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Megan: Hello, everyone, and welcome to today's Ask the Expert webinar, Program P, engaging men and fatherhood, and care through gender transformative programming. I'm Megan Hiltner and I'm with the Healthy Start EPIC Center. Also on the line with us today is Lieutenant Commander Sandra Methuselah [SP], with the Division of Healthy Start and Perinatal Services. She's been part of the planning committee for this webinar. We also have approximately 60 minutes set aside for the webinar today. It is being recorded, and the recording with the transcript and the slides will be posted in the Healthy Start EPIC Center's website following the webinar. So, feel free to share that link with anyone on your team who was unable to participate today. It will be available in about a week. We have some nationally recognized speakers with us here today from Promundo, to share their knowledge with us.

And before I turn it over to them, I have a couple more housekeeping announcements. We want your participation, so at any point if you have questions or comments, please chat them into the chatbox in the lower left corner of your screen. We will only be taking questions through the chatbox. So, you can't... We will get to those as soon as the Promundo team is done with their presentation. We also want your feedback on this event today. So, please take a moment following the webinar to complete the survey that will pop up on your screen right after the webinar.

So, to start things off and before we begin with Promundo's presentation, we wanna do a quick pretest. So, if you'll take a moment and weigh in on this question. On a scale of one to five, one being very low and five being very high, I feel confident or knowledgeable about the existing evidence on the needs of and approaches to working with fathers. If you can click one of those radio buttons, one, two, three, four or five, that most reflects your confidence or knowledge. And we're gonna give it another moment or two here. Okay. Let's see. All right, everyone. So, it looks like we fall kind of here in the middle, around three, as far as how confident folks feel or knowledgeable, how folks feel about the existence of evidence on the needs and approaches to working with fathers. Thanks for doing that, everyone. That really helps us here.

Now, let's do a second question. So, on a scale of one to five, same scale as before, one being very low and five being very high, I feel confident developing a new initiative on fatherhood and gender equality. If you can chime in on your comfort level. We'll give it another moment. Okay. And we're gonna skip to the results. Okay. So, there's... Our

confidence is a little bit higher here on developing a new initiative on fatherhood and gender equality. So folks, thanks for taking those pretests right here. We're gonna revisit those questions following the webinar and see if we've had any shifts at all.

So now, I'm gonna turn it over to the Promundo team who's going to be presenting today on this webinar. Ms. Aapta Garg who's a program officer with Promundo, and Ms. Nina Ford, she's a senior communications associate with Promundo, are going to take us through the presentation today. So, without further ado, I'm gonna turn it over to them for the webinar. Aapta and Nina?

Aapta: Hi, everyone. Thank you so much for having us today, for joining this webinar. My name is Aapta Garg. I'm a program officer with Promundo, working on coordinating and implementing programs related to fatherhood and young adolescent men both in the United States and in Latin America.

Nina: Hello, everyone. My name is Nina Ford. I'm a senior communications associate here at Promundo. I wanted to thank you all for joining this webinar with us, and we're excited to be talking to you today about Program P. So, to give you an overview of the agenda for the webinar and what we'll be talking about, we're going to start by talking about the importance of engaging men as fathers in caregiving and looking at what the evidence shows from around the world, and specifically in the United States. We're then going to look at how that evidence has influenced our work with fathers and talk about challenging norms and ideas around fatherhood, and our gender transformative approaches. We're then going to go a bit deeper into our programming around fatherhood and talk specifically about Fatherhood 2.0. So, looking at Promundo's methods and programming related to fatherhood and our Program P methodology, and then the adaptation of Program P in the United States, which is called Fatherhood 2.0.

