



# POSITIVE FATHERHOOD

**Towards creating a  
just and equitable  
environment for all**

**A READY MANUAL  
FOR FACILITATORS**

# EXECUTIVE NOTE

Dear Friends,

I am very happy to present the IGSSS Positive Fatherhood Manual.

IGSSS has been proactively working towards creating a just and equitable environment for all where both women and men are taking informed decisions towards improving their quality of life. This is one of such efforts.

The Manual discusses the complexities of patriarchy, masculinity, gender based violence and how interplay of each of these is a bedrock of discrimination and violence in every day's life specially how it limit's the positive role of father's of children.

The Manual is a guide to facilitators for conducting sessions with the target groups. It covers the issue knowledge and how to disseminate the information using participatory tools. Each session is designed for maximum one hour keeping in mind the community's engagement in the ground. The journey can be mapped through evaluation forms provided and by collecting success stories.

The Manual was developed and tested in two places i.e Uttar Pradesh and Manipur with IGSSS staff and partners who are addressing the issue in their respective fields.

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Regards  
Mr. John Peter Nelson

# INTRODUCTION

## **RATIONALE FOR WORKING WITH MEN AND BOYS:**

Earlier, work on gender and empowerment focused almost exclusively on women. However, it was realized that true progress and empowerment was not possible without partnering with men, as they too needed to break the shackles of patriarchy.

Initiating discussions on contentious issues like gender and masculinities within communities need to be premised on the fact that they themselves have been victims of a patriarchal mindset that traps them in the roles of providers, protectors and often, predators. Hence, any exploration of men's perceptions on masculinity and gender would have to be sensitive to these conditions that have constrained them into such stringent roles.

The strategy behind this module design would be to look at the roles of older and younger men in the community as fathers. Sociological and historical work on fatherhood makes it clear that (at least beyond insemination) it is fundamentally a social construction. Each generation in every community moulds its cultural ideal of fathers according to contemporary time and conditions.

Our communities have strong cultural norms governing masculinity, rigid beliefs about the status of women in comparison to men as well as socio-economic barriers to a woman's autonomy. At the same time, men's own experiences of injustice (social and economic) give them common cause with women in their communities who are similarly targeted. The fact that so many men would have direct experience of being oppressed, whether because of caste, class, sexuality or age, gives them some way to relate to women's experience of subordination under the gender system. This opportunity for empathy can become the possibility of solidarity when the interlocking links between different forms of injustice and oppression are made clear.

However, this is a gradual process and the first step would be to focus on positive fatherhood and child rearing models. The emotional resonance of most men (old and young) with their children would be utilized as a safe space to deconstruct the notions of masculinity, femininity, gendered roles and how they play out in such communities.

## **STRATEGIES FOR WORKING WITH MEN AND BOYS:**

The most important aspect of working with men and boys is to create safe reflection spaces for helping them articulate the following:

- The pressures of masculinity; of being the provider and the protector within the socially accepted notions of the family
- The pressure of social stereotypes of being the perpetrator and the predator within the homes and in communities
- Their aspirations and desires, which may or may not conform to gendered roles usually expected of men and young boys
- Recognize their privilege and entitlements as men and boys; unpack the consequences for themselves and the women/girls in their lives

Likewise, supportive work would include:

- Working with women and young girls as it is essential in order to challenge their perceptions and expectations from men and young boys in their lives.
- Working with key stakeholders in the community on gender, masculinity and violence in order to create a more

- enabling/supporting environment.
- Reinforce and create spaces for both genders to come together as allies and partners – in families through the sharing of domestic chores and parental responsibilities.
  - Developing support groups for men and young boys as well as women and girls who have experienced violence/abuse in the past to provide opportunities for sharing, solidarity and empathy.
  - Promoting peaceful yet assertive ways of conflict resolution in public and private life through the use of critical life skills like negotiation, communication, and decision making.
  - Creative incentivization for groups of men and boys who come together for discussion and action on such issues.
  - Use of engaging tools, media and creative facilitation techniques to keep the men/boys engaged. Discussions may be initiated using topics of common interest – livelihoods, violence, employment, governance – however, the facilitator has to ensure that these do not take undue precedence over the main focus of the groups.
  - School based programming is also critical in engaging with young boys on issues of gender, sexuality and masculinity.

### **Instructions for the facilitators:**

This is a hands-on module designed to start a conversation around the role and importance of fathers' active role in the development of children and families in a rapidly changing world. The module helps the participants embark on a journey to understand gender and masculinities thereby redefining their roles as fathers and care takers. Though several patriarchal stereotypes on child care and child rearing are challenged throughout this module, it is in no way offensive and uses an empathetic 'in her shoes', 'in his shoes' approach.

The module includes a total of 15 chapters, each addressing a fresh perspective towards Positive Fatherhood. Evaluations are integral part of the module and include a Pre-test in the beginning, a Post-test at the end and a mid-level test in the middle. In accordance to community availability, the sessions are designed to be in the duration of 45 minutes to an hour. The chapters could be conducted in weekly or monthly sessions. However, more than 1 session within a week or sessions being spaced out more than a month apart is not advisable since there needs to be time to internalize learning and at the same time, reinforcement should happen within a specific month, or effectiveness may be compromised.

Societal concepts are not developed overnight and are instilled continuously by various agents, time and again, most often without an individual's active knowledge. This module endeavors to relook at such teaching, unlearning some of it and relearning new behavioral patterns.

### **Who is the guide for?**

The guide is for actual facilitators and trainers. It carries pointers on how to take conversations ahead, probing points, key issues to be highlighted in addition to concise activity briefs. This module is not designed as a workbook/worksheet and thus must NOT be shared with participants.

### **Who can use it?**

This module is for all those who want to begin a conversation around positive fatherhood. It is designed to facilitate groups of fathers or parents to create spaces for reflection around positive fatherhood. You could be an NGO thinking about strengthening or branching out to include fathers in your child-centric program, or explore possibilities of husband participation in your women oriented programs. Apart from these, schools looking

for active paternal participation or even healthcare professionals and community leaders looking to bring about change, just about anybody in the right mindset can use this module.

### **How to use it?**

The module comprises of creatively designed sessions and activities without repeating a type of activity.

Each new chapter begins with an introduction to the theme of the day followed by objectives, materials required for the activity and the activity itself, concluding with key highlights. The facilitator can start every session with a brief recap of the previous session in creative ways and review the ground rules. This format provides a handholding support to the facilitator. The materials required in the activities are fairly simple and in most cases, inexpensive alternatives are provided to lower the cost of each session.

### **How to make sure that the environment for the training is right?**

The learning environment is the cornerstone of a good training. The best of modules and trainers cannot replace a good environment. However, creating a nurturing learning environment is the primary responsibility of the trainer or facilitator which s/he then shares with the participants.

Ground rules are thus very important and should be created in the beginning of the training. These rules should be evolved in the group instead of being imposed by the trainer. Also, it is very likely that the participants will mimic the behavior patterns of the facilitator, thus, practicing the respectful and sensitive behavior will encourage the participants to do the same.

