



# TEACHERS WORKSHOP



Norwegian Ministry  
of Foreign Affairs



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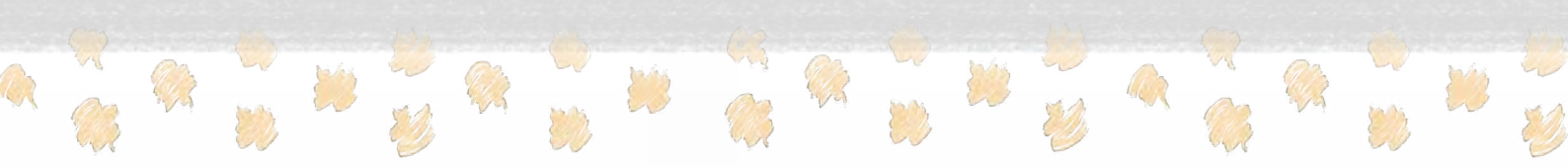
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# TABLE OF CONTENTS

<b>INTRODUCTION</b> CEFM: Teachers Workshop Tool .....	<b>1</b>
<b>SESSION 1</b> Introduction .....	<b>8</b>
<b>SESSION 1.1</b> Introductions, Expectations, Ground Rules .....	<b>9</b>
<b>SESSION 2</b> Gender .....	<b>14</b>
<b>SESSION 2.1</b> Gender Roles .....	<b>15</b>
<b>SESSION 3</b> .....	<b>18</b>
<b>SESSION 3.1</b> Changing Body & Hygiene .....	<b>18</b>
<b>SESSION 3.2</b> Puberty and Hygiene .....	<b>19</b>
<b>SESSION 4</b> Child, Early and Forced Marriage .....	<b>24</b>
<b>SESSION 4.1</b> Child Marriage .....	<b>24</b>
<b>SESSION 4.2</b> Identification and referral of girls at risk of child marriage .....	<b>30</b>
<b>SESSION 4.3</b> Closing Session .....	<b>39</b>
<b>SESSION 5</b> Evaluation and wrap up .....	<b>40</b>
<b>ANNEXES</b> .....	<b>41</b>



# INTRODUCTION

## CEFM: TEACHERS WORKSHOP TOOL

### WORKSHOP FOR TEACHERS ON ADDRESSING CHILD, EARLY AND FORCED MARRIAGE (CEFM)<sup>1</sup>

This manual is part of a holistic programme, called **ENGAGE**, for preventing, mitigating, and responding to child, early and forced marriage (CEFM) through community outreach and gender-based violence (GBV) response service provision. **ENGAGE** – *Enhancing Girl's Agency and Gender Equality Programme*, aims to empower and provide additional support to adolescent girls, mobilise families and communities, whilst improving the capacity of frontline workers.

### OBJECTIVES

The '**Teachers Workshop**' is a learning tool, with the activities focusing to changing the social norms that enable child marriage to occur. The tool is part of the community outreach component of ENGAGE, which is designed to be adapted based on the needs of teachers in a given context.

### INTERMEDIATE OUTCOMES:

- Teachers are aware of the harmful impacts of CEFM
- Teachers value and support alternatives to CEFM
- Teachers support gender equality and challenge harmful gender norms

### LONG-TERM OUTCOMES:

- Teachers support gender equality and challenge harmful gender norms
- Teachers take greater action to end child marriage
- Men and boys prefer not to marry girls who are still children
- Girls at risk of CEFM participate in decisions that affect them, including regarding relationships

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<sup>1</sup> Depending on the level of technical capacity teachers possess on these topics, utilise the other sections of the manual to enhance skills prior to these sessions. It is recommended teachers level of information about puberty and hygiene is assessed around reflective sessions that also discuss pressures teachers face in their own lives due to gender inequality.

