

# REAL FATHERS INITIATIVE



## Learning from the Diversity of Men and Contexts: Adapting REAL Fathers

SBCS Summit | April 20, 2018



# WHY ENGAGE MEN IN VIOLENCE PREVENTION?

## Global evidence indicates:

- ✓ Harsh punishment of children and witnessing IPV are risk factors for later IPV
- ✓ Reach young men before their relationship expectations, attitudes, and behaviors are set
- ✓ Fatherhood shown to be an entryway in promoting more gender-equitable and positive masculinities



# REAL FATHERS INITIATIVE OVERVIEW



## Pilot

2013 - 2015 | Northern Uganda

## Scale-up Integration

2015 – 2017

Karamoja and Northern Uganda

## Objectives:

- Reduce physical punishment of children and IPV
- Improve parenting attitudes and confidence in using nonviolent discipline
- Foster acceptance of non-traditional gender roles in parenting

Photo Credit: Save the Children/Dickens Ojamuge

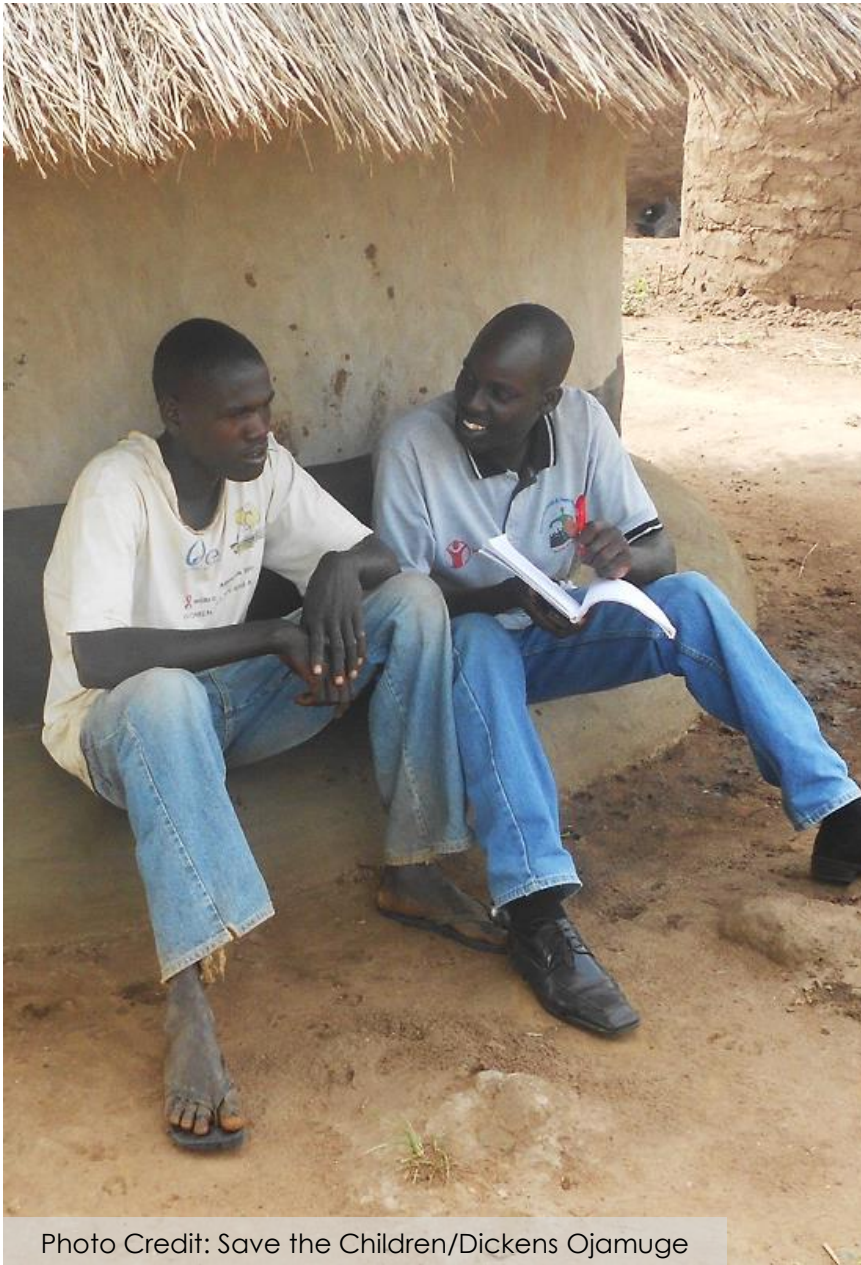


Photo Credit: Save the Children/Dickens Ojamuge

# MENTORING PROGRAM

**12 points of contact over 6 months** with each young father:

- 4 individual home sessions
- 2 couple-based sessions
- 6 group sessions

**Community posters**

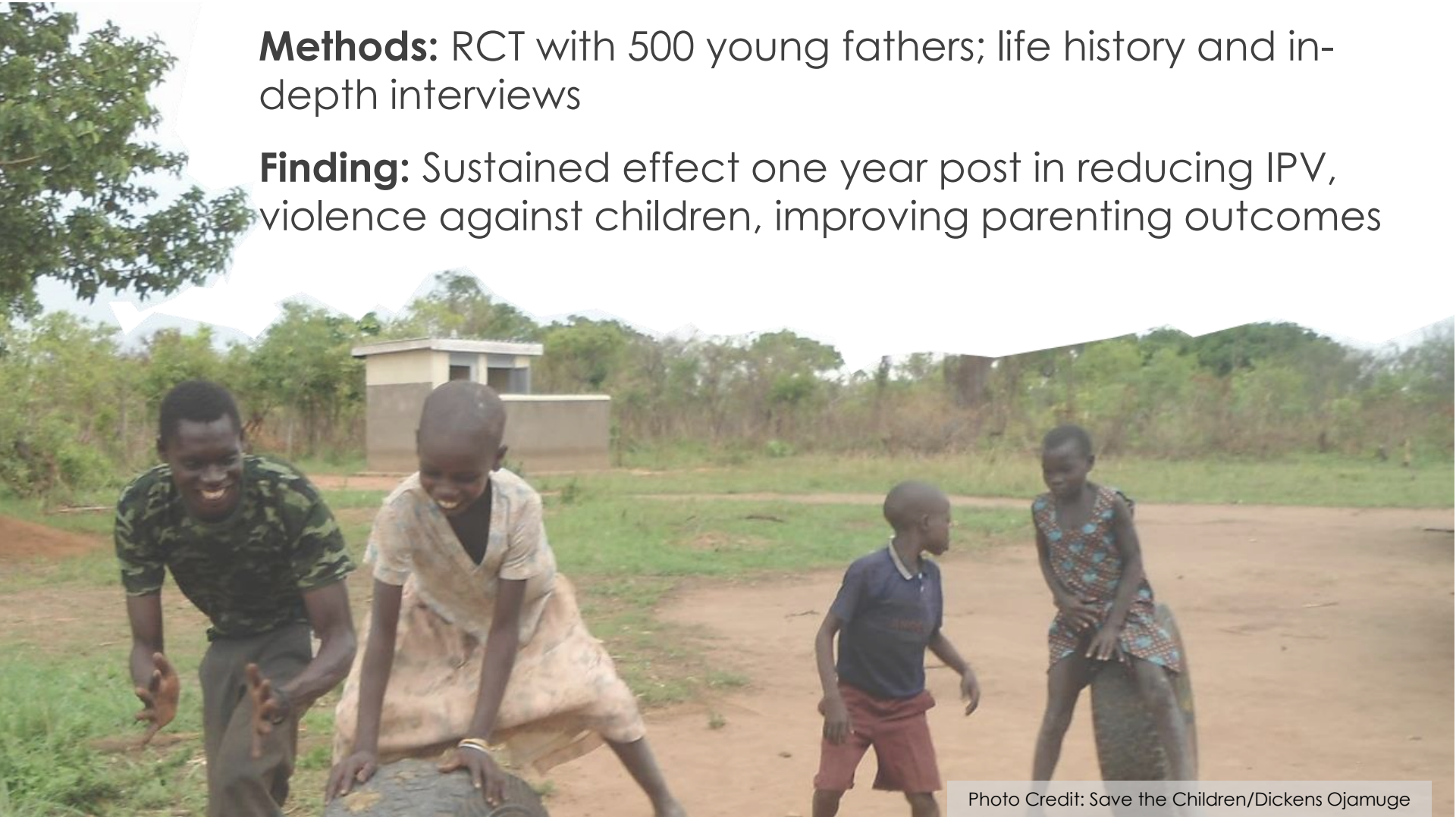
**Community celebrations**

# PILOT METHODS & RESULTS

## EFFECTIVENESS

**Methods:** RCT with 500 young fathers; life history and in-depth interviews

**Finding:** Sustained effect one year post in reducing IPV, violence against children, improving parenting outcomes

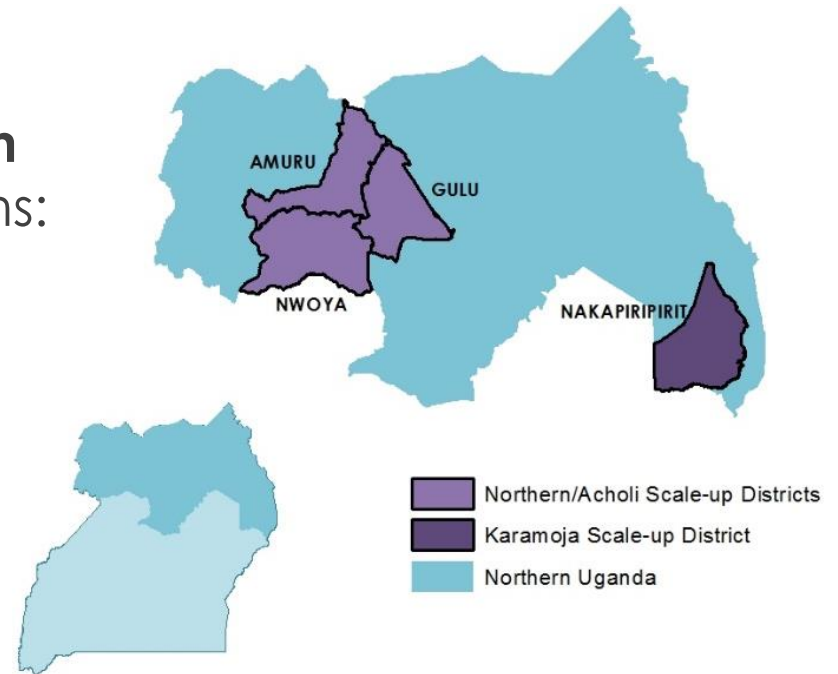


**REAL WORKS! LET'S  
INTEGRATE AT SCALE**

# SCALE-UP THROUGH INTEGRATION

Tested scale-up through **integration** through Save the Children platforms:

- ✓ Livelihood program in **Northern Uganda (YIED)**
- ✓ Early education program in **Karamoja, Uganda (ECCD)**



# WHAT WE KNEW ABOUT KARAMOJA'S CONTEXT

- **Agro-pastoralist nomadic communities** settling down post-government disarmament campaign