Before we get started talking about our fatherhood programming, I wanted to give you all a brief overview about Promundo and who we are. So, Promundo works around the world to promote gender justice and to prevent violence by engaging men and boys in partnership with women and girls. We believe that working with men and boys to transform harmful gender norms and unequal power dynamics is a really critical part of the solution to achieving gender equality. And we also believe that to advance the empowerment of women and girls, men and boys have to see themselves as allies in that process, and also

understand that they themselves also benefit from greater equality. So, Promundo was founded in Rio de Janeiro, Brazil, in 1997. We're coming up on just over 20 years of work on this theme. We now have teams not only in Brazil, but also in Washington, D.C., in the United States, and in Portugal, and in Democratic Republic of the Congo. And across these different numbers of the Promundo Global Consortium, we have more than 40 staff, consultants, and affiliated researchers with us.

So, to move on to what we do, we use program campaigns and advocacy, all of which are based in our research to promote gender equality and prevent violence across the following six themes. So, we work specifically on conflict and security, working in conflict, post conflict in high violence setting to help these communities heal from trauma and prevent further conflict. We also work in the theme of economic justice. So, helping men to be full partners and to see themselves as allies in promoting women's economic empowerment. Prevention of violence is the third theme, and that undercuts all of our work, but we specifically work on preventing gender-based violence and violence against children by working to change the harmful norms that perpetuate this violence. Research, all of our research is used to inform our other work, including in programs, campaigns, and advocacy. And we also do research to build the evidence base for engaging men in gender equality. We work with youth through schools, through sports, and other community spaces to help redefine gender norms and violence, promote sexual health and rights, and support diversity. And the final theme is fatherhood and caregiving. We work to promote men's active caregiving and fully engaged fatherhood. And this is the theme that we're going to be focusing on today.

So, why focus on fathers, why focus on men as caregivers? We found that fatherhood is really a key moment of change in men's lives to discuss men's roles as caregivers, their participation in the household and household responsibilities, and childcare responsibilities, to talk about family health and well-being, to dive deeper into looking at gender equitable relationships and also additional dimensions of equality. We try to engage fathers from the very beginning. So, oftentimes before a child is born, to engage them in more gender-equitable, active parenting and as allies in gender equality overall. And again, we find that this is a key entry point to achieve gender equality, family well-being and better health for parents and for children. Fatherhood, it's a moment of change when men are really looking for guidance, and they're open to new ideas, including around equality. It's also an opportunity to break intergenerational cycles of violence and replace them with cycles of care

and caregiving. And this is backed up by our research, including our International Men and Gender Equality Survey, our State of America's Fathers report which we'll talk about in just a minute, and other research.

Our IMAGES Survey, or International Men and Gender Equality Survey, has found in countries around the world that boys who witnessed their fathers using violence at home as children are actually 2.5 times more likely to use this violence as adults. Similarly, boys who see their fathers participating equally in the child care and domestic work are also more likely to replicate these behaviors in their own relationships later on. So, we're seeing that violence as children can also create violence, and caregiving can create cycles of caregiving. So, we're engaging men in fatherhood as a key opportunity to break these cycles of violence and replace them with cycles of care.

I wanted to highlight and dive a little bit deeper into our fatherhood research, specifically in the United States, by talking about a report that we released in 2016 called State of America's Fathers. It's the first comprehensive report on fatherhood in the United States, building on other research that's been done and highlighting that research, as well as showing never before published analysis of data by the families and work institute around American dads. And it takes a really critical look at what fatherhood means for American families today.

So, State of America's Fathers 2016, it takes a look at what it means to be a dad in the U.S., how it's different than in the past, and also where we're going in the future. And the report shows three overarching messages around time, inequality, and support. So, the report finds that, in the United States, men's time spent on childcare has increased over time, but women are still taking on most of the childcare and housework. And most parents, both men and women, say they want to spend more time with their children.

There's also a tail of inequality around fatherhood in the United States. So, high income dads are often champions and headlines for playing active roles or playing more active roles in their children's lives, while low income dads might be judged primarily on their ability to make financial contributions to the family. And we also look at the need for support for fathers and parents in the United States. The report shows that the U.S. is in urgent need of policies and other supports so that all fathers can realize their role as fully engaged, fully equal caregivers. And there's some more data on the slide about these three themes

around time, inequality, and support in parenthood.