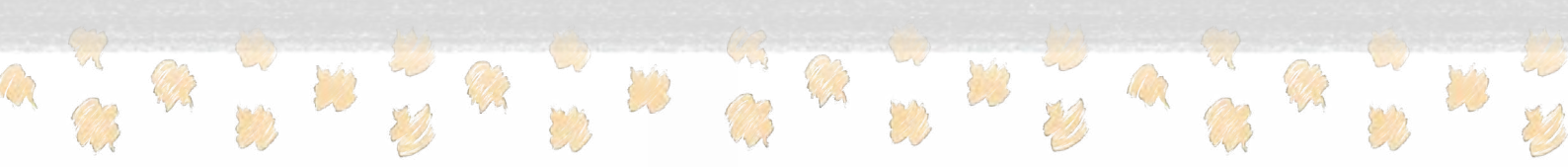


## TOOL STRUCTURE

The **‘Teachers Workshop’** tool is intended to assist facilitators through each session, as they engage with teachers. Facilitators should be familiar with the sessions’ content; understand the concepts of gender-based violence, early and forced marriage; recognise the peculiarities of working with adolescents, before commencing implementation. This tool is intended to be a flexible, modular approach rather than a prescriptive manual.

The **‘Teachers Workshop’** consists of 5 topics to be delivered in a workshop format. Necessary resources for each session are included as Annexes. The workshop can be delivered over 2 days or 3 half-day sessions. Approximately 20-25 teachers can participate in each teachers workshop. The workshop targets teachers of adolescent-aged students. Typically, teachers workshops should be mixed sex, however if you feel female teachers may be more comfortable in women only group, consider separating the sexes.

	Module	Session	Objectives	Time required
SESSION 1	<b>Introduction</b>	<b>1.1</b> Introductions, Expectations and Ground Rules	<ul style="list-style-type: none"> <li>• Get to know each other</li> <li>• Understand the workshop objectives; share expectations and agree on ground rules.</li> </ul>	2 hours 15 mins
		<b>Gender</b>	<b>2.1</b> Gender Roles	<ul style="list-style-type: none"> <li>• Describe the difference between sex and gender</li> <li>• Examine gender roles and define gender equality</li> <li>• Learn how teachers can be positive role models and not reinforce gender stereotypes</li> </ul>
SESSION 3	<b>Changing Body &amp; Hygiene</b>	<b>3.1</b> Puberty and Hygiene	<ul style="list-style-type: none"> <li>• Discuss the process of puberty for both boys and girls</li> <li>• Understand the challenges girls face due to menstruation, including hygiene needs</li> <li>• Explore ways to support adolescents as they go through puberty</li> </ul>	1 hour 30 mins



SESSION 4

**Risks and Response to Child Marriage**

**4.1**  
Child Marriage

- Understand the root causes and harmful consequences of child marriage, plus the benefits of delaying marriage until after 18
- Understand why adolescent girls and boys are not ready for marriage
- Explore ways that teachers can prevent child marriage from happening to their students

2 hours

**4.2**  
Identification and Referral of Girls at Risk of Child Marriage

- Use of safe and positive communication skills to build trust with adolescents
- Learn to identify and refer girls at risk

2 - 2.5 hours

SESSION 5

**Closing session**

**5.1**  
Evaluation and Wrap up

- Refresh teacher's commitment to enhancing the rights of the girl, and working towards ending CEFM in their community
- Workshop Closure

45 mins

## SUCCESS STORY

### Teachers Workshop in Somalia

30 teachers (4 female/26 male) from six primary schools attended 3 half-day sessions of the Teachers Workshop in Luuq, Somalia. The workshop was co-facilitated by partnering organisations – NCA, SEDHURO and CeRID. Participating teachers actively engaged in the workshop process, with openness and eager to learn from each other and readiness to share the acquired new skills and knowledge with other teachers, students, neighbours and the wider community.



#### Achievements:

- All participants were punctual and showed their full and active participation. This was owing to the **group ground rules** that were created and agreed on as a collective.
- The post test results showed participants' **considerable learnings** from the Workshop – an increase from 42% pre-test to 72% post-test results.
- Teachers expressed **interest to co-facilitate Teachers Workshop** for other schools with the support from NCA and partners.



### Challenges:

- **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 by writing down their views.