- **Changes in men and women's roles**, livelihoods and intergenerational relationships
- One of most **marginalized communities** - lowest socio-economic and human development indicators in Uganda
- **Low access** to education and health services and information

# MODEL ASSUMPTIONS IN KARAMOJA



- Given positive pilot results, the **REAL mentorship model can be transferred** to the region of Karamoja
- Expected to keep message fidelity but **adjust the way messages would be delivered**

**KARAMOJA  
ADAPTATION:  
FINDINGS & PIVOTS**

# KARIMOJONG YOUNG FATHER PROFILES

Very low education and literacy levels in Karamoja that led to deeper re-strategizing of how content and messaging could be delivered

FATHER CHARACTERISTICS AT BASELINE	NORTHERN UGANDA (n=308)	KARAMOJA (n= 294)
<b>Never attended school</b>	<b>1.0%</b>	<b>62.9%</b>
Mean age (min, max)	23.0 (17, 25)	22.5 (17, 25)
Mean child's age (min, max)	2.1 (1, 3)	2.2 (1,3)

# ORIGINAL REAL CURRICULUM

## 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 discipline 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.

# ANCHORING REAL CORE VALUES DURING ADAPTATION

1. **Mentorship** is core intervention vehicle
2. **Young fathers** with toddler child remain key target group
3. **Community at the heart** of the intervention
4. **Gender transformative change** is at center of curriculum and training
5. Must **retain key positive messaging** behind GBV, VAC, and gender equitable caregiving

# THE THREE MONTH PIVOT BLITZ!

1. **Literacy assessment** in manyattas
2. **Strip down** of the curriculum – ‘prose’ to ‘steps’
3. **Sequence flip** of group and individual sessions
4. **Literate co-mentors** identified
5. **Split 2 trainings** into 4 segments
6. **Local “Adaptation” Team** led and guided pre-testing and finalization of Karimojong curriculum

