1)*	*81 (23.8)*	*143 (42.1)*
Most of your friends think you should resolve problems with your wife by talking, not hitting.	*113 (66.9)*	*36 (21.3)*	*17 (10.1)*	*125 (73.1)*	*29 (17.0)*	*13 (7.6)*	*238 (70.0)*	*65 (19.1)*	*30 (8.8)*
Most of your friends think you should not drink to the point of being drunk.*	*99 (58.6)*	*34 (20.1)*	*36 (21.3)*	*117 (68.4)*	*37 (21.6)*	*16 (9.4)*	*216 (63.5)*	*71 (20.9)*	*52 (15.3)*

*Note: Less than 8 respondents declined to answer any given item and have been excluded in the table to avoid clutter. The percentages do not add up to about 99% for this reason. Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Perpetration of Violence

As reported in Table 7, about 24% of respondents had inflicted intended physical injuries on their wives in the three months previous to the survey. This rate was similar in the two assigned arms of the project, and is comparable to the Ugandan national estimate (UDHS 2011). In the three months previous to the baseline interview, about 36% of respondents were told by their wives that they were violent and that their wives were afraid of them.

Table 7: Practice of IPV and communication about violence by the wife

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
In past 3 months, wife suffered physical injuries as a result of hitting, slapping or kicking her, etc.			
No	125 (74.0)	132 (77.2)	257 (75.6)
Yes	44 (26.0)	39 (22.8)	83 (24.4)
In past 3 months, wife told him she is afraid of him.			
No	100 (59.2)	118 (69.0)	218 (64.1)
Yes	69 (40.8)	53 (31.0)	122 (35.9)
In past 3 months, wife told him that he is violent.			
No	97 (57.4)	114 (66.7)	211 (62.1)
Yes	72 (42.6)	57 (33.3)	129 (37.9)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

About 33% of the respondents had yelled at their wife at least once in the previous three months ("Sometimes" and "Often" categories) while 21% had pushed or slapped their wife (Table 8). These characteristics seemed to be slightly higher among respondents assigned to the control arm of the project, and slapping of a wife was significantly higher in the intervention arm (P-value = 0.003). Other notable reported actions – with above 30% of men reporting doing them across the two arms of the project – included walking away from their wife, insulting her, and asking a neighbor to mitigate their misunderstandings.

Table 8: Perpetration of IPV in three months preceding the baseline survey

	Control				Intervention				Total			
Respondents were asked to state the frequency of the following actions in the past 3 months	Never	Sometimes	Often	Declined to answer	Never	Sometimes	Often	Declined to answer	Never	Sometimes	Often	Declined to answer
Action	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
Shouted or yelled at your wife	103 (60.9)	55 (32.5)	7 (4.1)	4 (2.4)	115 (67.3)	42 (24.6)	7 (4.1)	7 (4.1)	218 (64.1)	97 (28.5)	14 (4.1)	11 (3.0
Slapped your wife**	125 (74.0)	31 (18.3)	13 (7.7)	0 (0.0)	139 (81.3)	22 (12.9)	4 (2.3)	6 (3.5)	264 (77.6)	53 (15.6)	17 (5.0)	6 (1.8)
Pushed your wife or shoved her	124 (73.4)	36 (21.3)	6 (3.6)	3 (1.8)	135 (78.9)	27 (15.8)	4 (2.3)	5 (2.9)	259 (76.2)	63 (18.5)	10 (2.9)	8 (2.4)
Threw something at your wife that could hurt her	142 (84.0)	13 (7.7)	9 (5.3)	5 (3.0)	148 (86.5)	9 (5.3)	10 (5.8)	4 (2.3)	290 (85.3)	22 (6.5)	19 (5.6)	9 (2.6)
Insulted your wife	99 (58.6)	49 (29.0)	16 (9.5)	5 (3.0)	113 (66.1)	42 (24.6)	12 (7.0)	4 (2.3)	212 (62.4)	91 (26.8)	28 (8.2)	9 (2.6)
Walked away from your wife when you were angry at her	89 (52.7)	59 (34.9)	19 (11.2)	2 (1.2)	88 (51.5)	58 (33.9)	21 (12.3)	4 (2.3)	177 (52.1)	117 (34.4)	40 (11.8)	6 (1.8)
Brought a neighbor or a relative to talk to your wife when you were angry at her	70 (41.4)	78 (46.2)	19 (11.2)	2 (1.2)	87 (50.9)	65 (38.0)	17 (9.9)	2 (1.2)	157 (46.2)	143 (42.1)	36 (10.6)	4 (1.2)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Childhood Experiences

As noted previously, several studies have found that adults who experienced violence in their childhood are likely to perpetrate violence against their own children. Similarly, adults who did not have a male father figure in their childhood have been found to manage violence and physical punishments of their children differently than their counterparts who had fathers or father figures present. Results on the presence of a male adult during the childhood of the respondent are given in Table 9 while Table 10 presents experiences of violence during respondents' childhoods.

For 63% of respondents (65% in control arm and 61% in intervention arm), a male parent or guardian was involved in their childhood (Table 9). At least 78% of respondents saw their mother or other female being beaten during their childhood or were spanked or threatened with physical punishment (Table 10). These experiences were similar among respondents assigned to each arm of the project.

Table 9: Caretaker of the respondents during childhood

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
Both mother/female and father/male	85 (50.3)	81 (47.4)	166 (48.8)
Mostly my father or male relative	13 (7.7)	12 (7.0)	25 (7.4)
Only father or male relative	12 (7.1)	12 (7.0)	24 (7.1)
Mostly my mother or female relative	33 (19.5)	42 (24.6)	75 (22.1)
Only mother or female relative	24 (14.2)	18 (10.5)	42 (12.4)
Other (e.g. non-relatives)	2 (1.2)	6 (3.5)	8 (2.4)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 10: Respondent's experience of violence in their childhoods

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
Saw or heard mother or other women in their home being beaten by the father or another man living in the home			
Never	40 (23.7)	33 (19.3)	73 (21.5)
Sometimes	90 (53.3)	100 (58.5)	190 (55.9)
Often	36 (21.3)	37 (21.6)	73 (21.5)
Declined to answer	2 (1.2)	0 (0.0)	2 (0.6)
Was spanked or slapped or beaten by parents or other adults in the home			
Never	36 (21.3)	34 (19.9)	70 (20.6)
Sometimes	88 (52.1)	88 (51.5)	176 (51.8)
Often	41 (24.3)	49 (28.7)	90 (26.5)
Declined to answer	4 (2.4)	0 (0.0)	4 (1.2)

Was threatened with physical punishment at home			
Never	40 (23.7)	53 (31)	93 (27.4)
Sometimes	88 (52.1)	76 (44.4)	164 (48.2)
Often	40 (23.7)	42 (24.6)	82 (24.1)
Declined to answer	1 (0.6)	0 (0.0)	1 (0.3)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Child Discipline

Although respondents acknowledged that they help their wives discipline their child, only 80% reported having discussions with their wives about the types of methods to use to discipline their child (Table 11a). Fathers reported communicating disagreement with their wives' disciplining approach more frequently than their wives communicate disagreement with them. Indeed, about 68% of fathers (70% in control and 66% in intervention) believed that their wives have no right to disagree with them about raising the child (Table 11b). This statistic contradicts what about 64% of the respondents said about their wives having an equal say in raising a child or in discussing the disciplining of their child (Table 11b). On a positive note, over 80% of respondents reported discussing the values they want to teach their child as a couple.

Table 11a: Child discipline, values, and associated communication

	Control				Intervention				Total			
	Never	Sometimes	Often	Declined to answer	Never	Sometimes	Often	Declined to answer	Never	Sometimes	Often	Declined to answer
Item	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
You & your wife help each other when one of you has had a problem with the child.	7 (4.1)	56 (33.1)	104 (61.5)	2 (1.2)	12 (7.0)	44 (25.7)	113 (66.1)	2 (1.2)	19 (5.6)	100 (29.4)	217 (63.8)	4 (1.2)
In the past three months, you and your wife discussed the values to teach the child.	32 (18.9)	75 (44.4)	61 (36.1)	1 (0.6)	30 (17.5)	61 (35.7)	80 (46.8)	0 (0.0)	62 (18.2)	136 (40)	141 (41.5)	1 (0.3)
You tell your wife when you disagree with the way she is disciplining the child.	51 (30.2)	78 (46.2)	36 (21.3)	4 (2.4)	42 (24.6)	71 (41.5)	57 (33.3)	1 (0.6)	93 (27.4)	149 (43.8)	93 (27.4)	5 (1.5)
Your wife tells you when she disagrees with the way you are disciplining the child.	70 (41.4)	68 (40.2)	29 (17.2)	2 (1.2)	68 (39.8)	60 (35.1)	41 (24.0)	2 (1.2)	138 (40.6)	128 (37.6)	70 (20.6)	4 (1.2)
Your wife and you have discussed how to discipline the child now and in the future as he/she grows up.	37 (21.9)	74 (43.8)	56 (33.1)	2 (1.2)	26 (15.2)	68 (39.8)	77 (45.0)	0 (0.0)	63 (18.5)	142 (41.8)	133 (39.1)	2 (0.6)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 11b: Child discipline and associated communication

	Control				Intervention				Total			
	Agree	Partially agree	Disagree	Declined to answer	Agree	Partially agree	Disagree	Declined to answer	Agree	Partially agree	Disagree	Declined to answer
Item	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
You know how your wife feels about hitting the child when he/she misbehaves.	33 (19.5)	35 (20.7)	95 (56.2)	6 (3.6)	48 (28.1)	30 (17.5)	91 (53.2)	2 (1.2)	81 (23.8)	65 (19.1)	186 (54.7)	8 (2.4)
Your wife knows how you feel about hitting the child when he/she misbehaves.	44 (26.0)	43 (25.4)	80 (47.3)	2 (1.2)	49 (28.7)	35 (20.5)	84 (49.1)	3 (1.8)	93 (27.4)	78 (22.9)	164 (48.2)	5 (1.5)
You and your wife have discussed how to discipline the child.	105 (62.1)	33 (19.5)	26 (15.4)	5 (3.0)	117 (68.4)	22 (12.9)	27 (15.8)	5 (2.9)	222 (65.3)	55 (16.2)	53 (15.6)	10 (2.9)
You and your wife have equal say regarding decisions about how the child is raised.	105 (62.1)	42 (24.9)	20 (11.8)	2 (1.2)	112 (65.5)	34 (19.9)	23 (13.5)	2 (1.2)	217 (63.8)	76 (22.4)	43 (12.6)	4 (1.2)
Your wife does not have the right to disagree with you about the way you are raising the child.	80 (47.3)	39 (23.1)	48 (28.4)	2 (1.2)	87 (50.9)	25 (14.6)	56 (32.7)	3 (1.8)	167 (49.1)	64 (18.8)	104 (30.6)	5 (1.5)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

There are strong attitudes toward physical punishment of children. Sixty-seven percent (62% in control and 72% in intervention arm) of the respondents agreed or partially agreed that a misbehaving or stubborn child should be hit to discipline him/her (Table 11c). About 47% (45% in control and 48% in intervention arm) of respondents believed that in order to bring up, raise, or educate a child properly, the child needs to be physically punished. Over 75% of the young fathers agreed that if children see their father hit their mother, they will grow up to hit women as well. In general, over 70% recognized that hitting the child's mother makes the child fear the father, become loyal to the mother, or fail to bond with the father (Table 11c).

Table 11c: Attitudes toward IPV and physical punishment of children

	Control			Intervention			Total		
	Agree	Partially agree	Disagree	Agree	Partially agree	Disagree	Agree	Partially agree	Disagree
Statement	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
Stubborn young children need to be hit to teach them right from wrong.	68 (40.2)	36 (21.3)	62 (36.7)	87 (50.9)	36 (21.1)	46 (26.9)	155 (45.6)	72 (21.2)	108 (31.8)
If a child is old enough to defy a parent, he/she is old enough to be hit.	78 (46.2)	29 (17.2)	59 (34.9)	81 (47.4)	26 (15.2)	62 (36.3)	159 (46.8)	55 (16.2)	121 (35.6)
If you love the children, you will hit them when they misbehave.	58 (34.3)	41 (24.3)	65 (38.5)	69 (40.4)	33 (19.3)	69 (40.4)	127 (37.4)	74 (21.8)	134 (39.4)
A parent should never spank or hit a child.	28 (16.6)	61 (36.1)	78 (46.2)	43 (25.1)	47 (27.5)	79 (46.2)	71 (20.9)	108 (31.8)	157 (46.2)
Parents should teach a child who is disobedient by spanking or hitting him/her.	39 (23.1)	51 (30.2)	77 (45.6)	57 (33.3)	39 (22.8)	73 (42.7)	96 (28.2)	90 (26.5)	150 (44.1)
Children who see their fathers hit their mothers feel their father will protect them.	26 (15.4)	32 (18.9)	108 (63.9)	38 (22.2)	23 (13.5)	105 (61.4)	64 (18.8)	55 (16.2)	213 (62.6)
Children whose fathers hit their mothers do not have a close bond with their father.	97 (57.4)	32 (18.9)	37 (21.9)	95 (55.6)	26 (15.2)	49 (28.7)	192 (56.5)	58 (17.1)	86 (25.3)
Children whose fathers hit their mothers grow up to hit women.	102 (60.4)	31 (18.3)	33 (19.5)	111 (64.9)	23 (13.5)	34 (19.9)	213 (62.6)	54 (15.9)	67 (19.7)
Children who see their fathers hit their mothers fear their fathers.	124 (73.4)	31 (18.3)	13 (7.7)	129 (75.4)	28 (16.4)	12 (7)	253 (74.4)	59 (17.4)	25 (7.4)
Children whose fathers hit their mothers feel more loyalty to their mother's than their father's family.	103 (60.9)	35 (20.7)	29 (17.2)	117 (68.4)	23 (13.5)	31 (18.1)	220 (64.7)	58 (17.1)	60 (17.6)
In order to bring up, raise, or educate a child properly, the child needs to be physically punished.	43 (25.4)	32 (18.9)	91 (53.8)	57 (33.3)	26 (15.2)	87 (50.9)	100 (29.4)	58 (17.1)	178 (52.4)
Children who see their fathers hit their mothers admire their fathers for being strong.	44 (26.0)	39 (23.1)	85 (50.3)	47 (27.5)	29 (17.0)	93 (54.4)	90 (26.5)	68 (20.0)	178 (52.4)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Perpetration of Physical Punishment against Children

A hypothetical situation was presented in which a young father has been home all afternoon and finds himself very annoyed with his young child, who is not listening to anything told to him/her calmly and is having a tantrum. About 36% (34% in control and 38% in intervention) of respondents said that they would threaten to hit the child, and 24% of fathers would tell the mother to take care of him/her. Only 19% said they would give the child something he/she likes so that she/he can calm down (Table 12a).

Table 12a: Child discipline and perpetration of physical violence

What would you do to a child who is having a tantrum and out of control despite your efforts to explain to her/him what to do calmly?	Control		Intervention		Total	
	N	%	N	%	N	%
Threaten to hit him/her	57	33.7	65	38.0	122	35.9
Tell wife to take care of him/her to calm down	43	25.4	39	22.8	82	24.1
Give him/her something he/she likes	34	20.1	32	18.7	66	19.4
Put him/her somewhere by himself	13	7.7	20	11.7	33	9.7
Ask wife for advice or help	5	3.0	6	3.5	11	3.2
Send him/her to the neighbor or family member's home	1	0.6	5	2.9	6	1.8
Shout at him/her	3	1.8	6	3.5	9	2.7
Take a deep breath	16	9.5	8	4.7	24	7.1
Tell someone to take care of him/her	14	8.3	27	15.8	41	12.1
Walk away/leave house	32	18.9	22	12.9	54	15.9
Other	10	5.9	10	5.9	20	5.9

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

When asked about methods of discipline used in the last month, 42%, 33% and 43% of the respondents stated that they had shaken, spanked, or hit their child with an object, respectively. The distributions of these behaviors were similar across the two arms of the study (Table 12b). Over 25% of fathers had begun disciplining with a physical punishment instead of helping the child to calm down. Over 60% of fathers, however, had tried first to explain wrong behavior or give the child something else to play with to help him/her calm down. Only 33% of the young fathers reported feeling very confident in handling a young child without punishment (see Table 12c).

Table 12b: Child discipline and perpetration of physical violence within the previous month

Adults use certain ways to teach children the right behavior or to address a behavior problem. I will read various methods that are used and I want you to tell me if you have used these methods with [name of child] in the past month.	Control			Intervention			Total		
	Yes	No	Know/ remember	Yes	No	Know/ remember	Yes	No	Know/ remember
Method:	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
Took away privileges, forbade something the child liked or did not allow him/her to leave the house	69 (40.8)	94 (55.6)	6 (3.6)	77 (45.0)	90 (52.6)	4 (2.3)	146 (42.9)	184 (54.1)	10 (2.9)
Explained why the child's behavior was wrong	122 (72.2)	42 (24.9)	5 (3)	116 (67.8)	51 (29.8)	4 (2.3)	238 (70.0)	93 (27.4)	9 (2.6)
Gave him/her something else to do	108 (63.9)	54 (32)	7 (4.1)	102 (59.6)	63 (36.8)	6 (3.5)	210 (61.8)	117 (34.4)	13 (3.8)
Sent the child to be by himself/herself until she/she calmed down	57 (33.7)	108 (63.9)	4 (2.4)	47 (27.5)	117 (68.4)	7 (4.1)	104 (30.6)	225 (66.2)	11 (3.2)
Asked him/her to apologize	77 (45.6)	88 (52.1)	4 (2.4)	69 (40.4)	97 (56.7)	5 (2.9)	146 (42.9)	185 (54.4)	9 (2.6)
Shook him/her	75 (44.4)	88 (52.1)	6 (3.6)	68 (39.8)	100 (58.5)	3 (1.8)	143 (42.1)	188 (55.3)	9 (2.6)
Shouted, yelled at or screamed at him/her	70 (41.4)	91 (53.8)	8 (4.7)	76 (44.4)	93 (54.4)	2 (1.2)	146 (42.9)	184 (54.1)	10 (2.9)
Spanked, hit or slapped him/her on the bottom with bare hand	59 (34.9)	103 (60.9)	7 (4.1)	54 (31.6)	111 (64.9)	6 (3.5)	113 (33.2)	214 (62.9)	13 (3.8)
Hit him/her on the bottom or elsewhere on the body with something like a belt, hairbrush, stick or other hard object	76 (45.0)	92 (54.4)	1 (0.6)	69 (40.4)	100 (58.5)	2 (1.2)	145 (42.6)	192 (56.5)	3 (0.9)
Called him/her dumb, lazy, or another similar name	50 (29.6)	116 (68.6)	3 (1.8)	35 (20.5)	132 (77.2)	4 (2.3)	85 (25.0)	248 (72.9)	7 (2.1)
Hit or slapped him/her on the face, head	51 (30.2)	115 (68)	3 (1.8)	44 (25.7)	123 (71.9)	4 (2.3)	95 (27.9)	238 (70)	7 (2.1)
Hit or slapped him/her on the hand, arm, or leg	53 (31.4)	112 (66.3)	3 (1.8)	40 (23.4)	127 (74.3)	4 (2.3)	93 (27.4)	239 (70.3)	7 (2.1)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 12c: Confidence in using non-violence discipline

	Control	Intervention	Total
Confidence in handling a child without shouting; threatening to hit or beating	**N (%)**	**N (%)**	**N (%)**
Not confident	31 (18.3)	28 (16.4)	59 (17.4)
Somewhat confident	9 (5.3)	12 (7.0)	21 (6.2)
Fairly confident	38 (22.5)	39 (22.8)	77 (22.6)
Confident	37 (21.9)	32 (18.7)	69 (20.3)
Very confident	54 (32.0)	60 (35.1)	114 (33.5)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Practice of Positive Forms of Disciplining Children and Interactions

Despite the high prevalence of physical punishment of children, the number of young fathers who had positive interactions with their children in the month preceding the baseline interview was also high (Tables 13a, 14a and 14b). For example, 84% and 87% of respondents had praised their child and given him/her a reward for good behavior (Table 13a). Eighty-four percent of respondents said they did not care if their friends tease them for playing with their child, reading with their child, or other caretaking actions as long as they are good fathers, Indeed, many young fathers reported having friends who in fact encourage them to spend quality time with their children (Tables 14a and 14b).

Table 13: Practice of non-physical forms of disciplining children

	Control			Intervention			Total		
	Yes	**No**	**Know/ remember**	**Yes**	**No**	**Know/ remember**	**Yes**	**No**	**Know/ remember**
In the past month when a child did something you liked or approved of, did you:	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**	**N (%)**
Say something nice about it or praise the child?	139 (82.2)	24 (14.2)	6 (3.6)	146 (85.4)	19 (11.1)	6 (3.5)	285 (83.8)	43 (12.6)	12 (3.5)
Give the child physical affection, like a pat on a back?	138 (81.7)	26 (15.4)	5 (3.0)	143 (83.6)	21 (12.3)	7 (4.1)	281 (82.6)	47 (13.8)	12 (3.5)

Give the child a reward for it, like a special snack?	149 (88.2)	14 (8.3)	5 (3.0)	145 (84.8)	19 (11.1)	4 (2.3)	294 (86.5)	33 (9.7)	9 (2.6)
Give the child a special privilege, like holding the child, allowing the child to sleep with you, or spending more time with the child?	128 (75.7)	37 (21.9)	4 (2.4)	133 (77.8)	30 (17.5)	8 (4.7)	261 (76.8)	67 (19.7)	12 (3.5)
Go someplace or do something special with the child as a reward?	116 (68.6)	47 (27.8)	6 (3.6)	120 (70.2)	45 (26.3)	6 (3.5)	236 (69.4)	92 (27.1)	12 (3.5)
Show or tell the child that you love him/her?	132 (78.1)	32 (18.9)	5 (3.0)	130 (76)	33 (19.3)	8 (4.7)	262 (77.1)	65 (19.1)	13 (3.8)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 14a: Interactions with children

	Control			Intervention			Total		
	Agree	Partially agree	Disagree	Agree	Partially agree	Disagree	Agree	Partially agree	Disagree
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
You feel silly when you play with the child.	24 (14.2)	27 (16.0)	114 (67.5)	27 (15.8)	17 (9.9)	127 (74.3)	51 (15)	44 (12.9)	241 (70.9)
Your friends will tease you if you help your wife with childcare.	73 (43.2)	31 (18.3)	63 (37.3)	71 (41.5)	28 (16.4)	71 (41.5)	144 (42.4)	59 (17.4)	134 (39.4)
You don't care what others say, as long as you are a good father.	142 (84.0)	16 (9.5)	10 (5.9)	143 (83.6)	14 (8.2)	14 (8.2)	285 (83.8)	30 (8.8)	24 (7.1)
You are embarrassed if others see the child misbehave and you do not discipline strongly.	126 (74.6)	18 (10.7)	21 (12.4)	132 (77.2)	18 (10.5)	19 (11.1)	258 (75.9)	36 (10.6)	40 (11.8)
Most of your friends think you should spend time doing things with the child that he/she enjoys.	106 (62.7)	41 (24.3)	19 (11.2)	116 (67.8)	32 (18.7)	22 (12.9)	222 (65.3)	73 (21.5)	41 (12.1)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

Table 14b: Interactions with children by parent

	Control	Intervention	Total
Item	**N (%)**	**N (%)**	**N (%)**
Who reads books or looks at picture books with the child?			
Father involved	94 (55.6)	91 (53.2)	185 (54.4)
Mother only	14 (8.3)	17 (9.9)	31 (9.1)
No one	39 (23.1)	43 (25.1)	82 (24.1)
Other	22 (13)	20 (11.7)	42 (12.4)
Who tells stories to the child?			
Father involved	114 (67.5)	121 (70.8)	235 (69.1)
Mother only	15 (8.9)	14 (8.2)	29 (8.5)
No one	22 (13)	26 (15.2)	48 (14.1)
Other	18 (10.7)	10 (5.8)	28 (8.2)
Who sings songs with the child?			
Father involved	110 (65.1)	107 (62.6)	217 (63.8)
Mother only	26 (15.4)	25 (14.6)	51 (15)
No one	19 (11.2)	28 (16.4)	47 (13.8)
Other	14 (8.3)	11 (6.4)	25 (7.4)
Who takes the child outside the home, compound, yard or enclosure?			
Father involved	131 (77.5)	124 (72.5)	255 (75)
Mother only	16 (9.5)	15 (8.8)	31 (9.1)
No one	14 (8.3)	16 (9.4)	30 (8.8)
Other	8 (4.7)	16 (9.4)	24 (7.1)
Who spends time with the child naming, counting, and/or drawing things?			
Father involved	114 (67.5)	109 (63.7)	223 (65.6)
Mother only	17 (10.1)	15 (8.8)	32 (9.4)
No one	30 (17.8)	31 (18.1)	61 (17.9)
Other	8 (4.7)	16 (9.4)	24 (7.1)

*Tests of significant differences between intervention and control arm: * denotes significance at P<0.05 and ** significance at P <0.01*

CONCLUSIONS

Some preliminary conclusions can be drawn from the simple analysis provided in the previous sections.

Overall, reported perpetuation of violence by young fathers against their partners (among 25% of respondents) and children (about 40%) is high. These behaviors are supported by accepting attitudes among fathers toward the use of physical punishment for the disciplining of wives and children. Around 40 percent of the respondents believe that there are justifiable grounds for a husband to beat this wife, for example, when she neglects the children or argues with her husband. Additionally, 46% of respondents believe that physical punishment is a good method to instill discipline in children. Consistent with global literature, there were also high levels of violence witnessed and experienced by young fathers in their own childhood. Seventy-seven percent of respondents had ever witnessed a woman (including their mother) being beaten by a man (including their father) during the course of their childhood.

While levels of perpetuation of violence is high, respondents report having first attempted to calmly resolve troubling situations before becoming violent in both IPV- and child physical punishment-related situations. However, only 33% reported feeling very confident that they could handle a child without shouting, threatening to hit, or beating.

In summary, the distribution of the different baseline characteristics was similar in the young fathers assigned to the control and those assigned to the intervention of the REAL Fathers Initiative. Such characteristics included high levels of physical violence and physical punishment against women and children which seemed to be partly explained by supportive attitudes toward the use of violence as a form of discipline, poor communication skills, and a lack of confidence in using nonviolent methods to discipline children.

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APPENDIX E: MENTOR PROTOCOL

REAL FATHERS INITIATIVE

Mentor Visit Protocol

Atiak, Amuru District
Northern Uganda
2013

USAID FROM THE AMERICAN PEOPLE

Institute for Reproductive Health
Georgetown University

Save the Children

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Introduction

This is a protocol for Mentors to use to support fathers between the ages of 16 to 25 years who have young children between 1 and 3 years of age. This mentoring program aims to increase positive father-child interactions, and to improve the relationship of the couple.

Each mentor will be assigned approximately 4 fathers to mentor. Mentor will have 12 contacts with each young father:

- 6 home visits
- 6 group meetings

Through **home visits**, mentors will provide young fathers the opportunity to reflect on and practice newly learned positive communication and relationship skills as well as specific ways to be supportive partners and caregivers. Along with their wives, they will also be encouraged to try out positive communication and discipline skills, and get more involved in child care.

Through **group meetings** with all of the mentors and young fathers they mentor in a sub-parish, the mentors will reinforce the new information and skills, and help create social support for young fathers to make changes.

There are 6 themes in the protocol:

1. Fatherhood
2. Tips and tricks to being a REAL father
3. Family dreams
4. Loving my family
5. Communication
6. Parenting

For each theme there is one home visit and one group meeting. Every month for six months, the mentor will conduct one home visit and one group meeting on a theme. For example, in the first month, the mentor will conduct a home visit on fatherhood for each father he mentors. The mentor will also work with other mentors in the sub-parish to call a group meeting on fatherhood.

Inception Visit

Before starting the home visits with fathers, visit the couple at home.

1. **Greet** the couple.

2. **Introduce yourself** as a REAL Father Mentor.

3. **Explain** that the husband has been selected to participate and learn to become a Responsible, Engaged and Loving (REAL) father. He will learn parenting skills, positive discipline skills and relationship skills.

4. **Ask** the couple what they think the benefits are of the father becoming more involved in parenting and the family.

5. **Add** that more and more families in Uganda and around the world have found that when fathers are more involved in parenting early in the children's lives, there are benefits for the child, the family and also the father himself. Positive father's involvement helps the children to grow up healthier and better educated.

6. **Explain** that you will visit the home 6 times, once a month for the next 6 months. For the first 4 visits, you will work with the husband one-to-one, because much of this information and lifestyle will be new to the men. For the final two visits, you will talk with the husband and wife – as the couple.

7. **Explain** that in addition, once a month for 6 months, you will cooperate with other Mentors to host 6 group discussions with young fathers and the husband will be asked to attend the group discussions.

8. **Clarify expectations.** The young father will learn new skills and ideas. Wives and husbands will try out new skills together. Most importantly, the husband will therefore participate in 6 home visits and 6 group meetings with young fathers. The wife will be asked to participate in the last 2 home visits, and the final group meeting.

9. **Clarify your role as a mentor.** My role is to teach, guide and support young fathers in becoming more involved with their families and children.

10. **Seek** agreement from the couple.

11. **Set** a date and time for the first visit and exchange mobile phone numbers.

1. FATHERHOOD

Purpose

Reflect on what the young father wants for his children and what kind of father he wants to be.

The first home visit with the young father will set the stage for all future visits and discussions. The objective of this visit is to guide the young father through a reflection on what he wants for his children and what kind of father he wants to be, in order to help him reach these goals. You will also relate his reflections to the young father's ideas of what it means to be a man in their community, in order to help him think critically about fatherhood today, and what kind of father he would like to be and what kind of family life he wants to create.

1. Home Visit

Preparation

Review the plan in advance.

Time

45 to 60 minutes

Introduction

"A father is one of the most important persons in a child's life. A father can love, teach and raise their child in very positive ways. A father offers priceless love for their child. Most young fathers today know this, and want to be a responsible, engaged and loving father to their child.

Sometimes we as fathers get busy with other activities, or do not know how to act in certain situations. We often do not have models of responsible, engaged and loving fathers to learn from daily. For this reason, I will be your mentor through this journey and this important stage in your life.

Just like no two children are the same, no two fathers are the same either. Everyone has their own personalities and styles. It is up to you to decide how you want to be as a father. As your mentor, I will guide you through a series of activities and discussions to help you learn and plan how to be a father. It is your family and your future. I will guide you to make your own choices on how you want to live."

Activity

1. *Fatherhood Discussion*

Ask these questions **and listen** to the young father's response**.**

- What animal would represent a father? Why?
- Is there a father whom you admire now, or one you admired when you were young? Why?
- Do you think that fatherhood today is different than in the past? How is it different?
- What does it mean to you to be a father?
- How did you feel when your child was born?

2. *Visioning Exercise*

Explain: "I will guide you through a visioning exercise. A vision creates hope and a goal to work toward. A vision is the first step to a plan."

Ask the father to listen as you ask 5 questions, slowly. He can close his eyes as he listens, if he would like to. Tell the father you are going to read the questions again and then allow him to create a vision in his head for his future.

- In the future, how big do you want your family to be?
- What would you want people in the community to say about your family?
- What hopes and dreams do you have for your child in the future?

- What do you want your child to say about you as a father when they grow up?
- To achieve these things, what type of father do you want to be?

Allow the father time to answer or share his vision about what type of father he wants to be.

Explain: "Some men feel pressure to be like other men, both peers and like elders. They feel that there are a lot of expectations on how they should act as fathers and a man. As your mentor, I will not judge you, and will not expect you to prove that you are a real man. I know that you are a real man already. The point is that fatherhood today requires new skills and a new way of thinking."

Explain: "I will help you learn skills and make plans to achieve you vision in the coming visits."

Homework

Ask the father to do an assignment between now and the next home visit. Encourage him to share his vision with his wife. Also, he could ask her to talk about her own vision, and listen to her response.

Wrap-up

Congratulate the father for taking an important step for himself and his family.

Ask the father if he has any questions for you, and try to answer or find a way to bring the answers later.

Agree on a time for the 2nd home visit in the next month.

Inform the father of the plan for the group discussion with other fathers and mentors.

1. REAL Father's Group

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Prepare the space and materials needed for a Wang-oo.

Time

60 minutes

Introduction

"Being a father is one of the most important roles you have in life. Being a father to young child is a special opportunity and time. Childhood is when your child learns about love, care, values.

We know that fatherhood is a central role for men. But we also recognize that fatherhood has changed from the past in some ways. There are new and different challenges for families today. Young fathers need to learn new ways of being involved with their children and families.

During this group discussion, we are coming together as fathers to share what this means, and how we can support each other to be the fathers that we want to be, for our children, families and ourselves."

Activity

1. *Wang-oo Discussion*

Ask fathers to talk about what it means to be a REAL father today.

Ask one or more fathers to share their vision of fatherhood discussed during their mentor home visit.