Certain aspects to be considered in the code of conduct to create a better environment include:

- Participants must be encouraged to express their opinions free of judgement on the part of fellow participants and trainer
- Everyone must be allowed to participate in all the activities

- Interjections must be limited and apologized for if absolutely necessary
- Each and every opinion need not to be agreed upon but has to be respected
- Disagreements should be settled with respectful and peaceful debate

Most importantly, all fathers have questions regarding the upbringing and education of their children. Many do not have someone with whom they could discuss issues in an open and safe manner.

One of the most rewarding outcomes of participating in trainings with other parents and their partners is the freedom to discuss parenting concerns in a supportive environment. Even when there may be no single correct answer, listening to a variety of people proposing different solutions to a dilemma helps fathers arrive at their own conclusions. Such is an environment we should endeavor to create in trainings.

## Who can be a facilitator?

A facilitator should be perceived as a stimulator and certainly not like a teacher or instructor. S/he is not necessarily a content "expert," though expertise is important. Some qualities essential to be a facilitator include:

- Ability to create a safe environment,
- Being a good listener
- Encourages discussions
- Ability to manage and resolve conflicts that may arise in a group.

It is critical that the facilitator has a solid foundation of the concept of "gender" issues to be addressed during the sessions. As part of their training, facilitators must also go through a process of self-reflection about their own experiences and concerns with regard to gender, masculinity and parenting. This will allow the facilitator to discuss these issues in a calm and open manner. Similarly, facilitators should be sensitive and responsive to the participants. The facilitator should be alert to the possibility that participants may require specific attention apart from the group and, in some cases, may require referral to professional services and guidance counseling.



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# CHAPTER 1

## The Journey Begins

### WHY ARE WE MEETING TODAY:

- To understand the purpose of coming together
- To mark the beginning of the participant's learning graph
- To instill a team sentiment within the group

### MATERIAL REQUIRED:

- A set of statements for the activity
- A few sheets of papers and pens
- Pre-evaluation questionnaires
- Pens



# ACTIVITY 1

## The wind blows towards...

This may not be the first time you, the facilitator are meeting the participants. However, this session is designed to establish a starting point for the learning experience of the participants to further understand Positive Fatherhood through this module.

### How to conduct the activity:

The facilitator is to introduce herself/himself and welcome the participants and establish the base of the yearlong partnership. The participants are then asked to form a large circle. To form groups, the facilitator calls out the participants to come together with the help of common experiences.

S/he could begin by saying "the winds blow in the direction of those who...." For example, 'The winds blow in the direction of those who have ridden a cycle'. All those participants who have ridden a cycle should be asked to run out of the circle and form a group. The same is repeated with more such statements until about 4-5 participants comprise every sub-group.

The groups are then given 5-8 minutes to learn funny and interesting stories about each other. A volunteer from each group is to be selected from amongst them to introduce the group

members with the help of the funny and interesting stories.

### Summing up:

After all the introductions, the facilitator is to conclude by talking about the surprising similarities that were shared as well as the awe worthy life experiences that each one brings in.

Examples of statements that could be used are given below, however, you as the facilitator are free to make statements of your own.

- Those who have ridden a cycle
- Those who have secretly tried smoking a cigarette/beedi
- Those who have liked using makeup
- Those who have scolded their child because of an argument with their spouse
- Those who have played kho-kho/langdi (or any other regional game)
- Those who have loved dancing

### Pre-evaluation:

The facilitator requests the participants to sit in a large circle and distributes the pre-evaluation questionnaires and pens to everyone. S/he clarifies that there are no right or wrong answers to the questions and urges

them to answer the questions to the best of their knowledge. For the participants who have difficulty reading, could be encouraged to take help from others or you as the facilitator could also help them.

Once the Pre-evaluation is complete, have all the participants come together in a circle and create ground rules for all the upcoming meetings.

These could be about:

- Coming on time to all the meetings
- Paying attention to whatever is being said
- Not disclosing personal details shared during the sessions with others

# CHAPTER 2

## Let's understand Gender

### WHY ARE WE MEETING TODAY :

- To introduce the concept of gender as inculcated by society
- To understand how gender affects thinking at an individual parental level and influence the upbringing of the child

### MATERIAL REQUIRED:

- List of characters to be acted- for the facilitator's reference

# ACTIVITY

## I can be!

Sex and Gender are two different concepts. Sex, is a physical/biological phenomenon which is determined by the sex organs of an individual and is universal in nature. Gender on the other hand, is a socio-cultural construct, which means society has created specific patterns of behavior, and expects people to comply. For example, within families, the mother is expected to be the 'care giver' while the father is the 'bread winner'. However, Gender roles vary with geography, culture and periods of time.

Gender stereotyping is an overgeneralization of characteristics, differences and attributes of a certain group based on their gender. Gender stereotypes create a widely accepted judgment or bias about certain characteristics or traits that apply to each gender. Different associations/attributes are given to girls and boys. Girls are expected to be weak, shy, sensitive, docile, submissive, soft spoken, quiet, remain at home and nurture the family. However, boys are told to be bold, strong, out spoken, breadwinners and decision maker of the family. If a man or a woman acts differently from how their gender is assumed to behave, then they don't conform to the norm / expected typical behaviour.

Gender stereotypes create unequal or unfair

treatments to a certain person who chooses to defy people's assumptions about his/her gender. For example assertive women are called "bossy" and "snobs", while assertive men are associated with positive terms like "leader" and "achievers". Similarly, men who don't fit in the cast of stereotyped men or those who don't appear or act masculine are called "sissies" or "wimps" or assumed to be gay. When gender inequality occurs on the background of gender stereotyping, this is called sexism.

### How to conduct the activity:

The participants are instructed to form a large spaced out circle and told to walk briskly in a clockwise manner. The facilitator claps loudly, and all the participants are to face inside the circle. Next the facilitator gives them a character to pose for in freeze motion. S/he is to say, "act like a..." followed by a character.

S/he gives them about 5 seconds to observe how everyone is posing. When the facilitator claps again the participants begin walking in the circle again.

The same process is repeated a few times with different characters. Finally the participants are asked to sit and the facilitator discusses

the activity. Make sure you discuss about the patterns of behaviour of men and women characters exhibit differently and why? The discussion is likely to unfold that different roles were allotted to the genders for convenience and have over the years become mandatory.

However, with changing times they have become restrictive and redundant. Both men and women can be shy, sensitive, caring or bold, confident and outspoken. Anyone of the genders can do most of each other's work unless it is related to their biological functions.

Characters that could be given are:

- Act like a Policeman
- Act like a Woman in a crowded market
- Act like a house wife
- Act like a man in a crowded market
- Act like a teacher
- Act like a bride
- Act like a father
- Act like a mother
- Act like a bridegroom
- Act like a farmer
- Act like the father of the bridegroom
- Act like the father of a bride

### Key Learning:

- Gender stereotypes are developed by the society and upheld by us.
- Stereotypes force our minds to associate certain traits, behaviors, roles with certain genders only. For example, Mothers cook, violence is acceptable in men, fathers cannot be affectionate towards children, etc.
- Stereotypes affect both genders negatively and restrict their overall growth.
- With efforts and time we can help break stereotypes and redefine norms.