## ACTION:

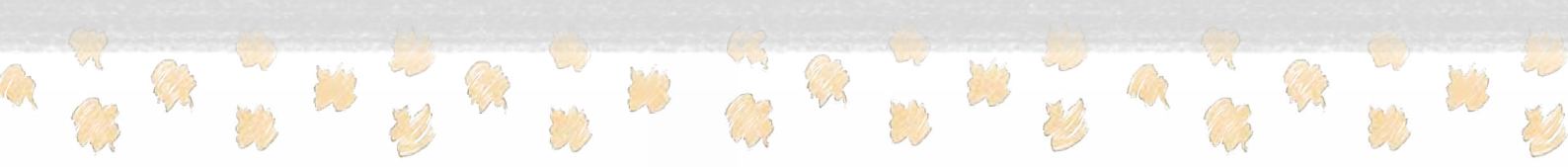
One of the biggest results of the Workshop was formation of 4 teachers' groups. These groups were formed to work together to implement in their schools and communities the **Action Plans**, developed as part of the Workshop.

### EXAMPLE OF AN ACTION PLAN

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

### REFLECTIONS FROM THE PARTICIPATING TEACHERS:

- The workshop should be conducted in all schools across the region.
- Do not increase number of days, as people will get tired. 3 half days was an optimal length.
- The female teacher participants should visit every school to raise awareness on Menstrual Hygiene for both girls, caregivers and teachers, using module 3 of ENGAGE Toolkit.
- All participants should network and work together against CEFM, maintaining groups that were formed as a result of the Workshop.
- School Headteachers should be contacted well in advance to coordinate teachers' participation.

- 
- Other GBV/Education Partners, working in the area, should be invited to learn and participate in the Workshop, to enhance further coordinated advocacy efforts.
  - Same participants should be invited to other Gender Equality in Education workshops in the future, to continue strengthening local capacity.

*“I grew up in a community that did not value girls’ education as much as that of the boy child. Going to school was an opportunity for me to prove that investing in girls’ education pays forward equally as education of the boy child. Having a rare opportunity to access education—that many other girls unsuccessfully yearned for—inspired me to work extra hard and seek opportunities that would empower and enable me to contribute in my community. This Workshop was a great reminder of the importance of our work, as teachers, since we are responsible for children. The school is considered a safe space and we should work hard to keep it that way. – Female Teacher from Luuq primary school.*

*“This Workshop raised critical issues we need to consider as teachers. It introduced practical ways how we can engage effectively, while working with boys and girls. We should include parents in these discussions too. For that we can use well-designed resources, obtained from the Workshop.” – Head Teacher from Taleh primary school.*



# SESSION 1

## INTRODUCTION

 Time required: 2 hours 15 mins

### SESSION AIMS:

By the end of the session, participants will:

- Get to know each other and understand the objectives of the training workshop
- Share expectations and agree on ground rules



### MATERIALS:

- flip chart paper
- markers



### PREPARATION:

- Print out Annex 2: Pre/Post Test for all the participants
- Prepare two flip charts with headings: “Expectations” and “Ground Rules”.
- Prepare two cards with “agree” and “disagree” signs
- Write the statements on cards/paper in advance (one statement per card)

 **NOTE:** Select 6-8 statements based on time available:

- *A girl of any age can give consent for her marriage.*
- *Friendship between an adolescent boy and girl should be avoided as neighbours will gossip.*
- *Women are better parents than men.*
- *A girl’s honour should be protected at all costs, even if it means marriage against her will.*
- *A girl is ready for marriage when she has begun menstruation.*
- *If the family has limited resources, male children should be prioritised for schooling.*
- *To marry well, girls must learn how to do housework.*
- *A woman is incomplete if she does not have children.*
- *If a girl is not married by 20, then she is probably not a good girl for marriage.*
- *It is not the job of fathers to talk to their daughters about menstruation and puberty.*
- *Love is not the most important ingredient in a happy marriage.*
- *If one does not get married, they are not normal.*
- *A man should have the final word about decisions in his home, including when his daughter should get married and to whom.*



# SESSION 1.1

## INTRODUCTIONS, EXPECTATIONS, GROUND RULES<sup>2</sup>

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### 1 INTRODUCTIONS (30 MINUTES)

- ✓ **DO:** Welcome all of the participants and introduce yourself.
- ✓ **DO:** Ask participants to form a circle. Ask participants to introduce themselves with their name, role in the school and to share their favourite aspect about being a teacher or working with young people.