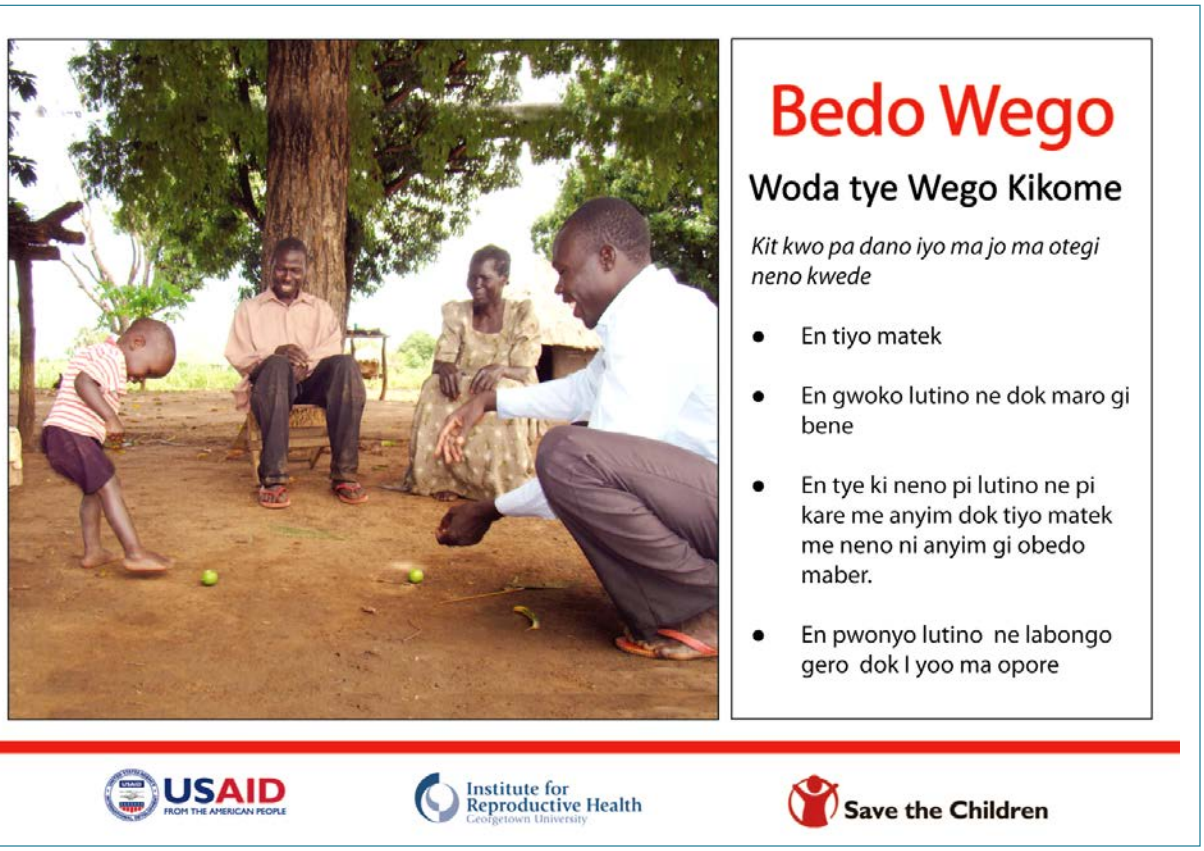
Ask fathers to share what they have thought or realized since their mentor home visit and vision. Have they had any new insights or ideas about fatherhood?

Ask fathers to raise any questions about fatherhood. Encourage idea and experience sharing.

2. *Reflect on the community message board image*

Show the group the poster that will be placed in the community this month. (see poster below)

Ask the group to talk about what the image means, and how they feel to look at it.



Being a Father

"My son is a REAL father!"

Elders' perspectives of fathers' behaviors:

"He works hard"
"He cares for his children financially and emotionally"
"He has a vision for his children's future and works hard to achieve it"
"He disciplines children without violence to teach his children well "

Group Commitment

Ask young fathers what they will do to become the fathers they want to be?

Ask the group what they will do *to support each other* to become the fathers you want to be?

Ask the group to decide together one new behavior they will all commit to trying this month.

Make a group sign of commitment, such as hands together in a circle, or a special handshake. One person may write down the commitments stated.

Summarize the commitment.

2. TIPS & TRICKS TO BEING A REAL FATHER

Purpose

To learn and practice child communication and positive (nonviolent) discipline skills.

2. Home Visit

Preparation

Review Resource Sheets #1, #5, #6, and #7.

Gather 10 stones when you get to the fathers home.

Time

60 minutes

Homework Review

Ask the father if he tried homework, to share his vision of fatherhood with this wife, and listen to her vision. If he tried, ask how it went and discuss any challenges. If he did not try, encourage the father to do it this week.

Introduction

"A father's involvement in child care benefits the child, the family and the father himself. Father's involvement includes communication and discipline. Communication and positive discipline creates strong bonds between the child and father.

These are not always easy to do in a positive way. Sometimes when a father is feeling tired or stressed, or around his friends, he may not act the way he would like. Learning new skills, preparing in advance, and practicing can help us be the father we want to be. Remember that we are not perfect and we can always get a second chance to try and communicate and disciple in positive ways."

Activity

1. Discussion

Ask the father how he can show care to their children.

Explain: "Men are usually taught that fathers should provide material things, while mothers should be the ones to care for children. Because of this, boys and new fathers are often denied the opportunity to learn the skills to be a REAL father. But fathers can, and need to, provide care to children as well. There are many ways to do this. We will learn some tips and tricks for you to be a REAL father and man."

Ask: "How can fathers communicate with a young child."

Explain: "Communication can mean many things: verbal and nonverbal. Communication with young children includes talking and teaching, as well as nonverbal communication like holding the child.

As fathers, we have many responsibilities. We often feel pressures, feel tired, and our child will sometimes irritate you. You might not pay attention to your child or speak to your child in a hurtful way, without that intention. But you can learn to communicate better with your child."

Give the father Resource Sheet #5, and ask him which methods he could try with his child.

Explain: "In addition to communication, another important skill is children's discipline. Discipline means setting rules and limits that help a child to behave well. The aim of discipline is to teach or guide in order to improve a child's behavior in the future. Discipline is not the same as punishment. Punishment aims to correct for doing something wrong.

Some people worry that if they do not use physical ways to discipline or correct, the children will become spoiled or hopeless. Actually, lifelong respect from children comes from showing respect to your children. Choosing a non-violent way of disciplining, where children know how you expect them to behave, and correct through actions and words instead of beating, is what truly leads to respect. This takes more time and effort, but it will enhance the love and bonds between you and your child."

Ask: "How can a young child be disciplined in an effective way, without violence?"

Mark 2 circles on the ground with a stick: one for fear and one for respect. Give the father 10 small stones.

Explain: "I will read different methods of discipline and punishment. After reading each one, think about whether that method creates fear or respect from the child, throw a stone into one of the circles (for fear or respect).

- Model what you want the child to do
- Hit with a stick
- Talk to the child about your expectations and rules
- Shout at the child
- Take the child away from the situation
- Beat the child
- Call the child bad words or names
- Threaten to beat the child
- Take away the toy or the chance to play
- Praise the child for what you want to reinforce

Explain that it is useful to praise your child. Praise of what the child does well has many benefits. It is a way to guide behavior. It also helps the child feel confident that you love and care for the child. **Ask** the father to think of things he can say to praise the child.

Give the father Resource Sheet #7 (Kind and Assuring Words Children Need to Hear from their Fathers) and review it together. I am so proud of you!

- Well done!
- I like how you put the sticks / toys in that way
- You are beautiful/handsome
- You are intelligent/brave/creative
- You are kind and thoughtful
- Thank you for helping
- I believe in you
- You can do it!
- I will always be there for you, no matter what
- You are special
- I'm glad that you are my son/daughter
- I appreciate you so much
- The day you were born was one of the best days of my life

Homework

Ask the father to do an assignment between now and the next home visit: practice communicating with his child regularly, and use positive discipline.

Wrap-up

Ask the father how he feels about these tips and tricks to being a father.

Agree on a time for the 3rd home visit in the next month.

Inform the father of the plan for the group discussion with other fathers and mentors.

2. REAL Father's Group

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Time

60 minutes

Introduction

"Being a father is one of the most difficult, but rewarding, roles in life. Although it is a difficult job, there are things we can do that make it easier. Know that there is no perfect father. You and your child will make mistakes – and learn from them, every day.

During our Mentor home visits, fathers learned about ways that they can communicate with young children and discipline young children peacefully and effectively. These methods may not be easy to maintain, and fathers may feel pressure from others to resort to old ways. This group of fathers can support and encourage each other to try new, positive ways to keep their family healthy and strong."

Activity

1. *Group Exercise*

Put 3 sticks, rocks or marks on the ground for 3 answers: "Agree", "Disagree", "Don't know".

Explain: "I will read some statements. After each statement, move to a location to show that they "Agree", "Disagree" or "Don't know". After moving, share your views."

- Children learn best from being hit.
- Young children who cannot talk yet benefit when their parents talk with them.
- Children who are not hit will be spoiled or hopeless.
- Teaching a child is the best gift a father can give.
- Children will not remember later if they are hit when young.
- My friends will laugh if I play with my young child.

2. *Discussion*

Read this statement: "You are not being judged. You are being admired."

Ask the group:

(1) What they think this means,
(2) Who would be admiring you?
(3) Why would they admire the way you interact with your child?

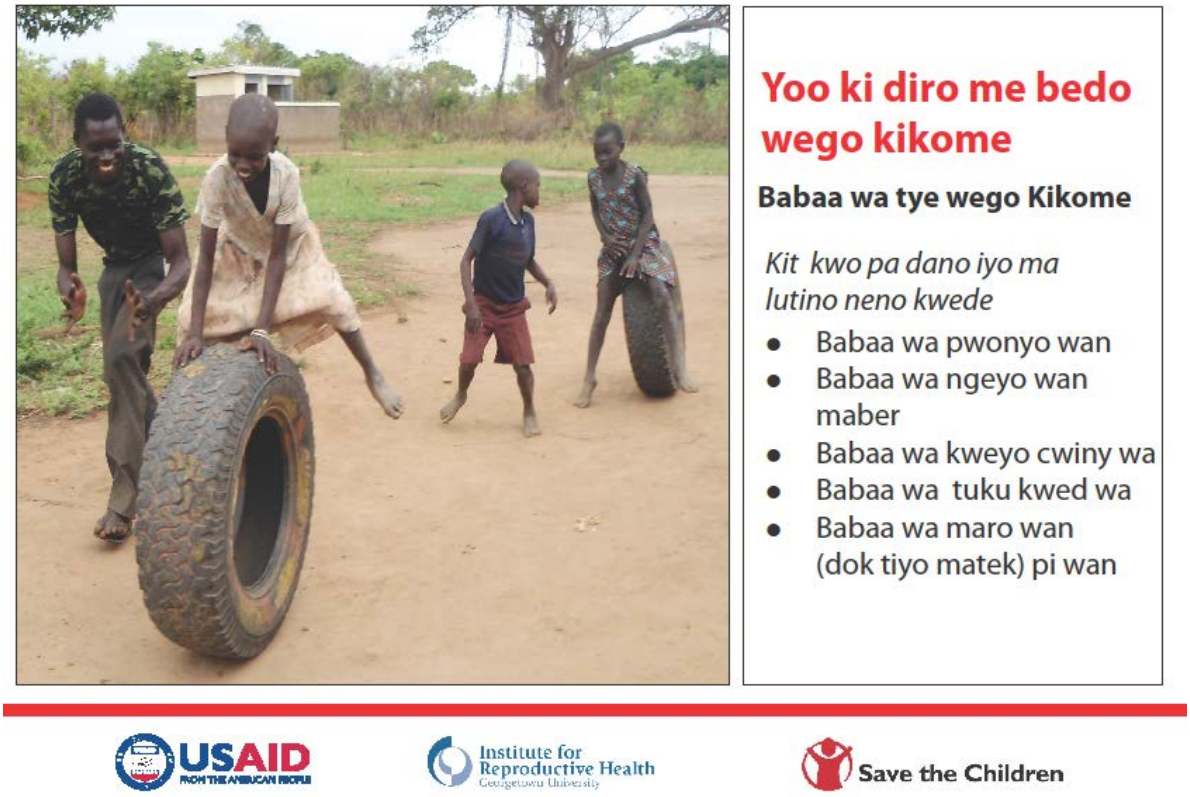
Explain:

- All men want to be the best father they can be. Your friends will learn from you what it means to be a REAL father.
- Your neighbors will see how your children respect and love you because of your caring actions.
- Other fathers will be jealous of how you have managed to be happy in your home.

3. Reflect on the community message board image

Show the group the poster below.

Ask the group to talk about what the image means, and how they feel to look at it.



Group Commitment

Ask young fathers specifically what they will do that will lead to:

- Be more involved in child care
- Communicate regularly with child
- Have a firm, but peaceful, reaction if the child does something wrong

Then **ask** the group what they will do to support each other to:

- Be more involved in child care
- Communicate regularly with child
- Have a firm, but peaceful, reaction if the child does something wrong

Ask the group to decide together one new behavior they will all commit to trying this month.

Make a group sign of commitment, such as hands together in a circle, or a special handshake. One person may write

"My dad is a REAL father!"

A child says:

"My father teaches me"
"My father knows me"
"My father comforts me"
"My father plays with me"
"My father loves and works hard for me"

down.

Summarize the commitment.

3. FAMILY DREAMS

Purpose

To reflect on how alcohol abuse would be an obstacle to achieving their goals and discuss options to manage pressures that lead to alcohol abuse.

3. Home Visit

Preparation

Review the plan in advance.

Time

60 minutes

Homework Review

Ask the father if he tried homework, to communicate with his child and use positive discipline. If he tried, ask how it went and discuss any challenges. If he did not try, encourage the father to do it this week.

Introduction

"As fathers and men, we face many pressures. One of the ways that men relieve the pressures is to spend time with other men, their friends, sometimes drinking alcohol. Drinking alcohol can be a good way to enjoy time with friends. But drinking too much and getting drunk causes other problems.

Men can feel pressures build up and sometime not know how to deal with the stress and emotions that come with these pressures. Today we will reflect on alcohol abuse, and learn ways to manage stress and pressures in a healthy way."

Activity

1. *Spinning*

Ask: "What kind of father do you want to be and what do you want to achieve for his children, wife and family?"

Pick a point across the compound 3 to 5 meters away. Use a stick to draw a straight line in the dirt. **Explain** that the end point of the line represents his goal for his family and all of his hopes and dreams for the family and the line represents life's journey while trying to achieve these goals.

Instruct the father to spin around quickly 2 times and then walk on a straight line toward the point, trying not to step off of the line.

Next **instruct** the father to close his eyes and spin around quickly 5 times and then walk in a straight line toward the end point, trying not to fall off of the line.

Ask: "How did that feel?" **Explain:** "Each time you spin, imagine it was like having another round of beer.**"**

Ask the father to compare how drinking too much alcohol is like the second time, and how it affects his ability to reach his goal for his family. **Explain** that even if he does not get drunk, he may have friends who do or feel pressure in the future to do this.

Ask: "What do you thinks a child sees, learns and feels when they see you drunk?"

Ask: "What other situations may derail you from achieving your goal for his family? How could you be prepared for these challenges?"

2. Managing Pressures

Explain that at times everyone feels pressures. As men and fathers, we are expected to do many things and provide for the family, without talking about the pressures or showing our stress. As a result, these may build up and then come out in ways we don't want, such as drinking too much, anger or fighting.

Ask the father:

- Do you find it easy to be a father?
- Do you feel any pressures?
- Does the pressure feel too high sometimes?
- What do you do to handle the pressures?

Explain: "There are different ways we can manage the pressures and stress that are healthy. One good way is to play sports. Playing games with your child can also be a way to feel better. Some men talk to a friend and laugh with friends or family members, or write stories or music. Others fix something around the home. It depends on what you like. What is important is to recognize when you feel too much pressure, and decide how to manage it in a way that is good for you and your family."

Homework

Ask the father to do an assignment between now and the next home visit: prepare what to say to friends to reduce alcohol intake, and practice ways to manage pressures.

Wrap-up

Ask the father how he feels about this discussion, and if he has any questions.
Agree on a time for the 4th home visit in the next month.
Inform the father of the plan for the group discussion with other fathers and mentors.

3. REAL Father's Group

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Time

60 minutes

Introduction

"Many men feel stress because of the pressures on them to provide for their family. Some are not even aware that they feel this pressure, and then little things can make them react strongly, or treat others in ways they would not like. We cannot control our feelings, but we can control how we express our feelings.

Today we will discuss ways we can avoid drinking too much alcohol and violence by recognizing feeling and learning how to express feelings in a healthy way."

Activity

1. Discussion

Ask each father to close his eyes and listen as you ask questions and think of their answers. Read one question at a time and give fathers time to think about a response before reading the next question.

- Think of a recent situation when you were angry.
- What were you thinking and feeling during this situation? Try to remember what you were feeling in your body when angry.

Explain that when we feel angry, we react immediately with shouting, throwing something or hitting. Sometimes we can be silent and sad. Usually these reactions can cause hurt to others and ourselves, and we may react differently if we had time to stop and think first.

Ask participants to sit in pairs. Discuss:

- What are some consequences when a father reacts immediately with violence?
- Is a father still respected if he does not react immediately with violence?
- What else could a father do when angry?

Request that a few pairs share their solutions.

Then **Ask** for them to share their answers to the following questions:

- I feel pressure because_____
- When I feel too much pressure, I _____
- To feel better about pressures, I_____
- I can support friends who feel too much pressure by _____

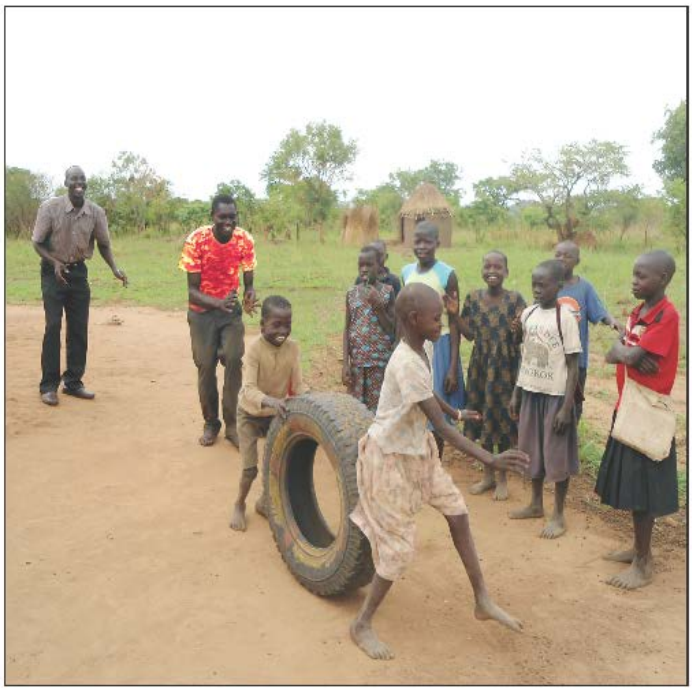
Request few fathers to share what they discussed, especially what they can do to help each other.

Explain: "All feelings are okay. Feelings are neither good nor bad. It is the way that we show and handle our feelings that can cause problems. As boys, many men were taught to be tough and not show their feelings. When we feel sad, we are encouraged not to talk about it. Also as men we are expected to show our strength through physical reactions. Very often by not talking, the feelings build up until they are expressed through shouting, violence, or drinking too much alcohol.

This can affect our children, our families and ourselves. When we express ourselves and manage pressures through other ways, such as being active, talking or writing, or even playing with children, we can be REAL fathers who stop, think and then react.

As fathers, we need to support each other to have the courage and strength to try new ways of acting."

2. Reflect on the community message board image
Show the group the poster below.
Ask the group to talk about what the image means, and how they feel to look at it.



Kit ma amito ni ganga obed kwede iyi anyim

Lawota obedo wego kikome

Kit kwo pa dano iyo ma lurem neno kwede

- En mato kongo iyo mupore
- En pe mato kongo oo ka ma en twero kelo gero
- En maro lutino ne, dok lutino ne maro en dok woro en bene
- An apwonyo jami manyen ma aa kibot en iyo me doro ganga

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Group Commitment

Ask young fathers specifically what they will do to drink responsibly and manage pressures.

Then **ask** the group what they will do to support each other to:

(1) Relieve stress in active and healthy ways,
(2) Achieve their life goals,
(3) Drink responsibly,
(4) Continue making changes to be REAL fathers.

Ask the group to decide together one new behavior they will all commit to trying this month.

Make a group sign of commitment, such as hands together in a circle, or a special handshake. One person may write down the commitments stated.

Summarize the commitment.

"My friend is a REAL father!"

A friend says:

"He drinks responsibly"
"He does not drink to the point where he cannot control himself"
"He loves his children, and his children love and respect him"
"I learn from him about new ways of caring for my family"

4. LOVING MY FAMILY

Purpose

To give the father the skills he needs to build and maintain a mutually respectful relationship with his wife.

4. Home Visit

Preparation

Review the plan in advance.

Time

60 minutes

Homework Review

Ask the father if he tried homework to speak up to friends to reduce alcohol intake, and practice ways to manage pressures. If he tried, ask how it went and discuss any challenges. If he did not try, encourage the father to do it this week.

Introduction

"Husbands and wives are the central pillar of the family. It is not always easy, but it is important to put in effort as a couple to understand each other and build a strong relationship and family. You, as the husband, can set the tone for the relationship. Being loving and understanding can help your wife to act this way too. In the same way, reacting negatively or violently without asking questions or listening can give the whole household this character. Today we will discuss some challenges in maintaining a harmonious relationship and skills that you can try."

Activity

1. Discussion

Explain that in traditional Acholi culture, wives do caring things for the husband such as foot rubs at the end of a long day. Continued courtship helps to keep the relationship strong so that discussions can go smoothly, and situations can be addressed well.

Ask: "What can you do to show care and love to your wife." Discuss any concerns he may have."

Add: "Some young fathers express fear that being kind allows their wives to overpower them."

Explain that being caring is part of setting a tone for the relationship and household. It is not about who makes decisions. It is about making the home a happy place through small actions to each other which make you both happy and also make your child happy.

2. Exercise

Explain that some young fathers have expressed fear that being too nice will allow their wives to overpower them, but being too tough will cause the wives to mistrust them or even leave. This is difficult, especially if the man and wife are not talking with each other. Balancing the power should be our goal. This balance leads to trust, harmony and productive families.

Hold two jerry cans equally full of water and stand on one foot. **Ask:** "Do you feel balanced?" Next, dump out half of the water from one of the jerry cans only and stand on one foot. **Ask:** "How does this feel different?"

Explain that power and respect are like this. If the couple equally respects each other and has the same amount of power in the relationship, the family can move forward and develop in great ways.

3. Practice

Explain that every couple experience times when they do not agree on something, even after sharing their ideas. This is normal. How couples resolve issues are important. Fighting, fleeing (avoiding) or freezing (being silent) are not effective. Issues can be solved while still showing respect to each other.

To do this, focus on the issue, discuss possible solutions together, and make a decision based on the solution that is mutually agreeable and benefits both the husband and wife. It may not be perfect for either person, but it should benefit both. This is called, 'win-win'. Then, forgive and forget and move forward. This is how your relationship will improve over time.

Read this scenario: *In one home, the husband wants to save his money for a bicycle so that he can get to the market earlier in the day. The wife understands the importance of saving, but wants to buy new school uniforms for the children.*

Ask:
(1) What would be the consequence if the husband uses all his power and make a decision to buy the bicycle on his own?
(2) How can a husband and wife work together to come to a "win-win" solution?

Explain: "It is also good for a child when a father maintains a harmonious relationship with the child's mother. This is a model for the child for future relationships, and gives the child a stable foundation."

Homework

Ask the father to do an assignment between now and the next home visit: practice showing love and respect for your wife and discuss family issues with his wife and make a decision together.

Wrap-up

Ask the father how he feels after the discussion and if he has any questions.

Agree on a time for the 5th home visit in the next month.

Inform the father of the plan for the group discussion with other fathers and mentors.

4. REAL Father's Group

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Time

60 minutes

Introduction

"It is never justified to use violence in your household. Communicating is the key to a more peaceful home. Understanding when we are upset and what we can do when we are upset will help us avoid violence in the heat of the moment."

Activity

1. Group Exercise

Put 3 sticks, rocks or marks on the ground for 3 answers: "Agree", "Disagree", "Don't know".

Explain that you will read some statements. After each statement, each father moves to a location to show that they "Agree", "Disagree" or "Don't know". After moving, several fathers in each section share their views.

- Using violence to maintain power over a wife is fair.
- Violence in the household is misuse of one's power.
- Violence is the only way to keep my status in the family.
- I have no choice but to use violence when my wife does not greet me nicely.
- If I treat my wife nicely, she will overpower me.
- Violence is not the only way to maintain status as the head of the family.
- Violence in the household leads to fear, and a weaker relationship.
- Children who see violence at home can fear their parent and work hard only when the parent is there, or grow up to be violent themselves.

2. Reflect on the community message board image

Show the group the poster below.

Ask the group to talk about what the image means, and how they feel to look at it.

Maro joo Ganga

An atye wego kikome

- Atye ki tek cwiny me temo timo jami manyen. Man weko an atye wego matir
- An Lacoo kikome ma atiyo jami ducu kacel ki min ota
- Angeyo ni tic kacel ki min ota weko gang waa bedo matek
- Angeyo ni konyo min ota konyo gang wa, wa ki an
- An anyutu tam ma ki miti na iyo ma opore
- An aworo dako na ki en bene woro an
- An akello ber bedo ki yom cwiny i ganga

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"I am a REAL father!"

A young father says:

"I have the courage to try new things and become a responsible father and husband"
"I am man enough to share power in the home with my wife"
"I know that working together with my wife benefits our family"
"I know that supporting my wife benefits our family, and me"
'I can express my feelings in a constructive way'
"I respect my wife and she respects me"

Group Commitment

Ask young fathers specifically what they will do and to show respect and care for their wife.
Then **ask** the group how they will support each other to continue having the courage to trying new things and ways of being a father and husband?
Ask the group to decide together one new behavior they will all commit to trying this month.
Make a group sign of commitment, such as hands together in a circle, or a special handshake. One person may write down the commitments stated.
Summarize the commitment.

5. COMMUNICATION

Purpose

To help the couple learn and practice communication and dialogue.

5. Home Visit

Preparation

Find a time when both the husband and wife will be available. Review the plan in advance.

Time

60 to 90 minutes

Homework Review

Ask the father if he tried homework to show love and respect to his wife. If he tried, ask how it went and what he will continue to do. If he did not try, encourage the father to try different ways this week.

Introduction

"Communication is very important. The way we communicate determines the way the other person responds and reacts. When we communicate in a careful and polite manner and listen to each other, even if you are not in agreement with each and every point, it leads to understanding and a mutually agreed conclusion.

Communication is the key to a successful and harmonious relationship that can last over time. That is why we will focus on communication in our first couple home visits."

Activity

1. *Introductions*

Ask the husband to introduce his wife to you and state 3 positive characteristics about her. Then ask the wife to introduce her husband to you and state 3 positive characteristics about him.

Ask how it feels to have nice things said about them, and how they can continue to do this on their own.

2. *Blind Communication*

Explain that the couple will practice communication by leading each other. Ask one person to cover their eyes, with a scarf or their hands. The other person directs them towards an object using only words. After this, they can switch roles.

Ask the couple the following questions, and let both answer.

- How did you feel with the communication from your partner?
- What did they do well?
- What could have been better?
- How can the lessons from this exercise be used in your daily life?

Ask the couple what they think good communication is compared to bad communication within a couple. **Add,** the following tips:

- Listen well
- Do not interrupt while your spouse is talking
- Remember that communication is also through what we do and how we react. When your spouse is talking, use open body language to show you are not defensive or angry
- Show respect and acknowledge what your spouse says, regardless of whether or not you agree
- If you need time to think or be quiet, explain this and agree to continue the discussion later
- Find a mutually beneficial conclusion for both the husband and wife

3. *Yellow card*

Ask the couple if they know what a yellow card means in football.

Explain that you will be providing them with a yellow card for themselves. Either person can take out the yellow card when they feel there is a need to stop and talk, kind of like taking a time out or a warning…just like in football. For example, a husband returns home late and expects food, you can take out a yellow card as a way to get you both talking about the situation.

Introduce the yellow card and dialogue cues on the reverse side:

1st Explain your feelings.
2nd Ask: What is the situation and why?
3rd Ask: What can we do to solve this together?

Guide the couple through some questions.

- Where they could keep the yellow card so that both the husband and wife can easily find it?
- When they might use the yellow card?
- Agree on how each person will react if the other uses the yellow card.
- Ask them to promise that they will never use violence against the other if they take out a yellow card. They must have trust and not fear what happens if they talk about a situation.
- It is best not to use the yellow cards if one of them is drunk. Instead, wait until the following morning to use the yellow card and talk.

Homework

Ask the couple to do an assignment between now and the next home visit: Make relationships agreements and discuss issues before they become problems and use the yellow card when there is a need to stop and talk.

Next Steps

Ask the couple how they feel after this discussion.

Agree on a time for the 6th and final home visit in the next month.

Inform the father of the plan for the father's group.

5. REAL Father's Group

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Prepare the space and materials needed for a Wang-oo.

Time

60 minutes

Introduction

"This group discussion is an opportunity for young fathers to share their experiences to date, resolve any questions or concerns and encourage each other to continue making changes."

Activity

1. *Wang-oo Discussion*

Ask young fathers to share their experiences and any changes they have made as a father and husband. Ask for challenges they have faced, and solutions they have discovered to the challenges.

Encourage other young fathers to share their own experiences and solutions.

2. *Distribution of reminder gifts (REAL Fathers Key Chain)*

Congratulate young fathers for taking important steps for their children, their families and themselves. It takes courage to make changes, and they have demonstrated their commitment to being a loving and caring father and husband.

Explain that sometimes maintaining change over time is a challenge. Also, their children are growing up and they will face new and different challenges as a father every day. The reminder gift is intended to help them remember the skills they have learned and practiced. Each time they see it, they can feel proud of what they have done and the fathers they are becoming.

Ask young fathers how they can support each other to maintain changes and continue to develop positive fatherhood and relationship skills.

3. Reflect on the community message board image

Show the group the poster below.

Ask the group to talk about what the image means, and how they feel to look at it.

Miyo Ngec

Cwara obedo wego kikome!

- En wora, an bene aworo en
- En jalo cawa me bedo kacel kweda ki lutino
- En nyuta mar kacel wa ki lutino wa bene
- En nywako tam kacel kweda
- En kom wego kikome
- En loko kweda wii atii ma pwod peya lok mo odoko lok madit
- En tiyo ki leb ma opore me kawang tic ki gero ikoma
- Wa julu lutino wa kacel
- Wa tiyo kacel wek otwa obed ki kuc'

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"My husband is a REAL father!"

A young wife says:

"He respects me and I respect him"
"He spends time with me and the children"
"He shows care for me and the children"
"He discusses important issues with me"
"He is the best husband!"
"He talks with me about our issues before they become problems"
"He uses soft words instead of violence with me"
"We parent together"
"We work as a team to have a peaceful home and family"

Group Commitment

Ask young fathers specifically what they will do and when to improve communication and peaceful reactions with wives.

Then **ask** the group what they will do to support each other to improve communication and peaceful reactions with wives?

Ask the group to decide together one new behavior they will all commit to trying this month.

Make a group sign of commitment, such as hands together in a circle, or a special handshake. One person may write down the commitments stated.

Summarize the commitment.

6. PARENTING

Purpose

To help the couple discuss and agree on parenting goals, styles and commitments.

6. Home Visit

Preparation

Review the plan in advance.

Time

60 to 90 minutes

Homework Review

Ask the couple if they tried their homework: to make relationship agreements and to use the yellow card to stop heated moments and discuss. If they tried, ask how it went and what they will continue to do. If they did not try, encourage couple to do it this week and report back to you.

Introduction

"Mothers and fathers are both important as partners. Both can provide care, but each brings different perspectives and skills to raising a child. Each can teach the child special things. A mother and father who raise the child together -- parent together -- do the best. When they work together, and agree on parenting rules for themselves, they act consistently and create a stable environment for the child."

Activity

1. *Interviews*

Explain that first, before agreeing on parenting rules for the family, it is important to know each other well, including your hopes and expectations.

Ask the couple to interview each other using the questions you will read (from below). One person starts by pretending to be a radio presenter who conducts an interview of the spouse. After some minutes, they switch roles.

- What do you want for your child in the future?
- What would you like your child to say about you in the future?
- How many children do you want to have?
- What kind of spouse do you want to be?
- What is your spouse's best characteristic, that you want your child to be as well?

Ask after the interviews if they heard any points of similarity or difference? Ask them to discuss differences together to find a common agreement later.

Encourage the couple to continue asking each other questions and learning about each other.

2. *Parenting commitment*

Introduce the idea of parenting commitments. This is a way of confirming the intention to be an involved and committed parent to the child. It can also help to clarify how the two parents agree to work together. For example, some parents agree that they will set certain rules for the child. Some parents agree that when one is having a hard time, the other parent will support. Some parents agree they will listen to the child and respect the child's ideas. Soe parents agree they will not hit their children.

Ask the couple to discuss some minutes together and propose 3 ways that they want to parent and 3 rules for the children they agree upon.

Homework

Ask the couple to continue working together to complete their parenting commitment after more discussions together. Explain that they may need to adjust as the child grows up.

Next Steps

Ask if the couple feels about these new methods, and if they have any questions.