# CHAPTER 3

## Omnipresence of gender in parenting

### WHY ARE WE MEETING TODAY:

- To learn to see how gender roles are instilled in child care

### MATERIAL REQUIRED:

- Chart papers/board
- Sketch pens/chalk

# ACTIVITY

## Gender Gender Everywhere

Time and again, society subtly influences the mind to think about a gender in a particular way. All of us, since childhood carry within us a sense of the past which we have absorbed over the years from mythology, popular beliefs, tales of heroism, folklore and oral history. This medley of ideas, which is patriarchal in nature, has a strong hold on our collective consciousness and forms the basis of our understanding of the status of men and women. Both men and women as parents continue to reinforce gender norms into their lives and their children's minds by giving verbal and nonverbal messages such as asking our daughters to stay at home, forcing them to marry early or expecting them to do all household work along with studies/career while boys are often told to concentrate only on their future, not be sensitive or emotional and become breadwinners for their families. We need to strive for equality of genders and remember that even in mathematics when the sign of = (is equal to) is used it signifies equal value of the two numbers and not sameness.

When it comes to raising children, it is extremely important to protect them against negative gender stereotypes in order to instill the principles of respect and gender equality. As gender stereotypes affect men and women equally.

### How to conduct the activity:

The facilitator divides the group into 4 teams, and distributes a chart paper and sketch pens to every team. Each of the teams gets a role, through whose perspectives; discussions would take place within the team, viz.

1. Mothers of Boys
2. Fathers of Boys
3. Mothers of Girls
4. Fathers of Girls

The participants are to be given 10-12 minutes to discuss on the kind of conversation they might have had with their children (based on their teams) in the last 2 months. These could involve aspects such as, toys, games, studies, choice of clothes, household chores, appreciation, time of getting home, fights/arguments, friends, finances, etc.

The teams then present their discussion before the larger group one by one. Some of the examples of messaging done by both parents that are likely to surface are boys being told to not cry like a girl or take too long to dress up like women and girls being told to not eat too much and maintain their figures or to learn all household work for a better future family life.

At the end, the facilitator processes the discussions to bring out the differences in the messages we give to our children and why are they so different for boys and girls? We presume dolls are the best gift for a girl whereas toys like balls or cars are considered apt for a boy, giving out a message that girls should be sensitive and stay home while boys should be strong and earn and support family financially.

### Key Learning:

- There is a stark difference in the nature of bringing up boys and girls.
- The extent of communication between fathers and children is much lesser as compared to mothers which affect the development of the child and their relationship with the parents. This further instills skewed gender roles and norms in children.
- Participants must be challenged to think differently about the norms for both boys and girls. Boys should have the space to cry/be sensitive or be asked to share household chores and girls may choose their own career path or come back home in the same time as their brothers.

# CHAPTER 4

## Let's understand Patriarchy and Masculinity

### WHY ARE WE MEETING TODAY:

- To develop an understanding of how patriarchy has created misconceptions of masculinity
- To learn the effects of masculinity on fatherhoods

### MATERIAL REQUIRED:

- 2 chart papers
- Colored sketch Pens
- Sticky tape

# ACTIVITY

## Who's the Man?

Society has predefined gender roles which are instilled subtly and consistently from 'womb to tomb' for centuries. This thought has been upheld by societal norms such as sons carrying the family name and lineage forward, taking on the father's property, or the woman using their father's last name since birth and husband's name after marriage. Economic, political, religious, social and cultural institutions continue to uphold these Norms.

Patriarchy is a term used to identify a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. In the domain of the family, fathers or father-figures hold authority over women and children. Some patriarchal societies are also patrilineal, meaning that property and title are inherited by the male lineage. Most societies are, in practice, patriarchal. Patriarchy breeds Masculinity to a great extent.

Masculinity is a social, cultural and temporal construct that imposes a set of expected behaviors and personality traits along with several privileges on the male sex. Here, it is also vital to understand that there can be several masculinities as the concept of masculinity differs from culture to culture and within regions. However, certain generic

examples include: being a man means being a provider or having stable employment, or the beliefs that men need sex more than women, that men should dominate women, and that men should not do domestic tasks or take part in child rearing.

Masculinity as a whole affects men/boys just as much as women/girls because it enforces limitations that prevent healthy psychosocial development of both genders. Examples of this include, asking sons to shoulder financial burdens of the family (sometime from a young age), not allowing them to express emotions such as hurt, love, care, affection as they are considered feminine characteristics.

### **How to conduct the activity:**

The participants are to be divided into 2 teams and given 10 minutes to discuss and jot down points on the chart paper provided to each group. One team is to discuss what they believe are the characteristics, traits and personality of an ideal man while the other team discusses the characteristics, traits and personality of what they believe are not men or lesser men. After the discussion, the two chart papers are then stuck on a wall, with 3 representatives from each group presenting their discussion

before the other participants.

Only after the presentations are completed can the participants in the audience add to the list or debate over the presented content, which is to be moderated by the facilitator. Content written on the chart papers are then to be processed in the larger group by the facilitator, particularly on what happens when men engage in behaviors like child rearing, showing affection as well as taking care of the wife and children. The facilitator then leads the discussion on how the concept of masculinity has instilled by the society affects a father-child relationship, whether their own, or those that they see around them.

### **Key Learning:**

- Like with women, men too are boxed by the society which prevents them from living whole and fulfilling lives. However, men have equal ability to raise children just as women can take on the role of the breadwinner.
- Women being masculine are far more acceptable by society than men being feminine.
- Masculinity brings power, however sharing this can give men freedom from stereotypes.



# CHAPTER 5

## Effects of Gender and Masculinity on parenting

### WHY ARE WE MEETING TODAY:

- To highlight how the social construct of gender and masculinity affects parenting
- To know that norms can be changed for positive fatherhood

### MATERIAL REQUIRED:

- 2 small boxes- shoe boxes are an ideal size (one marked father, the other marked mother)
- 2 small sized papers per participant
- Pens

# ACTIVITY

## Unboxed!

The construct of gender and masculinity as we know it today puts limitations on both men and women. These limitations put the entire responsibility of child rearing on the woman or the mother. This not only overburdens the woman but also creates a barrier between the father and child. On the other hand men are expected to be protectors who are either devoid of expressing emotions or can use violence as the means to resolve issues.

Irrespective of whatsoever society and culture speaks about child care and parenting, the point to note is that apart from birthing and breastfeeding there is no other child care practice that a man or a father cannot share. This kind of sharing is also very vital for the healthy development of the child as well as to create positive role models for her/him.

### How to conduct the activity:

Have the participants seated in a semicircle and place the two boxes in the center. Distribute pens and 2 pieces of paper per participant.

Give them a couple of minutes to think about the roles and responsibilities of a father and a mother.

Ask them to write 1 role of father on one paper and 1 role of a mother on the other provided paper. Urge the participants to think deeper and beyond the obvious answers.

When all are done, ask them to come one by one and put their papers in the respective boxes, which means the paper on which mother's role is written will go into the box marked 'Mother' and vice versa.