So, we also look at, in the report, why fathers matter, and specifically why father's positive, equitable, and nonviolent involvement matters not only for children, but also for women, for men themselves, for the economy and for society overall. So, we see that when men are positively involved and actively involved in their children's lives, this has positive effects for children. It helps promote children's academic achievement, cognitive and social skills, improves self-esteem and happiness for kids, increases their stress tolerance and resilience, and also decreases depression and behavioral problems. When fathers are positively involved in their children's lives, it also has positive effects for women. It increases women's economic equality, relationship satisfaction, increases safe and comfortable birth, and decreases the risk of postpartum depression. When men are positively involved, it also has benefits for them. It increases men's health-seeking behaviors, their sense of connectedness to the community, their self-esteem, and it decreases their abuse of substances.

And then, it's positive for the economy as well. So, we see that if women were to participate in the labor market at the same rate as men, it would increase the U.S. GDP by 5%. So, this report, State of America's Fathers, is just one piece of a growing body of research that's showing the importance of and the need to engage men as involved and gender equitable fathers. In fact, the report is a piece of a larger initiative that Promundo co-coordinates, called the MenCare Campaign, which is a global fatherhood campaign active in more than 45 countries. It started in 2011 and its mission is to promote men's involvement as equitable, nonviolent fathers and caregivers. The MenCare Campaign, both nationally and internationally, aims to raise the visibility of the potential of engaging fathers through program development, media campaigns, and advocacy. So, through these three different strategies, all of which are based in our research.

So, the MenCare Campaign works with men and couples of program participants, in parenting and in fathers groups. It creates media campaigns to change norms around what it means to be men and fathers, and then through targeted policy advocacy which is for progressive legislation, and works with institutions to see men's caregiving as a really important dimension of gender equality. So, with that, we're gonna talk a little bit more about our evidence-based programming. I'm gonna turn it over to Aapta, to look at our gender transformative approaches and then talk more specifically about

Program P and Fatherhood 2.0 in the United States.

Aapta: Thank you, Nina. So, as Nina mentioned, I'm gonna dive a little bit deeper into Fatherhood 2.0, an adaptation of Promundo's Program P, "P" for "padre" or "pai," in Spanish and Portuguese. But before that, I'll talk a little bit more about our methodology, specifically around the integration of gender transformative approaches within Promundo's programming. What do we mean when we say gender transformation? Rather than just simply acknowledging that gender differences exist between men and women, we also take a look to see how those gender differences influence their behaviors, their attitudes, and their ability to access different resources, including health and economic resources. It then works to critically reflect upon these ones and how we can have an impact in order to change those norms, and challenge those norms to create more positive, healthier norms for men, women, and children.

We understand that gender norms influence men and women's expectations, their attitudes and behaviors, and that these are powerful determinants of health, social, and economic well-being of individuals, and communities. Promundo focuses on gender transformative approaches that influence social norms in order to promote caring, nonviolent versions of masculinity in the social institutions where they are constructed, with a goal of improving the lives of men, women, and children. Furthermore, gender transformative approaches understands that gender inequality limits women's and girls' access to information, decision-making power, economic assets, educational opportunities, social capital, and other health and development resources. This can undermine our development objectives even if gender equality is not our program goal. Gender equality can enable and contribute to the objectives of our programming, specifically in this case, around engaging fathers.

Gender transformative approaches pauses itself on the opposite end of the spectrum that includes gender exploitative approaches. Gender exploitative approaches are approaches that understand gender but in a way that reinforces, sustains or takes advantage of these inequitable gender norms and power imbalances to achieve their objectives. So, examples may be real dads do the dishes, or real men clean up after themselves. Though they acknowledge those gender differences, they don't work to critically reflect or challenge those norms, rather they just [inaudible 00:18:47] them as a continuation of those norms or stereotypes, and really reinforce those divisions and binaries within the household and within the communities. Though they can have short

term impact, in the long run, they can result in harmful consequences and undermine program's or campaign's intended objective. Excuse me, I have a bit of a cough, so you'll have to forgive me.