Congratulate the couple for working together to have a strong relationship and be caring and commitment parents.

Inform the couple of the next activity which will be a meeting with young fathers and their wives prior to a community ceremony for the fathers.

6. REAL Father's Group I

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion. Invite the young fathers and their wives.

Time

60 minutes

Introduction

"This group discussion is an opportunity to prepare for the community ceremony for young fathers."

Activity

1. *Discussion*

Ask young fathers and their wives (together or in separate groups) to share what it means to be a REAL father, now that they have completed the program.

Explain that there will be ceremony soon to share this, and their experiences, with the community. Elders, leaders, and families will be invited. At this time, fathers can share their view and experiences related to what they have learned, how they have changed, and what they commit to continue. This will be in the form of making a pledge on the community message board. This will be voluntary; only fathers who wish to speak up should do so. Wives can also share their experiences, if they want to do so.

The reason is that it is good for the community to learn about how much you have learned so that they respect you as fathers and couples and give you needed support. It can also help other fathers who have not yet participated to learn how to be REAL fathers.

Remind the couples that everyone who has taken steps to be involved and positive parents will be congratulated. None of us is perfect; we all can improve. Even those of us who are not perfect can be role models for others and contribute to healthy and safe families and communities. We can also commit to doing new actions to improve our lives.

Show the group the poster below. Explain that at the community celebration, we will ask some of you to make voluntary commitments to be loving and caring husbands and fathers.

Ask for ideas about the ceremony and how the couples want to plan for this event. Who else in the community can they invite? Any special guests they can also recognize for being loving and caring husbands and fathers?

Wege kikome kelo gen ikin gangi wa

Ka yin wego kikome, ket cingi kany:

Kit kwo pa dano iyo malwak ma ikin gangi neno kwede

- ✓ Wego kikome kwanyo cawa me bedo kacel ki min ot-te kacel ki lutino
- ✓ Wego kikome nywako tam dok winyo lok pa dako ne ki pa lutino ne bene
- ✓ Wego kikome pwonyo lutino ne labongo gero
- ✓ Wego kikome miyo cwak me gwoko lutino ne
- ✓ Wego kikome pwonyo lutino ne ki maa
- ✓ Wego kikome mede ki nongo ngec ka doko dano maber kare ki kare
- ✓ Laco ki kome ki maro dok dano paro bedo calo en.

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"REAL fathers bring our community hope."

"A REAL father spends time with his wife and children"
"A REAL father shares and listens to his wife and children"
"A REAL father teaches his children"
"A REAL father helps to care for his children"
"A REAL father disciplines with love"
"A REAL father continues to learn and get better"
"A REAL father is loved and admired"

REAL fathers, sign here: _____

6. REAL Father's Group II

Preparation

Meet with the other mentors to review the session and divide responsibilities on how they will work together to conduct this discussion.

Plan a ceremony that is meaningful to your community. Request a community and/ or traditional leader to lead the ceremony. Consider asking a music, dance and drama troupe to perform. Requesting a leader to talk about positive fatherhood and sign the pledge board along with young fathers.

Prepare the pledge board, and all supplies needed.

Be sure to invite wives and family members to the ceremony.

Introduction

The final group meeting is a community celebration of the young fathers. During the ceremony, the young fathers can make a public pledge and commitment to maintain the changes they have adopted, and continue trying to be REAL fathers. It is an opportunity for the fathers to show the community what they have learned and get recognized by their families and community members for what they have changed.

Ceremony

Reveal the final community poster.

Explain that at this time of the ceremony, we want to give some time to those who want to commit to begin a REAL father: meaning, they will be engaged and loving with their children, but also loving and respectful to their wives.

Invite young fathers to come up and **sign the pledge** board. Each young father can share their commitments with the community about what they will do differently or changes they have already made and will continue to do, to keep their child and family healthy and in harmony.

Mentors and leaders can also sign the pledge board to provide guidance to young fathers.

Congratulate the fathers, and the community.

Also, congratulate and recognize yourselves as mentors!

F. MENTOR RESOURCE SHEETS

REAL FATHERS INITIATIVE

Mentor Resource Sheets

Atiak, Amuru District
Northern Uganda
2013

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REAL FATHERS
RESOURCE SHEET #1

Tips and Tricks to Being a Great Father

1. **Respect your child's mother.**
   When children see their parents showing respect to each other, they are more likely to feel that they are also accepted and respected. They will also grow up to have respectful relationships themselves.

2. **Respect your child.**
   When you talk and communicate with your child non-violently, you show them respect, and they will grow up to communicate their needs and feelings without anger.

3. **Spend time with your child.**
   If you always seem too busy to be with your children, they will feel neglected no matter what you say or how much money you bring to the family.

4. **Disciple with love.**
   Fathers who discipline or correct their children in a calm and fair manner show love and care. Beating leads to fear of fathers, and not respect. As they grow up, children who fear their fathers will not listen and work well; they will only respond to fear. There is no evidence to show that NOT beating a child spoils them.

5. **Be a role model to your children.**
   How you treat your children, your wife and your neighbors is seen every day by your children. Act the way you want them to act, and treat them the way you would want to be treated.

6. **Be a teacher to your children.**
   Engaged fathers use everyday examples to help their children learn basic life lessons. They use every opportunity to guide and teach their children. They don't forget that children learn values and skills by repetition, by having their father teach them the same thing many times.

7. **Talk and listen to your children.**
   Don't just tell your kids what they are doing wrong. Talk to them every day. And listen to what they are learning about life.

8. **Praise your children.**
   Don't call your child bad names, like stupid, dumb, or lazy. Praise them throughout the day for their good behavior and traits. Say things like "Good job listening to mommy;" "I am so proud of how you cleaned up;" "You have a beautiful singing voice!" Praising children makes then know they are loved and helps them gain confidence.

9. **Eat a meal with your children every day.**
   It is the best time for fathers to listen and give advice. It is the best time for children to see that fathers respect both girls and boys equally.

10. **Show affection.**
    Showing affection every day is a great way to let your children know that you love them.

REAL FATHERS
RESOURCE SHEET #2

Train, Improve and Score! Fatherhood is like Football

TRAIN: Prepare yourself and your home for children

- Know what you are feeling and how to cope with whining and crying. Children are a blessing, but crying can also be stressful and make you tired. Know how to deal with these emotions.
- Learn to play with children: Learn songs (lullabies) to sing to your young children; prepare or learn games to play with your children.
- Make sure their sleeping area is safe: your child should have some cloth for covering up from the cold, a bed net to protect from mosquitoes, a dry and clean bed, and the bed should be safe so that the child cannot fall off when sleeping.
- Make sure your home is safe: Anything thing a child can break or put in their mouth which you do not want them to should be put out of their reach.
- Make sure your home and compound are safe: Make sure they cannot pull anything down on their heads.
- Make sure your home and compound are safe: Keep knives and anything sharp are out of reach.
- Make sure your home and compound are safe: Provide soap and practice hand washing at key times (before eating, after using the toilet, after cleaning a child, and before feeding a child).
- Make sure your home and compound are safe: Keep anything poisonous (i.e. paraffin or pesticides) out of children's reach so the child will not get poisoned.
- Prepare your house so your child does not get shocked or burned: Place matches away from your children's reach; make a barrier between and open fire and children; keep children away from the cooking place/fire; keep boiled water out of your children's reach.

IMPROVE: Continue building skills to maintain good fatherhood.

- Get in the game right away or start the practice straight away!
- The earlier you start caring for children and being a part of their lives, the easier it will be for you.
- The earlier you start caring for children, the stronger the bond between you and your child.
- The earlier you starting caring for children, the greater respect they will have for you when they grow up.
- Build your fatherhood skills: give baby or kids baths; wash their clothes; bring them to the health center for immunization and treatment whenever they are unwell.
- Build your fatherhood skills: sing for them and play with them.
- Build your fatherhood skills: hold babies and play with them.
- Build your fatherhood skills: when a baby cries, go to them and pay attention to them.
- Treat sons and daughters equally. Let boys cry. Let girls play football.
- Talk with your wife about what kind of parents you want to be.
- Talk with your wife about what you want for your child's future, and how you will work as a team to help achieve this.
- Make sure you and your partner get enough sleep to be able to attend to the child

SCORE: You've made it! You are a REAL (Responsible, Engaged and Loving) Father

1. **Respect your child's mother.**
   When children see their parents showing respect to each other, they are more likely to feel that they are also accepted and respected. They will also grow up to have respectful relationships themselves.

2. **Respect your child.**
   When you talk and communicate with your child non-violently, you show them respect, and they will grow up to communicate their needs and feelings without anger.

3. **Spend time with your child.**
   If you always seem too busy to be with your children, they will feel neglected no matter what you say or how much money you bring to the family.

4. **Disciple with love.**
   Fathers who discipline or correct their children in a calm and fair manner show love and care. Beating leads to fear of fathers, and not respect. As they grow up, children who fear their fathers will not listen and work well; they will only respond to fear. There is no evidence to show that NOT beating a child spoils them.

5. **Be a role model to your children.**
   How you treat your children, your wife and your neighbors is seen every day by your children. Act the way you want them to act, and treat them the way you would want to be treated.

6. **Be a teacher to your children.**
   Engaged fathers use everyday examples to help their children learn basic life lessons. They use every opportunity to guide and teach their children. They don't forget that children learn values and skills by repetition, by having their father teach them the same thing many times.

7. **Talk and listen to your children.**
   Don't just tell your kids what they are doing wrong. Talk to them every day. And listen to what they are learning about life.

8. **Praise your children.**
   Don't call your child bad names, like stupid, dumb, or lazy. Praise them throughout the day for their good behavior and traits. Say things like "Good job listening to mommy;" "I am so proud of how you cleaned up;" "You have a beautiful singing voice!" Praising children makes then know they are loved and helps them gain confidence.

9. **Eat a meal with your children every day.**
   It is the best time for fathers to listen and give advice. It is the best time for children to see that fathers respect both girls and boys equally.

10. **Show affection.**
    Showing affection every day is a great way to let your children know that you love them.

REAL FATHERS
RESOURCE SHEET #3

Fatherhood Discipline Styles

Father #1: The Dictator

This father is always strict and never nurtures and cares for the children. He leads with control and enforces rules without discussion. He seems to be angry and yelling at the children mostly. His children know what he does NOT want them to do, but they are not clear what he WANTS them to do. The children are scared to ask questions and do not learn to solve problems themselves. He says "this is how I want things done! You must behave and listen to what I say."

Father #2: The Teacher

This father is strict but also nurtures his children when needed. He leads by example and shares teachings/guidance regularly as the children grow up. His children know what he wants them to do and what he wants them not to do. He also allows his children to ask questions on things they do not understand. He says "let me show you the way."

Father #3: The Joker

This father is never strict and rarely nurtures. When he is around, it's all about fun, and he also jokes and makes fun of the children. His children don't know what he doesn't want them to do, nor do they know what he wants them to do. He says "let's just have fun."

Father #4: The Invisible

This father is never strict and never nurtures. He lets the mother take the lead on discipline and doesn't get involved. His children do not know what he expects of them. He says "do whatever Mom says."

REAL FATHERS
RESOURCE SHEET #4

Positive Discipline

What is punishment?

The aim of punishment is to correct a child for doing something wrong. It is based on the idea that children must suffer to understand what they have done wrong, and discourage them from doing it again.

What is discipline?

Discipline means **setting rules and limits** that help a child to behave well. Discipline aims to teach or guide in order to improve a child's behavior in the future.

There are many ways to discipline. It is important to know that physical punishment and violent discipline does not work in the long-term. It does not nurture self-discipline or confidence in children. It does not stop the bad behavior of 'difficult' children. It teaches children harmful ways to relate to their community and school. What works for the child and the family is positive discipline, or "discipline with love."

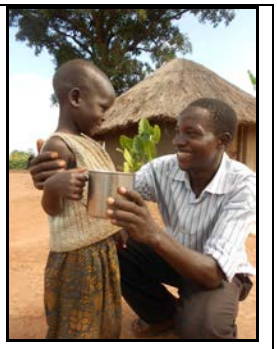
What is discipline with love?

Many parents discipline with love and are effective in teaching their child what is acceptable and what is not acceptable. They never suggest they dislike their child even when they dislike their child's behavior. They are patient, and do not expect everything to change overnight.

This assumes that:

- Children want to behave well, but need help in understanding how to do so.
- Children learn more through cooperation and recognition for what they do well than through punishment.
- When children feel good, they tend to behave well; when they feel bad, they may behave badly.

Discipline with love can be done through:

			
Reward the behavior you want with a hug/pat on the head or playtime	Redirect attention to something else (for example, another thing to play with)	Remove or limit playtime after explaining the reason	Using positive reinforcement, telling a child 'yes' and 'well done' as often or more as 'no' and 'stop'

REAL FATHERS
RESOURCE SHEET #5

Communicating with Children Ages 1-3

Lok ki lutino

Lutino ma mwaka ki tye acel me oo i adek

Respect your child's mother

Play together

Teach your child

Hold and comfort your child

Get on the same level and use a soft voice

Praise your child

Listen patiently to your child

To correct your child, speak firmly without anger

[Photo Credit: Save the Children/Dickens Ojamuge]

1. **Communicate early and often**. Talking to young children lays the groundwork for communication by letting them know they will get a response.

2. **You are your child's role model.** There are many ways to correct children's behavior. Correcting with love, instead of violence or shouting, makes the child feel safe to learn and want to learn and work hard.

3. **Boys <u>and</u> girls need their fathers**. Regular communication is a great way to show your love and care, and strengthen bonds between father & child.

Fathers' teachings last a lifetime.

REAL FATHERS
RESOURCE SHEET #6

When Parents Hit Children

When parents hit their children:

- Children often feel anxious and afraid.
- Children may learn to hide their real feelings from their parents.
- Children may not listen or do their work carefully; they only respond when there is something to be fearful of.
- Children may move closer to another side of the family, and learn from them instead of you.
- Children may feel angry and aggressive, and grow up to use violence themselves.
- Children may learn that violence is the best way to get what they want.
- Children begin looking at their fathers as enemies and run away or hide whenever they appear.

REAL FATHERS
RESOURCE SHEET #7

Kind and Assuring Words Children Need to Hear from their Fathers

I am so proud of you!

Well done!

You are beautiful/handsome!

You are intelligent/brave/creative!

You are kind and thoughtful!

Thank you for helping!

I believe in you/I trust you!

You can do it!

I will always be there for you, no matter what!

You are so special to me!

I'm glad that you are my son/daughter!

I appreciate you so much!

The day you were born was one of the best days of my life!

REAL FATHERS
RESOURCE SHEET #8

Home Communication Conduct

- Your children will do better in life if they have your support as well as their mother's.
- Your children will have less stress if you and their mother value each other.
- Don't talk badly about their mother in front of your children.
- Tell your children often that they should love and respect their mother.
- Show your children how to love and respect their mother through the words you choose to communication with her.
- Save your arguments for the night time when your children are sleeping (or avoid exchanging words when the children are nearby and can overhear).
- If you have a fight with your wife in front of your children, remember to tell them that you love her and them, even when you and their mother have arguments.
- Never tell your children that they caused a problem between you and their mother.
- Discuss important issues with your wife before making decisions so that your children learn that you respect her.
- Listen to your wife every day.
- Don't break an agreement between you and your wife without talking with her first.

REAL FATHERS
RESOURCE SHEET #9

Communication Skills

GOOD COMMUNICATION SKILLS:

- Listen carefully and politely.
- Not interrupting the person while s/he is talking.
- Use open body language to show you are not defensive (which looks like arms crossed) or angry (which looks like scowling face).
- Accept and acknowledge what the person says, regardless of whether or not you agree.
- Positively reinforce the person for their efforts to communicate their ideas, needs and feelings.
- Coming to a mutually beneficial conclusion to a conversation for both people

BAD COMMUNICATION SKILLS:

- Interrupting the person before they are finished talking.
- Not listening carefully.
- Not acknowledging what the person says.
- Being defensive or argumentative.
- Using put-down words or names: dumb, stupid, lazy.
- Telling someone what to do, rather than asking them what they would like to do and finding a compromise.
- Ignoring or giving the silent treatment.

REAL FATHERS

RESOURCE SHEET #10

The Rules of Football versus the Rules of Marriage

How Marriage and Football are Similar

- Football is played in teams, just like a husband and a wife are a team.
- It takes teamwork to play well.
- It takes communication to play well.
- It takes practice to play well.
- It takes trust to play well.
- All team members work together for the same goal.
- Success and failure are shared -- if one person succeeds the others succeed. If one person fails, it affects everyone on the team.
- Every contribution to the team is very important. No one person can do it alone.
- Only a few people are born expert players, most people have to practice hard to get good at playing and we have to continuously practice.
- There are rules to good sportsmanship.
- You never start or leave a game mad or angry. You always shake the other teams hand before leaving and respect the effort they put into the game.
- We appreciate the efforts of everyone on the team.

Good Sportsmanship Rules in Football

- Do unto others as you would have others do unto you.
- Show respect for the others, if you expect it yourself.
- Enjoy yourself and encourage enjoyment for others.
- Take responsibility for your actions. Don't blame others for your mistakes or find excuses for poor behavior.
- Recognize and appreciate good performances.
- Encourage all surrounding people to display these rules and behaviors.
- Show concern for an injured person.
- Win with class. Lose with dignity.
- Win without boasting. Lose without excuses.
- Never use disrespectful or derogatory comments.
- Never make a display of temper when you or someone else is not successful.
- Never laugh or name call.
- Never use profanity or display anger.
- Remember, it's only a game.

Good Home Conduct

- Don't verbally attack the other person.
- No name calling.
- Stick to the subject of an argument and agree to resolve it within 15 -30 minutes.
- Don't bring up past arguments or problems if it has nothing to do with the current argument or issue.
- Work together.
- Keep calm and end the talk if one of you becomes angry.
- Recognize and appreciate all that the other person does each day.
- Respect each other.
- Ask each other a question each day and listen to the answer with interest.
- Show love and appreciation for the other person each day.
- Always be honest with each other.
- Count your blessings as a family.
- Bear each other's burdens.
- Forgive and forget.
- Be kind and tenderhearted.
- Comfort one another.
- Speak the truth and keep your promises.
- Be supportive of one another.
- Be true to each other.
- Look after each other.
- Treat each other like you treat your friends.
- Love each other deeply from the heart.

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REAL Fathers

Pretest Findings

Save the Children in Uganda
March 2013

USAID FROM THE AMERICAN PEOPLE

GREAT

Executive Summary

The Institute for Reproductive Health at Georgetown University and Save the Children are starting the **Responsible, Engaged and Loving (REAL) Fathers Project** with USAID support. The project aims to teach young fathers in Atiak Sub-county of Amuru District in Northern Uganda between the ages 16 and 25 parenting and relationship skills that can help improve the health of their families.

The project will test the effectiveness and feasibility of a mentoring program for young fathers to build positive partnerships and parenting practices and a series of emotion-based messages conveyed through community message boards to catalyze diffusion of reflection on inequitable gender norms and gender-based violence. The project will also develop standardized, reliable measurement methods which incorporate perspectives of the fathers' partners and utilize a rigorous pretest-posttest control experimental design to measure the attribution of changes over time.

To gather inputs in the design of the mentor program and craft tailored, context-specific community message boards, Save the Children conducted a pretest exercise in March 2013. The pretest team facilitated group discussions with 20 young fathers in two parishes of Atiak Sub-county. Additionally, 9 wives of young fathers participated in discussions about couples and parenting.

Fatherhood:

The young fathers see numerous differences between fatherhood in the past and today. Compared to past generations, young fathers believe that they need to have a more involved role in their family to send children to school: "to struggle for school fees for each child". In the past, they said that fathers were able to give all of their sons land and cattle and education was not a priority. Now the young fathers need to find their own way and provide for themselves.

Traditionally in Acholi culture, elders provided guidance to people when they get married and have children. Most of the young fathers said that today they do not get this guidance and support, since many of their parents perished during the war time and other elders have their own growing families to support.

The young fathers want more respect from elders, and feel frustrated that they are still seen as youth, not adults, in the community. As youth, they are still experiencing emotional growth. Some may also be affected from lingering trauma from the war.

Nevertheless, the young fathers take being a father very seriously and want the best for their children. They want their children to admire and appreciate them for working hard and helping them grow up well. Currently few fathers engage in child care, including children's discipline, but most are willing to get more involved. They were able to envision the benefits of this to themselves and their children. The methods of correcting or disciplining children are also changing. Most can identify negative consequences of beating children and instilling fear in the children, but do not have any ideas about positive, non-violent methods that would be effective. They are very open to learning.

Relationships:

Most love their wives and want their relationships to continue, but do not have exposure, knowledge or skills to have a relationship. They are generally happy but may experience instances where he feels he has to show his authority. The young fathers feel that as men they must walk a fine line between showing power and authority in the home so his wife does not overpower him, and keeping his wife happy so she does not leave. Many are not sure how to do this, but want to learn.

For most of the young fathers, this is the right time and age to improve their skills and prevent future violence in the home. They do not have positive attitudes towards violence in the home but may resort to violence over time as issues build up. Nevertheless, there may be trigger events that can provoke words or fighting among the couple. Several gave examples of having made 'home rules' that the couple agreed to live by, and exchanging words when the men did not follow the rules (such as coming home late).

But there is a small number unhappy with their relationships and there may be physical violence in the home already.

Inputs on Mentor Selection and Work:

Young fathers expressed high interest in participating in mentor sessions. Young fathers recommended meeting mentors twice a month: once at home for an individual session and once at the sub-parish meeting place for the group session.

The young fathers identified preferred characteristics of mentors. Foremost is the person's ability to work well with young men, gain and keep their trust and confidence. They also said that the mentors should be able to learn from the training and apply what they learn well.

They recommended that the wives be involved from the start. First, they said that couples should discuss and agree as a couple for the man to participate from the very start, even before he completes the survey. Second, they suggested that the mentors spend time introducing the project and the discussion topics to the couple prior to the first session so that their wives would know what is happening, be comfortable with the mentor coming to the home, and understand when in the process the wives would be included.

Feedback on Community Message Board Concepts:

Young fathers welcomed the idea of community message boards, which they think will give them more credibility in their communities as fathers and adults. They can be placed in the sub-parish community meeting place (usually a primary school) for visibility to the entire community.

Feedback on Mentor Sessions Concepts:

The sessions were generally understood, liked, and deemed relevant to them as young fathers. They also clearly identified the calls to action within each session. In the week following the first discussions,

fathers reported trying new actions at home. Many reported differences with their wives, including helping with household tasks like washing dishes, as well as talking and listening to her. Most also said that they spent more time with their children playing. Although they did not find everything easy, they believed it is useful to continue trying and taking steps to have healthy and happy relationships and homes.

As they had anticipated, some young fathers were concerned about what their friends would say if they found them caring for the children or helping their wives. They knew that the friends would be thinking or judging because they do not know the benefits of such actions, but still felt concerned. Some wanted to engage in peer education to avoid expected situations.

Verbal communication between couples was the most challenging. This may warrant more time and attention by mentors, as well as greater emphasis on non-verbal communication signals.

The wives reported some differences and generally felt pleased with the changes. However, some of the women wanted their husbands to change more, and faster, than the men were willing or able to do leaving them disappointed.

Conclusions:

Young fathers who participated in the pretest expressed high motivation to learn how to become better fathers and husbands. They want to be equipped to raise their children to grow up healthy, well fed and educated. Traditionally as new husbands and fathers they would get such guidance from elders, but this practice no longer exists due to changes remaining from the war. They also recognize that fatherhood today is different than the past. They said that today fathers must struggle for school fees to send each child to school and provide material things like clothes. Also, unlike the past, many are not supported by or living with extended families, and must make it on their own.

Nearly all of the young fathers in Atiak who participated in the pretest care a great deal about their relationships and want to stay married. Some have started to pay the bride price. However, their stories suggest that the relationships are not yet stable. These relationships may break up during the course of the project and research. Their experiences suggest that the couple is still getting to know each other, finding out how to support themselves, and under numerous pressures as they grow into adults.

The topics proposed through the review of global best practice were understood, relevant and interesting to them. The young fathers also demonstrated willingness and ability to make changes in how they interact with their children and their wives. Their input is being used to tailor global recommendations to the local context in Atiak to improve parenting and relationship practices among young men, and thus reduction in violence within families.

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Project Introduction

The Institute for Reproductive Health at Georgetown University and Save the Children are conducting a project called Responsible, Engaged and Loving (REAL) Fathers Project with USAID support.

The project aims to teach young fathers in Atiak Sub-county of Amuru District in Northern Uganda between the ages 16 and 25 parenting and relationship skills that can help improve the health of their families. The project aims to:

1. Test the effectiveness and feasibility of:
   - A mentoring program for young fathers to build positive partnerships and parenting practices;
   - A series of emotion-based messages conveyed through community message boards to catalyze diffusion of reflection on inequitable gender norms and gender-based violence.

2. Develop standardized, reliable measurement methods which incorporate perspectives of the fathers' partners.
   - This research will utilize a rigorous pretest-posttest control experimental design, including randomization and control groups to measure the attribution of changes over time, reliable and standardized measurement methods which safely collect information.

Methods

Pretest Participants from Save the Children

Dickens Ojamuge, REAL Fathers Project Specialist
Denis Eluk, REAL Fathers Project Officer
David Onenchan, GREAT Project Officer
Lisa Sherburne, GREAT Consultant
Joel Odokonyero, Interpreter and Researcher
Brad Kerner, remotely reviewed and commented

Participants from Atiak Sub-county

- 19 young fathers between 16-25 years-of-age who have children 1 to 3 years old (and younger)
- 10 young mothers 16-25 years-of-age who have children 1-3 years old (and younger)

Location

Pretests were conducted in two parishes of Amuru District, Atiak Sub-county: Parwacha Parish and Pupwona Parish.

There are 8 parishes in Atiak sub-county. Each parish has two sub-parishes (for a total of 16). Each sub-parish has approximately 5 villages, spread apart between 1 to 6 km. Each sub-parish has a common meeting ground, and each village has a meeting group. The meeting grounds are usually at a primary

school. The sub-parish has an LC1, the lowest level political official, and villages have a Rwot Kweri, a traditional leader. The project team will prepare a diagram of the administrative structure of Atiak Sub-county.

Amuru is a relatively new district, carved out from Gulu. Atiak sub-county is in the north along the border with South Sudan. A parish at the northern border has trade with Sudan, while others are focused on subsistence farming.

Acholi people in Amuru are Lamogi. Lamogi were the only ones who were not colonized during the British occupation, due to the Lamogi Rebellion, an important event in their cultural heritage and pride.

Amuru District has made news recently. Lamogi elders officially declared war with the Government of Uganda in July 2012 because the Government sold communal lands for sugar cane farms and other agribusiness. Although the disputed land is not in Atiak Sub-county, it bolsters the area's desire for independence and reflects their willingness to fight.

Denis Eluk, Sr Project Officer, worked with sub-county officials to select two parishes for the pretest. In each of the parishes, he discussed the needs with Community Development Officers (CDOs) and Local Council I (LC1) leaders, and visited homes. Home visits were required because the CDOs and leaders had other ideas about who could participate. They expressed great interest in the project and helping young parents. There is recognition and concern about the high level of break-up of young couples.

Also, the leaders did not know the ages of young fathers or the ages of children in the homes. The leaders also did not know whether children in the homes are biological children or children of the mothers with another man, or relatives' children being cared for by the couple.

The young fathers who met project criteria were invited to participate. Half were asked to bring their wives.

Denis Eluk inviting young fathers to the pretest at their homes

Focus group discussions were utilized to test concepts for community message boards and mentor curriculum sessions with young fathers, elicit their feedback and gather additional inputs from young fathers and their wives.

The discussions lasted approximately 2 hours with each group of 5 young fathers on the first day, and 2 hours with each group of 8 to 9 young fathers and their wives on the second day. The following week, the team returned to talk with the same groups of young fathers and couples. Discussions were conducted in the Acholi language.

Interviewers used semi-structured discussion guides to ask questions, test ideas for activities and community message boards, and gather input from participants. The discussion guides were developed from a review of literature and international curricula and materials on parenting and fatherhood, as well as a review of the GREAT formative research findings on violence, by the Institute for Reproductive Health (IRH) of Georgetown University and Brad Kerner, Adolescent Reproductive Health Advisor, Save the Children, and Brad Kerner's concept development for young fathers.

As group discussions were used, rather than individual interviews, personal behaviors were not discussed in the groups. The discussions aimed to understand young father's perceptions of general practices among people like them in their communities, as well as elicit their ideas for the project and the community message boards.

Dickens Ojamuge, far left, and David Onenchan, far right, with young couples

Context

Fatherhood Today

Young fathers are highly motivated to participate in REAL fathers.

Young fathers welcomed this project for several reasons.

1) No one teaches them about being a father or husband. They have to learn on their own.
2) They see that children these days need more involved fathers (to ensure that the children get educated), and they want to help their children succeed.
3) They do not get the respect from community members and relatives that they would like. They are youth, between childhood and adulthood, and think learning about being a real father will help them be seen as adults, and more respected.

"It's entirely upon me. Things have totally changed."

The young fathers believed that they are living in a very different time from the past – from their parents and grandparents. They said that in the past, people lived for the sake of living. Resources were plentiful, including land and cattle. Every child received a share of the resources from the head, and could easily set up their own family. (They all talked about the past as pre-war; they preferred not to mention that time).

They see that times are now different. Today, young fathers described a shortage of resources to give children, many people in their parents' generation perished (including many of their own parents), and the others have many young children of their own. These changes affect family and community dynamics. No longer do children get land and cattle; they have to make their own way. *"It's entirely upon me. Things have totally changed. Now our parents are not there… young men used to be supported in the past."*

As a result, young fathers were generally focused on the present and future. They said this is the start of their life and journey.

Nevertheless, many of the young fathers expressed disappointment with the destruction of the social fabric that connects the generations. Young fathers recognized the central importance of community relationships, particularly with elders who traditionally provided guidance to young people, and that it is now missing. They repeatedly noted a desire to be respected and supported; without this they have some insecurity (for example, in case of a wife returning to her family they would not be able to get her without an elder's support).

Some described feeling actively rejected; one said, "elders abuse us and rebuke us for try to attend community meetings."

Young fathers said that no one teaches them about being a husband or a father. Although traditionally couples would get guidance from elders when they married, this no longer happens. They lamented that

they no longer live at home to get advice from family members. When asked about who they admire, or want to emulate as fathers, they recalled their grandparents' styles (related to teachings, not discipline styles.)

A couple of the young women said that they get guidance from their mother-in-law or an old lady who lives nearby. In the case of the older lady, she intervenes when she is concerned about how the young mother is caring for the infant.

Young fathers felt that fathers have an even more important role to play in their children's lives than before. "*Things are different now. Fathers must be involved to struggle for school fees*." In the past, not all children had to attend school. Now, people believe that without education a person cannot get anywhere. All children need to be educated. The role of the parents, especially the father, to pay the fees related to school is vital to the child's future (both girls and boys).

They also cited the increasing use of alcohol in communities as a change from the past. They shared examples of their peers whose marriages have broken due to the men's drinking.

Fatherhood is their purpose in life

Many of the couples have more than one child, and/or their wife is pregnant again. The children are generally the reason for being in a relationship as they got married because of pregnancy or in order to have children. There are often more children in household than the man's biological children. Some of their wives may have come to the relationships with children from previous relationships. The discussions focused on his biological children, due to the project aims.

Young fathers believed that gaining knowledge, respect and power would make them the type of husbands and fathers that they want to become. They also want to be people who are known to tell the truth.

They said that children are their legacy for the future, and their purpose in life. Everything they do and will do from now on is for the sake of their children.

They described the type of fathers they want to be. They talked about being a role model for children, by struggling, working hard, providing for the family and paying their school fees. They should say, "*My father struggle a lot to pay for my education*."

They talked about having a good reputation and being recognized positively. *"My children should be proud to say, this is my father."*

Other young fathers echoed this sentiment. One described his wish as "*I want my child to appreciate me for what I will have done. I can't say what that is now, but I am trying to build it. I want to be 'lapit', the one who feeds my children and makes them grow up*." Another shared, "*My children should say that I brought them up in a good way, I am hardworking, and that I was able to give them an education*."

One said that he wants his child in the future to say, "*Baba is the one who made me the way I am. Baba showed me the right way*."

A father wants his child to get something tangible from him. He wants his child to be able to say in the future, *"Muzee bought for me a goat."*

Another wants his child to recognize him for being peaceful and be able to say, *"Baba never liked beating people."*

When asked what they want for their children, young fathers said that they want children to be healthy, well fed and good-mannered. Some said that they want children to listen to teaching (of parents) and do well and be educated.

Young mothers said that they want children to listen well, have a better future, and get educated.

Motivations and challenges to becoming a caring father

Young fathers were excited about the possibility of learning how to be better and more caring fathers. They believed that there would be numerous benefits that they would gain from more knowledge and skills related to fatherhood. They realized that it would strengthen bonds with the child, increase their understanding of the child's life, and strengthen their child's trust in them.

Some also thought that being more caring would keep their children aligned toward them, rather than moving closer to the maternal side of the family. This would ensure that they could teach the child their own values and beliefs, rather than let the child learn others'.

While fathers do not get involved with the children now, they would like to do so. They would welcome praise from their wife and others about how they are taking care of their child.