⚠ **NOTE:** *Teachers may already know each other, so adapt this as necessary.*

🗣 **EXPLAIN:** When introductions are finished, explain the objectives of the training workshop:

- Teachers support gender equality and challenge harmful gender norms
- Teachers are aware of the harmful impacts of CEFM
- Teachers value and support alternative to CEFM

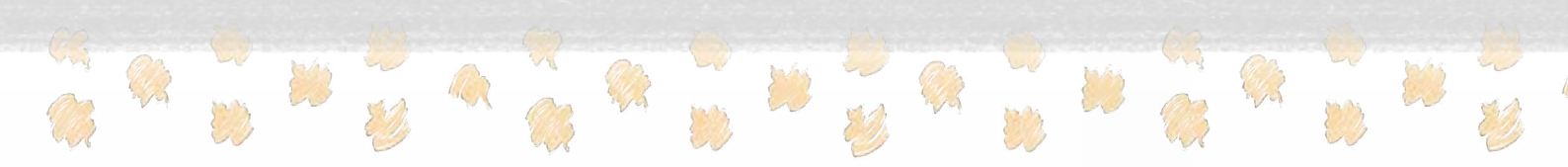
- ✓ **DO:** Give participants 10 – 15 minutes to fill out the pre-test (Annex 2).
- 

### 2 EXPECTATIONS AND GROUND RULES (1 HOUR)

- ✓ **DO:** Ask participants to form groups of two or three. Ask them to discuss with each other the following three questions:
  - ❓ What are some of the challenges you face being a teacher or working with young people? Is it different for male and female teachers?

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<sup>2</sup> Adapted from USAID Office of Women in Development, “Doorways III: Teacher Training Manual on School-Related Gender-Based Violence and Response”.

- 
- ❓ Do you notice that adolescent girls and boys face similar or different issues from each other in school? What are they?
  - ❓ What are their expectations of this training?

☑ **DO:** Ask participants to form a large circle and share some of the highlights of what their group discussed. Write their expectations on a flip chart (this will be revisited at the end of the workshop). Make a connection between the participants' expectations and the programme's objectives.

🗨 **EXPLAIN:** As adults, we should develop and agree on our own ground rules for the workshop.

☑ **DO:** Begin to take suggestions and list them on a flipchart paper.

Make sure to cover the following rules, if the participants do not suggest them:

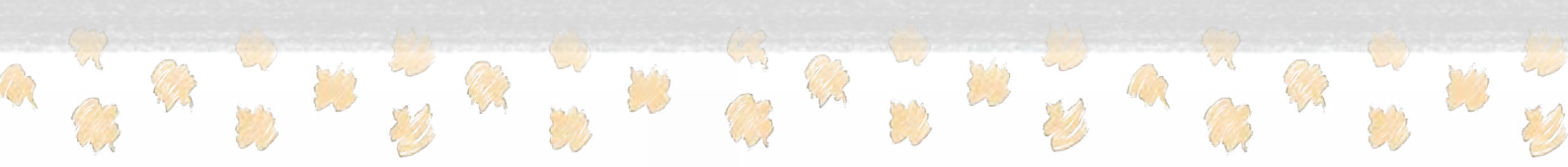
- ✔ Keep to time
- ✔ Respect for others
- ✔ Participation
- ✔ Confidentiality. Do not disclose names or share real examples that are identifiable
- ✔ Right to pass, it is acceptable not to share or answer
- ✔ Engage in dialogue: It is OK to disagree with what someone says always refer back to the ground rules and the issue of respect.


Keep the ground rules and expectation flip charts visible on the wall for the remaining of the workshop.





### 3 VOTING EXERCISE (45 MINUTES)

☑ **DO:** Place the agree/disagree cards at opposite ends of the space (either on a wall or on the ground), so that everyone can see them with enough space for people to be able to move to either side.