After all the participants have put their papers in the boxes, the facilitator picks up one paper at a time and reads it out loud to the participants. S/he then discusses the validity of having the particular role in that particular box only.

The roles that the participants agree could be performed by either the father or the mother are placed outside the box.

Encourage the participants to refute, discuss and clarify before moving on the next role statement.

Ideally, at the end if at all some role statements remain in the boxes, they would include those with a biological base, such as birthing and breastfeeding.

### Key Learning:

- Societal roles at times 'boxes up' parents into various roles, when in fact only physiological roles such as birthing and breastfeeding can be performed by the mother alone as everything else can be shared between the mother and father.
- Sharing responsibilities and decision making powers between the parents can be liberating.

# CHAPTER 6

## Understanding Power play

### WHY ARE WE MEETING TODAY:

- To create an understanding of existing structures and how they determine power

### MATERIAL REQUIRED:

- A chair/cushion
- Character cards/slips for all the participants

# ACTIVITY

## The game of throne!

Patriarchy driven gender norms ensure that in general men hold more power. However, not all women are totally powerless and without rights. Occasionally women enjoy benefits of patriarchy as well and become its up keepers. Women also tend to internalize the values and ideology of patriarchy. On the other hand men who do not conform to the patriarchal norms may not enjoy all its benefits. This makes understanding power play extremely important.

Every individual has multiple identities defined by their class, caste, religion, race, colour, which intersect with each other and place individuals in positions of power or powerlessness. All the social identities are not homogenous groups or categories. Thus every identity has a very important role to play in determining his/her status in the society.

However, gender should be seen as a concept that has the authority to marginalize or lower the power of certain identities that would have enjoyed power as a man. In short, circumstances impact women disproportionately.

For example, a college going girl is much more powerless than a college going boy. Though both are getting an education, the restrictions put on girls are far more than that on boys. In

case of a dominating woman who is heading a family, one may realize that the power rested with the woman but is used within the limited framework of patriarchal norms. Likewise, an effeminate man may not be respectful and enjoy the privileges of patriarchy and face ridicule by the society and his own family.

### How to conduct the activity:

Each participant gets a character slip/card which is not disclosed to the others. Characters can be repeated depending on the number of participants, however, every participant should get an individual card and everyone must be included in the activity.

A chair/cushion is placed in the center of the room, and the participants should be told that it is the throne of power. All the participants stand in a big spaced out circle about 10-12 steps away from the center.

The facilitator reads out statements of situations and the participants have to carefully listen to the statements and for every statement to which their character can answer yes, they should take one step forward. If the answer is no, they should not move. The attempt is however to reach the throne of

power, and a competition to see who may get there first.

When all questions are completed:

- Ask those who have moved to the front to reveal their character/identity.
  - Why are they at the front?
  - What particular identities seem more powerful in this context?
  - Are they mostly men or women?
  - Why are they more powerful?
  - To what extent do they exert power over the others? And how?
- Ask those who are at the back to reveal their characters.
  - What makes these groups less powerful in this context?
  - Who is in control of resources?
  - Who can participate and influence decisions?
  - What prevents/holds back these groups (lack of power to, power within, power with...?)

The discussion would revolve around how caste, class, religion, education, economic status, gender decide the position of power in the society making someone powerful or powerless.

We need to identify and realise these differences and instead of succumbing natural reaction to the power play may be to get disheartened and feel burdened; however, it is also our responsibility to use whatever power we have judiciously for everyone's benefit.

### **Characters:**

- A student (girl) from a poor background
- A student (boy) from a poor background
- Father of girls
- Father of boys
- A college going girl
- A college going boy
- Mother of girls
- Mother of boys
- A handicapped boy
- A handicapped girl
- Head of a joint family

- Single mother in a joint family
- Effeminate man
- Dominating female head of the family

### **Statements:**

1. I eat whenever I'm hungry
2. People at home talk to me politely and with respect
3. I am educated enough to get a job
4. I can freely express my opinions
5. I am respected in my village/community
6. At Home I always get my favourite food to eat
7. I can travel without restrictions
8. I am not in danger of being sexually abused
9. I am able to make decisions for myself
10. I have chosen/will choose my own career path
11. I am independent
12. I have/will have complete control of my income
13. I cannot be hit by anyone if my family is around
14. I am an asset to my family

### **Key learning:**

- Gender decides the power we assume in our families and the larger society.
- Skewed gender norms and stereotypes leave us with skewed power dynamics.
- Due to Patriarchal structure of our society decision making power rests with the men in families leaving women feeling powerless and leaving our children with fewer role models.

# CHAPTER 7

## Ensuring life of dignity through Human Rights

### WHY ARE WE MEETING TODAY:

- To make clear that everyone including women and children are born with Human rights
- To make participants aware of how each of their Human rights are necessary

### MATERIAL REQUIRED:

- Chart paper
- Colored pens
- Scissors
- A drawing/cut out of a house

# ACTIVITY

## A House of Human Rights

Human rights are the rights a person has simply because he or she is a human being. They can be defined as those basic standards without which a person cannot live with dignity as a human being. These rights are based on the ideals of Liberty, Equality and Fraternity. Human rights are the foundation of freedom, justice and peace. Their respect allows the individual and the community to develop fully. The development of human rights has its roots in the struggle for freedom and equality everywhere in the world. Human rights are international norms that help to protect all people everywhere from severe political, legal, and social abuses. Examples of human rights are the right to freedom of religion, the right to a fair trial when charged with a crime, the right not to be tortured, the right to engage in political activity, the right to live with dignity etc. These rights exist in morality and in law at the national and international levels. The constitution of India gives its citizens these human rights as well and various laws protect us from violations of these rights.

Along with rights comes responsibility. We must remember that our human rights should not infringe upon the other people's human rights. The power we may enjoy based on our religion, class, caste, culture, gender etc. should not be used to oppress the others as

this would be infringement of their rights.

### How to conduct the activity:

Get all the participants to sit in a semi-circle. Make sure they can see each other. Ask them to tell you what they think makes a strong house and show them the cut out of the house with proper walls, fencing etc.

Now ask them what are the rights they need to secure themselves and to live a life of dignity. Do let them know the house signifies the rights.

Once the thought start coming in the group, they can write their points in neat handwriting on rectangular sheets of paper that should look like bricks. The most likely answers are right to life, freedom, food, education, choice of marriage, religion, expression, speech, against discrimination and prejudices, etc. In case you want to add to the list you can do so. The facilitator can help articulate the words better.

Once all the important rights have come in, ask them to put the rectangular sheets around the house. After each group has pasted the sheets, facilitator focuses on the fact that, in order to keep our house safe we need the above

mentioned rights. If a wall falls from the house the house would crumble, similarly if a right is taken away we cannot live a fulfilling life with dignity.

### Key Learning:

- We are born with Human rights.
- These are the same for all human beings irrespective of their class, caste, religion, gender etc.
- No one can be deprived of these rights.
- Even if one right is violated, the other rights will crumble down.
- It is our responsibility to respect everyone's Human rights.