Gender transformative programs, on the other hand, through the process of critical reflection and challenging on harmful gender norms, they allow men and women to come together to become aware of questions and redefine the roles and behaviors that a given community considered appropriate for men and women. They examine the cost of [inaudible 00:19:41] manhood on men, women, and communities, some of those which Nina outlined earlier. They actively challenge racism, homophobia, and other forms of oppression that limit men from achieving social justice, they engage men in social action to challenge the existing gender norms that perpetuate violence and poor health, and allow men to focus on being allies to women and fight for gender justice and equality. We understand that gender equality helps all communities and all individuals, and so, through this process of reflection and transformation of those harmful norms, we can then achieve better outcomes for those members of the community.

[inaudible 00:20:26] speaks for all of our programming to be gender transformative because we understand that norms and attitudes affects behaviors. Men's feelings of engagement with their roles as fathers, as caregivers, has influence on whether or not they feel like they're able to practice those roles as engaged fathers, to practice the roles of engaged caregivers, etc. It's more likely to result in long term permanent change. When men and women are given the tools to challenge harmful norms, it's more likely to be sustainable as it's self-initiated. There's also the implications of the butterfly effect. As Nina mentioned, our evidence shows that caregiving begets caregiving. So, slight changes in belief can effect multiple behaviors and multiple individuals within a community. And lastly, it promotes ongoing growth and development for individuals, communities, and also societies.

So, I'm gonna talk a little bit now about Fatherhood 2.0. Fatherhood 2.0 is Promundo's gender transformative program, programming, that targets fathers and parents in the United States. It's an adaptation of Program P. As I mentioned, Program P, for "padre" or "pai." It was developed and co-created in Nicaragua, but has been adapted all over the world and has been evaluated in Rwanda and Bolivia. The manual self, Program P or Fatherhood 2.0, as I'll refer to it going forward, is a multi-thematic manual targeted towards the health sector and health sector workers, and provides tools, resources, as well as a group

educational curriculum for those working with fathers and with parents to help promote positive parenting. And it understands that through engagement with fathers, it could have lasting positive impacts on maternal, new born, and child health, and reduce violence against women and children by promoting these parenting tactics, and gender equality through a series of activity-based sessions. These sessions include promoting the equal division of household labor, promoting men's involvement in prenatal and postnatal care, increasing father self-efficacy around raising a child, promote positive communication between parents and elimination of parental stress, and increase the bond between fathers and children.

Promundo's Fatherhood 2.0, like all Promundo programs, is based on the theory of change which we've given a little bit of a model over here, and I'll quickly provide an overview. Essentially, our theory of change is that through this learning, through this reflection with the group, [inaudible 00:23:32] group educational spaces. Individuals can critically reflect upon these norms to develop new attitudes and skills on how to address them going forward. In this space, they can rehearse with their peers, build these skills and behaviors, as well as internalize it through multiple sessions over time. And then, eventually, live out these gender equitable, nonviolent, and healthy attitudes and behaviors in everyday life. This is all done with the continuous support of institutions and individuals within their community, such as clinics or educational sector, and other institutions within the community.

The curriculum itself is approximately 11 sessions, though it is adapted based upon local context. The sessions go through a series of activities that create spaces for reflection on men's own experiences with their fathers, fathers in the home, and gender inequalities. The importance of open partner communication around family planning, ending corporal punishment, sharing a care work, and simple concrete tools and how to become more active, affectionate, equitable, and involved fathers.

The curriculum manual itself is adapted according to local context and demographics of the group. So, for instance, as I mentioned, we have curricula in Rwanda, Bolivia, the U.S., Nicaragua. All of these have been adapted to the local context and the local needs of fathers and households within the community. That said, all manuals include the following sessions, understanding...the following sessions [inaudible 00:25:34], so understanding gender and gender identities and norms, expectations around fatherhood, caregiving, and what are the roles of fathers and mothers, power and household division of labor, the legacy

of individual fathers or their father-like figures, and how that influenced how they understand fatherhood, understanding violence and corporal punishment, and then final reflection. The manual uses various techniques such as role playing, group discussions, art based therapy, debates, homework, to appeal to a diversity of men and different learning styles.