## Homework & Group Promise

### Nguna kitiya a lore ka akiinet ka atukot

**Ask** fathers to share their visions for their family with their wives and ask her about her vision.

Kingitak ata papa tomora ngalosikineta a ngikalía ka ngaberu kec ka kingit aberu ngatameta keng.

**Ask** the group to choose one new behavior from the poster they will all promise to try this month.

Kingitak atukot toseu epei pite alo torube alo nguna, ecamakinete ikes akikatakin elap lo.

Make a group sign of this promise, like a fun handshake, noise or saying.

Kingitak atukot kiik acamakineta, ikwa abolia, akimalakin, ekare kori akiwangakin.

**Inform and remind** fathers of the plan for individual visits in their homes.

Kiteyenik ka kitatamu ata papa apak ngina edolonokinere ikes aloreria kec mooí.

# ADAPTED KARAMOJA CURRICULUM

## 1. Home Visit

### 1. Adolokin alore

**Ask** the young fathers:

Kingit ata papa ngulu sorok:

1. "What new behavior did you try from the poster?"

"Alupitesyo ngulu kitet ibu iyong kikatak akitup alotorube a ngol?"

2. "What was hard that we can help you improve?"

"Nyo atyono ngini ikipedori isua akingarakin iyong topedoria?"

**Remind** the young father about the next session.

Kitatamu ata papa ngulu sorok nguna ke ekiyan angolo mooí.

# HINDSIGHT 20/20 FROM KARAMOJA

- ✓ **Mentorship found to be transferrable model for father engagement** but adaptation cushion needed
- ✓ **Community-driven adaptation and identification of core values are key in driving** adaptation process
- ✓ **Moving forward, let's take more temperature checks of the fatherhood fever** – how can we improve collaboration and sharing of what we learn about scale while adapting to diverse couples' needs and local contexts?



# QUESTIONS?

[www.irh.org/projects/real-fathers-initiative/](http://www.irh.org/projects/real-fathers-initiative/)  
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