 **SAY:** Now we will do a group learning exercise, where everyone in the group gets to have their opinion on statements and reflect on their own attitudes around commonly held beliefs. The objective is to understand the diversity of opinions and give everyone an opportunity to reflect on their own attitudes around commonly held beliefs. It is important that we show each other respect and refrain from judging, interrupting or ridiculing others.

 **EXPLAIN:** that you will read a statement and ask participants to close their eyes and reflect quietly (without discussing with one another) on their own attitude or opinion about the statement.

 **DO:** From the list of statements prepared, **READ** the first statement.

- A girl of any age can give consent for her marriage.
- Friendship between an adolescent boy and girl should be avoided as neighbours will gossip.
- Women are better parents than men.
- A girl's honour should be protected at all costs, even if it means marriage against her will.
- A girl is ready for marriage when she has begun menstruation.
- If the family has limited resources, male children should be prioritised for schooling.
- To marry well, girls must learn how to do housework.
- A woman is incomplete if she does not have children.
- If a girl is not married by 20, then she is probably not a good girl for marriage.
- It is not the job of fathers to talk to their daughters about menstruation and puberty.
- Love is not the most important ingredient in a happy marriage.
- If one does not get married, they are not normal.
- A man should have the final word about decisions in his home, including when his daughter should get married and to whom.

 **DO:**

- ① Ask participants to open their eyes and then move to the card that represents their opinion (agree/disagree).
- ② Once all participants have moved, ask them to discuss with those near them why they have chosen to agree or disagree with the statement if they feel comfortable.
- ③ Ask participants of each group to share their reason for agreement/disagreement.



 **ASK:**

- ② Would someone care to share with the other group why they are standing where they are?
- ② How does it feel to be in the group you are in?

 **NOTE:** *Small group may have just one or two people* – **ASK:**


- *How does it feel to be in the minority?*

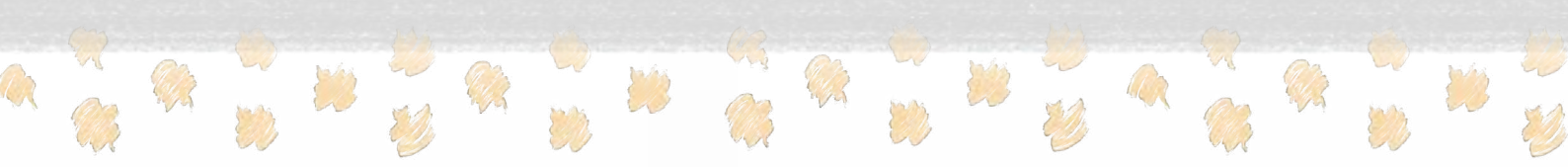
 **DO:**

- ✔ After hearing the views of each group, **ASK** the participants if anyone would like to change their place and move to a different card. If participants moving would like to share, explore why they are doing so.
- ✔ Remind participants that the objective is not to argue or convince people to change their opinions, but rather to genuinely understand and learn about different opinions.
- ✔ Read the remaining chosen 5 – 7 statements and facilitate the discussion to hear the views of each group for every question.
- ✔ Ask participants if they have any question or clarifications about the points raised during the discussion.

**ASK** the following reflection questions, before the closing and action planning discussion:

- ② Did you learn anything new from this discussion? Any surprises?
- ② What are the advantages of discussing our attitudes?
- ② What was it like to be in a group by yourself or a very small group (2-3 people)? (Ask for volunteers to share who were in that situation).
- ② Did you feel the pressure to follow the majority of participants? Why? Why not?

 **EXPLAIN:** This activity is about our individual opinions, but it also helps to reflect on how the opinions we express are influenced by the opinions of the majority. Often we see people looking around to see where people go before they decide.



 **DO:** Thank participants for their contributions, and summarise with the following key points:

 **SAY:**

- We all hold positive and negative attitudes that affect us in different ways.
- Our attitudes and values are often contextual and situational – they are not often black and white, so it may not be easy to know how we feel. It is important to notice that everyone does not necessarily hold the same values or opinions on certain issues even though this is what is assumed.
- Thinking about our attitudes is an important opportunity to reflect about what we believe and want. Many of us today expressed that some of the attitudes that our community hold about child marriage may not be beneficial for girls, families and communities. We will continue to explore this together throughout the rest of the workshop.