When carrying out the group, we generally recommend the following. So one of the things we find has the largest impact is not just reaching out and then conducting these sessions with men or fathers themselves, but also finding ways to integrate their partners into the sessions, either in one or two sessions. So, if it feels safe, and I do wanna emphasize that word, "If it feels safe," having partners join in on those sessions to allow for practicing of communication between partners, has deeper impacts in engaging fathers than just single-sex sessions going forward. The session should be carried out once a week or spaced out to allow time for a reflection. So, rather than having all sessions conducted over one to two days, spacing them out so that partners can have time to reflect upon how they see some of the lessons or the thoughts that they reflected upon during the sessions in their everyday lives. If possible, adding additional sessions by setting a time to reflect on just homework that they were asked to do during the previous session.

Promundo understands that change takes time. It doesn't happen during a single session or even a single set of sessions or a single program. So, by incorporating homework or these reflection processes, we allow the participants or these fathers to constantly think about how these norms impact their lives and their engagement with their families on an everyday basis. Some examples of homework assignments that have been given include conducting photo sessions or photographing different thoughts or different items that reflect on some of the things that they talked about during the sessions. Other ones including toys that reflect their relationship with either their daughters or their sons.

Men should be encouraged to carry out some action or commitment that allow them to live out the change. So, very often at the end of these programs we'll ask participants to fill out what we call a commitment to action about what they learned, how they see that impacting their life going forward, and how they see their roles or their behaviors changing going forward, what are the commitments that they wanna make to themselves and to their family. And then lastly, consider having men who have graduated from the sessions to co-facilitate these sessions in the future to encourage deeper ownership. We find that groups that

have been facilitated by members of the community tend to have the most impact because it is a safe space where they're understanding and that trust exists amongst themselves. And so, that facilitator can really engage with the participants on a deeper level.

The Program P or Fatherhood 2.0 manual is a template for carrying out group sessions. When adapting the curriculum, it is important to think about what do men want to learn to become better fathers or partners? What are the skills, the technical skills that they wished that they could have? What are the challenges that they face as fathers? Some fathers are residential, but may not feel entirely engaged with their children or their household, some fathers face the challenge of being nonresidential and there are further barriers or challenges to that level of engagement that they want. How do women want or not want men to be involved in the family? We understand that women are also social, as in also perform these gender norms in their household. So, understanding how that can act as a barrier or an opportunity to deeper involvement is important to understand. And then lastly, how to link up these father groups with other community services. These groups are not the be-all-end-all of the resources that fathers may need. They may need additional support and services. Making sure that they have access to that is extremely important.

Excuse me. As part of the adaptation process of each curriculum, Promundo finds it very important to conduct a formative research-base, and that includes conducting one to two focus groups with the target group that can help inform the adaptation process, as well as one to two focus groups with their partners in order to be able to kind of verify or contribute to that adaptation of the curriculum, and make sure that it's relevant to the needs of that community and those fathers. The sample questions that we include in our formative research process include what does it mean to be a father? What are the primary roles and responsibilities within the family? How do you think men can be encouraged to be more involved in parenting and caregiving within the family? And what are some of the challenges and barriers that can make changing men's behaviors and roles difficult?

I also want to talk a little bit more about the role of the facilitator. In conducting group education programs, this is one of the most critical components to the success or failure of a group educational program. Often when we think about group education, we think of group leaders as someone who's trying to teach a skill or share knowledge about a particular topic. In some services, this is appropriate behavior because

the purpose of the program dictates that there must be technical transfer of knowledge. However, this is not the case with the Fatherhood 2.0 program. What we are seeking to do is challenge those [inaudible 00:32:18] gender norms, and the approach must be different. The activities in the manuals are not meant to be taught, rather the facilitator gets into...when the facilitator gets into a teaching mode, the groups may not be successful in teaching their objectives. Facilitators are asked to actually guide conversations, promote open conversations between the fathers themselves in order to have them reflect upon these ideas amongst one another.