However, some were concerned about what other people would think and say about them for showing care to children. They anticipated that people will think that he is spoiling the child, and making the child 'hopeless'. They especially worry about what their friends will think and say, and if their masculinity will be called into question.

One group engaged in a values clarification exercise. When asked if fathers can bathe a young child, over half felt that it would be fine, especially if it is a boy or a girl under 3 years, while the others were not sure. When asked if men can cook supper while a mother plays with the child, half said that would be fine as long as there is agreement among the couple. The others worried what their friends would say if someone saw them do this.

Children's discipline methods are also in transition

Currently, most of the young fathers said that they leave family matters to their wives, including the discipline of children. (It is important to note that they have very young children and it is possible this would change when the children are older).

The young fathers reflected on changes in how children are disciplined. In the past, they believed that families did not think much about the children's future, and the emphasis was on instilling respect (ie fear) in children of elders. Another big difference was the discipline was a collective responsibility. One recall being beaten by an elder brother for not going to the borehole, and he said that the pain taught him about hard work. Another recalled refusing to go to school and was caned by a relative, but then given a biscuit. He remembers liking the biscuit and then going to school.

Some said that they learned proper ways of acting through actions embedded in traditional dances, such as courtship.

Today, they said, children's futures and rights are considered. Now children get clothes, health care and are not disciplined by just anyone; nobody tries to interfere with children. It is all the parents' responsibility.

They recognized advantages of each style. Now children are healthier, but they have become unruly and 'big-headed' and individualistic. The dances today are immoral and do not teach children how to act.

Fathers are not sure how to best discipline children as they grow up. Young men who were disciplined through beating when young said that it is natural that they would expect the same for their children. One talked about what he sees in a brother's home. When children refuse to go to school, the father threatens their mother. The mother cries, and then children do whatever the man wants without actual hitting.

They all know some negative consequences of shouting at or beating children. They said that if children fear their parents, they would not listen or work well. They would play until they see you, and then run and do whatever it is they were supposed to do. But if they are not fearful, they will listen and work carefully. They also said that it is not uncommon for a child to be taken away if a parent beats a child too much.

Young fathers feel pressure to maintain their family.

Young fathers described a number of issues that that the face. Many, if not most, are making their own way in life. They are starting and providing for a family without support from family members. Traditionally they are used to being able to go to elders, such as uncles, for guidance and (financial) support. Many said that they do not have such relatives anymore, or these elders have young children of their own to support.

Yet they see the increasing need to earn money to provide for their families, especially school fees to educate children who are quickly growing up.

Underlying this pressure, and all of their goals in life, is their desire to keep their family together and in harmony.

Relationships

Relationships are very important to most of the young fathers.

The young fathers who participated in the pretest are generally in new relationships, in the early phases, and very much in love, with several notable exceptions. Among the participants, they had been together on average 2 years, ranging from 1 to 4 years.

These relationships were based on attraction between the couple. When asked to describe their wives, most of the young fathers said that they appreciate that their wives are hard-working, caring and loving to them and the children, and listen well. Some said that their wives are likable people, work well with him as a team, and help earn money for their household. One mentioned his wife's beauty. Another said that his wife was made for him because she is tall like him and just makes him happy whenever he sees her. One shared his wife is like his mother; she takes care of him just like his mother who passed away a few years ago.

The challenges that they face with their wives primarily revolve around control of household resources. Some wives give things to other people without asking him for permission. Others said that their wives do not agree with him when he wants to sell something (such as grain). The men want to be the authority over household resources, while traditionally women are the custodian of these resources.

A few also talked about health and social challenges. One complained that his wife often falls sick, while another worries that his wife overworks. One said that his wife is too submissive in the community. When probed, he explained that she does not tell him about abuses she suffers at the hands of others.

A couple of the young fathers were unhappy with their relationships. They could not express much about the relationships, but essentially felt that they are useless.

Relationships are new, and often unstable.

In Acholi culture, the traditional marriage process can be completed over time. Often not all of the requirements are fulfilled. Many of the young fathers said that they have received a letter from their wife's family to initiate the traditional marriage process and pay the bride price, a sign of respect for his wife and mother of his children. A few of the young men had already made a first payment, '*ayenga*', to initiate this process.

In general, the longer a couple stays together the farther along in the marriage process they may be. However, participants in the discussions who had made an initial payment had been with their wives the shortest amount of time, approximately a year.

Regardless, the young fathers repeatedly made reference to the fact that the relationships are not solidified or stable. The women can easily leave if they are not satisfied or not well treated. A fear is

that if the wife leaves, she will take the child(ren). (The research team clarified that a man can bring the children back to his house when the children are older.)

It is not difficult for wives to leave if not happy, and have multiple options. Women could go to one of their relatives' homes or another man's. If she returns to her home, he would need an elder to go and negotiate getting her back. Many of these young fathers do not have elders who would support them in this, leaving them feeling insecure about the future. If a woman leaves, she would take the children. (Some young fathers have wives who brought a child from a previous relationship).

A woman could also go to his family and he would get rebuked and fined Uganda Shillings 5,000 to 10,000. In case others do not think that he cares for his family well, the child could be taken away.

They described a delicate balance to reach with their wives. While being concerned about being too strong, and chasing a wife away, they also worry about being too soft in the relationship which 'allows the woman to become more powerful and makes him uncomfortable'. They said that this situation leads to the man drinking, and feeling high emotions (ie potential violence).

However, acceptance of beating a wife was very low. During a values clarification exercise, when asked about if it is ok to beat a wife when coming home drunk, one young man said that it is acceptable if she greets him rudely. The others disagreed.

Wives' participation in the project was a source of concern for the young fathers. They asked for group discussions with the wives' of young fathers first, prior to any mentoring visits. This is because the wives may feel uneasy about the mentor coming to the home and only talking with the man. One said, "*Sometimes women think differently than we do, and may misunderstand what is happening*."

Some also felt that it would be difficult to try anything new if their wives were not already on board. As one explained, "*My wife would either leave me, or tease me back to the old ways*."

Motivations and challenges to becoming a caring husband

Most of the participants were interested in learning skills to become a more caring husband. They felt that this would enhance togetherness and respect, and create a strong relationship. Most want to stay in their marriages and truly love one another. Yet they know that they have differences and challenges.

They realized that "*little things can make a relationship go crooked*," and they want to learn how to avoid that.

While they do not express love to their wives verbally, they described how they show love to their wives on a daily basis. Most mentioned that they buy things for the house, such as soap, and provide food. Some said that they show love by chatting with her, coming home in a good mood, having sex, and speaking the truth. One young father said that he accompanies her to the health center to be able to ask questions and explain things to the health workers since she is too shy.

Some of the young fathers cautioned that if they are too caring, their wives may get too proud or overpower them. They would then feel uncomfortable in the relationship, and may get too emotional (ie violent).

A few said that this may not work in their relationships because women love men who demonstrate masculinity. And they felt that being caring would not make their wives respect or like them more.

Some worried what their friends would say, who may misunderstand the mentoring program, and say, "So, *you didn't know what you were doing all this time*."

They currently show care to their wife by providing things (ie soap) for the home. A few help with housework, and garden work. Some help with children. When asked about other possible ways that they could show care, they said that they generally do not: greet her in the morning, keep her informed about where he goes, or spend time with her. Regarding spending time together, they explained that it just depends upon the man's mood. But they seemed open to this recommendation, and to talking more.

photo credit: Dickens Ojamuge

SRH Service Needs

When asked about how many children they want to have, couples had different ideas. The husband wanted one more child than the wife (for example, one father said that he wants four children while his wife wants three). They agreed to talk about this and come to agreement. They may benefit from linkages to services.

Violence

In general, young fathers did not hold positive attitudes toward physical violence against their wives and few talked about violence in the home. (This is consistent with the GREAT baseline findings.) They were concerned about having the power and authority in relationships, but most also wanted to avoid conflict and maintain harmony and the relationship. They described exchanging heated words sometimes.

Even in these couples, there may be instances that trigger some type of reaction. It may be physical violence against the wife, a threat of violence, or a scuffle (when both parties react and hit each other, but not seriously). Situations that were mentioned as triggers included when a wife greets her husband 'rudely' when he returns home and/or when a wife questions where her husband has been when he returns home. For some couples, these may happen but not recently (ie in the past 3 months), but could be documented within longer time frames.

It is possible that over time when relationships are more solidified and more stress comes up, things may change. If that is true, the couples together longer may experience more physical and verbal violence.

Among a small proportion of couples, however, it is likely that there is regular verbal, physical and/or emotional violence. Two of the young fathers who were in unhappy relationships did not hold negative attitudes toward violence, and alluded to reacting with high emotions to certain situations. These relationships may not last the duration of the project. There were also two young fathers who said that it would not be acceptable for their wives to call a foul (in the context of yellow cards), suggesting that if their wife tried to equalize the power imbalance in the home, they would address it.

Alcohol abuse is widely known to be harmful, but influenced by peers and stress

The harmful effects of alcohol are widely known in these communities. The young fathers listed some consequences of getting drunk, including spending family money, violence and conflict in the home, and not having a clear mind. Drinking responsibility gives them a better handle on their money, their home and their minds. It also helps them achieve their life goals.

They want to have a proper home, with respect, and realize that drinking too much would take this away.

Some said that the exercise on alcohol in a mentor session is welcome, even if they do not drink. They said that it is good to "*start from me as a person*" to help others stop drinking.

There will be some young fathers who drink too much. They said that this is not because they lack awareness, but because of the influence of friends, and/or because of too much stress and pressure.

photo credit: Dickens Ojamuge

Feedback on Plans for Mentor Sessions and Message Boards

Input on Mentors

The young fathers suggested mentors with the following characteristics:

- Can translate learning into practice
- Talks without fear
- Strong-hearted, not easily swayed
- Does not judge them or discriminate against them
- Loving
- Works with a passion
- Good listener
- Good timekeeper

photo credit: Dickens Ojamuge

As long as mentors are endorsed by the young fathers, the mentors will be accepted. The young fathers were not concerned about the person's age or level of education. But, if someone educated could be non-judgmental and work well with them as youth, then they would be welcome.

In general, the young fathers recommended meeting with mentors twice a month. Although some said that they would participate as often as sessions are available, even every day, they agreed that twice a month would be ideal, including an individual session and a group discussion. Most said that the day and time could be scheduled with the mentor, but suggested mid-day after garden work or other work in the morning.

They said that individual sessions could be at their home, to ensure privacy, and group discussions at the sub-parish meeting areas.

During the pretest sessions, they received lunch. When told that they would not receive any monetary or in-kind gifts or reimbursement for participation, they wholeheartedly agreed. As one young father said, "*we cannot put a price on our children's future*."

Input on Community Message Boards

The young fathers who participated in the pretest felt that community message boards would be interesting and useful.

Their initial reactions focused on the opportunity for message boards to improve their reputations and credibility with community elders. They said that community elders currently perceive them to be youth (traditionally regarded as children), and do not give them the respect they feel that they deserve.

They also realized that message boards would help their friends understand their new, more caring actions at home and convince their friends to also try these new actions. After the couple communication session, some of the young fathers thought that a message board could help them express love to their wives, which they cannot say with words.

The young fathers preferred photos over illustrations because they think photos would be more believable and illustrations would look like cartoons for children.

All of the participants believed that the best place for a message board would be at the sub-parish communal meeting place. The meeting place is usually a primary school. In one case it is a non-formal education center because the primary school is still under construction across the road. The primary schools are also a source of a borehole, so women often spend time in this location.

Teachers' homes adjacent to primary school (shown in background on right)

A board with a slight roof and an acrylic cover over the place where the poster would be affixed would work well. This would allow posters to be protected from rain, be rotated, and serve as a place for other community messages and announcements.

Given that many of the primary school children live with relatives or single mothers, but would really want a caring father, the project team may want to discuss the implications on these children of having message boards promoting fathers. It may still be fine to continue with the plans, but perhaps some orientation could be given to the primary school about finding and establishing connections with a caring adult, not necessarily a father.

Overall Feedback on Session Plans

Young fathers were eager to learn and participate in the sessions. They expressed interest in all of the session themes. They felt that the topics were relevant to them as young fathers, and identified the new actions the activities were asking them to try at home.

The sessions were generally appreciated. They preferred the interactive or challenging activities that made them move or think critically, compared to reading letters or stories. For example, they enjoyed values clarification and blindfolding exercises that made them move. If stories are included, allowing them to add elements to the ending, or including riddles (or something to make them think) would increase their interest. They would also like role-plays, but only if they could find a private space to perform.

Nearly all of the young fathers who participated in the first round of group discussions returned the next week for follow-up meetings. They reported trying a number of actions in the week after the first discussions, including getting more involved in child care and household chores, reducing alcohol consumption, and sharing money that they earned. They said that all of these actions felt fine, except sharing their earnings. This felt 'painful', but they said that they would continue because they know it helps with the welfare of their children.

Discussions with the wives after one week generally confirmed the changes. Most of the wives reported feeling closer to their husbands.

However, after the first discussion, two of the wives felt that they should no longer accept their husbands returning home late without explanation. They decided to withhold supper, and the men did not agree with this. In one case, the man asked neighbors to talk to his wife and she eventually agreed to give him supper. In the other case, the couple scuffled. While mentors will not be meeting with couples as a group, so this exact situation may not reoccur, it does raise an issue that mentors will need to address – women will expect faster change than men may be willing to make.

Feedback by Session

SESSION 1: *Fatherhood & Masculinity*

Individual Mentoring Session

- *Purpose*: Reflect on differences between how fathers were in the past and what kind of father he wants to be. Relate this to his ideas of masculinity.
- *Activities*: Visioning exercise about how he wants to be as a father, discuss benefits of his vision/ being a new type of father; Read letter.
- *Homework*: Talk to your wife about your vision. Ask her to talk about her vision.

Group Mentoring Session

- *Community message board: "*My son is a REAL[1] father!" Elders admiring a young father with his child. "He works hard", "He cares for his children financially and emotionally" "He disciplines without violence to have a peaceful home"
- *Activities*: Discuss what it means to be a REAL father and share personal visions, related to masculinity.

Individual Mentoring Session

Theme: The young fathers liked the idea of talking about fatherhood and masculinity. They enjoyed thinking about how they want to be as a father, and how they will be able to do this.

However, they did not feel that comparing themselves with fathers in the past was not meaningful to them because the context of raising children today is so different. When thinking about fathers in the past they imagined pre-war/ pre-camp time. (The young fathers were not open to talking about the time in the camps, during which time many of their parents and that generation perished or left). In the past (their grandparents generation or earlier), they explained that families had land and cattle resources, and fathers did not get very involved in their children's lives, and did not have to struggle to pay school fees, unlike today. Also in the past, the fathers usually left the responsibility for caring for and disciplining children to mothers. Therefore their focus is on today, looking toward the future.

Activities: The visioning exercise worked well, and they agreed to share their vision with their wives. Some said that they would share with their wife that afternoon.

The story/letter from the activity card did not engage the participants' interest or feel relevant to them. They explained that people do not write letters these days (except to ask for the traditional marriage bride price, which may not be a welcome letter to them). Also, most of them do not have uncles who provide guidance or support, and they would not question a father like that.

[1] 'Real fathers' can be translated into the Acholi language as '*wege ki kome'*. This invokes the issue of responsible, whereas Great or '*oketa*' invokes achievement.

Group Mentoring Session

Community message board: perfect as proposed. A poster with elders admiring a young father was very welcomed. They felt that this image would help them get the validation and support from elders that they want. It would also help their friends understand why they were making changes.

- *Main caption: "*My son is a REAL father!"
- *Image*: Elders admiring a young father with his child.
- *Text:* "He works hard", "He cares for his children financially and emotionally", "He has a vision for his children's future and works hard to achieve the plan," "He disciplines without violence to have a peaceful home."

Activities: A wang-oo (fire) would be an interesting way to bring the mentor's groups of young fathers together, share their visions of fatherhood, and experiences about changes they made since individual sessions.

Group commitment: The young fathers would be open to making commitments to:

- Take steps to achieve their vision
- Care for his children
- Have a peaceful home
- Support each other to raise children

Follow-up Discussion

One week after the first discussion about this session, five young fathers shared their reflections. They said that they told their wives about the discussions and their vision for fatherhood. This helped their wives to understand the changes they saw in them. They reported helping more with household tasks, such as washing dishes, and caring for children, and talking more to their wives.

SESSION 2: *Tips and Tricks to Being a REAL Father*

Individual Mentoring Session

- *Purpose*: Practice nonviolent parenting skills and discuss how they feel about these new ways of parenting.
- *Activities*: NMPA card: Disciplining children story: "Advice for my children" - (letters from wives) Advice about loving our children: Letters from uncles to new fathers about how to be better fathers. Discuss tips for nonviolent reactions
- *Homework:* Practice good labels when disciplining children

Group Mentoring Session

- *Community message board: "*My son is a REAL father!" Elders admiring a young father with his child. "He works hard", "He cares for his children financially and emotionally" "He disciplines without violence to have a peaceful home"
- *Activities*: Role play of father helping with child care

Individual Mentoring Session

Theme: The young fathers showed great interest in this theme. They wanted to learn as much as possible to be a good father.

Activities: Letters were not engaging for young fathers. They would like a values clarification exercise with the same content, or a bucket exercise like Brad created for the mentor training. Also, a handout would be very appreciated.

While fathers do not usually get involved in disciplining or teaching young children, it is something they could discuss with their wives to be able to work as a team. They identified ways that they could get more involved with child care, including holding the child, playing with the child and talking with/ teaching the child. Some felt that they could also bathe the child.

Their children are too young for them to be able to apply the recommendations of using positive labels. But they agreed to try showing more care for their children. They did not have many ideas about how to do this (initially interpreting it to mean providing gifts such as candy), but are open to learning.

Group Mentoring Session

Community message board: The concept of children talking about their fathers in the poster was very liked by the young fathers. They said that this would help to reinforce new ways of showing care for their children, and learning how to be better fathers.

- *Main caption: "*My father is a REAL father!"
- *Image*: Children (3 -10 years?) admiring their father and/or split screen
- *Text:* 'My father teaches me', 'My father knows me,' 'My father comforts me', and 'My father plays with me', 'My father loves (or works hard?) for me.'

Activities: The proposed activity of a role play of men helping women with child care would be interesting for the group, but they expressed concern that a lack of privacy could make them reserved. If the role play is not possible, a group values clarification with discussion would be interesting for them.

Group commitment: The young fathers would be open to making commitments to:

- Be more involved in child care
- Teach child values
- Communicate regularly with child
- Have a firm but peaceful reaction if the child does something wrong

Follow-up Discussion

One week after the first discussion about this session, five young fathers shared their reflections. All of them reported spending more time with their children, playing and 'sharing teachings' their children sometimes. They found that playing makes the children happy, and they receive bigger welcomes from the children when they come home now. One said that playing with his child makes the child happy, and so it makes him feel happy as well.

Other changes included sitting down to talk with children and carrying /holding children more. One said that he did whatever the child wanted. Another said that he came home every day with something (like candy) for the child.

Some expressed (continued) concern about what other people would think about this greater involvement in child care.

photo credit: Dickens Ojamuge

SESSION 3: Future dreams for my family

Individual Mentoring Session

- *Purpose*: Form a vision for the future and then do an activity to show the effect on alcohol in reaching this vision
- *Activities*: Spin and walk: Compare how alcohol affects visions of the future.
- *Homework*: Stop after three drinks and practice what you will say to your friends to get out of drinking more

Group Mentoring Session

- *Community message board: "My Neighbor/Friend is GREAT!" [Concept*--"You are not being judged, you are being admired"] "I wish I could talk to my children the way he does" "He loves his kids, and they respect him for it" "I admire the way he disciplines his kids without hitting" "He does not drink to the point where he cannot control himself"
- *Activity:* Review homework, or spin and walk again as a group

Individual Mentoring Session

Theme: Participants enjoyed the spin and walk exercise and discussing the effects of alcohol. They said that even if they do not drink alcohol themselves, it is good to know about its effects. Attitudes were overwhelmingly negative toward getting drunk, and they identified impacts on the family budget, peace in the home, and having a clear head.

'Spin and walk' exercise during group discussion with young fathers

Activity: The main barriers to reducing alcohol intake are related to stress (they said that drinking is an escape/ coping mechanism) and peer influence. A values clarification exercise or a discussion on these topics would be welcome.

Homework: Practice what to say to friends to reduce alcohol intake, and stress management techniques.

Group Mentoring Session

Community message board: A message board illustrating friends and neighbors admiring the young fathers was interesting to them. The concept of friends admiring them rather than judging them was very appealing. However, they are not sure how they would know if this is true unless a friend says something. They were confident that the judgment was coming from a place of jealousy and lack of understanding.

- *Main caption: "*My friend is a REAL father!"
- *Image*: Friends admiring a young father playing with his child.
- *Text:* 'He drinks responsibly,' 'He does not drink to the point where he cannot control himself' *'*He loves his children, and his children love and respect him.'
  or
  'My friends admire how I treat my family,' 'My friends and neighbors learn from me', 'My friends admire the type of father I am'
  or
  'I wish I could have a relationship with my children like my friend' 'I learn about being a REAL father from my friend,'

Activities: Values clarification on stress management and making personal decisions (resisting peer pressure). Discuss the concept, "You are not being judged, you are admired."

Group commitment: young fathers would be open to making commitments to:

- Release stress in active and healthy ways
- Support each other to achieve their plans and goals, including drinking responsibly
- Support each other to continue making changes to be REAL fathers, even if they do not get immediate support from friends and neighbors

Follow-up Discussion

Five of the young fathers reflected on the session one week later. Most said that they tried new things to improve their relationships since the discussion. Several said that they started greeting their wives in the morning. Most reported less tension and conflict between the couple, but said that sometimes they still exchanged words occasionally.

Most of them also reported changing how they shared money that they earned. One young father said that he was saving more money. A couple of the young fathers said that they saved money by reducing the amount of alcohol they drank.

One of the young fathers appreciated the changes he has made. He said that even the neighbors see him drinking less and feel that it is a call to them to also 'live well.' He is now striving to be a model for others.

Several of the young fathers shared more of their earnings with their wives. One said that he earned Ush 10,000 ($3.85) and gave Ush 8,000 of it to his wife. Another got Ush 5,000 ($1.92) and gave Ush 1,000 to his wife. They said that this was 'painful and challenging' because parting with money is not something they are used to. However, they realized that being more responsible with money is good for their children and families.

SESSION 4: *Loving my wife, loving my children, loving myself*
Individual Mentoring Session • *Purpose*: Understanding their feelings, learn to express /talk about feelings, react in a constructive (non-violent way). • *Activities*: GREAT activity cards for NMPA- Advice on solving problems card: two short stories, both in which the man is violent. Communication postures (body language) • *Homework*: Practice communication with wives Group Mentoring Session • *Community message board: "My husband is GREAT!"* He asks my opinion", " He uses loving words instead of violence with me and the children" • *Activity:* Review homework

Individual Mentoring Session

Theme: The topic of this session was well–received. They would like to learn more about communication and develop skills.

Activity: Advice on the cards was fine for young fathers, but more active activities would be more interesting for them. They would like activities to help them understand and develop skills in communication, conflict resolution and showing love.

The focus of this session could be a reflection on power dynamics, and how more balanced power and relationships benefit the man and the family. Then basic concepts of communication could be practiced to prepare for the coming couple session. Additionally, here the specific situations that cause tension in the relationship could be addressed (ie how a man is greeted when returning home, managing household resources) so that they could prepare responses.

Homework: Practice communication and showing love, and responding calmly to certain

situations. Group Mentoring Session

Community message board: This board was fine for the young fathers.

- *Main caption: "*My husband is a REAL father!"
- *Image*: A wife admiring a young father holding their child.
- *Text:* 'We parent as a team.' 'We work together.' 'He discusses important issues with me.' 'He spends time with me and the children.' 'He shows care for me and the children.' 'He uses soft words instead of violence with me.'

Activities: A values clarification exercise and/or role play would work well (especially if they can find privacy for the role play). They could discuss conflict resolution and non-violent options for how to respond to certain situations.

Group commitment:

- Get more involved in household activities
- Spend free time with wives, chatting and listening
- Prepare to respond calmly to situations that may arise

Follow-up Discussion

Five of the young fathers reflected on the session one week later. Most said that they tried new things to improve their relationships since the discussion. Several said that they started greeting their wives in the morning. Most reported less tension and conflict between the couple, but said that sometimes they still exchanged words occasionally.

Some said that they shared these changes with friends and were received positively.

One young father said that he helped his wife with peeling potatoes. He said it was hard, but it made his wife happy. He agreed to continue making changes gradually.

Another said that he brought his wife water for her bath after they returned from the garden and she said that she was very tired. He further recounted that he warned her that she should not be pretending to be tired, which would not be all right.

SESSION 5: *Couple Communication*

Individual Mentoring Session

- *Purpose:* reflect on and practice couple communication
- *Activities*: Blindfold husband. Place object in the distance and a few obstacles. Wife communicates to direct him to get it. Repeat with wife blindfolded and husband directing. Debrief on their communication patters and how they felt about the way they were directed. Additionally, introduce the "Red CARD" for men to give to their wives as a way to remind them when they are not using non-violent behaviors so they can both stop and talk.
- *Homework*: Practice communication

Group Mentoring Session

- *Community message board: "*My husband is a REAL husband!" He asks my opinion", " He uses loving words instead of violence with me and the children"
- *Activity:* Small reminder gift

Individual Mentoring Session

Theme: This was probably most interesting session of all for the young fathers. They liked talking about men and women, communication and how to increase understanding.

The blindfold exercise was meaningful to both the men and women. Although they did not work as a couple in the group (two fathers demonstrated the exercise) they all liked it and identified parallels to desired couple communication. Most of the participants (men and women) liked that the person guiding the one blindfolded used 'soft words'. Both men and woman want more of this at home.

Blindfolded communication exercise during group discussion with couples

photo credit: Dickens Ojamuge

A prediction game was also tried with the couples. It took them some time to understand how it worked, but once started they did not want to end it. They were asked questions about how they thought their spouse would answer- their prediction. Then the spouse would answer to show how close they were – and the gaps in understanding each other.

Finally, couples discussed options for stopping a heated moment or argument and improving communication using a 'red card' or a 'yellow card'. Red cards are well-known in football for removing someone from the game. Yellow cards are linked to a foul. Couples described both red card worthy events and yellow card type fouls in relationships. The red card events signified the end of a relationship – such as woman's infidelity or violence.

Yellow cards, on the other hand, were about warnings and continued commitment to work on the relationship. Several wives recounted instances when they gave their husbands 'yellow cards' by withholding sex or supper after he did something they had agreed he would not do. In one case, the man explained that he had agreed to not come home after 10pm but did this several times. After the third time being late, and not getting supper, he has stopped coming home late.

Nearly all of the couples said that yellow cards could be used to express a foul instead of another action (like withholding something). They saw the cards as practical and tangible ways to highlight a problem. However, a yellow card does not automatically result in dialogue. Dialogue cues could be included on the cards to facilitate discussion and resolution, such as:

(1) What have I done to get this card?
(2) How did it make you feel?
(3) What can we do in the future to avoid this frustration?

Two of the young fathers said that it would not be acceptable for their wives to give them a yellow card. Whether or not they would agree after multiple mentoring sessions would need to be assessed carefully by the mentor before trying this in their households.

<u>Group Mentoring Session</u>

Community message board: They really liked this concept because they think it would visually show a loving couple. They thought that they could ask their wife to go to the message board and just see the message since they have a hard time expressing their love in words.

- *Main caption: "*My husband is a GREAT husband!"
- *Image*: A wife admiring a young father holding their child.
- *Text:* 'We parent as a team.' 'We work together.' 'He discusses important issues with me.' 'He spends time with me and the children.' 'He shows care for me and the children.' 'He uses soft words instead of violence with me.'

Activities: Values clarification and group discussion at the wang-oo. Distribution of reminder gifts.

The reminder gifts that the young fathers felt would be most attractive for them included: necklaces, wristbands, key chains, t-shirts, caps, or wallets. They would also not mind a card to put in their wallet or a home rules banner for their home. If a home rules banner, the mentors could compile rules that they make from session 1 with their wives, and then give out during this session.

Group commitment:

- Practice regular communication, both positive (appreciating the good things) and constructive (resolving issues before they become big)
- Stop in the heat of the moment to recall commitments to be peaceful

SESSION 6: *Parenting commitments*

Individual Mentoring Session

- *Purpose:* Discuss and agree on how they want to be parents
- *Activities*: GREAT activity cards: getting to know you: Interview each other with a few set questions. Advice for our children: Dear auntie stories about discussing joint parenting practices
- *Homework*: Make a commitment to parent together and practice

Group Mentoring Session

- *Community message board*: "REAL fathers are a great community resource!"
- *Activity:* Community celebration - wives and children invited. Pledge Board- individuals make a pledge and sign the board inform of others

Individual Mentoring Session

Theme: The topic of being a better parent was very interesting to both young fathers and mothers. They shared a number of benefits to the fathers to spend more time caring for children such as it makes the child get used to the father, including his smell. They explained that children usually just get used to the mother's smell. Also, it lets the father get to know the individual child well and understand the child's life.

'Pair interviews' during group discussion with young couples

photo credit: Dickens Ojamuge

The young fathers felt that their involvement is especially important for sons.

Activity: Couples enjoyed the pair interviews exercise from the GREAT activity card (although they did not pair up with their spouse because it was a group setting).

The stories were fine, but mini role-plays or half of a scenario (where the couple can complete the ending) could increase their level of interest.

The issue of a joint parenting commitment did not come out clearly. This could be included in the session as one activity, even with a paper to sign.

Homework: Make a joint commitment about how they will parent as a team.

Group Mentoring Session

Community message board: Like the other concepts for message boards, the young fathers felt that this would increase their reputations and image in the eyes of the community.

- *Main caption:* "REAL fathers are a valuable resource of our community."
- *Image*: Many fathers with their children, or a couple with their child.
- *Text*:
  'A REAL father spends time with his wife and children'
  'A REAL father shares and listens to his wife and children'
  'A REAL father teaches his children.'
  'A REAL father helps to care for his children.'
  'A REAL father disciplines with love'
  'A REAL father continues to learn and get better'
  'A REAL father is loved and admired'

Activity: The final group session will be a community celebration with wives and children invited. The young fathers will sign a Pledge Board and inform others what they have learned, tried and what they commit to continue.

Conclusion and Recommendations

Young fathers and their wives in two parishes of Atiak Sub-county in Amuru District participated in group discussions in March 2013 to test and gather input on proposed concepts for the mentor protocol and community message boards.

Mentoring on parenting and relationships was enthusiastically welcomed by young fathers as timely and useful. Young fathers who participated in the pretest expressed high motivation to learn how to become better fathers and husbands.

Young fathers said that they typically do not spend much time with their young children and leave nearly all aspects of household work and child care to their wives. However, they recognized numerous benefits of becoming more involved fathers, teaching and guiding the children, and sharing child care tasks due to the changes in society and new demands on fathers. They described some confusion over the best way to discipline. Although they knew many negative consequences of physical punishment, including children fearing the father and becoming closer to his wife's family than to him, they feared that not using physical punishment would cause the children to become 'hopeless' and spoiled. Most wanted to learn new ways of parenting, including discipline, but some expressed concern about friends' reactions to them getting involved in child care.

Most of the young fathers were in new, loving relationships and appreciated their wives for being caring and hardworking. They described a challenge in maintaining the relationship and their status as head of the family. They worry that if they are too nice their wife will overpower them, but if they are violent their wife may leave. This leads to strong reactions when they think their wives are trying to gain power or question their authority. However, most said that they are willing to learn new communication styles and want to be good husbands.

During discussions with couples, both men and women enjoyed exercises that elicited sharing, listening and 'soft words'. Both men and women said that they want more of this in their relationships, and coaching from Mentors to keep this going. The women suggested some type of orientation for wives to learn how to speak up prior to the Mentor sessions for couples.

Regarding Mentor selection, they were mostly concerned about a Mentor being willing to listen to and work with them well, without judgment. As youth (traditionally they are still perceived to be children), they do not get the respect that they want from community members; there is tension between them as youth and many of the elders due to this.

For community message boards, they discussed and provided input into each of the six proposed themes. The young fathers believed that these boards will improve their reputation in the community so that elders appreciate them as young fathers. They felt that the boards would also help their friends accept the changes they will make.

The topics proposed were understood, relevant and interesting to them. The young fathers demonstrated willingness and ability to make changes in how they interact with their wife and children. Even without specific requests to the young fathers to try new things, on their own they adopted new practices immediately after the first discussion. Most got more involved with their children, including playing with the child, teaching the child and holding the child. Some helped with household tasks like washing dishes and preparing food. Some also tried communicating more with their wives. They saw immediate benefits including feeling closer to their wife and child, feeling happy to make their child happy, and getting a bigger greeting from their child when returning home. Although those who helped with household chores felt it to be challenging they all said that they would continue the new practices.

Selection of participants in the project and research will require careful screening. There are no lists of young fathers, even though local leaders know in general where young fathers live. Due to the concerns of leaders about the lack of guidance for these young couples, and the high demand of young fathers to participate, they may give their age according to project criteria; ages will need to be verified through birth certificates, identification cards and/or checking with friends and relatives. Additionally, the ages and biological parents of children in the household will also need to be verified. Some children in the households of young fathers will not be their biological children as it is not uncommon for the young women to bring children from another relationship when they move, and/or care for relatives' children.