# CHAPTER 8

## Discuss & Decide

### WHY ARE WE MEETING TODAY:

- To explore the concept of participative decision making
- To evaluate the nature and extent of concepts grasped so far

### MATERIAL REQUIRED:

- Balloons and tooth picks for all the participants
- Evaluation sheets for the participants
- Pens



# ACTIVITY

## Balloon Burst

The participants have come midway on the journey of understanding positive fatherhood. They have explored the concepts of gender and masculinity and its effects on parenting, power play and its effects on human rights and would explore these further in the coming sessions. In this session they would explore the concept of participative decision making and map their journey so far through the mid-term evaluations.

### **How to conduct the activity:**

The facilitator first divides the group into 2, and asks one group to stay inside the room while asking the other to go outside.

The group members who are inside are given balloons to blow up and keep with them. No additional instructions must be given to this group. Meanwhile, the group outside must be instructed to burst the balloons of the other group using a discussion.

Once the group staying in has all their balloons blown up, the group from outside is invited in. The two groups are to be allowed 2-3 minutes to interact. The facilitator observes the ways and means applied to get hold of the balloons and the reaction of the balloon owner at it being

burst. This is to be followed by changing roles. This time the group that stayed in goes out and vice versa.

The group that stays in must be given balloons and asked to blow them up. The group outside must be instructed to take control by any means of the other group's balloon. Once ready, the group outside is invited in.

Again 2-3 minutes must be given to interact. The facilitator observes the ways and means applied to get hold of the balloons and the reaction of the balloon owner at it being burst.

The facilitator then asks all the participants to sit in a large circle and processes the activity. After the discussion the participants will sit in a large circle and fill the Mid-evaluation questionnaires.

Remember for those participants who have difficulty reading, help from others or the facilitator could be taken but they must give their own answers.

Once the Mid-evaluation is complete, have all the participants come together and congratulate them for the successful 6 month partnership and journey taken together.

### **Key Learning:**

- Very often aggression may seem an easier approach but it is never beneficial to anyone.
- Consent means clear articulation of pros and cons of an action.
- Every family member should be given the space to put forth their own understanding before arriving at important decisions specially the ones that concern them.

# CHAPTER 9

## Co-Ownning the World

### WHY ARE WE MEETING TODAY:

- To recognize the value, time and effort women/mothers put in domestic chores and childcare
- To help men prioritize childcare and domestic chores as part of their daily activities

### MATERIAL REQUIRED:

- Papers
- Pens

# ACTIVITY

## Speaking Sculptures

The world is changing. Earlier, parental roles were not so flexible: men went to work and women took care of domestic affairs, but now, the acceptance of men being involved as caregivers is growing. Gender equality includes sharing domestic responsibilities wherein both partners should equally share child care and domestic tasks.

### How to conduct the activity:

Divide the participants into 4 teams, depending on the number of participants. Each team can have 3-5 participants. Allot a theme to each team:

- Work women do at home (Childcare)
- Work women do outside of home
- Work men do at home (Childcare)
- Work men do outside of home

Allot 10-12 minutes for their discussion. The discussion should particularly focus on how their topic for example, work men do at home (childcare) affects their relationship with their child.

Then ask them to represent their discussion in the form of human sculptures before the audience. They have to stand frozen in a pose

while the others can walk around the sculptures to see what is being represented.

Focus the discussion on the following aspects:

- How do women/mothers balance their work (domestic or professional) and childcare responsibilities?
- How differently could men/fathers prioritize their time to take up more household and childcare responsibilities?

### Key Learning:

- The binaries that society has created for the economic activities outside home, and the routine domestic tasks, can be renegotiated.
- Gender equal structures are beneficial for the holistic development of the families.

# CHAPTER 10

## Caring for the child

### WHY ARE WE MEETING TODAY:

- To reflect upon men's capacity to satisfy a child's needs
- Question the stereotype that women are naturally better equipped to provide better care and upbringing for children

### MATERIAL REQUIRED:

- A4 size papers for all the participants
- Sketch pens/ Pens
- Slips or papers with themes and questions written

# ACTIVITY

## The story of a Cry

Caring for a newborn can be exciting, but could also be an exhausting and stressful period in the parents' lives. An infant cannot express herself or himself with words, so s/he cries. However, the crying is different with every child and so is its frequency.

It is also found that at times the infant does not know why s/he is crying. The crucial factors remain- the parents and the warmth or comfort they provide through physical affection (e.g. hugging, cradling, and rocking the child), and through this learn to understand the infant's needs. It is often misunderstood that mothers understand their child better than the father, this is probably true, but only because she spends far more time understanding her child as compared to the father. If a father spent quality time every day with his child it is inevitable that his understanding and bond with the child would also be just as strong as that of the mother's.

It is also a common myth that only women are biologically able to care for their child when they become mothers. A new study has revealed that fatherhood too produces hormonal changes in men, such as decreased testosterone, to help them become better fathers. This reduction in testosterone does not mean that men lose their sexual desire, nor

does it hinder sexual performance. This reduction of testosterone facilitates a stronger father child bond, and makes the father's body more open to developing a strong biological and psychological connection with the infant.

Men are capable of caring for babies and can satisfy all their babies' needs (except for breastfeeding). The roles of motherhood and fatherhood are social constructs, i.e. they are formed by society and not nature. With enough practice, any man can become a competent caretaker. It is believed that even fathers who work outside the home must dedicate at least 30 minutes daily to the infant.

Usually, the mother of the child does the chores and the father spends time playing with the her/him. However, being involved in activities such as feeding, bathing, singing, rocking and dressing develop the emotional connection necessary to form a special relationship with the baby.

**Theme 1: One night, the baby begins crying continuously while the young, first time parents frantically look for ways to comfort the child.**

**Questions:**

- How does the community and nature of our

socialization play a role in this?

- How does having a new child in the family affect the couple relationship?
- How can men support each other in their caring roles?

**Theme 2: One night, the baby begins crying continuously while the mother is trying to comfort the baby, with the father sleeping undisturbed throughout.**

**Questions:**

- Why don't fathers participate more in taking care of young children particularly babies?
- What makes it difficult for fathers to participate in caregiving?
- Who has more difficulty providing care for a child? The mother or the father? Why?

**Theme 3: One night, the baby begins crying continuously with the father yelling at the frantic mother about the crying baby**

**Questions:**

- What should be done if you (the father) get angry with the mother?
- What are one or two things you can do to be more involved in caregiving of your child? How will this affect the mother?
- What are 1-2 things you can do together with the child?

### **How to conduct the activity:**

Divide the participants into 3 groups and provide each group with a theme, paper and sketch pens/pens.

Give them about 15 minutes to come up with a role play on their theme and answer questions put forth. Each group is to be given 5 minutes each to present their role play.

Debate in the larger group on the 3 different types of fathers. However, debates should only be encouraged after all the 3 groups have finished presenting.

### **Key Learning:**

- Child rearing can take its toll on the relationship of the man with his wife and him and his child
- Both parents are equally capable of caring for the children and should contribute towards it
- During infant care the new mother needs support and looks towards the father
- Your bond with your family can become stronger with your involvement in child rearing.