So, one of the things we always emphasize is that the facilitator should see themselves as just that, a facilitator and not a teacher. They're not a parent or a gender equality expert or even a parenting expert. They don't need to have all the answers. The role of the facilitator is to create an open and respectful environment in which men and their partners, where applicable, can feel comfortable sharing and learning from each other, asking questions to help them think through some of the challenges or the struggles that they have on a given day. Most importantly, the facilitator is...the facilitator's most important role is to create a safe space where these fathers and their partners can feel physically and emotionally secure to share personal experiences and feelings without fear of ridicule, shame or insult.

Some of the activities that are included in the Program P Fatherhood 2.0 manual are quite sensitive. So, for instance, I referred to the theme of my father's legacy, assessing the role that one's father or father figure had in influencing their life. That can be an extremely sensitive and sometimes traumatizing moment to think about and reflect upon the relationship that one has with their own father, and then how that impacts their relationship with their children. Without the creation of that safe space, that emotionally secure space in which they can have that discussion, the facilitators can often lose and not have the trust ability to have fathers really reflect upon what they wanna do going forward. So, we often ask what can fathers do to create a safe space for their participants and for their partners, if they attend.

And so, just to kind of wrap up with kind of some of the key considerations of how we implement or understand this program, during the development and adaptation phase, we always like to consider make...or make sure that we understand the needs of the community and what are the key areas of focus that they need in order to be able to really assess how to deeply engage fathers in the household. The length

of the intervention, we find them more...or more sessions over a longer period of time have a deeper impact. And then the demographic composition of sessions, participants who feel a sense of community with one another, and who feel safe discussing these type of sensitive topics with one another have a really important role to play. And then keeping the theory of change in mind, as I mentioned, reflecting, like, rehearsing, internalizing, and living. And then within the implementation process, selecting, training, and supporting facilitators who can guide those conversations, recruitment of participants, and then planning for staggered enrolling implementation. So now, I'll open it up to questions. I don't know if, Megan, you wanna [crosstalk 00:36:08].

Megan: Yeah. We're just gonna... Thank you. Well, first, I wanted to say thank you to you, Aapta and Nina, for that overview of your work, the reports you shared, and the overview of your program. Folks, if you have any questions, please chat them into the chatbox in the left corner of your screen and we'd love to do our best to get some of those questions out among this group. Here's one question for you all, Aapta and Nina. How do folks find out more about, say, the cost of the program or if they wanted to learn more about replicating it? How would they go about learning more?

Aapta: Well, that's a great question. I would probably say, we have it in a couple of slides or in the next slide, but they should reach out to either myself or Nina to find out more information about the cost of implementing these programs. Essentially, it can differ from space to space, how many individuals you're seeking to integrate into these programs, where and how many times are we implementing the different sessions. So, there's a lot of different factors to consider, but we are always happy to answer all those questions and have further conversations about what the implementation, replication process looks like.

Megan: It sounds like... Sorry. Continue. I apologize.

Aapta: No, I was just gonna say that our Program P manual is up on the website. I see that you have that resource up there, at men-care.org/resourcesprogramp. And those also have guiding notes on how to best implement the program such as this.

Megan: Super. So, it sounds like it can be tailored to whatever the...or those discussions really are kind of tailored approach. Wonderful. And here's another question. You talked a lot about the importance of a

facilitator, a skilled facilitator. I'm wondering if you have any guidance if that facilitator has to be a male for facilitating this or can it be a female to facilitate?