Additionally, they recommended that before any young father is recruited to complete the baseline survey, he should be given time to discuss participation in the project with his wife. They felt that couple agreement about his participation will be important to ensure that he can continue. They also wanted Mentors to discuss the project with the couple at home, prior to starting the first session with the man so that the wife would not be suspicious of the mentor or the changes the man will make.

H. MENTOR TRAINING CURRICULUM

REAL FATHERS INITIATIVE

Mentor Training Curriculum

Using Mentors to Increase Positive Fatherhood Practices and Non-Violent Couple Communication with Newly Married Young Men

Atiak, Amuru District
Northern Uganda
2013

USAID FROM THE AMERICAN PEOPLE
Institute for Reproductive Health Georgetown University
Save the Children

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Introduction to the Curriculum

REAL Fathers Project

The Institute for Reproductive Health at Georgetown University (IRH) and Save the Children are conducting a project called the REAL Fathers project. "REAL" stands for *responsible*, *engaged* and *loving*. The project aims to teach young fathers—between ages 16 and 25—parenting and relationship skills that can help improve the health of their families.

The reason for working with young fathers is to support them in their development of positive parenting and relationship skills when they are still young, while their expectations, attitudes and behaviors about relationships are still being developed. Men will learn effective communication and problem-solving skills through the lens of "positive masculinity." This approach to male involvement recognizes men's caring nature and the critical role they can play as supportive partners and fathers.

A core activity in the project is mentoring. Mentoring will be carried out by carefully selected men in the community. Mentors are men whom young fathers admire and relate to; they also possess the ability to work well with young men in a non-judgmental, open and proactive way. Through individual conversations with each young father once a month for six months and group discussions, Mentors will offer young fathers the opportunity to reflect on and practice positive communication and conflict-resolution skills, as well as provide specific ways to be supportive partners. Young fathers' wives will be engaged through two mentoring visits and one group meeting. Mentors will use a structured protocol for home visits and group meetings. Emotion based posters placed in the community will be the basis for the group discussions, will reinforce individual mentoring discussions, and encourage community dialogue to support positive engagement of young fathers.

How to use the curriculum

This training curriculum aims to prepare Mentors to work with young fathers. The curriculum guides a five-day training. A detailed agenda for the five days is found in the first section of this curriculum.

The first three days provide an introduction to key concepts about gender, parenting and relationships, as well as needed skills and resource materials.

The final two days focus on practical use of the Mentor Protocol so that Mentors gain experience with individual and couple home visits and group meetings.

Resource Sheets are included at the end of the curriculum. Resource Sheets are additional information for facilitators and mentors. Not all activities have Resource Sheets.

Each training session is structured with the following information for facilitators:

- *Objectives:* What the training session is expected to achieve.
- *Advance preparation:* What facilitators need to prepare in advance of the training session.
- *Materials needed:* What facilitators need to bring to the session.
- *Time:* How much time the session is intended to take.
- *Instructions:* Steps for facilitators to conduct the session.

AGENDA DAY 1

Understanding Gender Values & Norms

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
1	1	9:00 –9:15	Brief introduction of facilitators and the training	• To introduce the purpose of the facilitators and the training.	Flip Chart, markers, ball
2	2	9:15 –10:00	Ice breaker	• To learn more about participants.	Manila Papers with drawings of different animals like a lion, giraffe, rabbit, fish
3	3	10:00 – 10:20	Ground rules and review of agenda	• To inform participants of the agenda, time for each session and when they can expect breaks. • To clarify ground rules and norms for the training. • To choose daily volunteers and training leaders to coordinate the activities of the participants.	Flip chart, markers, tape, training agenda
		10:20 –10:45	BREAK		
4	4	10:45 – 11:15	General introduction to program and study	• To make participants familiar with the program and study.	None
5	6	11: 15 – 12:15	Gender values clarification	• To clarify participants' own value systems with regard to men's role in a family and with parenting.	Signs ("Strongly Agree," "Agree," "Strongly Disagree," "Disagree"), flip chart paper, markers
6	8	12:15- 12:30	How is gender and masculinity related to fatherhood?	• To connect gender norms to why men are typically not engaged fathers,	Flip chart, markers
7	9	12:30 - 1:30	Gender roles "Behave like a man, Behave like a woman."	• To give participants insight into how gender roles and social norms impact decisions and family roles.	Flip chart, markers, tape
		1:30 – 2:30	LUNCH		
		2:30 – 3:00	Energizer	• To boost the energy of participants.	Volunteer or plans for activity
8	11	3:00 – 4:00	What kind of husband and father am I?	• To have mentors reflect on what kind of husband and father they have been / are.	Flip chart, markers, tape
		4:00 – 4:30	BREAK		
9	13	4:30 – 5:00	Wrap-up	• To discuss the day's activities and plan for tomorrow. • To conduct the daily evaluation.	Flip chart and markers; questions put on flipchart to assess day one training activities

AGENDA DAY 2

Happy Fathers, Happy Children

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
10	14	9:00 – 9:20	One thing I learned	• To recall key points from Day 1.	Ball
11	15	9:20 – 10:30	Tips and tricks to being a the best father in the village	• To define ways fathers can "care" for their children and engage in their children's lives. • To reflect on barriers to these tips and tricks to positive fatherhood.	Flip chart and markers
		10:30 – 11:00	BREAK		
12	17	11:00 -12:30	In it to win it: How fatherhood is like football	• To be more specific on actions fathers can take to care for children.	3 baskets, balls and small pieces of paper
13	19	12:30 – 1:00	Discipline styles	• To define discipline, and the difference between invoking fear and instilling respect. • To reflect on their own experiences being disciplined and how they want to discipline.	None
		1:00 – 2:00	LUNCH		
		2:00 - 2:15	Energizer	• To boost the energy of participants.	Volunteer or plans for activity
14	21	2:15 – 3:00	From My Child's Perspective	• To reflect on their own discipline style and how their children may view it. • To consider the benefits of discipline with love rather than violence.	Flip chart, markers, pens and paper
		3:00 – 3:20	BREAK		
15	24	3:20 – 4:20	Invisible Wall	• To reflect on the different things that hinder good fathering practices. • Discuss common ways for overcoming such obstacles.	Flip charts, markers, pens and paper
16	26	4:20 – 5:20	Things your child needs to hear you say	• To practice saying things that will build children's self-esteem.	Ball, tape

AGENDA DAY 3

Happy Homes: Living in Peace

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
17	27	9:00 – 9:20	One thing I learned	• To review some of the key lessons from Day 2.	Ball
18	28	9:20 – 10:30	Why do we act this way?	• To analyze the root causes of bad communication in the home. • To brainstorm the positive outcomes from good communication in the home.	Strips of paper, Flipchart paper, markers, tape
		10:30 – 11:00	BREAK		
19	33	11:00 – 12:00	Dealing with stress and managing our emotions	• To understand how stress can lead to problems in the household. • To brainstorm solutions for managing and coping with stress. • To identify when men are angry and how to express their anger in constructive and non-violent ways.	Flipchart paper, markers, tape
20 Part 1 & 2	35	12:00- 1:15	Don't talk to me that way! Part I	• To practicing different communication styles. • To understand how it feels when people use bad communication. • To understand the effects parental arguments and bad communication between parents has on children.	Scarves, Ball or bag
		1:15 - 2:15	LUNCH		
		2:15 – 2:30	Energizer	• To boost the energy of participants.	Volunteer or plans for activity
21	37	2:30 – 3:30	Why do we fight?	• To understand how wives feel when violence is used against them. • To identify ways to resolve differences within couples without violence.	Balloons
		3:30 – 4:00	BREAK		
22	39	4:00 – 5:00	Good sportsmanship: How the rules of marriage are similar to a game of football	• To understand good conflict resolution skills.	Flipchart paper, tape
23	42	5:00 – 5:20	Wrap-up	• To summarize the day and plan for tomorrow.	None
	43	**Evening**	Wang-oo Evening Discussion	• To discuss the role of a mentor and characteristics of a mentor.	Location and supplies for a fireside talk

AGENDA DAY 4

Practicum: Putting It All Together

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
24	44	9:00 – 9:10	One thing I learned	• To review some of the key lessons from Days 1-3.	None
25	45	9:10 – 9:30	Mentor Protocol for home visits	• To review and discuss the Mentor Protocol for home visits with young fathers and couples.	Mentor protocol for all participants
		10:30 – 11:00	WORKING BREAK		
26	47	9:30 – 1:30	Home visits with young fathers	• To practice using the tools for home visits with young fathers.	Mentor protocol and Resource Sheets
		1:30 – 2:30	LUNCH		
27	48	2:30 – 5:00	Home visits with couples	• To practice using the tools for home visits with couples.	Mentor protocol
		4:30 – 5:00	WORKING BREAK		
28	49	5:00 – 5:20	Wrap-up	• To summarize the day and plan for tomorrow.	None

AGENDA DAY 5

Practicum: Putting It All Together

Session #	Page #	Time	Activity	Session Objectives	Resource Materials Needed
29	50	9:00 – 9:10	One thing I learned	• To review some of the key lessons from Day 4.	None
30	51	9:10 – 9:30	Mentor Protocol for group meetings	• To review and discuss the Mentor Protocol for group meetings with mentors and fathers.	Mentor protocol for all participants
		10:30– 11:00	WORKING BREAK		
31	52	9:30 – 1:30	Group meetings	• To practice using the tools for group meetings with mentors and young fathers.	Mentor protocol
		1:30 – 2:30	LUNCH		
31		2:30 – 4:00	Group meetings cont.	• continued	Mentor protocol
		4:00 – 4:15	Quick Stretch		
32	54	4:15 – 4:45	Feedback	• To share positive and constructive feedback to fellow participants.	Flip chart paper, markers
33	55	4:45 – 5:30	Wrap-up	• To close the training with an overall summary and review of next steps	None

DAY 1
Understanding Gender Values & Norms

Session 1: Brief Introduction to Facilitators and Training

Objectives:
- To introduce the training facilitators and the purpose of the 5-day training.
- To choose daily volunteers/course leaders.

Advance Preparation: None

Materials needed:
- Flipchart
- Markers
- Ball

Time needed: 15 minutes

Instructions for facilitators:

1. Briefly introduce yourselves as facilitators and the purpose of the training.

2. Introduce the workshop tool:

   Ball: A ball can be used to encourage participation and helps to ensure that one person speaks at a time. The ball is passed to the person speaking and can be requested by any workshop participant at anytime during the session.

3. Ask if anyone has any questions about what you have covered.

Session 2: Ice Breaker

Objectives: To learn more about each participant.

Advance Preparation: Choose one or two of the icebreaker games.

Materials Needed:

- Manila Papers with drawings of different animals like a lion, giraffe, rabbit, fish
- Tape

Time Needed: 45 minutes

Instructions for Facilitator:

1. "This next session is an "ice breaker" to help us get to know each other."

2. **Animal Game:** Print out pictures of different animals (i.e. a Lion, Giraffe, Rabbit, Fish) and tape them to different areas of the room. Have all the mentors group themselves next to the animal that best describes their traits and characteristics. Let each person state their names and explain why they have chosen the animal they stood next too.

3. **Birthday Game:** Explain that we will all get to know each other by figuring out who is the oldest person in the room and who is the youngest. But we will do this without talking! The task is for everyone to get up in complete silence and through body language and visual signs, to line up in order of your birthdays starting with the youngest person in the front of the line. Once everyone thinks they are in line according to their birthdays, the first person will introduce themselves, say where they are currently living (name of village), then state their birthday and one thing they like about being a father. Everyone will continue in order introducing themselves, and the group will see how well they communicated without words!

4. **Name Game:** Everyone will get in a big circle. Explain that this game will test how well we can remember each other's names. Choose one person to start. They will state their name and their favorite food. For example; "My name is Dennis and I like to eat pork." Then the next person has to repeat the first person's name and favorite food before introducing themselves. For Example: "That is Dennis and he likes to eat pork. My name is Dickens and I like to eat kaloo." Each subsequent person must repeat everyone who came before them before stating their own names and the food they like to eat.

5. When the icebreaker is over, explain the daily volunteer roles and responsibilities and choose day 1 volunteers (Daily volunteers include 1 timekeeper and 2 "Shepherds")
    a. <u>Timekeepers</u>: They help the facilitators by keeping an eye on the time and the daily agenda. The timekeeper should remind the facilitator when time is almost up for a session.
    b. <u>Shepherds</u>: Shepherds are used to remind all participants when breaks are finished and actively ask everyone to return to the room. The Shepherds also actively encourage everyone to return to the workshop when lunch is finished. They can be assigned any other duties recommended by the participants.

Session 3: Ground Rules and Agenda

Objectives:

- To inform training participants of the agenda, time allocated to each session and when they can expect breaks.
- To clarify ground rules and norms for the training.

Advance Preparation: Write the daily agenda on a flip chart and post it at the front of the room so all can see.

Materials Needed:

- Flip chart
- Markers
- Tape

Time Needed: 15 minutes

Instructions for Facilitator:

1. **Overview of the week's training plan**
   I want to give you a brief overview of the workshop and a general idea of your role as a Mentor.
   - For the rest of today, we will talk about gender roles and how being a man affects the way we view the world and act as husbands and fathers.
   - On Day 2, we will cover the tips and tricks of being an involved father.
   - On Day 3, we will explore ways to communicate with wives that lead to happy homes.
   - On Day 4, we will practice the tools you will use to make home visits to fathers and couples.
   - On Day 5, we will practice the tools you will have to facilitate group discussions with young fathers.

2. Create ground rules for the 5-day training through a <u>participatory brainstorm</u>: Ask all participants to think about and share ground rules that everyone should follow to have an effective training. Write all the responses on a flip chart. When everyone agrees, review all the responses and post on the wall.

Session 4: Introduction to the Program and Research Study

Objectives: To provide the participants with an overview of the training and their role as Mentors.

Advance Preparation: None

Materials Needed: Agenda

Time Needed: 30 minutes

Instructions for Facilitator:

1. **Opening Introduction to being a Mentor:**
   During the next 5 days, we will train you to be "Mentors" *for young fathers with young children, specifically children between 1 year to 3 years of age.*

   As a Mentor, you will create an opportunity for reflection and discussion *on the importance of positive young father involvement in the lives of their children, and how to show respect and love towards their wives.*

   Since men have been taught that it is not their role to actively take care of children, *we feel it is important that men learn more about this. Specifically, they will learn how to make plans and decisions to be involved as fathers in a way that will lead to the best well-being for their children and families.*

   More importantly, we want you as Mentors to feel comfortable coaching men *in what they can do and say to their children so they grow up in the best possible environment.*

   Since children learn from how mothers and fathers behave and communicate, *we want to also give young fathers the skills to communicate non-violently with their wives and share family decisions that affect their children.*

   In other words, as Mentors, you will empower men to be the best possible father *they have the potential to be, reflecting on how a father's role in the family has changed over time.*

2. **Overview of Mentors Roles and Responsibilities**
   As Mentors, you will be assigned 3-5 young fathers who have been selected because they are between the ages of 16 – 25 AND they have children ranging from 1 - 3 years old. We are focusing on young fathers because they represent the future of our homes, clans, communities and society. It is very important for you to know that they have not been selected because they have demonstrated problems or need change. In fact, parenting is one of the most challenging things that any person faces in life, and everyone can learn parenting skills. For men around the world, being a father presents challenges, especially since these days we get little guidance on how to be fathers. That is why your experience is the key to helping the next generation of young fathers make decisions and plans for themselves as men and for their families.

   Your responsibility will be to visit these four men in their homes six times. You will also team up with 2 - 3 other mentors in your village to conduct six group sessions with all of your young fathers. You will use the tools that you learn in this workshop to encourage men to talk with their wives non-violently and to

make shared decisions about the family, while also practicing positive parenting and fatherhood. All couples who will be visited will also participate in an interview with our research team before and after the program. Most importantly, as mentors, you will not force or make a man feel like they have to take on new behaviors. These changes need to come from the men themselves. You will be providing them with new information and facilitate dialogue and reflection on how they want to be seen as fathers, and give them the space to make changes in their own lives, if they choose. This initiative is designed to test/try new types of activities and support for young fathers. It is important that you follow the guidelines closely, so that we learn what works well and what can be improved in the future for this district and others.

3. **Ask if anyone has any questions about the agenda or program.**

Session 5: Gender Values Clarification

Objectives: To clarify the participants' own value systems with regard to men's role in a family and as a parent.
Advance Preparation:
In large letters, print each of the following titles on cards (or pieces of paper), one title per card: "Strongly Agree," "Agree," "Disagree," and "Strongly Disagree." Display the signs around the room, leaving enough space between them to allow a group of participants to stand near each one.
Materials Needed:

- Four forced-choices signs (**"STRONGLY AGREE," "AGREE," "DISAGREE," and "STRONGLY DISAGREE"**)
- Flip chart paper
- Markers

Time Needed: 1 hour
Instructions for Facilitator:

1. **Opening Discussion:** Men and women are treated differently in Uganda and throughout the world. We will start to explore our own values and attitudes about what it means to be a man or a woman. These ideas are very important because they often lead us to act in a particular way. They also lead to our expectations for how our wives and children should act. We all seem to know what is expected of us as men, don't we? Ask the participants to give some examples of how men and women are expected to behave in society. But where did we learn these rules? Who created these rules?

2. **Agree/disagree activity**[*]: We are going to play a game that will help us recognize how we feel. Please feel comfortable to act upon your own feelings and not those of the entire group.

   This activity asks that participants share their opinions. Remind them that everyone has a right to his own opinion. After reading each statement below, ask participants to stand next to the sign that most closely represents their opinion. Once the participants have made their decision, ask them to share the reasons why they feel the way they do. If all participants seem to agree with one another on a particular statement, you can play "devil's advocate" by offering a different perspective.

   STATEMENTS:

   i. Men must make all decisions in the household.
   ii. It's the woman's duty to make sure there is food for dinner. If she does not, she deserves to be disciplined through beating by the husband.
   iii. It's the man's responsibility to earn all the money needed for the home.
   iv. It's the women's responsibility to take the lead in providing care for the children.
   v. When a child does something wrong, hitting them will quickly teach them not to do it again.
   vi. Men can cook dinner for the family.
   vii. Men do not know how to take care of a toddler without a woman.
   viii. When a wife does something wrong, the best way to let her know you are upset is by sitting down and discussing the issue.
   ix. Men do not like to use violence but alcohol is what makes men hit women and children.
   x. It is considered disrespectful for a woman to beat her husband no matter what he does.
   xi. Men who are seen playing, dancing, singing with their children are considered to be behaving like women.

[*] adapted from "DRAFT MAP Peer Educator Training: A Resource for the Nawalparasi Men as Partners Project" by EngenderHealth Jan 2007

xii. Men who are actively involved in their families and children's lives are admired by their male friends and neighbors.
xiii. It is shameful to be found by friends and neighbors washing your wives' clothes.
xiv. A woman wants you to beat her to show how much you love her.

3. Ask the following discussion questions:

- Why do you feel this way?
- Who created these rules about men and women?
- How do your attitudes about some of the statements affect the way you treat your wife and children?
- What would your peers/father/wives think or how would they react if you acted like this?

4. **End the session with this statement:** There is no one way to be a REAL man, a REAL husband or a REAL father. Only you can write the rules about what kind of father and husband you want to be. What we know is that husbands and fathers who care, show love and are involved in their families are admired by their neighbors and report being happier in life.

Session 6: Gender Roles and Household Decision-Making

Objectives: To reflect on session 5 and connect gender norms to why men are typically not engaged fathers.
Advance Preparation: none
Materials Needed: None
Time Needed: 15 minutes
Instructions for Facilitator:

1. **Open the session**: We are going to talk some more about the rules that our communities have created for men and women's behaviors.

2. **Ask the participants:**
   - Why did we just discuss some of these expectations on men and women?
   - What do you see in your own house with respect to roles for men and women?
   - Does everyone always follow all of these rules?
   - How can a man provide for his wife and children, besides just bringing in money and food?
   - What does it mean for a man to love, care and support his wife and children?

3. **Explain** how the rules about being a man or a woman directly related to household decision-making, and how we treat our wives and our children.

   "As men, we learn from our elders and friends on how to act like a man. But the ideas of a REAL man might not always work for every person all the time. And the ideas of a REAL man are changing in society. Research has shown that in Africa, men are most often the decision-makers for the health and well-being of their families. This is especially true in deciding when to have children. But decisions about how to care for children are often left to women because men have been excluded from learning how to cope with the many challenges of caring for children. Also, although men can be very caring and supportive, in the past men have often not been encouraged to develop or show this side of themselves. These days, families are realizing that men have important roles to play in caring for children, communicating with their families, and generally being more involved at home. There are so many benefits to the families and to the men themselves who do this. Can we say that REAL men today do such things? During this training, we will continue to explore what it means to be a REAL man in our communities but also challenge how these rules often get in the way of men communicating nicely with wives and being involved in children's lives. Together, we will discover that a REAL father and husband is Responsible, Engaged and Loving."

4. **Ask a participate to give an example** of how the traditional/cultural ideas of "being a man" can get in the way of men talking to wives nicely or fully being involved in caring for children on a daily basis.

Session 7: Gender Roles: "Behave Like a Man, Behave Like a Woman."*

Objectives: To give participants insight into how gender roles and social norms impact how they make decisions about their roles in a family.

Advance Preparation: On the top of one flip chart, write "Behave like a Man." On the top of a second flip chart, write "Behave like a Woman." Draw a large box on each paper where you will write down the participants' responses.

Materials Needed:

- Flip Chart
- Markers
- Tape

Time Needed: 1 Hour

Instructions for Facilitator:

1. **Ask: "**Have you ever been told to "behave like a man?" Ask them to share some experiences in which someone has said this or something similar to them. Why did the individual say this? What did the participant think when they heard this?

2. **Tell the participants:** We are going to look more closely at the phrases "behave like a man" or "behave like a woman." By looking at them, we can begin to see how society can make it very difficult to be either male or female.

3. Put up the piece of flip chart paper entitled "Behave like a Man." **Ask the participants** to share their ideas about what this means. These are society's expectations of who men should be, how men should act, and what men should feel and say. Write the meanings of "act like a man" generated by participants inside the box drawn on the paper.

   Facilitator prompts can include:
   - How does your family expect men to act?
   - How does society expect men to feel? Behave?
   - What does your clan expect you to achieve?
   - How does society expect men to act?
   - How would you expect a son to act?

   Some responses might include the following:
   - Be tough.
   - Do not cry.
   - Show no emotions.
   - Earn money for the family.
   - Do not back down.
   - Have many children.

---

* Adapted from "Men as Partners: A Program for Supplementing the Training of Life Skills Educators,: pp. 59-60, EngenderHealth

4. Once you have brainstormed your list, initiate a discussion by asking the following questions:
   - What are the consequences of always living in this box?
   - What are the benefits of acting in ways that are outside the box?
   - What do male friends say when you are not "behaving like a man"? How does this influence your behaviors?
   - Is it possible for men to challenge and change the rules of what it means to be a REAL man? What would make it easier to do so?

5. Now, put up the piece of flip chart paper entitled "Behave like a Woman." Ask the participants to share their ideas about what this means. These are society's expectations of who women should be, how women should act, and what women should feel and say. Write the meanings of "act like a woman" inside the box drawn on the paper.

   Facilitator prompts can include:
   - How does your family expect women and girls to act? Dress? Talk? Do?
   - How does society expect women to act?
   - How would you expect a daughter to act?

   Some responses may include the following:
   - Be passive.
   - Be the caretaker.
   - Be intelligent, but not too intelligent.
   - Be quiet.
   - Listen to others.
   - Make dinner.
   - Be the homemaker.

6. Once you have brainstormed your list, initiate a discussion by asking the following questions:
   - Can a woman be expected to behave in this manner all the time? Why or why not?
   - What emotions are women not allowed to express?
   - How can "acting like a woman" affect a woman's relationship with her husband and children? What about choosing not to "act like a woman"?
   - Can women do things differently than expected by her family/clan/society? Is it possible for women to challenge and change existing gender roles?

7. **Close the activity** by summarizing some of the discussion and sharing any final thoughts. A final comment and question could be as follows:

   "The roles of men and women are changing in our society. We can say that the expectations by society of a man and of a woman could be considered like being trapped in a box. It has slowly become easier to step outside of the box, meaning not just following the rules and expectations that society sets for men and women. Still, it is hard for men and women to live outside of these boxes. What would make it easier for men and women to change some gender roles for the health of the family and themselves?"

Session 8: What kind of husband and father am I?*

Objectives: To have Mentors look inwards and reflect on what kind of husband and father they have been as a basis for discussion and values clarification so they can move forward and mentor new fathers.

Materials Needed: A copy of the matrix (below) for each participant

Advance Preparation: None

Time Needed: 1 hour

Instructions for Facilitator:

1. "We will do one of the hardest things for anyone to do: look into the mirror and examine ourselves and how we all have been as husbands and fathers. The goal is not for us to feel bad about the way we have behaved in the past, but to be able to think about our own behaviors, why we act the way we do and how we can help other men redefine how they want to behave as husbands and fathers. It is also a time to applaud ourselves for all we are doing well as husbands and fathers. We are not here to judge eachother"

2. "First, let's reflect on our own childhoods. I know we have a disturbing past here in Northern Uganda. We have lived through the war with you and have many unpleasant memories. I am not asking that we dig up all those memories, but I do want you to think back to your own father or father figure from when you were young. If possible, I would love for some volunteers to share a few memories of a time your father treated your mother nicely. Also share a memory of a time when your father treated you nicely."

   Follow up questions:
   - What is unique about these memories?
   - Are these memories the way your father or father figure ALWAYS acted?
   - How would you describe the way your father typically treated your mother and you/your siblings?
   - Today is a new time; a time of renewal. What is one thing you have decided to do in your life as a husband or father based on what you saw growing up?

3. "Now let's think about what kind of father and husband you are. Please join up in pairs with the person next to you. As I read through the statements, you can both decide if you agree or disagree with the statement. If there is something too personal, you can choose not to share it."

As a husband, I...	As a father, I...
Listen to my wife's point of view and opinion	Listen to my children's point of view
Am clearly in charge	Am clearly in charge
Expect my wife to follow the rules I set down	Expect my children to follow the rules I set down
Demand respect from my wife	Demand respect from my children
Show respect to my wife	Show respect to my children

* Adapted from The National fatherhood Initiative's 24:7 DAD® Fathering Handbook A.M. Second Edition, pp 26 - 27

Share with my wife what I think and feel often	Tell my children what I think and feel often
Am willing to change my ideas after listening to my wife	Am willing to change my ideas about raising children
Show love to my wife	Show love to my children
Like being in control	Like being in control
Enjoy spending time with my wife	Enjoy spending quality time with my children
Am caring and supportive of my wife	Am caring and giving to my children
Can have fun and laugh with my wife	Can have fun and laugh with my children.

Follow up questions:

- What surprised you during this exercise?
- Was there a time when you agreed or disagreed but were embarrassed to state your position with your partner?
- Today is a new time. A time of renewal. What is one thing you have decided to do in your life as a husband or father based on your reflection of your own behaviors?

4. Let's define the traits and characteristics together of today's REAL father.

5. Let's define the traits and characteristic together of today's REAL husband.

6. "As Mentors, you will be talking with other men and encouraging them to be a REAL Man. Specifically, you will be encouraging them to communicate better with their wives and be more involved in child care. A REAL Man is a man who can communicate with his wife about family decisions but also listens to his wife's thoughts and desires for the family. A REAL Man does not make decisions for his wife; rather, a REAL Man listens to his wife and realizes the importance of making decisions together. A REAL Man does not discipline his children through violence and fear; rather, a REAL Man disciplines his children through respect and love. A REAL Man is a father who can get involved in the daily life of his children, regardless of how difficult it can be, and accept that raising children is something that is easier done when husbands and wives do it together. In the next few days, we will learn more about positive fatherhood skills and non-violent communication with wives. Most importantly, we will learn how to be a REAL Man and REAL Father, "Wege ki Kome."

Session 9: Wrap-up

Objectives: To discuss the day's activities and plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. "Today we explored our values and how gender norms are related to fatherhood, marriage partnerships and household decision-making. We talked about how it might be challenging for men and women to live up to the expectations society has created for them and ways we can break out of the box. Finally, we talked about how to be a REAL Man and REAL Father.

2. "Tomorrow, we will talk about responsible fatherhood, and explore how fathers can interact with their children and feel like a REAL Father. Happy fathers make happy families. We want all men we work with to me more engaged in their children's' lives and be happy about their choices."

3. Ask if there are any questions about today's sessions or about tomorrow.

DAY 2
Happy Fathers, Happy Children

Session 10: One thing I learned

Objectives: To recall key points from Day 1.

Advance Preparation: None

Materials Needed: Ball

Time needed: 20 minutes

Instructions for Facilitator:

1. Sit in a circle and use the ball to invite participation.

2. Ask one participant to share one thing they learned or something that was new to them from Day 1. After one person shares something they learned, they toss the ball to someone across the circle. Participants cannot repeat what others say however they are allowed to build on what others have mentioned.

3. Wrap up the session by emphasizing one or two points from the previous day. Also answer any concerns raised by the participants.

Session 11: Tips and Tricks to being the best father in the village*

Objectives:

- To define ways fathers can "care" for their children and actively be engaged in their children's lives.
- To reflect on barriers to good fatherhood.
- Practices tips and tricks to positive fatherhood.

Advance Preparation:

- Make flipcharts with the following titles on the top as per the diagram to the right:
  1. Respect your child's mother
  2. Respect your child
  3. Spend time with your child
  4. Discipline with love
  5. Be a role model to your child
  6. Be a teacher to your child
  7. Talk and listen to your child
  8. Show love
- Post the flipcharts around the room before the session begins.
- Copies of Resource Sheet #1: Tips and Tricks to being a REAL Father.

Respect your child's mother
How can I do this?

When I do these things, how does it affect my child?

Materials Needed:

- Flip chart
- Markers

Time needed: 70 minutes

Instructions for Facilitator:

1. "All day today we will talk about how to be the best possible fathers we can be. We are going to learn some tips and tricks that will help us be REAL Fathers, "Wege ki Kome." By REAL Fathers, I mean ***Responsible, Engaged and Loving Fathers***. "

2. Explain that around the room, there are flip charts with 8 tips for how to be a REAL father and to show care and love. Read the 7 tips out loud to everyone. Tell the participants that they will spend about 20 minutes walking around the room in pairs and writing their thoughts on flipcharts. Pass out markers. (Note: Pair participants who are not confident writing with ones who are confident.)

Note to the Facilitator

As trainers and mentors, we must be careful not to reinforce stereotypes about men's roles and fatherhood through our actions and words. First, recognize that there are many fathers who are actively caring for children on a daily basis. When we base our definitions of caregiving on the way women provide care, we often send the message that men do not provide care or do not know how to provide care to children. We must take time to understand how men define care and identify those things that men already do to provide care. While many young men want to be involved in caring for their children, they were most likely brought up not seeing men do these actions and have heard their whole lives that men provided financially to a family while the women provides the care.

* Inspired and adapted from the National Fatherhood Institutes pamphlet: "10 Ways to be a Better Dad"

3. When everyone is finished, spend about 5 minutes per flipchart reviewing as a group what everyone wrote and use these discussion questions:

   - Is anything missing?
   - Is it easy to do all of these actions?
   - What makes it hard to do these actions?
   - How often do we see men doing all of these actions?
   - What would make you more comfortable in doing these actions?

4. After some discussion, end the dialogue with three main points*:
   "We were taught our whole lives that women have their work in the kitchen and take care of the children, while men take care of the home. Because of this, boys and new fathers are often denied the opportunity to learn the skills to be a REAL Father. The tips and tricks we discussed are just a few simple skills a father can do to provide care to his child and be seen as a REAL Man, and be the best father in the community! Give participants copies of Resource Sheet #1: Tips and Tricks for being a REAL Father.

Note to the Facilitator

Boys and girls are taught from an early age that girls do most of the domestic work while boys do more of the phsycial work outside the home. Yet many studies have shown that men who are involved in caring for their children report a greater satisfaction in their relationships with their partners and enjoyment in their daily lives.

Providing love is just as important as providing material things. Men often hear that their role is to assure that nothing is lacking at home. Because of this, men are seen as incapable of performing child care and are culturally and socially authorized not to perform these tasks. And even when men want to play an active role in the home, families, communities and institutions often deny them this possibility. But being a father means more than just financially providing for your children. Remember, children need *you* more than they need things. Studies show that children who receive love and care from fathers, in addition to motherly care, have increased confidence.

Caring is a skill that is learned during the course of one's life. Girls have more opportunities to learn and practice these skills because their communities believe it is their role. They are taught these roles by all the women in their families. On the contrary, boys are actually taught early on not to show emotion and to use power and force to solve problems. As they grow up, this power and force can cause problems in their lives.

5. Throughout the day, we will start to redefine the ways that fathers can care for their children and still feel like men. Caring is not about doing all the work for children but about sharing the responsibilities with your wife when it comes to caring for children.

6. As facilitators and Mentors, let's recognize that men can learn the skill of caring and that it is our role to provide opportunities for this to happen. Together, we will realize that when young men become fathers, they do not feel free to demonstrate care for a child through affection, kindness or words. They seldom receive support from friends or communities to do so. Together, we will work to create this supportive network for men who care.