# CHAPTER 11

## It's easy to be Non-Violent

### WHY ARE WE MEETING TODAY:

- To reflect on the violence that occurs in families, among couples and violence against children.

### MATERIAL REQUIRED:

- 4 Chart papers
- Marker pens/ Sketch pens
- Copies of the Situational Case Study for each group
- 4 sets of questions

# ACTIVITY

## Treatment of Situation

There is no excuse for violence. Under no circumstances is it justifiable. We have a responsibility to control ourselves when we feel angry. We can learn more effective ways to communicate and resolve conflicts. Communicating in a more assertive way is much more powerful than being passive or aggressive. Everyone, big or small, deserves respect and protection against any kind of aggression whether physical, verbal, psychological, sexual or other. To live a life free from violence is a human right that is never lost, even when we make mistakes.

Although most men have experienced violence in their childhoods and thereby may have learned to deal with conflict primarily through violence, they have a duty not to reenact this violence. It is possible to stop, get help, and cut the chain of violence between generations. Children cannot be held guilty of their parents' past or present problems, and past experiences must not be taken out on them.

Violence against children is usually manifested in the form of physical punishment and justified as a measure of disciplinary correction. This type of violence is still legal in most countries, and is perceived as acceptable behavior. The cycle of violence creates the conditions for violence against women in

intimate relationships, because children who are physically punished learn that the stronger or more powerful person can punish the weaker one.

### How to conduct the activity:

Divide the participants into 4 groups and distribute the case, chart paper and marker pens/sketch pens to all the groups along with a set of questions.

Allot 12-15 minutes to the participants to discuss the case and answer the questions. Have them put down their discussions on the provided chart paper.

Allow 5-6 minutes for each group to present their discussions to the larger group.

Only after all the groups have presented, should additional questions, cross questions and debates be entertained.

### Key Learning:

- Anger may be a natural emotion but explosion is not.
- Violence- emotional, physical, verbal, non-

verbal takes its toll on the family.

- It breeds more violence, children from violent backgrounds are more likely to induce it on the others.
- There is always a way out of acting violently, step away from the situation and rethink your reaction and its repercussions.



# Situational case study

Priya and Rakesh had been married for just over a year when they were expecting their first child. They were ecstatic about the little one they were going to welcome into their lives. As the months passed the two of them cherished the physical changes the pregnancy had brought. Soon it was time for Priya to go to her maternal home for the delivery, as was customary in their community. In the next few months, Priya felt Rakesh getting more and more distant. Around the time of the baby's birth, Rakesh got passed over for a promotion at work. This made him particularly anxious because he wanted to create a financially secure home especially now that he had a baby. He decided to put in longer working hours to secure a promotion in the following year.

Once Priya was back home with the baby, Rakesh found her getting irritable and very emotional on the silliest of matters. He initially tried to talk to her, but her recent behaviour was so strange to him that unknowingly he began avoiding her and spending more time at work. When he came home tired, the crying baby, his irritable wife just weighed him down so he began spending nights with his cousins and friends so he could unwind and get some good rest. When she began questioning him, he took all his frustration out on her. Slowly yelling at his wife became a common occurrence.

Priya was left on her own to look after the entire household and her baby. Rakesh loved playing with his child when the baby had slept well and woken up to a happy mood. Each time he went to a big city he would bring in expensive gifts, clothes and toys for the child. But he began getting a slight inkling that his child was a little afraid of him, and Rakesh convinced himself that it was not fear but the child's respect for him.

Over the next 15 years Rakesh worked very hard and was hardly ever home. With time bad language and a few slaps now and then did come by, and Priya rarely fought. If his child tried intervening and protecting Priya, the child too got engulfed in the rage and was beaten up badly. The child's marks began dropping and this further made Rakesh angry as he was saving money to put his child through a good college. This anger did result in punishments getting severe, from standing out in the sun to getting hit by a stick. All this made Rakesh a changed man- now he hardly ever had a conversation with Priya, and though he wanted, he could not make time for his child. One fine day, he was called by the principal of his child's school because the now teenager was involved in cruelly bullying a younger student. Rakesh was shocked to hear this and was wondering where his hardworking

upbringing had gone wrong.

## Questions Set 1:

- Is it difficult for men to express their frustration or anger without using violence? Why or why not?
- Often, we know how to avoid a conflict without using violence but sometimes this does not happen. Why?
- What are the main causes of disagreement or conflict in your home or homes in general?

## Questions Set 2:

- What was the root cause of this situational case study?
- What could be some methods for preventing arguments from escalating? Are these realistic? Why or why not?
- Is there a relationship between violence faced and violence inflicted?

**Questions Set 3:**

- Can anyone provide an example in which they disagreed strongly with their child or partner on something, but resolved it without yelling or using violence?
- What is one way in which men can control difficult emotions such as frustration or anger against their partner?
- What about against their child?

**Questions Set 4:**

- Identify the types of abuse in the case.
- What are the benefits of communicating in an assertive way versus in a passive or aggressive way?
- If you were Rakesh, what would you do differently in this case?



# CHAPTER 12

## The key to developing young decision makers

### WHY ARE WE MEETING TODAY:

- To learn about how violence effects the development of a child

### MATERIAL REQUIRED:

- 2 bed sheets
- 2 A4 size papers with 'Positive Impact' and 'Negative Impact' written on it
- 2 A4 size paper per participant
- Sketch pens
- Sticky tape
- Twine to tie the bed sheets

# ACTIVITY

## Quilted Violence

Child rearing is an important function of the family unit. Family is the primary space of socialization and has the ability to counter stereotypical messages being relayed to the children from the external sources.

Children being 'incapable of making good decisions' is a common stereotype that needs to be challenged. This is why most often children are not included in the decision making process on aspects that are imperative to their well-being and development. However, if children are given the space to participate in decision making from a young age, it is found that they become better decision makers and responsible adults.

As a parent when we give negative messages to the children (regardless of the intention) it increases the likelihood that s/he will become that very thing. Rarely do these result in positive changes. Resorting to violence may be a common practice, but it rarely results in the positive development of the child. Most often boys from families where the father has been abusive end up being aggressive in their own approach.

### How to conduct the activity:

The facilitator is to prepare the room by tying the 2 bed sheets facing the participants and sticks the papers titled Positive Impact and Negative Impact in the center of the bed sheets before the session begins.

At the start of the session s/he distributes 2 A4 size sheets per participant along with a sketch pen. S/he could also ask the participants to tear the 2 papers into 2 equal halves so that every participant has 4 small sheets of paper. The facilitator gives them 8-10 minutes to think about the kind of messages s/he has received as a child, has given to a child or has observed others giving that kind of a message to the child.