Aapta: That's a really good question. It depends, again, on the community and the context. We tend to say that we would look... An ideal situation would be to have two co-facilitators, one male, one female, so that they can model the type of dynamics or those new types of gender roles and gender norms within the facilitation of the group. That said, oftentimes, in certain situations, many community members will say that you won't have the types of conversations that you have with a female facilitator, so they prefer to have all male facilitators. The gender of the facilitator is not as important so much as like whether or not they're a member of the community and whether or not they have the built-in trust with the participants at the time that they're facilitating the group. But it also depends upon the availability of who's in the community organization, who you're partnering with, and whether or not you have...they have the skills that a facilitator would need in order to implement it.

Megan: Great. Thank you. So, here's another question. So, what have you learned about championing women's equality and gender transformative programming, and dealing with difficult relationships and situations? So, for example, would be working with dads who do not have access to their children and feel exploited by women.

Aapta: So, part of the sessions and the activities in Program P go over these types of dynamics themselves. So, they talk about how men understand their role as a father, how they understand gender roles, and how they understand kind of the division of labor between men and women. And then they go into the sessions on resolving conflict and being able to open up those communications with partners in situations where they don't feel like they have the ability to communicate well with them. In some sessions, or in some adaptations of Program P, we've done what we call the gender fishbowl, where men and their partners come together to talk about some of the challenges they face as [inaudible 00:40:45] or as a father. And then they reverse so they can listen to one another about some of those feelings that they have, and then be able to begin the communication process going forward with the full understanding of how those individuals approach those situations. We understand that there are a lot of extremely difficult situations and difficult relationships where sometimes a father is barred from having access to seeing their children, and I would say that oftentimes,

communicating with community members that are implementing this program can offer some insights on how to address those situations. We really rely very strongly on our community partners to guide us on what are the needs or how to best approach those type of difficult situations.

Megan: Right. Here's another question, can you share any of your words of wisdom on ways of making sure to create a safe space? You talked a lot about that in your presentation. Can you share any, you know, key things you've learned in this?

Aapta: That's a great question. So, for instance, the actual physical environment itself is a key component. Are you having these sessions in churches where many members of the community feel most safe or at home? Are you having them in community centers where they feel like they can actually be open? That physical space is one setting. The other is kind of the layout of the room. We almost always lay out the room in chairs in circles so that all participants are on equal level facing one another during the sessions, including the facilitator. We don't ask that the facilitators stand up and lecture the participants during the implementation. They're sitting down and they're all peers in that moment. There are times when the topics can become very sensitive, and usually what we do is we work with facilitators so that they can kind of address the situation. Or in instances where participants or fathers have started to cry as a result of some of the feelings that they have shared, promoting kind of other participants to reach out and provide support or pulling them to the side in order to offer that individual support as necessary. So, there's different components to creating that safe space. I don't know, Nina, if you wanna kinda jump in a little bit there.

Nina: Sure. Yeah. I guess another thing...that's a really great answer. Also, another element to creating a safe space is usually at the beginning we'll set some ground rules that are established by participants themselves and that participants agree upon, and agree to respect throughout the session. And that may include, for example, not taking what's said in the room outside the room. So, keeping the respect for what people may want to express in that safe space. And they also include making sure participants feel comfortable stepping aside if they're emotional, if there's something they don't wanna share, not feeling like they're forced to share or feeling like they might be able to speak more abstractly about a theme that's very emotional. So, part of that is setting the rules at the beginning and also making sure that the facilitator has the skills necessary to continue making sure that respect

is in the group.

Aapta: And just one last thing to add on, Nina, as kind of I had in my mind. In a lot of the activities, we also create scenarios and role playing rather than having them talk about their individual experiences. So, that kind of scenario building where they can kind of step out of their own experience but still talk about their personal feelings or their values, etc., allows them to be able to reflect a little bit deeper and be a little bit more honest about some of the issues and challenges they've been facing.