* Inspired from Program H's chapter on Fatherhood and Caregiving; What and Why section, pages 87 - 102

Session 12: In it to win it: The Football Game of Life

Objectives:

- To be more specific on actual actions fathers can take to care for their children.

Advance Preparation:

- Write statements from the Resource Sheet #2 on strips of paper
- Label three baskets with the follow statements:
    1. *Train: Prepare yourself and your home for children*
    2. *Improve: Continue building skills on good fatherhood*
    3. *Score: You've made it! You are a REAL (Responsible, Engaged And Loving) Father*
- Copies of Resource Sheet #2: Train, Improve and Score! How Fatherhood is like Football

Materials Needed:

- Ball
- 3 baskets
- small pieces of paper

Time Needed: 90 minutes

Instructions for Facilitator:

1. Have the men sit in a circle.

2. "In this next session, we are going to talk about football and how to score a goal. But we will also talk about how being a father is like being a football player."

3. "Football players know how to see a goal and what to do to get there. They know how to train, control, pass the ball and score. They do this by always keeping their goals realistic and focusing in on them. Without knowing what our own goals are as fathers, we will not be able to discuss with other fathers about their goals and what type of fathers they want to be."

4. Ask everyone to state one goal they have for themselves as fathers. Once they state their goal, they can throw the football to someone else in the circle who can then state their goal. Continue like this until every mentor has had a chance to state a goal. The trainers can model the activity by starting with an example such as: *"My goal as a father is to be more present for my children than other fathers my age."* (Note: If any participants are not fathers of young children, they can make other goals related to their families.)

5. Just like football players, to be REAL fathers, we have to <u>train</u>, <u>improve</u> and <u>score</u> to be respected and valued. Up here in the front of the room, I have three baskets labeled as:
   Train: prepare yourself and your home for children
   Improve: continue building skills on good fatherhood
   Score: You've made it! You are a REAL (Responsible, Engaged and Loving) father

   I am going to hand out many pieces of paper with different statements on them. I want you to decide which basket you think it should go into: Train, Improve or Score.

6. Once all the statements have been placed in the baskets, we will read them all together discuss:
    a. What makes it easy to do these actions as fathers?
    b. What makes it hard to do these actions as fathers?
    c. Where can fathers learn these skills?

7. Refer participants to Resource Sheet #2: Train, Improve and Score! for more information.

8. In order to be REAL Fathers you need continuous practice with fatherhood skills, the same way football players are always practicing. There is no such thing as a perfect father, but by practicing and always being a part of the game, you will get better and better. You need to show love and care for your child and ensure that the child lives and grows in a secure and safe environment. Make time to be with your child. Take time to show your love and care. Hold, sing and play with your child. As they grow up remember to guide them by disciplining with love. Above all, respect the mother of your child. Remember that mothers should not be doing all the household chores. The more you do to help care for child - like cooking for the child, feeding the child, washing their clothes - the closer you will feel to them and your wife. Spare time every day to discuss with your wife about the wellbeing of your child. Don't forget to communicate how you feel.

Session 13: Disciplining a Child with Love*

Objectives:

- To define discipline, and the differences between invoking fear and instilling respect.
- To reflect on the participants' own experiences being disciplined and how they want to discipline.

Advance Preparation:

- Copies of Resource Sheet #3: Fatherhood Discipline Styles for participants
- Copies of Resource Sheet #4: Positive Discipline for participants
- Copies of Resource Sheet #5: Communication with Children for participants

Materials Needed: None
Time Needed: 30 minutes
Instructions for Facilitator:

1. "Discipline means setting rules and limits that help children to behave well. The aim of discipline is to improve children's' behavior in the future. Discipline is not the same as punishment. Discipline means to teach or guide or correct. Punishment means to penalize for doing something wrong."

2. "We will consider how we want to discipline our children and reflect on how we were disciplined. Everyone choose a partner to discuss a few questions I will read before you start. You will have 15 minutes to discuss. "

   Discussion questions:
   - One time that you were disciplined with love.
   - One time you were disciplined with violence.
   - How you felt when you were disciplined in these ways.
   - One time you were proud of how you disciplined your child.
   - One time you were not proud of how you disciplined your child.

3. "Now, I want to introduce a few discipline styles."

4. Read these four discipline styles to the group. Give participants a copy of Resource Sheet #3: Fatherhood Discipline Styles.

Father #1: The Dictator
This father is always strict and never nurtures and cares for the children. He leads with control and enforces rules without discussion. He seems to be angry and yelling at the children mostly. His children know what he does NOT WANT them to do but they are not clear what he WANTS them to do. The children are scared to ask questions and do not learn to solve problems themselves. He says: "This is how I want things done!" "You must behave and listen to what I say."

Ask: *(1) Do you know a dad like this?*
(2) What are the good and bad things about a dad like this (from a child's perspective)?

* Adapted from The National Fathers Institute's 24:7 Dad® Fathering Handbook {A.M.}

Father #2: The Teacher

This father is strict but also nurtures his children when needed. He leads by example and shares teachings /guidance regularly as the children grow up. His children know what he wants them to do and what he wants them not to do. He also allows the children to ask questions on things they do not understand. He says: "Let me show you the way".

Ask: *(1) Do you know a dad like this?*
(2) What are the good and bad things about a dad like this (from a child's perspective)?

Father #3: The Joker

This father is never strict and rarely natures. When he is around, it's all about fun, and he also jokes and makes fun of the children. His children don't know what he doesn't want them to do, nor do they know what he wants them to do. He says: "Let's just have fun."

Ask: *(1) Do you know a dad like this?*
(2) What are the good and bad things about a dad like this (from a child's perspective)?

Father #4: The Invisible

This father is never strict and never nurtures. He lets the mother take the lead on discipline and doesn't get involved. His children do not know what he expects for them. He says: "Do whatever Mom says."

Ask: *(1) Do you know a dad like this?*
(2) What are the good and bad things about a dad like this (from a child's perspective)?

5. In pairs, each participant will have 10 minutes to reflects on:
   - What kind of discipline did you grow up with?
   - What kind of discipline would you want for your child?
   - What kind of father do you want to be (or wish that you had been)?

6. Give participants copies of Resource Sheet #4: Discipline and Resource Sheet #5: Communication with Children.

7. In conclusion, remind the participants that "some Fathers are feared by their children and they think that earns them respect in the household. But lifelong respect from children comes from showing respect to your child. Choosing non-violent ways of disciplining - where children clearly know how you expect them to behave and not behave, and corrective action is modeled through loving actions and words instead of beating - is what truly leads to respect. It also leads to more confident and respectful children, as they will learn to use this same behavior in their relationships and with peers. This type of respect is harder to earn as it takes more time and effort, but it will enhance the love between you and your child. God has blessed fathers with a child, and the father respects this blessing through love."

Session 14: From My Child's Perspective

Objectives:

- To reflect on how their parenting and disciplinary style influences their child from the perspective of their child.
- To make a conscious decision about their parenting and disciplinary styles.
- To consider the benefits of discipline with love rather than with violence.

Advance Preparation:

- Photocopy worksheet (on the last page of this session).
- Resource Sheet #6: When Parents Hit Children

Materials Needed:

- Flip chart
- Markers
- Pens
- Paper

Time needed: 45 minutes

Instructions for Facilitator:

Activity 1

1. "Sometimes it is hard to remember what we felt as a child. So let's all take a moment to 'step into a child's shoes' and see what our discipline style is like from their perspective." (If some Mentors are not fathers of young children, they can reflect from their past experience or from a relative's experience.)

2. Give each participant a worksheet. Ask everyone to think about one time they disciplined their child. Ask everyone to draw a picture that shows how their child felt about it, from the child's perspective.*

3. Ask participants to reflect on and answer the 5 questions at the bottom of the worksheet and share their answers with their neighbor.

Activity 2

4. Ask the men to continue imagining that they are in the shoes of their own children. On each side of the room there a few statements. "As I read through the statements, choose the side of the room where you think your child would stand."† (Read numbers 1 first from each side, then use the discussion questions. Then proceed with the second statements from each side, and so on.)

Right	Left
1) I feel safe with my father	1) I feel scared of my father
2) I feel happy with my father	2) I feel unhappy my father
3) My father is fair	3) My father is unfair

* Adapted from National fatherhood Institute's 24:7 Dad Fathering Handbook {A.M}

† Adapted from Shedding Abuse: A course for men who use domestic violence (2006); www.networklearning.org

4) My father looks after mother	4) My father hurts mother
5) My father listens to me	5) My father isn't interested in me
6) My father seems happy	6) My father seems sad
7) My father seems hopeful	7) My father seems hopeless

5. After each statement, invite the men to:
    - Why would your child feel this way?
    - How do you feel as a father if your child feels this way?

6. Why do you think people hit children to discipline them in your community?
    - Is there other ways to discipline them without hitting?

7. After viewpoints from the participants, explain that parents may feel that the only way to correct their children is to hit them. This might make parents feel like they have done their job, but it does not always make children behave better. Also it can make the relationship between parents and children bad. Give participants copies of Resource Sheet #6: When Parents Hit Children. Today's take-away messages are that when parents hit their children:
    - Children often feel anxious and afraid.
    - Children may learn to hide their real feelings from their parents.
    - Children may not listen carefully; they only respond when there is something to fear.
    - Children may feel humiliated and seek to humiliate others to feel more in control.
    - Children may move closer to another side of the family, and learn from them instead of you.
    - Children may feel angry and aggressive, and grow up to use violence themselves.
    - Children may learn that violence is the best way to get what they want.
    - Children begin seeing fathers as enemies and run away or only do work whenever they appear.

8. Mention "there are many ways to discipline children that are positive and non-violent. Talking to your children about their behavior and explaining the consequences of their behavior will help them learn. When old enough, giving them an extra chore or taking away their time to play will help them learn that they may lose some freedom from misbehaving, but they will never lose your love. If you threaten to take something away, you must do it so they learn you are consistent with rules. This helps develop trust and bonds between you and your child, and stability so they know what to expect from you."

9. "Parenting a child is one of the most difficult but rewarding things you will do in your life. Although it is a difficult job, there are many things you can do that make it easier to raise your children. There is no such thing as a perfect parent. Everyone learns something new about being a parent every day. You and your children will both make mistakes – and learn from them.

10. You have many things to do every day. You may feel tired, and your children will sometimes irritate you. You might speak to your children in ways that hurt them, without wanting to. But as parents we can learn to communicate better with our children so that we do not do this.

Worksheet: My Discipline from my Child's Perspective

My style of discipline is:

_____

_____

I use this style because:

_____

_____

With my style of discipline, I want to make sure my children learn:

_____

_____

I am afraid they might be learning:

_____

_____

How else I could teach them with love:

_____

_____

Session 15: The Invisible Wall*

Objectives:

- To reflect on the different things that hinder good fathering practices**.**
- Discuss common ways for overcoming such obstacles.

Advance Preparation:

- none

Materials Needed:

Time Needed: 60 minutes

Instructions for Facilitator:

1. Ask these questions to the Mentors and only allow 5 minutes for discussion:
    a. What are the purposes of walls and fences?
    b. Have you ever heard of an invisible wall?
    c. Do you think invisible walls exist?

2. Although we cannot see invisible walls, they do exist and can be felt. Maybe you have felt an invisible wall before. Here is an example of an invisible wall:

    Invisible wall #1:
    Komakech is sitting out in the family compound talking with his friends. He sees his wife trying to make dinner while his 18-month-old son is crying. His wife continues to cook so she can get dinner ready in time for everyone to eat. Komakech wonders why the baby keeps crying. Maybe he is hungry? Maybe his knickers are wet? Maybe he is hot on his mother's back? Komakech wonders if his wife is able to finish preparing dinner and take care of his son at the same time. He wants to go over and take his son to see what is wrong, but then he feels an "invisible wall" that stops this action. He wonders what his friends would say if he took his son. So Komakech decided to do nothing.

    Reflection questions:
    - Has anyone ever felt this way?
    - What makes us feel this way?
    - What can we do to change these feeling?

    Invisible wall #2:
    John Bosco, who is well known in the community as JB, has just returned from the garden with the neighbor men and they are finishing up a discussion about a program they heard on the radio. His 3 year old daughter runs over to him excited to see him, pulls on his trouser leg and screams "daddy, play with me." JB is excited to see her and wants to stop and play with her. But then he feels an "invisible wall" that stops this action. What would his friend's think if they saw him do this? Would they say he is spoiling his child to give her this attention? So instead of stopping his discussion and bending down to

* Adapted from CHOICES: Empowering boys and girls to change gender norms, A curriculum for 10 to 14 year olds in Nepal (2009); Save the Children

play with his daughter, JB screams to his wife: "Woman, control this child. I am talking to my friends!" However, inside, JB wonders how this makes his daughter feel.

Reflection questions:

- Has anyone ever felt this way?
- What makes us feel this way?
- What can we do to change these feeling?

3. After discussing these two examples of invisible walls, ask the participants to get into groups of five to share examples with each other of invisible walls that they have experienced or seen.

4. End the session by stating: "Invisible walls are created by societal values and attitudes held by individuals and they keep us from trying new behaviors, from helping others, and from doing what we feel is right in our hearts. Invisible walls can keep us from being the best possible fathers and husbands we can be. Fear of what others might say or think keeps us from removing invisible walls. Children grow up fast. You only get one chance to be involved in their lives and show them how much you care. All fathers can think about the invisible walls that hold us back, from showing our children we care. All fathers can use their strength and courage to take down these walls and be REAL Fathers."

Session 16: Wrap up: Things your child needs to hear you say.

Objectives: To practice saying things that will build children's self-esteem.

Advance Preparation:

- Cut out these sentences and tape them on a ball:*

1. I am so proud of you!
2. Well Done!
3. You are beautiful/handsome
4. You are intelligent/brave/creative
5. You are kind and thoughtful
6. Thank you for helping
7. I believe in you/I trust you
8. You can do it!
9. I will always be there for you, no matter what
10. You are so special to me
11. I'm glad that you are my son/daughter
12. I appreciate you so much
13. The day you were born was one of the best days of my life.

- Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers for all participants

Materials Needed: Ball and tape

Time needed: 30 minutes

Instructions for Facilitator:

1. Ask all the participants to come stand in a circle.

2. "We are going to end day 2 of our training. I know today might have been really challenging for many of you. If can be hard to reflect on our own lives, and even harder to figure out ways to change. I am really proud of all of you for your participation today."

3. "Today we talked about being a REAL Father. Tomorrow we are going to talk about being a REAL Husband, and how we communicate with our wives. It will be another challenging, but fun, day."

4. "Before we leave today, I want us to end by having everyone say some positive words. We have talked all day about different ways we discipline children, which might have felt like we were talking about all the things we fathers do wrong. Let's practice saying positive and nice things to children."

5. "Taped on my ball are 13 positive things all children need to hear from parents, especially fathers. When hearing these, children feel confident and loved. They know to trust and respect their father."

6. "To end our day, I want everyone to get at least one chance to practice saying something nice which you can later say to children. When I pass the ball, read the statement facing you, and then pass it to someone else. We will proceed like this until everyone has had two chances to say something nice."

7. Give participants Resource Sheet #7: Kind and Assuring Words Children Need to Hear from Fathers.

8. End the session by appreciating everyone's participation, and remind the mentors that, just like we feel extolled when we hear people compliment us positively, the same applies to children. Children who are praised by their fathers feel supported and grow with confidence.

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* Adapted from The National Fathers Institute's 16 affirmations children need to hear from Dad.

DAY 3
Happy Homes: Living in Peace

Session 17: One Thing I Learned

Objectives: To review some of the key lessons from Day 2.

Advance Preparation: None

Materials Needed: Ball

Time Needed: 20 minutes

Instructions for Facilitator:

1. Stand in a circle and use the ball to invite participation. Stand in the middle of the cycle and welcome participants to the third day. Mention one thing that you recall from the previous day. Toss the ball to one individual who in turn comes to the middle to share one thing they learned or something that was new to them from Day 2. After one person shares something they learned, they toss the ball to someone across the circle. Participants cannot repeat what others say. Everyone should get a chance to say something, but each individual has less than 1 minute to speak.

2. Encourage participants to ask questions they may have to clarify their understanding on issue that remained unclear from the previous day, and wrap up the session by emphasizing the key subjects that may have been missed by the participants the previous day.

Session 18: Why do we act this way?

Objectives:

- To analyze the root causes of bad communication in the home.
- To brainstorm the positive outcomes from good communication in the home.

Advance Preparation:

- On a flipchart, sketch a "good communication problem tree" and "bad communication solution tree."
- Cut a strip of blue paper to be placed on the trunk of the tree and label it "bad communication."
- Using brown paper, cut out strips for the participants to use to write root causes (6 pieces per person) of bad communication.
- Using green paper, cut out strips men can use to write effects (6 pieces per person) of bad communication.
- Cut pieces of tape before the session starts to tape up responses.
- Do the same for the good communication solution tree.

Materials Needed:

- Flip charts
- Markers
- Tape

Time Needed: 70 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:
   "Young men say that they do not want to use violence in their homes, and want to have loving relationships. But they also want to keep their status and power in the relationship. Today, we will talk about ways we can deal with these feelings, and ways we can use positive, nonviolent habits to foster a strong, mutual relationship, so that our children do not grow up in a home full of violence. We often forget that when we interact with our wives, every word and every action is being watched by our children. They learn the rules of a home through our actions. We have all witnessed violence in our lives, and grew up seeing violence in our homes and neighbors' homes. It's a new day, and a new time to show our children how to live in peace, starting with how we act in our homes."

2. Inform participants that peace starts in our homes with the way we communicate. To figure out how to have good communication, we will first seek to understand the root causes of our poor communication as well as talk about the positive outcomes when using good communication. Note that communication can be spoken and unspoken (non-verbal body language or signals). Ask for some examples.

3. Tell participants that in order to tease out the root causes of *bad communication,* which can lead to conflict in relationships, we will be using a tool called "The Problem Tree"* and to understand all the good things that come from our *good communication*, we will use a tool called "The Solution Tree."

* "Problem Tree's" are a well-known participatory technique to understand root causes. The steps in this guide are being adapted from the GREAT project Community Action Cycle Guide: Explore Phase.

4. Show the flip chart with the tree diagrams and describe the idea of the tree; the trunk stands for the issue being discussed; the roots stand for the causes of the issue; and the branches stand for the effects.

Part One: "Bad Communication Problem Tree"

5. Ask everyone to look at the bad communication problem tree and write down three things that would cause men to have poor communication with their wives on the brown strips of paper. Show the example on the tree. (Make sure these causes are added by the men: stress, alcohol use, holding in feelings/anger, fear the wife will laugh at him, fear the wife will get too powerful, saw it as a child)

6. Then ask participants in pairs to write down three outcomes and consequences of bad communication with their wives on the green strips of paper. Show the example on the tree. (Make sure these outcomes are added by the men: misunderstanding, loss of trust or bonds between the couple, less teamwork as a couple, shouting, exchanging harsh words, and regret for what was said. These consequences can lead to more severe outcomes, such as more drinking, fighting, regret, shame for hitting your children, children seeing violence in the home, children fearing their father, or the wife leaving the husband)

7. Ask the men to come up to the tree and tape up their responses. Give everyone time to gather around the tree to read all the responses.

8. Take one cause at a time, explaining that people can also look at the secondary causes of a problem by asking the question "why?" For example, if the use of alcohol is used as a cause of bad communication, ask everyone "Why do men use alcohol?" Probe for responses like peer influence, stress, etc. And then to that answer, ask "why" again. Continue in this way until men feel that all the causes have been discussed. (Note: if time permits, take extra time to discuss the causes and effects of alcohol use).

9. The facilitator should ask the Mentors to now consider the effects in the same way. Taking each effect one at a time, explain that people can also look at the secondary effects by asking the question "what is the effect of this?" Continue in this way until men feel that all the effects have been discussed.

10. At the end of the exercise, the facilitator can give an overall description of the tree with all its roots and branches. The Mentors will aid in connecting the root causes of bad communication and the effects of these behaviors.

11. Explain that since we will be Mentors for newly married men, we want to focus on the solutions to the issues we just discussed, so that men can be the best husbands and fathers that they can be. Therefore, in the last half of the session, we would like to turn our *"bad communication tree to a good communication tree."*

Part 2: "Good Communication Solution Tree"

12. Introduce the "Good Communication Solutions Tree" and follow steps 5 through 10 from above to develop the solution tree. Guide the participants to turn the root causes into positive attributes that cause good communication, and in turn let the participants generate positive effects as fruits of good communication between a man and his wife.

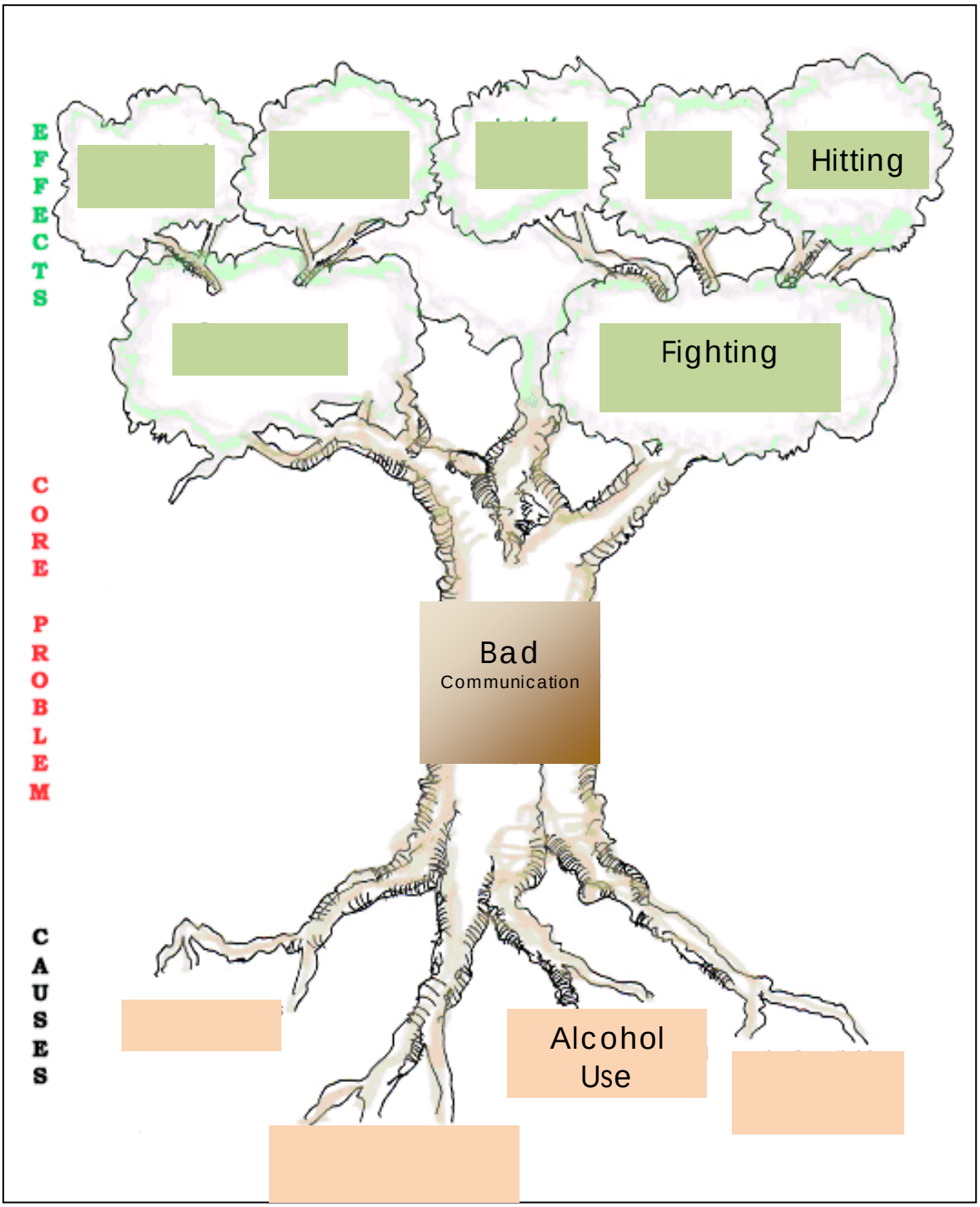
13. Make sure the problem tree is still hanging in a place where everyone can see it.

14. End the session with the following statement:

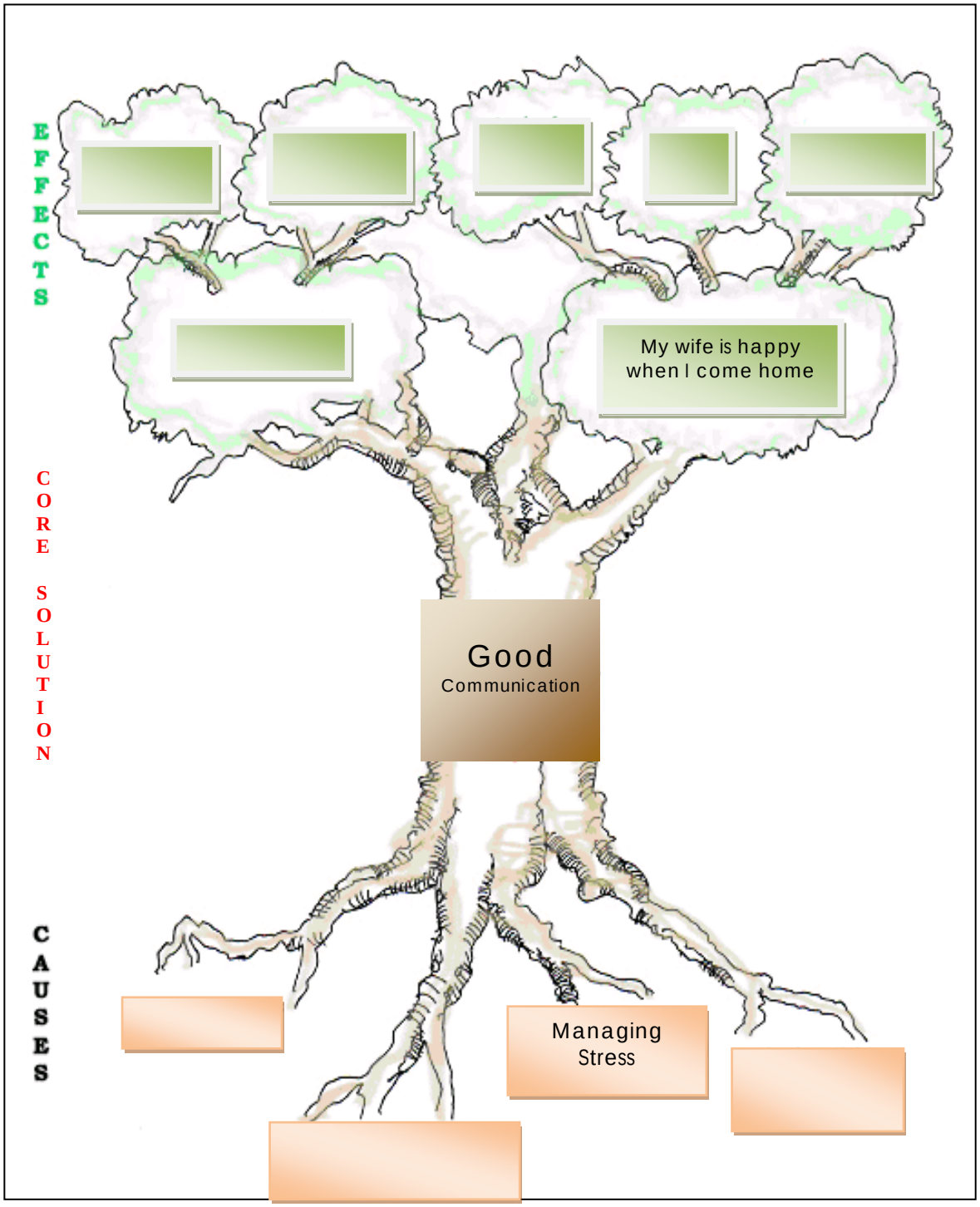
"As your trainers, and for you the Mentors, we want to recognize that men can create happy homes free of violence, shame and fighting. The first and central step to this is good communication between a husband and wife. While communication involves two people, men can control their own behaviors and influence their wives to also use caring and loving communication through leading by example.

The more good communication men use, the better the effects (like the fruits on the tree) and the happier they will be while at home. Once the men and their wives are happy, the children will also be happy. This is the best way to teach children to have strong relationships in the future. Today we will continue to think about how to minimize the causes of bad communication."

“Bad Communication Problem Tree”



Good Communication "Solution Tree"



Session 19: Dealing with stress and managing our emotions*

Objectives:

- To understand how stress can lead to problems in the household.
- To brainstorm solutions for managing and coping with stress.
- To identify anger and how to express it in constructive and non-violent ways.

Advance Preparation:

Write the following phrases on a flip chart:

- Now I am feeling _____
- One feeling I can easily handle is _____
- One feeling I have trouble dealing with is _____
- When I feel this emotion, I usually _____

Write the following phrases on a separate flip chart:

- I feel stressed because_____
- When I am stressed, I behave_____
- To deal with my stress, I_____

Materials Needed:

- Flip charts
- Markers
- Tape

Time Needed: 60 minutes

Instructions for Facilitator:

Activity 1

1. Make the following introductory remark:
   "All feelings are okay. They're neither good nor bad, they're just feelings. It is the way that we show and handle our feelings that can cause problems. Because men and women process their feelings differently, husbands don't deal with their feelings in exactly the same way as their wives. As boys, many men were taught to be tough and not show their feelings and emotions. When we feel frustrated or sad, we are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through shouting or physical aggression (or drinking too much alcohol).

2. Ask participants in confidence to write their feelings using the phrases written on the flip chart.

   a. Now I am feeling _____
   b. One feeling I can easily handle is _____
   c. One feeling I have trouble dealing with is _____
   d. When I feel this emotion, I usually _____

3. Then in pairs, ask the men to discuss their answers to these questions.

4. Ask a few volunteers to report back on what they discussed, focusing on their behaviors when they have a certain feeling or emotion.

5. Again in confidence, ask participants to answer the following questions:

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* Inspired and adapted from the National Fatherhood Institutes 24:7 fathering handbook (page 10: Showing and handling feelings) and Program H (page 184: What Do I do When I am Angry)

a. I feel stressed because_____
b. When I am stressed, I _____
c. To deal with my stress, I_____

6. Back in new pairs, ask the men to discuss their answers.

7. Ask a few volunteers to report back on what they discussed, focusing on the negative behaviors that were mentioned as stress relievers.

Activity 2

8. Now ask each man to close their eyes and, as individuals, to listen to your questions and take a few minutes to think of an answer to the questions. (Read one question at a time and give them time to think about a response before reading the next question.)
   a. Think of a recent situation with your wife when you were angry. What happened?
   b. Try to remember what you were thinking and feeling during the incident. Think of one or two feelings that you felt in your body when you were angry.
   c. Very often after we feel angry, we react immediately with shouting, throwing something, or hitting something or someone. Sometimes we can even become depressed or silent. Think about the incident that made you angry. How did you demonstrate your anger? How did you behave?

9. Divide the mentors into groups of 4 and ask them to do a role play based on some of their responses. One of the men can share their situation and they can act it out, pretending to be a husband and wife. Have them act out the situation with the real emotions that were used; then act it out again thinking of ways they could calm down without using violence. Allow only 20 minutes for this activity.

10. As a group, finish the exercise by brainstorming a list of positive solutions for dealing with stress. The facilitator can write this on a flip chart. (Answers might include: sports or exercise, taking a breath of fresh air, walking away, telling a trusted friend how you are feeling, praying over it.)

11. End the session by saying:
    "Many men feel stress because of the pressures on them to provide for their family, grow up, and take on new roles, like being a father and husband. Some are not even aware that they feel this stress, and then little things can make them react strongly, or treat other in ways they would not like.

    We cannot control our feelings, but we can control how we express our feelings. The first step is to recognize what we are feeling. Many men confuse anger and violence, thinking they are the same things. Anger is an emotion - a natural and normal emotion that every human being feels. There are many ways to manage and express anger. Some ways do not hurt anyone, like talking about it, and some ways hurt others, like violence. Learning to express anger is an important skill. It is also important to recognize stress and manage your stress in constructive ways. Violence is one way of expressing anger, which usually leads to negative outcomes.

    Men might think their violence leads to control and respect, but in actuality it leads to fear and disrespect. There are many other ways of expressing anger and not letting it get trapped up inside our bodies, where it can build up until we explode.

    Learning to express anger is one trick; another is coming up with solutions to managing the stressors that make you angry. I hope this session helped us all learn from each other's positive stress management tips, and we will use those tips for mentoring young fathers."

Session 20: Don't talk to me that way! (Part 1)

Objectives:

- To practice different communication styles.
- To understand how it feels when people use bad communication styles.
- To understand how parental arguments and bad communication between parents effect children.

Advance Preparation:

- Print this list (or Resource Sheet #8: Home Communication), cut it into strips, and put in a basket.