S/he asks them to contemplate on the following aspects and write them out on the papers provided:

- Negative Messages Received
- Negative Impact of Negative Messages
- Positive Messages Received
- Positive Impact of Positive Messages

Next, the participants should be asked to stick their statements on the bed sheet in the following order:

- Bed sheet titled Negative Impact
  - Negative Messages Received to be stuck to the upper half of the bed sheet
  - Negative Impact of Negative Messages to be stuck on the lower half of the bed sheet
- Bed sheet titled Positive Impact
  - Positive Messages Received to be stuck to the upper half of the bed sheet
  - Positive Impact of Positive Messages to be stuck on the lower half of the bed sheet

After everyone finishes sticking their messages, the facilitator reads out each of the negative messages followed by its impact and then the positive messages followed by its impact. They then discuss the impact of positive and negative messaging with the participants while taking examples from the messages put up.

A few examples that may come up for negative messaging are 'don't eat like a pig', 'why do you only have male friends?' or 'concentrate on your studies you have to be more responsible in life' while positive messages could have statements such as 'don't be afraid of failure, try new things we are with you' or 'I am so proud that you are doing so well in music'.

### Key Learning:

- Negative messaging most often leads to negative impact while positive messaging is essential for the growth and development of the child.
- Value your children and respect their opinions.
- As parents it is our responsibility to give our children the environment to evolve into balanced human beings by giving them choices, space to make their own decisions and the space to articulate their concerns/ideas.



# CHAPTER 13

## Of Wants and Needs

### WHY ARE WE MEETING TODAY:

- To learn about the nature of support required by children

### MATERIAL REQUIRED:

- 4 chart papers with the following heading written on it:
  - Needs of a Girl
  - Needs of a Boy
  - Wants of a Girl
  - Wants of a Boy
- Sticky tape
- Sketch pens

# ACTIVITY

## 4 Corners

Wants and needs of children change with the passage of time. Though all needs must be met as they are crucial to the healthy growth and development of children, wants might need to be prioritized as not all wants can be met due to various reasons.

However, even while refusing wants of children, they must be done with a certain sense of respect followed by an explanation of its non-feasibility. This instills in them better understanding of familial situations and allows them to mature gradually with time. Not making fun of their wants and providing explanations helps in making them feel respected, eventually learning to respect others as well as being able to handle rejection in a healthy manner.

### How to conduct the activity:

The facilitator begins by discussing the difference between 'needs' and 'wants'. S/he then gives 10 minutes to the participants and asks them to think about what they believe are needs and wants of girls and boys.

Meanwhile, the facilitator sticks the 4 chart papers on 4 walls of the room and distributes sketch pens.

Then the facilitator asks the participants to move around the chart papers (in no particular order) and asks them to write at least one statement on each of the charts according to the title, i.e. the participants are to write a need statement of boys on the chart titled 'Needs of a Boy', likewise with the other charts. For example, 'nutritious food' and 'affection' could come under the needs of a girl and a boy; however, partying with friends could be a want.

Once all the participants have finished writing their statements, the facilitator asks them to sit in a large semi-circle and reads out all that is written on each chart paper. S/he discusses the contents of each chart, clarifies misconceptions and encourages the participants to debate wherever required.

Conclude by talking about the laws that are designed to protect the rights of children, viz. Right to Education, Protection of Children from Sexual Offences (POCSO) Act, Juvenile Justice Act and Prevention of Child Marriage Act

### Key Learning:

- Needs of both boys and girls may be similar however, when it comes to wants, their nature changes drastically. This specifically shows what society is making them feel

about themselves.

- It is okay to say no to the child as long as it is done in a respectful manner.
- Discrimination in meeting the needs of children based on their sex is unacceptable.

# CHAPTER 14

## My concern as a father

### WHY ARE WE MEETING TODAY:

- To bring out the concerns of participants as fathers
- To make the participants comfortable with the idea of sharing about concerns
- To come up with common suggestions

### MATERIAL REQUIRED:

- Balloons
- Marker Pens OR Sketch pens,
- Pieces of Paper
- Sticky Tape



# ACTIVITY

## Exploding Concerns

Gender norms set by cultures and communities decide what role men and women should play throughout their lives. These are less evident in young age and become more compelling with the passage of time. Marriage and subsequently childcare are phases of life where such norms become even more stringent, making childcare exclusively the job of the woman. However, it needs to be understood that healthy father child relationship is essential and beneficial to entire family unit. A few reasons for this are:

- Boys and girls with involved and loving fathers perform better academically, and show better social and emotional development.
- Even when it comes to aggression, having a non-violent father helps boys reduce aggressive behavior and question sexism.
- In girls, having close and positive relationships with their fathers or male authority figures is associated with having healthy and non-violent relationships in their adult lives, and gives them a greater sense of personal empowerment.
- Couples are said to be happier when they share the responsibilities of child care.
- Positive relationships also help fathers lead better lives. Involved fathers live longer and report having less mental and physical

health issues, such as high blood pressure, heart disease and alcohol abuse.

### How to conduct the activity:

Divide the participants into groups of 4 or 5 and ask them to sit in small circles.

Distribute balloons and marker pens (or sketch pens and papers) to all the groups. Every participant should get at least 1 balloon.

Have the participants fill air into the balloons and knot them up.

Tell the participants to close their eyes and think about their relationship with their child/children, and an immediate issue/concern they face as a parent. Have the participants narrow down the various issues and focus on one very specific concern. Ask them to visualize that concern as the balloon in their hand.

Tell the participants to open their eyes and that the balloon or their concern is a time bomb that will explode if not diffused in time. The air inside it is the various little things that increase the size and severity of their concern.

Give the groups 6-8 minutes to discuss what each group member's balloon means to them, and ask them to write it on the balloon or on paper and stick it on the balloon.

Then give them another 6-8 minutes and ask them to discuss the various solutions or approaches they could come up with to diffuse their concern/situation. Group members could be encouraged to help one another come up with new and creative ideas. However, the participants must be told to be non-judgmental, supportive and encourage one other.

The groups could then be called to present their 'bombs' and 'diffusers' before the larger group. The facilitator could conclude by touching base with the participants on their experience of the exercise with the following probing points:

- How did it feel to hear about the experiences of your peers? Did you learn anything new?
- Was there any comment that surprised you?
- In the absence of this support group, who else could you discuss your concerns with?

### **Key Learning:**

- Concerns are a part and parcel of parenthood/fatherhood
- Experience sharing is good, and its okay to discuss concerns with others
- Family and especially spouses can be a great support structure



# CHAPTER 15

## Aspirations of a Father

### WHY ARE WE MEETING TODAY:

- To establish a changed perspective on fatherhood at an individual level

### MATERIAL REQUIRED:

- Writing paper for all the participants
- Pens

# ACTIVITY

## The father of my dreams

While growing up, most children have either found role models in their parents or have detested certain behavioral patterns in them. Most parents have a vision of how they would want to raise their children.

However, the harsh realities of everyday life and the stereotypical socialization of the external world make us lose our focus of the aspirations we had of being a 'role model parent'.

### How to conduct the activity:

The facilitator engages the participants on how they have been on a journey of learning about positive parenting and how they can inspire their children to be balanced human beings.

After the initial introspection the facilitator distributes the papers and pens to all the participants. S/he then gives them 10-12 minutes and asks them to write down their vision of a father that they would want to become or aspire to become in the future/starting now. S/he must clarify that everyone, including women should write as fathers only. A few examples of what needs to be highlighted are that fathers need to be involved with child rearing, whether it is their

education or their physical activity and be equal parents as the mother.