# SESSION 2

## GENDER<sup>3</sup>

🕒 Time required: 1 hour 20 mins

### 🎯 SESSION AIMS

By the end of the session, participants will:


- Describe the difference between sex and gender
- Examine gender roles and define gender equality
- Learn how teachers can be positive role models and not reinforce gender stereotypes

### 📝 MATERIALS:

- flip chart paper
- markers

### 📋 PREPARATION:

- Write the definitions of ‘gender’ and ‘sex’ on separate flipchart papers and hang on opposite walls – far apart from each other.



<sup>3</sup> Adapted from USAID Office of Women in Development, “Doorways III: Teacher Training Manual on School-Related Gender-Based Violence and Response” and Adapted from International Rescue Committee, Engaging Men through Accountable Practice, <https://gbvresponders.org/prevention/emap-tools-resources/>.

# SESSION 2.1

## GENDER ROLES

(1 HOUR AND 20 MINUTES)

### 1 REFLECTION (20 MIN)

#### ☑ DO:

- ✓ Ask participants to reflect to themselves for 3 minutes about their earliest memory of when they had an experience related to discovering that they were male or female or that there is a difference between the sexes. Ask 1-2 participants to share if they feel comfortable.
- ✓ Show participants the definitions of sex and gender on the flipchart papers and explain the difference.

SEX	GENDER
<ul style="list-style-type: none"><li>✓ Biological</li><li>✓ Universal</li><li>✓ Born with (but can change)</li><li>✓ Does not vary between cultures</li></ul>	<ul style="list-style-type: none"><li>✓ Socially constructed roles, responsibilities and behaviours</li><li>✓ Cultural</li><li>✓ Learnt</li><li>✓ Changes over time</li><li>✓ Varies within and between cultures</li></ul>

Now, read a few statements and ask participants to move to the flipchart paper that they think is correct ('gender' or 'sex'):

- ? Women give birth to babies
- ? Girls menstruate at puberty
- ? Women cook, clean and take care of children
- ? Boys should not cry
- ? Girls clean the latrines and the school
- ? Men have paying jobs outside of the home



### SUMMARISE:

The things that only males and females can do are related to their sex, but the things they can both do are related to their gender.

“Sex” refers to the physical body and the biological differences commonly found between females and males. “Gender” refers to family, social, or community expectations of females and males. Most of the time it has nothing to do with the body parts we have but is related to the roles and behaviours society thinks is appropriate for females and males. For example, women can give birth because of their sex, but the expectation that it is a woman’s role to raise children and clean the house is about gender.<sup>4</sup>

Women and men are often told that they should do certain things because of their “gender.” We learn that society expects us to behave differently and to fulfil certain gender roles.



## 2 GENDER BOXES (1 HOUR)

- ✓ **DO:** Ask two participants to volunteer to draw a picture of a boy and a girl on flipchart paper. Ask the group to give each child a name. Ask the group the following questions and write key words on the flipchart that has the drawings of the boy and girl. Try to tease out as many gender stereotypes as possible.



### ASK:



### FOR THE BOY:

- ? What message does your community send to this boy when he is told to act like a man?
- ? What is he expected to do?
- ? How is he encouraged to act? What is he discouraged from doing?

<sup>4</sup> [https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC\\_GEN\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/2-GCOC_GEN_Module_FA.pdf)



## FOR THE GIRL:

- ? What message does your community send to this girl when she is told to act like a woman?
- ? What is she expected to do?
- ? How is she encouraged to act? What is she discouraged from doing?

**NOTE:** Make sure to capture things like: 'girls are expected to clean the school and the latrines', 'girls education is not important, girls must be kind and caring', 'boys are not allowed to cry', 'boys must be strong', etc.



**EXPLAIN:** Draw a box around the answers and explain that this is a Gender Box. This is how we expect boys and girls to act based on what society's idea of masculine and feminine behaviour is.