1. Your children will do better in life if they have the support of you and their mother.
2. Your child will have less stress if you and the mother value each other.
3. Tell your children often that they should love and respect their mother.
4. Show the child how to love and respect their mother through your communication with her.
5. Never tell the child that they caused a problem between you and the mother
6. Listen to your wife every day.
7. Don't break an agreement between you and your wife without talking with her first.*
8. Don't talk badly about the mother to your child.
9. Save your arguments for nighttime when the child is sleeping (avoid exchanging words when the child can hear).
10. If you have a fight with your wife in front of the child, remember to tell your child that you love her and them, even when you and their mother have arguments.
11. Discuss important issues with your wife before making decisions so that your child learns that you respect her.

- Copies of Resource Sheet #8: Home Communication Conduct
- Copies of Resource Sheet #9: Communication Skills

Materials Needed:

- Scarves
- Ball or basket

Time Needed: 75 minutes

Instructions for Facilitator:

Activity 1

1. In this session, we are going to experience firsthand how we communicate with each other and how it feels to be on the receiving end of someone else's communication style.

2. Take the participants outside. Ask the men to get into pairs. Tell them that they will blindfold each other, and then direct each other towards an object.

3. Ask one man to blindfold the other and then throw an object (like a pen) 5 meters in front of him. The man not blindfolded directs his partner through words only to get the pen. Then the pairs switch roles.

4. Bring the men back together and ask:
    a. How did you feel your partner communicated with you?
    b. What did they do well? What could they have done better?
    c. Was there a moment you were frustrated when you were blind folded? Why?

* Adapted from The National Fatherhood Institutes 24:7 fathering handbook (page 61:For the sake of children tips)

Activity 2

5. The facilitator should ask one volunteer to the front of the room. Tell them they will be blindfolded and you will direct them to get an object, but you are going to put a few chairs on the way to make it more challenging.

   [*Note to the facilitator*: Use more aggressive language. Act like you are getting frustrated with them. Tell them "you are not listening" in an angry voice. Call them names, like "stupid" and "idiot."]

6. When the first man has reached the chair, thank them and ask a second volunteer to come up for the same activity. Tell the audience that you are going to use a different form of communication this time.

   [Note to the facilitator: Use "soft and caring words" when directing the participant. Be supportive and forgiving. Tell them they are doing a good job.]

7. Ask both men to stay at the front of the room.

8. First ask the audience to answer this question:
   - How did the audience feel when they observed the two styles of communication being used?
   - What were some good communication and bad communication skills you witnessed me using?"

9. Then ask the two men to answer the following questions:
   a. How did you feel about how I communicated with you?
   b. What did I do well?
   c. What could they have done better?
   d. Was there a moment you were frustrated when you were blind folded? Why?

10. Ask the audience to put themselves in the shoes of their wives:
    a. Can we reflect on how we have been communicating with their wives?

11. Ask the men to sit in a circle and pass around the basket. Tell everyone that we will pull out and read one tip on how to improve relationships and the family by the way we communicate with our wives.

12. End the session by stating:
    "In any relationship, communication is very important, and it goes on all the time between husbands, wives and even with children. There are different styles of communication which we apply daily when we interact with other people. When we communicate in a careful and polite manner, and listen to our wives without interrupting - even if you don't fully agree with her - it leads to a good cordial and mutually agreed conclusion. On the other hand, a man who keeps on interrupting before his wife is finished talking, and remains defensive, domineering and abusive, will not benefit from the good communication. The way we communicate to both our wives and children determines the way they respond and react. Also remember that when we communicate with our wives, we are being watched by our children. The way we communicate in front of our children has serious effects on them that we might not have realized."

Session 21: Stronger Couples through Communication

Objectives:

- To understand how wives feel when violence is used against them.
- To identify ways to resolve differences within couples without violence.

Advance Preparation: Prepare scenarios and the values clarification exercise to read aloud.

Materials Needed: Balloons

Time Needed: 60 minutes

Instructions for Facilitator:

1. Distribute balloons to the participants. After they have blown up and tied their balloons, tell them that they will be playing a 5-minute game. Divide the participants into four teams that will each select 1 participant to compete in the game while others cheer. The objective of the game is to collect as many balloons as possible. The player with the maximum number of balloons at the end of the 5 minutes is the winner. There are no points for burst balloons.*

2. After the 5 minutes, stop the game, calm all the men down and find the winner.

3. Ask the men:
    a. How did the winner get so many balloons? If you interacted with him, how did he act?
    b. Did anyone get pushed, shoved or hit during the game? Why do you think this happened?
    c. Are men naturally violent?

4. Tell the men that this activity was just a silly way to open up a very serious discussion about violence and the times when men use violence against their wives.

5. "I am going to read a series of scenarios to help us talk about situations that might end up with violence as a way to help us discuss this serious matter. I will read you a scenario from the perceptive of a man, and then I will read the same scenario from the perspective of their wife."

6. Read the scenario:
    Scenario1: From Okello's perspective
    Okello and Akech are married and have a 3 year old son. Okello has been very frustrated lately because he is struggling without success to make enough money for his family because the war left him with no land. Since returning to his village in 2010, he has been digging in the gardens with his nephew. He feels that life these days is too difficult as a young married man trying to support his family. Yesterday, after missing another day digging because of land quarrels, Okello's friend pressured him to come and drink at the nearby trading centre at the roadside. It was midnight by the time he arrived home. On arrival, Akech asked Okello where he had been. Okello arrogantly answered Akech, "I have been with other men and it is none of your business". Akech was furious at him and refused to serve him food. They began to argue and shout at each other. The fight quickly escalated.†

7. Use these questions for a discussion;
    a. What could happen during this fight?
    b. Do you think Akech was right to deny Okello food?
    c. Who was wrong, Akech or Okello?
    d. Could Akech have reacted differently in this situation?

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* From EngenderHealth's curriculum: Engaging Men as Partners to Reduce Gender Based Violence: A Manual for Community Workers. (2006)
† Inspired by the GREAT Project formative research in Northern Uganda.

e. What else could Okello have done when coming home late?
f. Could the couple agree on home rules, and try to follow them?

8. Read the same scenario from the wife's perspective:
Scenario 1: From Akech's perspective:
Akech and Okello are married. She works very hard to dig, to keep their home clean, and to take care of their son. She always prepares food for the family to eat by nightfall, and likes to sleep by 10pm after working all day. They agreed as a couple that he would not come home after 10pm. One night Okello comes home after drinking after 10pm. She greets him nicely, although she is not happy that he broke the rule and he answers her rudely. She decides that she will not serve him food. It is late, and they do not have that much charcoal to use. She tried to explain but he started shouting at her.

   a. What do you think Akech was feeling when Okello arrived home late?
   b. Could couples agree on how to react when another person breaks a 'rule' they agreed on, for example by listening to each other?

9. (*Optional*) If time permits, read Scenario 2 to further the discussion.
Scenario 2: From Benon's perspective
Benon and Susan are married. Benon's parents/home people is coming over to their home for dinner. He is very anxious that they should have a good time and he wants to show them that his wife prepares nice food. When he gets home that night, nothing is prepared. He noticed that Susan is tired, but he is upset. He does not want his family to think that he cannot control his wife. They begin to argue and yell at each other. The fight quickly escalates and Benon hits her.[*]

10. Use these questions for a discussion;
   a. Do you think Benon was right to hit Susan?
   b. What was the cause of the violence?
   c. What do you think Benon was feeling that prompted the violence?
   d. Could Benon have reacted differently in this situation?

11. *(Optional*) Scenario 2 from the wife's perspective:
Scenario 2: From Susan's perspective
Benon and Susan are married. Benon's maternal grandmother and uncles are coming over to their home for a visit to come and see the youngest child. Susan sensed that Benon was anxious for the past week about the visit and he kept demanding what Susan was going to collect from the garden and start preparing some food for the visitors. That morning before Benon left to look after the cows, Susan said that she wasn't feeling very well, but Benon ignored her and rushed out to drive the animals to the bush. That day, their 2 year old child was crying a lot and Susan developed a fever. She had a very hard time concentrating on everything. Despite not feeling well, she was still able to clean the house with their daughter on her back and start to cut all the food so it was ready to cook. She was so fatigued that when their baby was napping, she lay down next to her and also fell asleep. When Benon gets home that evening, it seemed that nothing is prepared. He noticed that Susan looks tired, but he is very upset. She tried to tell him what was happening that day, but Benon just would not listen, calling her lazy and a bad wife. The fight quickly escalates and Benon hits her on the head. She blacks out and falls down."

12. Use these questions for a discussion;
   a. Do you think Benon was right to hit Susan?
   b. What was the cause of the violence?
   c. What do you think Susan was feeling when Benon arrived home and was upset?
   d. Could Benon have reacted differently in this situation?
   e. How could Benon help out in this situation?

13. In the next session, we will identify ways that men can handle these situations more calmly.

[*] From EngenderHealth: Engaging Boys and Men in Gender Transformation: A Group Education manual (2008)

Session 22: Good sportsmanship: How the rules of marriage are similar to a game of football

Objectives:

- To understand good conflict resolution skills.

Advance Preparation:

- Create two flipcharts, one labeled, "Good Sportsmanship Rules," the other labeled "Good Home Conduct."
- Print out and cut the "Home Conduct" and "Good Sportsmanship Rules" statements into strips of paper, one rule per strip.
- Pre-cut strips of tape.
- Copies of Resource Sheet #10: The Rules of Football versus the Rules of Marriage

Materials Needed:

- Flipcharts
- Tape

Time Needed: 60 minutes

Part 1:

Instructions for Facilitator:

1. **"**After a few years of being married, maybe you have already realized that there are many similarities between a football game and marriage. Let's brainstorm together what some of those similarities are." Take 5 – 10 minutes to brainstorm and write the Mentors' responses on a flip chart.

Possible responses:

- Football is played in teams, just like a husband and a wife are a team.
- It takes teamwork to play well.
- It takes communication to play well.
- It takes practice to play well.
- It takes trust to play well.
- All team members work together for the same goal.
- Success and failure are shared -- if one person succeeds the others succeed. If one person fails, it affects everyone on the team.
- Every contribution to the team is very important. No one person can do it alone.
- Only a few people are born expert players, most people have to practice hard to get good at playing and we have to continuously practice.
- There are rules to good sportsmanship.
- You never start or leave a game mad or angry. You always shake the other teams hand before leaving and respect the effort they put into the game.
- We appreciate the efforts of everyone on the team.

2. Now, we are really going to see how similar football is to marriage. Look at the two flipcharts at the front of the room: one is called "Good Sportsmanship Rules;" the other is called "Good Home Conduct." I am going to hand out some strips of paper with some "rules" on them. Your job is to decide which list it belongs to. Come to the front and tape up your rule onto one of the flipchart papers.

3. Once participants have finished putting up their rules, review the flipcharts together. Debate if there are any that do not belong, or on the wrong list.

4. Then focus on the "home conduct" list. Discuss:
    a. Are the ways of home conduct we see here realistic?
    b. What makes it hard to follow these instructions?
    c. Which instructions do you see most men following?
    d. Which instructions are most difficult for men to follow?
    e. What could help them follow the instructions more?

5. Give participants copies of Resource Sheet #10: The Rules of Football versus the Rules of Marriage.

6. Finally, tell all the men that even for the best rule followers, there will still be times when you have disagreements with your wife. THAT IS NORMAL. But how we deal with and react during these disagreements is really how we are going to be judged as husbands and men.

Good sportsmanship rules in football

- ✓ Do unto others as you would have others do unto you.
- ✓ Show respect for the others, if you expect it yourself.
- ✓ Enjoy yourself and encourage enjoyment for others.
- ✓ Take responsibility for your actions. Don't blame others for your mistakes or find excuses for poor behavior.
- ✓ Recognize and appreciate good performances.
- ✓ Encourage all surrounding people to display these rules and behavior behaviors.
- ✓ Show concern for an injured person.
- ✓ Win with class - lose with dignity.
- ✓ Win without boasting. Lose without excuses.
- ✓ Never use disrespectful or derogatory comments.
- ✓ Never make a display of temper when you or someone else is not successful.
- ✓ Never laugh or name call.
- ✓ Never use profanity or display anger.
- ✓ Remember, it's only a game.

Good Home Conduct

- ✓ Don't verbally attack the other person.
- ✓ No name calling.
- ✓ Stick to the subject of an argument and agree to resolve it within 15 -30 minutes.
- ✓ Don't bring up past arguments or problems these are unrelated to the current argument.
- ✓ Work together.
- ✓ Keep calm and end the talk if one of you becomes angry.
- ✓ Recognize and appreciate all that the other person does each day.
- ✓ Respect each other.
- ✓ Ask each other a question each day and listen to the answer with interest.
- ✓ Show love and appreciation for the other person each day.
- ✓ Always be honest to each other.
- ✓ Count your blessings as a family.
- ✓ Bear each other's burdens.
- ✓ Forgive and forget.
- ✓ Be kind and tenderhearted.
- ✓ Comfort one another.
- ✓ Speak the truth and keep your promises.
- ✓ Be supportive of each other.
- ✓ Be true to each other.
- ✓ Look after each other.
- ✓ Treat each other like you treat your friends.
- ✓ Love each other deeply from the heart.

Part 2: Introducing the "Yellow Card"*

7. Ask the Mentors to think about the men they will be visiting who will have similar situations as the ones we talked about today (in the scenarios in the previous session). Ask the Mentors to think about the reasons the men they will be visiting might have had arguments in their homes. Potential answers will include:
    a. The man is greeted rudely when coming home.
    b. The wife does not agree for her husband to sell their grain (or other household item).
    c. The husband feels stressed about getting soap for the home this week.
    d. The husband believes that the wife is not working as hard in the garden as she could.
    e. The wife asks the husband where he has been.
    f. The wife is upset that the husband broke their home rule of coming home late.
    g. The husband brings water for his wife's bath when she says she is unwell, but suspects that she just wants him to wait on her and is actually fine.
    h. The wife suspects that her husband has another girlfriend.

8. Then brainstorm all the ways these men could have stopped things before getting so heated. Potential answers include:
    a. What could a husband do to react calmly? (stop, listen, discuss…)
    b. What could a mentor do if he hears such as situation come up

9. Introduce the Yellow Card and explain that this is a simple tool that they will have to offer the men they are working with. Explain that the concept of the yellow card is the same as a yellow card in football: a warning for violating the "rules" of the game. Explain that they will be giving a few yellow cards to each man to use when either the man or his wife wants to non-verbally show that they need to take a break from an argument, or if they feel the other is not acting in ways that lead to good couple communication.

10. Review the prompting discussion questions on the back of the card with all men. Discuss if this can be an effective way to get husbands and wives to communicate better in situations that could escalate to an argument or even violence.

End the day

11. End the session by having all the men stand in a circle and ask them to commit to change one thing in their lives (i.e. one thing they would do differently) to have less violence and more good communication in their homes. Before committing to one thing, think about what you would advise the men you will be visiting when they have these situations. Think about if you could also make this change.

* Inspired by Peter Gotter's "Red Card" program from Madagascar (AED); http://c-changeprogram.org/sites/default/files/The%20Red%20Card%20Success%20Story.pdf

Session 23: Wrap-up

Objectives: To summarize the day's sessions and to discuss the plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 20 minutes

Instructions for Facilitator:

1. "On Day 1, we talked about different roles and expectations on men and women. Yesterday we talked about how to be the best fathers possible for our children. Today focused more on how the husbands can use caring and loving words with their wives and how to communicate in order to work well together, keep the relationship strong, and to avoid violence. We hope that these three days will give you the foundation to be the best Mentors possible for the men you will be working with. Tomorrow and Friday, we will be going over your roles as Mentors, what is expected of you, and the activities you will use with men in the community."

2. Ask if anyone has any questions about today sessions or the plan for tomorrow.

3. Thank participants for their active participation, openness and cooperation.

4. Invite participants to the evening Wang-oo.

Evening Wang-oo

A wang-oo can be used for two purposes: to show Mentors how they will set up the group meetings with young fathers in each sub-parish, and to discuss the role of being a Mentor in an informal and meaningful way.

Discussion topics could include:

- Role of a Mentor
    - What does it mean to be a Mentor?
    - How is a Mentor like a football coach?
    - What could Mentors do well?
- Characteristics of a Mentor
    - What type of Mentor would you like for yourself?
    - What are other characteristics for Mentors of young fathers?
    - Are there rules for Mentors we should discuss and agree to?
    - What type of behaviors do you need to exhibit in your own life to ensure your credibility as a Mentor?
- Methods of working
    - How do you like to get advice from others?
    - How will you give advice, guidance and coaching to young fathers?
    - How can you as Mentors, and us as facilitators, support each other to be successful?
- Anticipating challenges
    - What would you do if you visit a home and believe that there may have been violence toward a wife or child?
    - What could you do if you think violence may occur after you leave a home?
    - What could you do if a father asks you for support (including financial support) for something, for example, to call his wife back from her family?
    - What would you do if you notice that the family is going through a difficult or stressful time?
    - What are other challenges that may arise? How could Mentors handle these challenges?

DAY 4
Practicum: Putting It All Together

Session 24: One Thing I Learned

Objectives: To review some of the key lessons from Day 3

Advance Preparation: None

Materials Needed: None

Time Needed: 10 minutes

Instructions for Facilitator:

1. Explain that this exercise will be brief today. Stand in a circle and welcome participants to the fourth day. Mention one thing that you recall from Day 3 and ask volunteers to share what they learned in Day 3.

2. Encourage participants to ask any urgent question from the previous day.

Session 25: Mentor Protocol for Home Visits

Objectives:

- To review and discuss the Mentor Protocol for home visits with young fathers and couples.

Advance Preparation: None

Materials Needed:

- A Mentor Protocol for each participant
- Flipchart paper listing the 6 themes of the protocol

Time Needed: 20 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:

   "As we talked about at the start of the training, Mentors will each counsel 3 - 5 young fathers. Mentors will meet with each young father 12 times: 6 home visits and 6 group meetings. Each Mentor will visit the home of each young father 6 times. Four visits will be one-to-one with the father. Two visits will be with the father and his wife as a couple. For the 6 group meetings, Mentors will work together with other Mentors in the sub-parish to hold meetings with all of the young fathers being mentored by them.

   The Mentor Protocol is a tool for you to use during home visits and group meetings. In this session we will review the Mentor Protocol on home visits."

2. Explain that there are 6 themes in the protocol. Show participants the list of themes on the flipchart paper: Fatherhood, Tips & Tricks to being a REAL Father, Family Dreams, Loving My Family, Communication, and Parenting.

   Ask participants if they can recall discussions in the previous days of the training related to these themes. If not mentioned, add that they have already discussed the key issues in the training. The Mentor Protocol organizes the issues into a framework for mentoring young fathers. They may find some new activities, but most of the information and activities will be familiar to them already.

3. Pass out the Mentor Protocol to each participant. Give participants a few minutes to look at the table of contents.

   Looking at the themes or table of contents, explain that each theme has 1 home visit and 1 group meeting. In one month, Mentors do home visits with their fathers for a theme. Then at the end of the month, Mentors in a sub-parish will hold a group meeting with all of their fathers on that same theme.

Inception Visit

To begin, Mentors can conduct an introductory visit to present themselves to the young father and his wife first, before starting the home visits. Ask a volunteer to turn to that page in the Protocol and read it aloud.

Ask if any participant can explain the reason for this introductory visit to the father and his wife. If not mentioned, add that this was a strong request from fathers. To prepare the protocol, we first talked with fathers. They shared that it is important for their wives to meet the Mentors and understand what the Mentors will be discussing with them, to avoid feeling suspicious. It is also a good opportunity for the wives to learn that Mentors will ask to talk with them as well as their husbands in the final two home visits.

Ask participants if they have any questions.

4. **Home visits**: Turn to the first home visit on Fatherhood. Ask a volunteer to read the heading aloud. Explain that the protocol for all six home visits are organized in this same way:

- Preparation
- Time
- Homework check-in (not during the first home visit)
- Introduction
- Activities
- Homework
- Wrap-up

Review each of the headings. Note that the suggested time is only an estimate. They are the first Mentors to use the Protocol, and changes will be made based on their real experiences.

The introduction and wrap-up sections can be read to the father or couple.

Homework is one or two things fathers or couples will agree to try on their own until the next visit.

Ask participants if they have any questions.

Session 26: Home Visits with Young Fathers

Objectives:

- To practice using the tools for home visits with young fathers

Advance Preparation: None

Materials Needed:

- Mentor Protocol
- Resource Sheets

Time Needed: 4 hours

Instructions for Facilitator:

1. Read the following statement to participants:

   "For the next four hours we will practice home visits with young fathers. There are four one-on-one home visits with fathers. We as facilitators will model each visit and activity, and then you will practice."

2. ***Home Visit 1*** Facilitators demonstrate Visit 1 for participants for 30 minutes. (Explain to the group that usually the visits will be longer than the practice time allows.) Then divide participants into pairs or small groups to role play and practice Visit 1 on their own. One person plays the Mentor while another person plays the young father. If there are other group members they assist with instructions and act as observers. Give pairs or groups up to 30 minutes.

3. ***Home Visit 2*** Facilitators demonstrate Visit 2 for participants for 30 minutes. (Again, explain that usually it will be longer.) Then ask pairs or small groups to practice on their own for 40 minutes, with different roles from the previous round. Remind participants to use the Resource Sheets as appropriate, especially #1, 4 and 5.

4. ***Home Visit 3*** Facilitators (or a pair of volunteers) demonstrate Visit 3 for all participants for 30-40 minutes.

5. ***Home Visit 4*** Facilitators demonstrate Visit 4 for participants for 30 minutes. Then ask pairs or small groups to practice Visit 4 for 40 minutes.

Session 27: Home Visits with Couples

Objectives:

- To practice using the tools for home visits with couples

Advance Preparation: None

Materials Needed: Mentor Protocol

Time Needed: 2.5 hours

Instructions for Facilitator:

1. Read the following statement to participants:

   "Earlier we practiced Visits 1, 2, 3 and 4 with the Mentor and young fathers. Now we will practice home visits 5 and 6. Home visits 5 and 6 are with the Mentor and the couple: the father and his wife."

2. ***Home Visit 5*** Facilitators demonstrate Visit 5 for 30 to 40 minutes. (Explain to the group that usually the visit will be much longer; because of time, you will demonstrate a shorter version.) Then participants divide into groups of three to practice Visit 5 for 40 minutes. One person plays the Mentor, while two people play the couple. Remind participants to use the Resource Sheets as appropriate, especially #8 and 9.

3. ***Home Visit 6*** Facilitators (or three volunteers) demonstrate Visit 6 for 30 to 40 minutes. If time permits, groups of three people practice Visit 6 for 40 minutes. One person plays the Mentor while two people play the couple.

Session 28: Wrap-up

Objectives: To summarize the day's sessions and to discuss the plan for tomorrow.

Advance Preparation: None

Materials Needed: None

Time Needed: 20 minutes

Instructions for Facilitator:

1. "Today we began to put into practice what we learned during the first three days of the training. Today's practice focused on using the Mentor protocol for home visits with young fathers and couples. Tomorrow we will practice the group meetings that you will hold in each sub-parish with Mentors and young fathers. We will finalize our training by the end of tomorrow."

2. Ask if anyone has any questions about today sessions or the plan for tomorrow.

3. Thank participants for their active participation, openness and cooperation.

DAY 5
Practicum: Putting It All Together

Session 29: One Thing I Learned

Objectives: To review some of the key lessons from Day 4.

Advance Preparation: None

Materials Needed: None

Time Needed: 10 minutes

Instructions for Facilitator:

1. Explain that this exercise will be brief today. Stand in a circle and welcome participants to the fourth day. Mention one thing that you recall from Day 4 and ask volunteers to share what they learned in Day 4.

1. Encourage participants to ask any urgent question from the previous day.

Session 30: Mentor Protocol for Group Meetings

Objectives:

- To review and discuss the Mentor Protocol for group meetings

Advance Preparation: None

Materials Needed:

- A Mentor Protocol for each participant
- Flipchart paper listing the 6 themes of the protocol

Time Needed: 20 minutes

Instructions for Facilitator:

1. Read the following statement to the participants:

   "As we discussed yesterday, Mentors will meet with each young father 12 times: 6 home visits and 6 group meetings. For the 6 group meetings, mentors will work together with other mentors in the sub-parish to hold meetings with all of the young fathers being mentored.

   In this session we will review the Mentor Protocol for group meetings."

2. Ask participants to turn to the page on Group Meetings on Fatherhood. Request a volunteer to read the headings aloud. Explain that the protocol for all of the group meetings are organized in this same way:

   - Preparation
   - Time
   - Introduction
   - Activities
   - Group commitment

Session 31: Group Meetings

Objectives:

- To practice group meetings with mentors and young fathers

Advance Preparation: None

Materials Needed: Mentor Protocol

Time Needed: 5.5 hours

Instructions for Facilitator:

1. Read the following statement to participants:

   "Today we will practice group meetings. There will be 6 group meetings in each sub-parish. Mentors in each sub-parish will work together to organize the meetings with the young fathers whom they mentor."

2. ***Group meeting 1:*** Facilitators demonstrate group meeting 1 on Fatherhood for 30 minutes. Facilitators play the Mentors and volunteers play the fathers. (Explain that in reality all of the meetings will last longer than the available time for practice.) Then divide participants into small groups to practice group meeting 1 for 30 minutes. Several people play the Mentors while others play the young fathers whom they mentor.

   (Note to facilitators: groups will not have time to practice two of the meetings. Four and six are suggestions, but facilitators can select which ones to cover)

3. ***Community Poster:*** Read the following statement to participants:

   "Let's pause a moment to learn about community posters. To help create a supportive environment for young fathers to make changes, we will put up six very large posters at sub-parish meeting points. Each theme will have a community message board. These are called 'community posters' which aim to get the whole community thinking and talking about young fathers and how to support change. As Mentors, you will share the ideas and messages on the community poster with fathers during a group meeting on the same theme. The image is included in the protocol for this purpose."

   Request a volunteer to read the text under Community Poster 1. Ask participants how this image and the words relate to the theme of fatherhood. Continue this process to 6.

4. ***Group meeting 2:*** Facilitators demonstrate group meeting 2 for 30 minutes. (Facilitators play the Mentors and volunteer participants play the fathers.) Facilitators show Community Poster 2 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then groups practice group meeting 2 for 30 minutes.

5. ***Group meeting 3:*** Facilitators demonstrate group meeting 3 for 30 minutes. Facilitators show Community Poster 3 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then small groups practice group meeting 3 for 30 minutes.

6. ***Group meeting 4:*** Facilitators demonstrate group meeting 4 for 30 minutes. Facilitators show Community Poster 4 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood.

7. ***Group meeting 5:*** Facilitators demonstrate group meeting 5 for 30 minutes. Facilitators also show Community Poster 5 and ask a participant to read the text and ask how this image and the words relate to the theme of fatherhood. Then small groups practice group meeting 5 for 30 minutes.

8. ***Group meeting 6:*** Facilitators demonstrate the final meeting - the community ceremony - for 30 minutes. Facilitators also show the Community Poster 6 and explain how voluntary commitments to positive fatherhood will be sought from fathers and community leaders at the community ceremony.

Session 32: Feedback

Objectives:

- To share positive and constructive feedback with fellow participants.

Advance Preparation: None

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. Read the following statement to participants:

   "We can all learn from and support each other. Comments or feedback from others is a useful way to develop our skills. Feedback goes two ways: giving feedback and receiving feedback.

   Giving feedback in a way that the other person finds useful is a skill. Feedback is best used when it is positive and constructive. This means that feedback covers positive aspects – what worked well – and specific areas to improve. The most useful feedback is specific, and focuses on what can be changed. Feedback that is not useful is more general and talks about a person's personality or beliefs.

   Receiving feedback is also a skill. When received well, feedback helps us develop. When getting feedback, try to listen, ask for clarification if needed, and acknowledge the feedback. It is not necessary to explain or justify anything.

   Today we will practice both. We will start with feedback on home visit practice."

2. Ask participants to divide into pairs or small groups. Request that one person give positive and constructive feedback, while the other person receives the feedback. In a few minutes, ask participants to switch roles.

3. Then ask participants to form new pairs or small groups and repeat this exercise.

4. Ask volunteers to share their experiences and feelings. Suggested questions include:

   - How did you feel to give positive and constructive feedback?
   - How did it feel to receive feedback in this way?
   - How can we continue to improve giving and receiving feedback that is useful?

5. End the session by stating:
   As mentors we can support each other to improve our skills. Giving feedback that is positive and specific about what is working well and what can improve is one way to support each other. Receiving feedback by listening and acknowledging, without feeling defensive, is a way to help ourselves improve.

Session 33: Closing

Objectives: To close the training with an overall summary and review of next steps.

Advance Preparation: Invite any leaders and media representatives interested in the training.

Materials Needed: None

Time Needed: 30 minutes

Instructions for Facilitator:

1. Summarize the key content that the Mentors learned and highlights of the previous discussions.

2. Congratulate the participants for completing the training to become Mentors for young fathers. Young fathers are an important resource in our communities. They have willingness and potential to become Responsible, Engaged and Loving Fathers. This will help their children, their families, and themselves in achieving their hopes and expectations for the future, and help our communities develop. They need support and guidance from Mentors.

3. Ask any volunteers to make a public commitment to be Mentors, who will respect young fathers, listen well and be positive role models.

I. POSTERS

Bedo Wego

Woda tye Wego Kikome

Kit kwo pa dano iyo ma jo ma otegi neno kwede

- En tiyo matek
- En gwoko lutino ne dok maro gi bene
- En tye ki neno pi lutino ne pi kare me anyim dok tiyo matek me neno ni anyim gi obedo maber.
- En pwonyo lutino ne labongo gero dok I yoo ma opore

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Yoo ki diro me bedo wego kikome

Babaa wa tye wego Kikome

Kit kwo pa dano iyo ma lutino neno kwede

- Babaa wa pwonyo wan
- Babaa wa ngeyo wan maber
- Babaa wa kweyo cwiny wa
- Babaa wa tuku kwed wa
- Babaa wa maro wan (dok tiyo matek) pi wan

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Kit ma amito ni ganga obed kwede iyi anyim

Lawota obedo wego kikome

Kit kwo pa dano iyo ma lurem neno kwede

- En mato kongo iyo mupore
- En pe mato kongo oo ka ma en twero kelo gero
- En maro lutino ne, dok lutino ne maro en dok woro en bene
- An apwonyo jami manyen ma aa kibot en iyo me doro ganga

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Maro joo Ganga

An atye wego kikome

- Atye ki tek cwiny me temo timo jami manyen. Man weko an abedo wego matir
- An Lacoo kikome ma atiyo jami ducu kacel ki min ota
- Angeyo ni tic kacel ki min ota weko gang waa bedo matek
- Angeyo ni konyo min ota konyo gang wa, ki an wa ki lutino na bene
- An anyutu tam ma ki miti na iyo ma opore
- An aworo dako na ki en bene woro an
- An akello ber bedo ki yom cwiny i ganga

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Miyo Ngec

Cwara obedo wego kikome!

- En wora, an bene aworo en
- En jalo cawa me bedo kacel kweda ki lutino
- En nyuta mar kacel wa ki lutino wa bene
- En nywako tam kacel kweda
- En kom wego kikome
- En loko kweda wii atii ma pwod peya lok mo odoko lok madit
- En tiyo ki leb ma opore me kawang tic ki gero ikoma
- Wa julu lutino wa kacel
- Wa tiyo kacel wek otwa obed ki kuc'

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J. MENTOR RECRUITMENT REPORT

Title of Report:	Recruitment of Mentors
Period	June, 2013
Name of Person Submitting Report:	Eluk Denis, SO Young Fathers and GBV
Reviewed By:	OJAMUGE Dickens PS REAL Fathers Project.
Date of Submission:	June 25, 2013

Introduction

Following the listing of the young fathers by the clan leaders (*Rwot Kweris*) and the local council chairpersons the Project team conducted meeting with the young fathers in the various communities. The meetings provided an opportunity of meeting with the young fathers and vetting the young fathers that had been selected by the local leaders and to recruit mentors. The young fathers were given the opportunity to identify potential individuals to act their mentors.

Objectives of the meetings;

- To carry out the final verification of the young fathers registered and have the database finalized
- Map out the homes of the mentors together with the young fathers, identify them and have them selected to determine the strategic placement of the mentors close to the homes of the young fathers.
- To get the young father's suggestion and approval of the points for the establishment of the community message boards

Methodology

Variosu method were used in the facilitation of the meeting including; discussions, brainstorming individual interviews, social mapping, observation etc.

Description of the activity

Verification of young fathers lists; the meetings were composed of a series of activities. Each meeting began with the verification of the young fathers based on the list provided by the local leaders. Each young father

Figure 2 | Listing Young Fathers
[Photo Credit: Dickens Ojamuge, SCI]

was met separately to cross check on their ages, ages of their children and their status in terms of residence. At the end of the exercise clean lists of young fathers were generated.

Re explanation of the project; the above exercise would be preceded by a brief meeting with the young fathers and their wives. The major objective of the meeting is to re-explain the project briefly so as to bring everybody on board and particularly to emphasis the main areas of focus in terms of the target age group for the project

Mapping of the homes of the young fathers and the mentors; The young fathers present together with their wives would then be divided according to their sub parishes and asked to draw a social map of their showing their homes and the homes of the individuals that they would have identifies as mentors. Also the mapping helped identification of locations for community posters.