Megan: Great. Thank you so much for that. So, folks, we have a bit more time for some questions. So, if you do have any more questions, feel free to chat them into the chatbox. I'm gonna go through a few wrap-ups and reminders for you, and if other questions come in, we can go back and get to those. The first thing I wanted to just mention is if you would like any individual support or technical assistance on this topic, you can contact your project officer or your technical assistance coordinator at the Healthy Start EPIC Center and we can provide you with some support, more on your individual situation if that is an interest. We do have a few upcoming webinars. So, there's one on February the 28th. That's a division hosted webinar, and that is the DGIS webinar with Jaime Resnick. There are two webinars coming up in March, March 20th from 3:00 to 4:00, an orientation of the self-assessment tool. And then on March 22nd, there'll be a webinar on criminalization of substance abuse among pregnant women in tribal communities.

I also wanted to give you two resources that will be available to you on this topic related to fatherhood. One, the folks on the EPIC Center team that are working on materials development are preparing what's similar to a change package for anyone that participated on the quality improvement peer learning networks. They're preparing a change package which is a list of a rationale, and strategies, and evidence-based practices on a particular topic. And so, that will be available coming very soon to you and we will put some information out through the EPIC Center's LISTSERV when that is in fact available. And the other thing that I'm excited to say that's in the works, is a discussion group. You may have seen there is an announcement on a discussion group related to CAN [SP], for CAN coordinators. Well, there was some additional requests, and I know that some conversation started a while back where those that are working as either serving as fatherhood coordinators or working on that topic, a space for them to come together and share.

So, some planning is being held on that at this very moment. Not this very moment, but at this time. And we will have more information coming out soon on that and how you can register to be part of that discussion group where you can share your wisdom and expertise with your peers, and also common challenges and that sort of thing. Those are the only additional resources that I wanted to share with you. And again, all of our webinar recordings, and transcripts, and slides are posted at the EPIC Center's website. That website is listed here. The slides for this webinar will be posted to the website in about a week, so you can look out for that.

And the last thing that we wanted to do is to do a...before thanking our presenters, is to do that post test, do the post test. The same pre-test that we did right at the start of this presentation. So, if you'll just take another moment and think about for yourself, on a scale of one to five, one being very low and five being very high, after participating in this webinar, I feel more confident or knowledgeable about existing evidence on the needs of and approaches to working with fathers. If you will take a moment and think about where you fall on that. And you can click any of the radio buttons there up on the screen now. We have a few fewer responses than we did right at the start, but... All right. There we go. And it looks like our confidence has increased a bit. That's good.

And then, on a scale of one to five... Here's our next question here. On a scale of one to five, being very low and five being very high, after participating in the webinar, I'm excited to learn more about how to develop new initiatives on fatherhood and gender equality. If you'll take a moment and respond how you're feeling here. And it looks like we do have more excitement after participating in this webinar. Well, thank you all for taking a moment to do that. And I just wanna ask our presenters, do you have any closing remarks or, again, any words of wisdom that you'd like to share with the Healthy Start community and family who participated on this webinar today to learn more about your work? Any closing remarks?

Aapta: We didn't have anything prepared, but just thank you, guys, so much for inviting us to be able to speak about Promundo, and Program P, and Fatherhood 2.0. We really enjoyed the ability to participate and this opportunity to discuss this with all of you. And please feel free to reach out or look at any of our resources if you have any further questions about our work or how to better engage fathers in the process of gender equality.

Nina: Yeah. Thanks so much. Just to echo Aapta, thank you to all the participants for joining us today and for spending some more time learning more about Promundo, our fatherhood programming, and Program P, and Fatherhood 2.0 specifically. All of our material, as Aapta mentioned, are available on both the Promundo website and the MenCare website, including our methodologies and manuals that may be useful for participants. I also talked a little bit at the beginning about some of our research around fatherhood which is also available online. So, I'd encourage you to check out those. The links are on the comment box and also in the slide "Find out more." And again, just a big thank you to the participants and also to the coordinators. We really are excited to be here with you today.

Megan: And thank you to you both, again, for carving out time and sharing. We do appreciate that. So, everyone, thanks for your participation on the webinar today. This concludes the event. I hope you have a great rest of your day.