## ASK:

- ? What happens when a boy behaves in a way that is not in the box? What happens when a girl behaves in a way that is outside of the box?
- ? Do you have expectations of how your students should act, feel or behave? Are they different for boys and girls?
- ? Do you respond in a different way if they don't adhere to your expectations?
- ? Do you treat your students differently if they are boys or girls? For example, what chores do male and female students do? Do you punish these students differently?
- ? Do you think it is fair that there are different expectations and treatment of boys and girls?
- ? What can you do if you see your students making fun of another student because they are not "acting like a boy/man" or "acting like a woman/girl"?



## SUMMARISE:

Males and females are usually restricted in their behaviours, responsibilities and life choices because of "gender roles" and "gender stereotypes".

Teachers have the power to change gender roles and treat their students equally and with respect regardless of their sex.

Teachers can serve as roles models and not reinforce gender stereotypes.



# SESSION 3

## CHANGING BODY & HYGIENE<sup>5</sup>

 Time required: 1 hour 30 mins

### SESSION AIMS

By the end of the session, participants will:

- Discuss the process of puberty for both boys and girls
- Understand the challenges girls face due to menstruation, including hygiene needs
- Explore ways to support adolescents as they go through puberty


### MATERIALS:

- flip chart paper
- markers
- tape
- index cards

### PREPARATION:

- Prepare a flip chart with tips for clean and healthy menstrual management.

### FACILITATOR NOTE:

- This topic may be considered sensitive. Ensure you are well prepared and adapt language as necessary.
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<sup>5</sup> Adapted from International Rescue Committee (2016), "Safe Healing and Learning Spaces: Caregiver Curriculum for Adolescents," <https://rescue.app.box.com/s/4ose3c80ne8g8xr12v9hdfswdb6v7lep>





# SESSION 3.1


## PUBERTY AND HYGIENE

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### 1 THE EXPERIENCE OF PUBERTY (1 HOUR 30 MINUTES)

 **SAY:** We are going to talk about puberty, including the changes that happen to boys and girls during puberty, and how you can support them as they transition through this difficult period in life. Some of the materials may make you feel uncomfortable to talk about, which is normal. Please remember this is a safe space and talking about these issues here will help you to understand, support and better educate adolescent students.

 **ASK:** What is puberty?

 **EXPLAIN:** to the participants that puberty is a period of change and transition, when adolescents grow from children to adults. This means that males and females begin to approach sexual maturity and become capable of reproduction.

 **ASK:**

-  Do you know some of the signs that show puberty is beginning for a girl? What are the changes in adolescent girls bodies, actions, feelings, and social interactions?
-  Do you know some of the signs that show that a boy has entered puberty? What are the changes in adolescent girls bodies, actions, feelings, and social interactions?

 **ADD** *the following points if the group did not mention them already:*



### CHANGES IN GIRLS:

- Hips widen, growth of body fat
- Growth of breasts
- Monthly menstruation or a 'period'
- Growth of hair in genital region and under arms
- Changes in mood or disposition
- Hormonal changes
- Wanting to spend less time with family and more time with friends
- Growing concern about other people's opinions, and need for acceptance, especially peers
- Feels shy
- Desires more independence
- Gets ability to make independent decisions
- Wants to try new things
- Increasingly better able to reason and solve problems
- Interest in/engaging in sexual activity



### CHANGES IN BOYS:

- Grows taller, becomes more muscular
- Growth of hair in genital region and under arms
- Changes in voice – it gets deeper
- Growth of facial hair
- Changes in mood or disposition
- Hormonal changes
- May want to be alone more
- Wanting to spend less time with family and more time with friends
- Growing concern about other people's opinions, and need for acceptance, especially peers
- Feels shy
- Desires more independence, ability to make independent decisions
- Wants to try new things
- Increasingly better able to reason and solve problems
- Interest in/engaging in sexual activity