Mapping of the homes of young fathers and mentors

The young fathers through their leader were engaged in an exercise to draw a social map on the ground using the locally available materials. Later the map was transferred on a paper by one of the group members. This was meant to create an appreciation by the young fathers of the participatory approach so as to have their interest and confidence built further in the project process. The Features of the social map across the parishes included but not limited to the following as;

- Homes of the young fathers
- The homes of the potential mentors
- Location for the placement of community posters using the community message boards
- Community basic facilities like health centres- if available, schools, boreholes and other institutions like police stations and posts among others
- Possible locations for the group mentoring sessions

Mapping process:

All the above features would be represented by locally available materials on the ground and later transferred in a sketch map on a piece of paper for future reference

Figure 3 | Mapping homes of mentors and young fathers
[Photo Credit: Dickens Ojamuge, SCI]

From the map, father from 5-8 homes that are near each other would be bunched together and requested to identify someone to act as their mentor. The selection of the mentors was based on the qualities participatory pre-determined checklist developed by the mentors and the project team. Final list of mentors is attached on ***Annex # 1:*** *Final List of Mentors*

Embedded; Checklist for Mentor Selection

Checklist for Mentor Selection.docx

The young fathers also through the same engagement were asked to identify locations in their sub parishes where they think the community message boards for poster placement would be established. This involved having a consensus among the young fathers and their wives agreeing on one central location within their sub parish. However, in some sub parishes, the young fathers portrayed the need to have more than one board especially due to the wide expanse of the sub parish. This means that where resources warrants, some parishes are bound to have between three to four message boards as opposed to the planned two per parish. It was evident that the young fathers across almost all the parishes identified locations close to a school, health centre, trading centre, community meeting grounds and young people's gathering points among others as possible locations for the poster placements

After the mapping exercise and identification of the mentors, the young fathers drafted a letter to the potential mentor requesting him to be their mentor.

Sample social Maps-Atiak sub parishes.do

Participants

Participants during the meetings with young fathers to select mentors included; parish chiefs; local council representatives; rwot kweris in their different capacities, the young fathers and their partners (some had their children come along with them) among others. Find attached the summary number by sex of the participants in their particular parishes

S/N	PARISH	SUB PARISHES	MALE	FEMALE	TOTAL
1	Pupwonya	North & South	78	48	126
2	Palukere	East & west	79	32	111
3	Pawel	Pukumu & Kal	70	45	115
4	Kal	East & West	69	51	120
5	Pacilo	East & West	53	51	104
6	Bibia	East & West	24	19	43
7	Okidi	North & South	51	32	83
8	Parwacha	Pabwono & Agoro	77	74	151
		TOTAL	**501**	**352**	**853**

Challenges:

The following challenges were commonly encountered during the community meetings:

- Poor time management by young fathers in some parishes
- Other parishes through the vetting processes had tremendous decrease in the number of available young fathers as compared to those that had earlier on been presented in the beneficiary identification forms by the rwot kweris
- Invasion of villages by hippopotamus that consequently led to untimely death of individuals in some parishes thus causing fear of movement
- Poor mobilization in some parishes by the local leaders coupled with communication gap between the L C I and among the *Rwot Kweris.*

- Inconvenient meeting locations as only recognized available option such as venues along the highway that experience interruption through noise and dust from vehicles en route Juba

Next steps processes

- Other parishes are going to have more young fathers and consequently more mentors
- Sampling is going to be mixed; control group, study group and those to be included later
- Cleaned young fathers are to be together with the identified potential the mentors

Conclusion

In a nut shell, the mentor selection exercise went on successfully as planned though with a few challenges as pointed above that could perhaps not have as much effect to have the team avert from the focus of the activity as was planned. Team work continue to prevail internally among the project team and externally with a few community leaders who have whole heartedly embraced the project in its totality and as more consolidated rapport continues to be built around more leaders so as to have a one language speaking team of "REAL Fathers"

Recommendation

There is need to hold a joint meeting with the young fathers together with the identified potential mentors so as to explain and create understanding of the project undertakings among the mentors; garner their expectations in terms of roles and anticipated benefits as well as perform the simple profiling of each mentor. This will help promote clear understanding of the different individuals to be dealt with

Annex # 1: *Final List of Mentors*

S/N	Name	Contact	Occupation	Parish	Rwot kweri (village)
1	Ouma John	0782 053 701	Vice L.C I Chairperson	Pupwonya	Kot omolo
2	Oryem Charles	0777 100 614	Farmer	Pupwonya	Paduka
3	Nyerere Julius	0717 582 683	Chief of Rwot kweri	Pupwonya	Karutu
4	Komakech Moses	0711 222 834	Chief of Rwot kweri	Pupwonya	Toncwiny
5	Arweny Juma	0785 444 240	Farmer	Pupwonya	Obwolo
6	Akera Alphonse	0775 926 760	L C Councillor	Pupwonya	Pawiro atoo
7	Olodi Chaspa	0787 849 078	Farmer	Pupwonya	Pawiro mede
8	Oketa Samuel		Farmer	Palukere	Lulai A
9	Acaye Joseph	0775 591 485	Local Council 1	Palukere	Lulai A
10	Okwero Buciri		Chief Rwot kweri	Palukere	Olako
11	Oyoo David	0777 176 083	Farmer	Palukere	Lagwedola
12	Ouma Mark	0711 197 361	Sec. Rwot kweri	Palukere	Lagota B
13	Nyero Francis	0714 249 105	Village Health Team	Palukere	Juba
14	Ochakacon John	0777 360 871/ 0717 582 733	Local Council 1	Pawel	Kal tido
15	Apire David	0713 505 992	Farmer	Pawel	Pambari
16	Kinyera James	0713 701 343	Farmer	Pawel	Pambari
17	Otunu Joel		Farmer	Pawel	Pajinya
18	Atube Bazilo	0717 202 971/0751 915 193	Farmer	Pawel	Jingkomi
19	Nyeko Paul	0713 486 726	Literacy & Adult Basic Education Facilatator (LABE)	Pawel	Lalem A

20	Otto Paulino	0756 230 013	Local Council 1	Pawel	Ayomo B
21	Otim James	0713 144 359	Farmer	Pawel	Abongorwot
22	Okwonga Joseph	0759 682 261	Chief of Rwot kweri	Pawel	Got gwang B
23	Okello Robert		Chief of Rwot kweri	Kal	Kibogi
24	Ocitti Paul	0753 705 528	Carpenter	Kal	Pagimoro
25	Ouma George	0717 590 802	Farmer	Kal	Kibogi
26	Kitara Charles		Farmer	Kal	Acopele
27	Kumakech Mathew	0718 771 670	Farmer	Kal	Pabuga
28	Lukoya Joseph	0718 771 422/0758 004 499	Farmer	Kal	Pabuga
29	Ocira nyero Denis	0716 160 417	Farmer	Kal	Lukulia
30	Omona Patrick	0754 468 826	Farmer	Kal	Pabuga
31	Oryema Fred	0777 628 173	Farmer	Okidi	Lagotaoywec
32	Onen Justine	0787 583 173	Catechist/Paralegal (HRF)	Okidi	Gunya B
33	Langoya Luke	0779 891 265	Farmer/CB Trainer/VHT	Okidi	Gunya B
34	Oringa Francis	0773 480 089	Farmer	Okidi	Okidi Centre A
35	Okot Charles	0785 405 645	Farmer/Child Protection Commitee	Okidi	Gorodon
36	Apire Godfrey	0759 245 927	Farmer	Parwacha	Barjere
37	Ocaya Charles		Farmer	Parwacha	Barjere
38	Apire Simon Ogal	0788 949 130	Local Council 1	Parwacha	Olwongu
39	Onyuta Thomas	0783 050 428	Chief of Rwot kweri	Parwacha	Olwongu
40	Opoka Richard	0718 403 954	Farmer	Parwacha	Bura
41	Okwera Sarafino	0785 542 920	Farmer	Parwacha	Kalawal
42	Okumu Simon	0755 316 171/0779 757 584	Chief of Rwot kweri	Parwacha	Kalawal

43	Ongom Peter	0717 718 849	Farmer	Parwacha	Langiya
44	Kidaga Richard		Farmer	Parwacha	Langiya

K. MONITORING REPORT

Real Fathers Initiative Monitoring

1. **Individual mentoring sessions**

a) Inception visit

166 (97.6%)[1]young fathers were reached during the inception visit by 43 (97.9%)[2] mentors between August 1 and August 29. During all of these visits, the mentors met with both the young fathers and their partners. On average, the mentors spent 54 minutes with the couples.The mentors reported that 96.5% (n=138) of the inception visits were conducted as specified in the protocol.

b) Fatherhood mentoring session

Following the inception visits, all 166 (100%) young fathers had their first individual mentoring sessions on fatherhood within the same month (August). On average, these sessions lasted 56 minutes. In all of the sessions, the mentors reported thatthe activity or game specified in the protocol was conducted, and that the sessions were wrapped up appropriately.It was also reported thatmost (94.3%, n=116)[3]of the young fathers were assigned homework by the mentors as required, and that in 91.7% (n=110)[4] of the sessions that the entire protocol was completed as should have been.

c) Tips and tricks to being a real father

In September, 164 (100%) sessions on tips and trips to being a REAL father were conducted with the beneficiaries who were still in the study[5], one session for each of the young fathers. These sessions lasted 57 minutes on average. The mentors reported that the activity or game was conducted as specified in the protocol in most (97.3%, n=144) of the sessions. 145 (97.3%) young fathers were assigned homework during these mentoring sessions, while 119 (93%) reported to doing the homework assigned in the previous session, according to monitoring data. 92% (n=125) of the mentoring sessions with the young fathers completed the entire protocol and, 97.3% (n=145) of the meeting with young fathers were wrapped up accordingly.

The mentors' impression of the first three individual encounters with the young fathers

Table 1: Mentors' opinion of their experience with the young the fathers during individual meetings

	Inception Visit	Fatherhood	Tips & tricks to being a REAL Father
Item	N (%)	N (%)	N (%)
As a mentor how easy was the material to present?			
Very easy	79(53.0)	85 (57.8)	85 (59.0)
Somewhat easy	59(39.6)	50 (34.0)	54 (37.5)
Not easy/difficult	11(7.4)	12 (8.2)	5 (3.5)
Total	**149(100.0)**	**147 (100.0)**	**144 (100.0)**

[1] Four young fathers dropped out of the study before the inception meeting
[2] One mentor also dropped out of the study before conducting inception visits with the young fathers
[3] N=123
[4] N=120
[5] 4 more participants dropped out of the study/program in the month of September

In your opinion, how much did the father understand the messages?			
Understood all	89 (60.2)	95 (60.5)	108 (66.7)
Understood some	56 (37.8)	60 (38.2)	53 (32.7)
Understood little or none	3 (2.0)	2 (1.3)	1 (0.6)
Total	**148 (100.0)**	**157 (100.0)**	**162 (100.0)**
In your opinion, how enjoyable was the session to the young father?			
Very enjoyable	132 (86.3)	140 (89.2)	146 (89.0)
Somewhat enjoyable	20 (13.1)	17 (10.8)	18 (11.0)
Little or not enjoyable	1 (0.6)	0 (0.0)	0 (0.0)
Total	**153 (100.0)**	**157 (100.0)**	**164 (100.0)**

Generally, the mentors were of the opinion that the inception visits, and first two mentoring sessions so far conducted were easy to conduct, and that the young fathers understood the messages delivered. Most of the mentors also reported that the meetings were very enjoyable to the young fathers (Table 1 above).

2. Group mentoring session

a) Fatherhood

The first group mentoring sessions (15 in total) were conducted between the 26th and 29th August, after the first individual mentoring sessions – fatherhood. All the 43 mentors participated during this activity in which 161(97.0%)[6] young fathers were reached. Except for the missing responses, data available from this mentoring session show a successful experience during this activity:

- All 14[7] (100%) groups reported to reflect on the community poster image with the young fathers.[8]
- Young fathers were reported to have made commitments at the end of all the 15 group sessions conducted.
- 10[9] groups responded to the question about a young father volunteering to read out loud his commitment to the group, and in all the instances this was done.
- All the groups (n=14) also reported that the entire protocol for the mentoring session on fatherhood was duly completed.

b) Tips & tricks to being a REAL father

The second group mentoring session about tips and tricks to being a REAL father was conducted between the 21st and 30 September, following the second individual mentoring sessions. Again all the mentors (43) participated and 159 young fathers were reached. The mentors' reports for this activity also reflect that all the sessions were successfully conducted, and most, according to protocol. Specifically:

- 93.3% (n=14) of the groups reported to reflect on the community poster image
- Commitments were made by young fathers at the end of all the 15 sessions conducted
- In 86.7% (n=13) of the group sessions a young father volunteered to read out loud his commitment to the group and;

[6] 5 young fathers did not attend the group mentoring sessions
[7] 1 missing response recorded
[8] 1 missing response recorded
[9] 5 missing responses recorded for the session

- All the groups (n=14) also reported that the entire protocol for the mentoring session on tips and tricks to being a young father was completed.

Mentors' impression of the first two group encounters with the young fathers

Table 2: Mentors' opinion of their experience with the young fathers during the group sessions

	Fatherhood	**Tips & tricks to being a REAL father**
Item	N (%)	N (%)
As a mentor how easy was the material to present?		
Very easy	3 (20.0)	5(38.5)
Somewhat easy	12 (80.0)	8 (61.5)
Not easy/difficult	0 (0.0)	0 (0.0)
Total	**15 (100.0)**	13(100.0)
In your opinion, how much did the father understand the messages?		
Understood all	8(53.3)	9 (69.2)
Understood some	7(16.7)	4 (30.8)
Understood little or none	0(0.0)	0(0.0)
Total	**15(100.0)**	**13 (100.0)**
In your opinion, how enjoyable was the session to the young father?		
Very enjoyable	12(80.0)	12(92.3)
Somewhat enjoyable	3(20.0)	1 (7.7)
Little or not enjoyable	0 (0.0)	0 (0.0)
Total	**15(100.0)**	**13(100.0)**

As was the case with the individual sessions, the mentors report having a positive opinion towards the first two group sessions conducted. In all the sessions, mentors report presenting the materials with ease, that the young fathers understood the messages delivered, and that they found the sessions enjoyable (Table 2 above).

L. INDIVIDUAL MENTORING SESSIONS RECORD FORM

REAL Fathers Initiative

Individual Mentoring Session Record

Instruction to Mentor: Complete this form after conducting a home-based coaching/Individual mentoring session with a young father:

Parish/Te Mukungu: _____ Village/Tea LC I: _____ Sub ward/ Te Rwodi Kweri: _____

Names of young father_____ Age_____ Date of visit_____

Mentoring session #: Inception meeting ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ ☐ ☐

In attendance: ☐ Father ☐ Wife

How long did the session last (in minutes): _____ Date of next visit_____

A. What did you do? *Please put a ✓ in the yes or no box for each question below*	**Yes**	**No**
1. Did you discuss the following topics during this session?		
Inception		
Fatherhood		
Tips and Tricks to being a REAL Father		
Family Dreams		
Loving My Family		
Communication		
Parenting		
2. Did you conduct the game/activity specified in the protocol for this session?		
3. Did you assign homework to the young father?		
4. Did you wrap up the session as specified in the protocol?		
5. Did the young father do his homework from the last session?		
6. Did you complete the entire protocol for this session?		

B. How did it go? *Please put a ✓ in the appropriate response boxfor each question*				**Don't know**
1. As a mentor, how easy was the material to present?	Very easy	Somewhat easy	Not easy/Difficult	Don't know
2. In your opinion, how much did the father understand the messages?	Understood all	Understood some	Understood little or none	Don't know
3. In your opinion, how enjoyable was the session to the father?	Very enjoyable	Somewhat enjoyable	Little or not enjoyable	Don't know

Comments: (What went well? What didn't go well? Any other observations?) *Continue on other side if needed.*

M. GROUP MENTORING SESSIONS RECORD FORM

REAL Fathers Initiative
Group Mentoring Record

Instruction to Mentors: Complete this form after conducting a parental education group session (based on the established curriculum) with young fathers at a place of their convenience

Names of Mentors_____

Date_____ Parish/TeMukungu: _____Village/Tea LC I:_____

Sub ward/ TeRwodiKweri: _____Start time:_____Endtime:_____

Group session #:1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

Names of young fathers participating in group session
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

A. What did you do? *Please put a ✓in the yes or no box for each question below*	**Yes**	**No**
1. Did you discuss the following topics during this group session?		
Fatherhood		
Tips and Tricks to being a REAL Father		
Family Dreams		
Loving My Family		
Communication		
Parenting		
Community Celebration		
2. Did young fathers reflect on the community poster image?		
3. Did young fathers make commitments at the end of the session?		
4. Did a young father volunteer to read his commitment out loud to the group?		

REAL Fathers Initiative

Group Mentoring Record

5. Did you complete the entire protocol for this group session?				
B. How did it go? *Please put a ✓ in the appropriate response boxfor each question*				**Don't know**
1. As a mentor, how easy was the material to present?	Very easy	Somewhat easy	Not easy/Difficult	Don't know
2. In your opinion, how much did the fathers understand the messages?	Understood all	Understood some	Understood little or none	Don't know
3. In your opinion, how enjoyable was the session to the fathers?	Very enjoyable	Somewhat enjoyable	Little or not enjoyable	Don't know

Comments: (What went well? What didn't go well? Any other observations?) *Continue on other side if needed.*

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N. OBSERVATION FORM

REAL FATHERS INITIATIVE

Staff Observation Form

INSTRUCTIONS: This form should be completed by a REAL Fathers Initiative staff as s/he observes a mentor during a mentoring/coaching session with a young father/group of young fathers. Please fill it out completely and don't skip any questions.

Parish/Te Mukungu_____ **Village/ Te LC I**_____ **Sub ward/ Te Rwodi Kweri**_____

Person completing form: _____ **Date:** _____

SECTION 1: SESSION DETAILS		
1	Activity/Session observed (tick one option)	☐ Individual mentoring session/Home Visit ☐ Group mentoring session
2	Num. of participants: _____	Duration of session (in hours and/or minutes) : _____
3	Theme discussed during the session (Check one option):	☐ Inception meeting ☐ Fatherhood ☐ Tips and tricks to being a REAL father ☐ Family dreams ☐ Loving my dreams ☐ Communication ☐ Parenting ☐ Community celebration
SECTION 2: MENTORING		
Item		**Response**
4	Did the mentor understand, interpret and deliver the session as was described in the curriculum?	☐ Yes ☐ Somewhat ☐ Not at all
5	Was the mentor clear and audible during the session?	☐ Yes ☐ Somewhat ☐ Not at all
6	Was the mentor interesting/engaging? (Did he keep the participant/s interested in the session?)	☐ Yes ☐ Somewhat ☐ Not at all

N. OBSERVATION FORM

REAL FATHERS INITIATIVE

Staff Observation Form

7	For a group session: Did the mentor allow/encourage everyone attending the session to speak?	☐ Very ☐ Somewhat ☐ Not at all
8	Did the mentor adequately address questions? (Mentors don't necessarily have to know how to answer all the questions, but they should encourage discussion of any questions asked)	☐ Very Good ☐ Fair ☐ Poor
9	Overall, how did the mentor facilitate this session?	☐ Excellent (Entire facilitation was delivered according to protocol) ☐ Good (Most of the facilitation was delivered according to protocol) ☐ Poor (Most of the facilitation was not delivered according to protocol)
SECTION 3: PARTICIPATION		
Item		**Response**
10	Did the participant(s) understand the instructions delivered during the mentoring session?	☐ Yes, very well understood ☐ Partially understood ☐ No, not well understood
11	How interested/engaged is/are participant(s) in the session?	☐ Very engaged ☐ Somewhat engaged ☐ Not at all engaged
12	Did all the participants get an opportunity to, and speak during the session?	☐ Yes ☐ Somewhat ☐ Not at all
9	How comfortable did the participants appear asking questions?	☐ Very comfortable ☐ Somewhat comfortable ☐ Not at all comfortable
10	Overall, how would you rate the participants' response to this session?	☐ Very Good ☐ Fair ☐ Poor

N. OBSERVATION FORM

REAL FATHERS INITIATIVE

Staff Observation Form

Comments:

O. WORK PLAN

v 10.15.2013

X Completed
Planned

REAL FATHERS MENTORING INITATIVE
Workplan 2012-2014

		YEAR 1 (2012-2013)												Year 2 (2013-2014)												Year 3 (2014-2015)											
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Seasons:		Rainy		Dry Season			Rainy Season			Dry	Rainy Season					Dry Season			Rainy Season			Dry	Rainy Season					Dry Season			Rainy Season			Dry	Rainy Season		
Planting Seasons:		–		Harvest		Clear land	Plant			Tend	Harvest	Plant		–		Harvest		Clear land	Plant			Tend	Harvest	Plant		–		Harvest		Clear	Plant			Tend	Harvest	Plant	
PROJECT START UP AND MANAGEMENT																																					
Recruit and hire consultants (formative research, intervention development)	SC			X																																	
Set-up consulting contracts (formative research, intervention development)	SC				X																																
Recruit and hire research firm for baseline/endline survey (Cohort1)	IRH							X	X																												
Recruit and hire research firm for baseline/endline survey (Cohort2)	IRH																																				
Recruit and hire research firm for endline interviews with wives	IRH																																				
Recruit and hire research firm for long-term follow-up interviews	IRH																																				
Hold meetings with district government officials	SC, IRH						X	X	X																												
Hold introductory meetings with community members	SC							X			X																										
Hold meeting with GREAT TAG	IRH						X																														
Recruit and hire researchers for endline qualitative data collection and analysis	IRH																																				
Submit semi-annual/annual report to USAID	IRH							X																													
Submit report to Oak/Wellspring	IRH																																				
Develop progress brief	IRH								>																												
INTERVENTION																																					
Mentoring Program																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Develop Young Fathers Mentoring curriculum	SC					X	X	X																													
Develop monitoring tools (observation form etc.)	SC/IRH								X	X																											
Establish list of young fathers in intervention areas	SC							X	X																												
Conduct formative research to identify mentors	SC							X	X																												
Recruit mentors (Cohort 1)	SC							X	X																												
Train mentors (Cohort 1)	SC										X																										
Invite young fathers to participate in project and randomly assign to intervention/control group (Cohort1)	SC								X	X																											
Conduct individual mentoring sessions (Cohort1)	SC											X	X																								
Conduct group mentoring sessions (Cohort1)	SC											X	X																								
Conduct home visits (Cohort1)	SC											X	X																								
Develop wives support group session curriculum	SC																																				
Recruit wife session facilitators	SC																																				
Recruit wives/obtain consent	SC																																				
Recruit additional mentors	SC																																				
Train new mentors (Cohort2)	SC																																				
Randomly assign 160 fathers to intervention or control arms (Cohort2)	SC																																				
Conduct individual mentoring sessions (Cohort2)	SC																																				
Conduct group mentoring sessions (Cohort2)	SC																																				
Conduct home visits (Cohort2)	SC																																				
Conduct women support session for 160 Cohort 2 wives	SC																																				
Conduct structured observations	SC											X	X																								
Analyze structured observation data	SC																																				
Provide feedback to mentors	SC											X																									
Compile and utilize monitoring data	IRH/SC																																				
Offer successful components of intervention to control group (Cohort 1)	SC																																				
Offer successful components of intervention to control group (Cohort 2)																																					
Community IEC Fatherhood Campaign																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Conduct formative research	SC					X	X																														
Design six posters	SC					X	X	X																													
Pre-test posters	SC							X	X																												
Produce posters	SC									X																											
Strategically place posters in community	SC											X	X	X																							
RESEARCH																																					
Develop data collection tools	IRH					X	X	X	X																												
Develop detailed research protocol	IRH						X	X	X																												
Submit IRB application to Georgetown University (Baseline/Endline)	IRH						X																														
Resubmit IRB application (Baseline/Endline)	IRH						X																														
Submit IRB application to Ugandan IRB (Baseline/Endline)	IRH							X																													
Obtain approval from Uganda National Council of Science and Technology	IRH							X																													
Submit IRB application for Life Histories	IRH																																				
Submit IRB application for endline interviews with wives	IRH																																				
Submit IRB application for long term follow-up interviews	IRH																																				
Baseline Data Collection																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Translate research instruments and consent forms into Luo (baseline/endline)	IRH							X																													
Train data collectors on research protocol and instruments (baseline/endline)	IRH									X																											
Develop data entry screen	IRH									X																											
Pre-test and revise research instruments	IRH								X	X																											
Obtain informed consent from all participants	IRH									X																											
Conduct 340 structured baseline interviews with young fathers(Cohort1)	IRH											X																									
Enter data into SPSS (Cohort1)	IRH																																				
Analyze data (Cohort1)	IRH											X																									
Write baseline report (Cohort1)	IRH												X																								
Conduct 160 structured baseline interviews with young fathers (Cohort 2)	IRH																																				
Enter data into SPSS (Cohort2)	IRH																																				
Analyze data (Cohort2)	IRH																																				
Write baseline report (Cohort2)	IRH																																				
Endline Data Collection																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Train data collectors on research protocol and instruments (life histories)	IRH																																				
Update data entry screen (endline)	IRH																																				
Update research instruments (endline)	IRH																																				
Develop data collection instrument for endline interview with wives	IRH																																				
Obtain informed consent from all participants	IRH																																				
Conduct 340 structured endline interviews with young fathers (Cohort1)	IRH																																				
Enter endline data into SPSS(Cohort1)	IRH																																				
Analyze endline data(Cohort1)	IRH																																				
Conduct 160 structured endline interviews with young fathers (Cohort2)	IRH																																				
Enter endline data into SPSS(Cohort2)	IRH																																				
Analyze endline data(Cohort2)	IRH																																				
Conduct endline interviews with 160 wives	IRH																																				
Conduct long term follow-up endline interviews with 500 fathers	IRH																																				
Identify and recruit six fathers for Life Histories (may need to revise date)	IRH																						?														
Train researchers on qualitative component	IRH																																				
Conduct Life History Interviews	IRH																																				
Conduct two focus groups discussions with mentors	IRH																																				
Conduct one focus group discussion with Save staff	IRH																																				
Translate and transcribe interview data	IRH																																				
Analyze interview and focus group data	IRH																																				
Documentation and Dissemination																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Collect and document costing information	IRH																																				
Write and submit final technical report to USAID	IRH																																				
Finalize Mentoring Curriculum based on project results	SC																																				
Write and submit manuscript to peer-reviewed journal	IRH																																				
Develop and disseminate project brief describing results	IRH																																				
Organize two end-of-project dissemination meetings (Amuru and Kampala)	IRH, SC																																				
Conduct Global Technical Consultation (Washington DC)																																					
Organize Regional Technical Consultation (Kampala)	IRH, SC																																				
Submit abstract to one global health conference	IRH, SC																																				

v 10.15.2013

X Completed
Planned

REAL FATHERS MENTORING INITATIVE
Workplan 2012-2014

		YEAR 1 (2012-2013)												Year 2 (2013-2014)												Year 3 (2014-2015)											
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
Tasks/Activities	**Responsible**	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep
Seasons:			Rainy		Dry Season			Rainy Season		Dry			Rainy Season				Dry Season			Rainy Season		Dry			Rainy Season				Dry Season			Rainy Season		Dry		Rainy Season	
Planting Seasons:			–	Harvest		Clear land		Plant		Tend	Harvest	Plant			–	Harvest		Clear land		Plant		Tend	Harvest	Plant			–	Harvest		Clear		Plant		Tend	Harvest	Plant	
PROJECT START UP AND MANAGEMENT																																					
Recruit and hire consultants (formative research, intervention development)	SC			X																																	
Set-up consulting contracts (formative research, intervention development)	SC				X																																
Recruit and hire research firm for baseline/endline survey (Cohort1)	IRH							X	X																												
Recruit and hire research firm for baseline/endline survey (Cohort2)	IRH																																				
Recruit and hire research firm for endline interviews with wives	IRH																																				
Recruit and hire research firm for long-term follow-up interviews	IRH																																				
Hold meetings with district government officials	SC, IRH						X	X	X																												
Hold introductory meetings with community members	SC							X			X																										
Hold meeting with GREAT TAG	IRH						X																														
Recruit and hire researchers for endline qualitative data collection and analysis	IRH																																				
Submit semi-annual/annual report to USAID	IRH							X																													
Submit report to Oak/Wellspring	IRH																																				
Develop progress brief	IRH								>																												
INTERVENTION																																					
Mentoring Program																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
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Develop Young Fathers Mentoring curriculum	SC					X	X	X																													
Develop monitoring tools (observation form etc.)	SC/IRH								X	X																											
Establish list of young fathers in intervention areas	SC							X	X																												
Conduct formative research to identify mentors	SC							X	X																												
Recruit mentors (Cohort 1)	SC							X	X																												
Train mentors (Cohort 1)	SC										X																										
Invite young fathers to participate in project and randomly assign to intervention/control group (Cohort1)	SC								X	X																											
Conduct individual mentoring sessions (Cohort1)	SC											X	X																								
Conduct group mentoring sessions (Cohort1)	SC											X	X																								
Conduct home visits (Cohort1)	SC											X	X																								
Develop wives support group session curriculum	SC																																				
Recruit wife session facilitators	SC																																				
Recruit wives/obtain consent	SC																																				
Recruit additional mentors	SC																																				
Train new mentors (Cohort2)	SC																																				
Randomly assign 160 fathers to intervention or control arms (Cohort2)	SC																																				
Conduct individual mentoring sessions (Cohort2)	SC																																				
Conduct group mentoring sessions (Cohort2)	SC																																				
Conduct home visits (Cohort2)	SC																																				
Conduct women support session for 160 Cohort 2 wives	SC																																				
Conduct structured observations	SC											X	X																								
Analyze structured observation data	SC																																				
Provide feedback to mentors	SC											X																									
Compile and utilize monitoring data	IRH/SC																																				
Offer successful components of intervention to control group (Cohort 1)	SC																																				
Offer successful components of intervention to control group (Cohort 2)																																					
Community IEC Fatherhood Campaign																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
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Conduct formative research	SC					X	X																														
Design six posters	SC					X	X	X																													
Pre-test posters	SC							X	X																												
Produce posters	SC									X																											
Strategically place posters in community	SC											X	X	X																							
RESEARCH																																					
Develop data collection tools	IRH					X	X	X	X																												
Develop detailed research protocol	IRH						X	X	X																												
Submit IRB application to Georgetown University (Baseline/Endline)	IRH						X																														
Resubmit IRB application (Baseline/Endline)	IRH						X																														
Submit IRB application to Ugandan IRB (Baseline/Endline)	IRH							X																													
Obtain approval from Uganda National Council of Science and Technology	IRH							X																													
Submit IRB application for Life Histories	IRH																																				
Submit IRB application for endline interviews with wives	IRH																																				
Submit IRB application for long term follow-up interviews	IRH																																				
Baseline Data Collection																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
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Translate research instruments and consent forms into Luo (baseline/endline)	IRH							X																													
Train data collectors on research protocol and instruments (baseline/endline)	IRH									X																											
Develop data entry screen	IRH									X																											
Pre-test and revise research instruments	IRH								X	X																											
Obtain informed consent from all participants	IRH									X																											
Conduct 340 structured baseline interviews with young fathers(Cohort1)	IRH											X																									
Enter data into SPSS (Cohort1)	IRH																																				
Analyze data (Cohort1)	IRH											X																									
Write baseline report (Cohort1)	IRH												X																								
Conduct 160 structured baseline interviews with young fathers (Cohort 2)	IRH																																				
Enter data into SPSS (Cohort2)	IRH																																				
Analyze data (Cohort2)	IRH																																				
Write baseline report (Cohort2)	IRH																																				
Endline Data Collection																																					
		Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4			Quarter 1			Quarter 2			Quarter 3			Quarter 4		
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Train data collectors on research protocol and instruments (life histories)	IRH																																				
Update data entry screen (endline)	IRH																																				
Update research instruments (endline)	IRH																																				
Develop data collection instrument for endline interview with wives	IRH																																				
Obtain informed consent from all participants	IRH																																				
Conduct 340 structured endline interviews with young fathers (Cohort1)	IRH																																				
Enter endline data into SPSS(Cohort1)	IRH																																				
Analyze endline data(Cohort1)	IRH																																				
Conduct 160 structured endline interviews with young fathers (Cohort2)	IRH																																				
Enter endline data into SPSS(Cohort2)	IRH																																				
Analyze endline data(Cohort2)	IRH																																				
Conduct endline interviews with 160 wives	IRH																																				
Conduct long term follow-up endline interviews with 500 fathers	IRH																																				
Identify and recruit six fathers for Life Histories (may need to revise date)	IRH																					?															
Train researchers on qualitative component	IRH																																				
Conduct Life History Interviews	IRH																																				
Conduct two focus groups discussions with mentors	IRH																																				
Conduct one focus group discussion with Save staff	IRH																																				
Translate and transcribe interview data	IRH																																				
Analyze interview and focus group data	IRH																																				
Documentation and Dissemination																																					
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Collect and document costing information	IRH																																				
Write and submit final technical report to USAID	IRH																																				
Finalize Mentoring Curriculum based on project results	SC																																				
Write and submit manuscript to peer-reviewed journal	IRH																																				
Develop and disseminate project brief describing results	IRH																																				
Organize two end-of-project dissemination meetings (Amuru and Kampala)	IRH, SC																																				
Conduct Global Technical Consultation (Washington DC)																																					
Organize Regional Technical Consultation (Kampala)	IRH, SC																																				
Submit abstract to one global health conference	IRH, SC																																				