

LEARNING BRIEF

Action Learning from application of the ENGAGE Programme's

TEACHERS WORKSHOP TOOL



The '**Teachers Workshop' Tool** is part of Norwegian Church Aid's (NCA) holistic programme, called **ENGAGE** – *Enhancing Girl's Agency and Gender Equality*, that aims for preventing, mitigating, and responding to child, early and forced marriage (CEFM).

The '**Teachers Workshop' Tool** was piloted in Somalia and Iraq, with a total of 86 male and female teachers engaging in 5 different sessions. Teachers completed a pre/post test and evaluation at the end of the three-day workshop. Additionally Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) were facilitated with the staff and participants at the end of the programme.

Significant findings on how well the tool was working, include:

WHAT WORKED?



TEACHERS

- Teachers reported that the most useful was “*Roles Teachers can Play*” activity, under module 4. During this session, teachers learnt why adolescent girls and boys are not ready for marriage and explored practical ways that they can prevent child marriage from happening to their students. They reported that they felt knowledgeable and empowered to enhance the protective environment of girls in their classroom.
- Teachers also reported that they enjoyed creating ground rules, appreciated the diversity of topics and being encouraged to participate and openly share opinions.
- Teachers enjoyed all conversations related to gender roles and valued the practical tips shared for effective communication with adolescents.

NCA staff, who facilitated the piloting of the tool, stated:

- **Module 2: Gender** – Teachers learnt how to be positive role models and not reinforce gender stereotypes. Most teachers reported that this was new information and they are excited to apply this in their teaching style in the classroom.
- **Module 3: Changing Body & Hygiene** – Topics provided teachers with new information around how girls can stay clean and healthy during menstruation in school and challenges that girls face when they are menstruating. While some conversations were uncomfortable due to the sensitive nature, teachers reported that it is essential for them to learn, in order to best support girls as they transition through puberty.



NCA STAFF

- **Module 4: Child, early and forced marriage** – The most useful session with the biggest impact. Teachers actively engaged in all discussions, especially around the role they can play in preventing CEFM.
- The **ENGAGE** capacity building training for facilitators equipped staff with all necessary information and skills to conduct the teachers’ workshop with quality. Several teachers commented on how knowledgeable and well-prepared facilitators were.



WHAT CAN BE IMPROVED?



TEACHERS

- Information related to puberty needs to be further adapted as was uncomfortable to listen to.
- The time was too short, we wanted to learn more information (Iraq). In Somalia however, teachers reported that the length of the workshop was ideal.

- **Module 3: Changing Body and Hygiene:** This was challenging as teachers asked to skip this topic, stating that they felt uncomfortable discussing sensitive topics in a mixed sex group. Suggested to ask teachers prior to conducting this session if they would prefer to split groups, ensuring the facilitator is of the same sex.
- Teachers reported that there were no counsellors or other support in the schooling system, making the referral process irrelevant.
- Low participations of female teachers as they were few and shy. Facilitators were aware of this and attempted to encourage participation by approaching females and giving sticky notes to share their opinions.
- Some teachers held harmful attitudes and beliefs related to CEFM, insisting that child marriage also has positive outcomes for girls. While this allowed for opportunity to explore misinformation, the male teachers were hesitant to change their opinion (Iraq).
- Teachers need to be provided with booklets, sessions plans and further information in order to successfully implement their action plans



⚠ NOTE: *As the tool was finalised, such participants’ and facilitators’ observations were considered, and further adjustments were done to various sessions, as well as to the activities used in the curriculum, to better serve the participants’ needs.*

IMPACT

- Teachers are aware of the harmful impacts of CEFM – Teachers actively participated in Session 4.1, which focuses on understanding the root causes and harmful consequences of child marriage, plus the benefits of delaying marriage until after 18. Pre post test results showed significant increase in knowledge: 42% to 72% in Somalia and 51% to 89% in Iraq.
- Teachers value and support alternatives to CEFM – Teachers committed to ensuring girls remain engaged in school. They created practical action plans to assist in identifying girls at risk of dropping out and improving communication with caregivers.
- Teachers support gender equality and challenge harmful gender norms – Teachers reported that they had not previously played a role in supporting gender equality. However, now understand the responsibility they have to challenge harmful gender norms. They reported to feel well equipped, particularly with the tasks from the lessons learnt in Module 2 on Gender.

ACTION PLAN DEVELOPED BY THE TEACHERS AT THE END OF THE WORKSHOP (SOMALIA EXAMPLE)

Action	Objective
Establish Child Rights Clubs in Schools	<ul style="list-style-type: none"> • To educate children on the rights of boys and girls. • Girls to understand where to go to for help in the case they need support (at risk, or survivors).
Raise teachers' awareness on child rights	<ul style="list-style-type: none"> • To create awareness for teachers to understand CRC and how to best support girls. • Peer to peer learning of teachers training other teachers.
Establish and maintain Feedback Mechanisms in schools	<ul style="list-style-type: none"> • Encourage girls to practice active participation, have their voices heard and express concerns related to gender equality in the classroom. • Support children to access additional support services when needed.
Educate parents on GBV and CEFM	<ul style="list-style-type: none"> • Teachers to create public awareness through face-to-face sessions with community members and distribution of CEFM booklets. • Educate parents on CEFM and GBV at school's Parents Day and through teachers-parents meetings.