Once everyone is ready with their piece, they should be invited one by one to read out their visions before the other participants. The facilitator must make sure to appreciate every vision presented.

In case the facilitator thinks that the time for the session is limited and does not permit the space to hear all the stories, s/he can ask the participants to get into pairs and share their with each other.

Then each one of them can talk about just one highlight of their story, which can be appreciated and applauded.

### Key Learning:

- Both mothers and fathers are responsible for balanced parenting.
- Making the participants realize that as fathers they need to prioritize their time and spend quality time with their children. Leaving the participants on a positive note that change is possible.

# CHAPTER 16

## Ready for the journey ahead

### WHY ARE WE MEETING TODAY:

- To visualise the path ahead
- To reflect upon the yearlong journey
- To make a commitment towards an attitudinal and behavioural change

### MATERIAL REQUIRED:

- Post evaluation questionnaire
- Pens

# ACTIVITY

## The chain of commitment

The participants must be made to realize that this is not the end but just the beginning. The yearlong meetings have created a knowledge base which now needs to have real life implementation. Everyone in the group is a support system for everyone else and together, change is possible.

### **How to conduct the activity:**

The participants will sit in a large circle and fill the post-evaluation questionnaires. Remember for those participants who have difficulty reading, help from others or the facilitator could be taken but they must give their own answers.

Once the Post-evaluation is complete, have all the participants come together in a circle and congratulate them for the successful yearlong partnership and journey taken together. A brief round of sharing could be carried out followed by a few minutes given for individual introspection on how the participants would take the learning forward/ahead in life.

One by one, the participants are then requested to share one commitment that they are willing to make towards the cause of Positive Parenting. As one participant speaks

of their commitment, they hold hands with the next person, making a human chain, each promise adding a loop to the chain that comes to a full circle with the last participant holding hands with the first.

Some of the commitments could be that 'In my house both my daughter and son can come back home in the evening at the same time', 'I will make sure my son learns to do all household chores just as my daughter', 'I will start helping my children with their studies, laying the table for dinner or packing their bags for school', 'I will make sure my wife gets some leisure time during the day'.

At the end, the facilitator should also make a commitment to the group/the cause and end on a positive note of looking forward to positive fatherhood and happier families.

# SOME LAWS

## Protecting the interests of children

### **Right to Education:**

- This law makes education free and compulsory in the age group of 6-14 years for all children.
- It sets standards for quality of education like student to teacher ratio, toilet facilities, etc.
- It also prevents schools from discriminating a child's admission on the grounds of disability or financial background. 25% of seats in private schools are also made available to those coming from economically weaker sections.

### **Protection of Children from Sexual Offences (POCSO) Act:**

- This law deals with sexual offences against persons below 18 years of age.
- It covers crimes of sexual assault, harassment and pornography against children
- The law safeguards the interests of the child at every stage of the judicial process by incorporating child-friendly mechanisms for reporting, recording of evidence, investigation and speedy trial of offences through appointment of Special Public Prosecutors and designated Special Courts.
- The offence is considered graver if it is committed by a police officer, public servant,

any member of the staff at a remand home, protection or observation home, jail, hospital or educational institution, or by a member of the armed or security forces.

### **Juvenile Justice (Care and Protection of Children) Act:**

This law is for 2 sections of children, viz. those in conflict with law and those in need of care and protection.

#### **1. Children in Conflict with Law:**

- Children who have committed crimes are presented before a Juvenile Justice Board and not regular criminal courts.
- Focus is laid on reforming children and thus remand homes are designed, thus convicted children don't go to prison but to these homes where they continue to get access to behavior reforming activities.
- After the Delhi Gang Rape of 2012, changes were made in the law that now allow those in the age group of 16-18 years to be tried in regular criminal courts as adults when heinous crimes are committed by them such as rape and murder.

#### **2. Children in Need of Care and Protection:**

- Any child who is abused or denied rights can be brought before the Child Welfare Committee (CWC).
- The police, social workers or well-meaning citizens can bring the child before CWC or the child can herself/himself present before the CWC.
- The adoption laws are streamlined under this act.
- Foster care system is introduced under the act.

#### **Prevention of Child Marriage Act**

- This law does not allow for the marriage of girls under the age of 18 and boys under the age of 21.
- Child Marriage Protection Officers are placed in every block/tehsil.
- All people involved in carrying out a child marriage are punishable.
- Child Marriages can be declared void and nullified by the court





# Pre-Evaluation Questionnaire

S. No.	Read the sentences given below carefully and put a tick in one of the column given on the right side of the statement	Agree	Disagree	Don't know
1.	Only a mother can take proper care of the children			
2.	Men and women can never be equal			
3.	Boys are naturally naughty while girls are submissive by nature			
4.	Boys shouldn't cry as it is a sign of weakness			
5.	For decision making you need a man			
6.	It is ok for a brother to beat up his sister does not listen to him			
7.	Sometimes you have to hit children to maintain discipline			
8.	It is not a big deal if her husband beats her			
9.	Girls should study enough to get married to a well settled boy			
10.	Women sit at home the whole day but a man's job is really difficult			
11.	Don't expect men to work at home			

# Mid-Evaluation Questionnaire

S. No.	Read the sentences given below carefully and put a tick in one of the column given on the right side of the statement	Agree	Disagree
1.	Only a mother can take proper care of the children		
2.	Men and women can never be equal		
3.	Boys are naturally naughty while girls are submissive by nature		
4.	Boys shouldn't cry as it is a sign of weakness		
5.	For decision making you need a man		
6.	It is ok for a brother to beat up his sister does not listen to him		
7.	Sometimes you have to hit children to maintain discipline		
8.	It is not a big deal if her husband beats her		
9.	Girls should study enough to get married to a well settled boy		
10.	Women sit at home the whole day but a man's job is really difficult		
11.	Don't expect men to work at home		
12.	Training on these important issues is important		
13.	I Like coming for these training		
14.	I would like to change my behavior towards women after attending these training		

# Post-Evaluation Questionnaire

S. No.	Read the sentences given below carefully and put a tick in one of the column given on the right side of the statement	Agree	Disagree
1.	Only a mother can take proper care of the children		
2.	Men and women can never be equal		
3.	Boys are naturally naughty while girls are submissive by nature		
4.	Boys shouldn't cry as it is a sign of weakness		
5.	For decision making you need a man		
6.	It is ok for a brother to beat up his sister does not listen to him		
7.	Sometimes you have to hit children to maintain discipline		
8.	It is not a big deal if her husband beats her		
9.	Girls should study enough to get married to a well settled boy		
10.	Women sit at home the whole day but a man's job is really difficult		
11.	Don't expect men to work at home		
12.	Training on these important issues is important		
13.	These training have been beneficial for me		
14.	I have been able to make a change in my behavior towards women after the training		
15.	The facilitator does not know the reality of life		
16.	My facilitator has been a friend and guide to me and I appreciate his/her efforts		



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