**EXPLAIN:** Not all boys and girls, going through puberty, will display of all these signs.

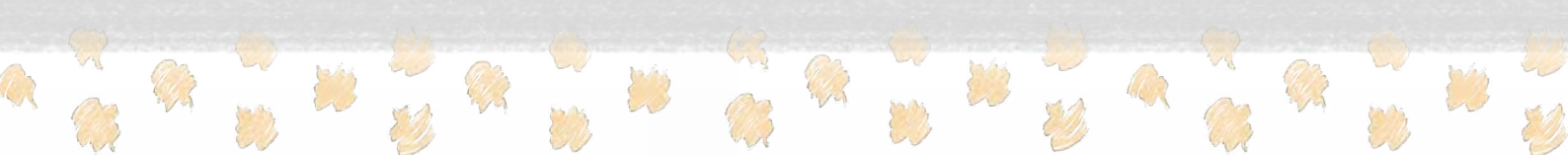



**ASK:** Why it is important to talk to adolescents about puberty?



**ADD the following points, if they were not mentioned:**


- Teens know that something is happening to their bodies and they will look for information. As a trusted adult, it is up to you to communicate the right information upfront to avoid myths and misinformation.

- 
- Communication builds trust and positive relationships with teens, so they feel comfortable talking to you about their problems.
  - Puberty can be challenging. Teachers can help by providing accurate information, and helping adolescents to not feel ashamed or embarrassed.

 **EXPLAIN:** Everything mentioned on this list is normal and a result of puberty. Some adolescents may have easier experiences than others. For those that have a more difficult time, this is also normal and not a sign that something is wrong. As a teacher, it is important to be able to recognise this, so that you can support your students as they go through this stage of life.

 **NOTE:** *to share if the following is considered sensitive:*

- *Focus on romantic attraction along with sexual attraction, or just reframe to romantic attraction.*
- *Emphasise this does not mean that adolescents are ready to act on sexual attraction and that they should be supported to make healthy decisions.*
- *Consult your manager and if you /your organisation feels this will increase backlash or resistance, you can consider removing discussion of sexual feelings or attraction.*


 **SAY:** Now we are going to talk about the hormonal changes that happen in both boys and girls and about menstruation in girls.


 **ASK:** Who knows what hormones are?


 **ADD** *the following points, in case they were not mentioned:*

- Hormones are chemical substances produced in our bodies. They control and regulate the activity of certain cells or organs.
- We all have hormones, even as adults, that can affect our health and well-being.
- It is a change in these hormones that causes menstruation to begin, which also initiates the other symptoms of puberty we have talked about.
- Hormones are responsible for the increased feelings of sexual attraction we begin to feel, when we are teenagers.
- Hormones are also responsible for changes in mood, which sometimes leads to mood swings in teenagers.






 **EXPLAIN:** Menstruation means a girl is now physically capable of becoming pregnant. This is important for both boys and girls to understand. In addition to early pregnancy, menstruation poses some other challenges for girls, including how to stay clean and how they can handle some of the side effects. There are many ways to support female students to manage their monthly cycle in a way that is hygienic, dignified and supportive.

 **DO:** Divide the participants into groups of 3 or 4 persons. Ask them to discuss in 5 minutes what are some of the issues or challenges that girls face when they are menstruating – both at home and at school. Report back to the larger group.

 **ADD any of the following points, if they were not mentioned by the participants:**




- **Light to severe abdominal pain** – This is caused by the shedding of the uterine wall, which is the source of monthly bleeding.
- **Emotional changes** – Some women and girls feel sad or irritable during menstruation. However, this is not universal. Individual women and girls respond differently.
- **Public or private stigma** – In many homes and societies women and girls are shunned or discriminated against, while they are menstruating. In many contexts, they may be considered ‘impure’ and therefore isolated and not permitted to participate in educational or social activities.
- **Missing school** – If girls do not have a method or adequate resources for keeping their clothes protected, they will often opt out of going to school during days of their menstruation each month. This leads to girls falling behind in their lessons and, ultimately, may lead to them dropping out of school if they feel inadequate in their studies.
- Girls are forced to miss school because they feel ashamed, do not have the appropriate hygiene and sanitation facilities at their school, or they do not have the supplies to manage their period in a safe and clean way.
- **Not having the proper sanitary products to keep her clothes clean** – Many girls do not have access to sanitary napkins or pads that can keep blood from staining her clothes. This is often the primary reason that girls do not leave the house during their ‘time of the month’. This does not need to happen! There are sanitary pads, washable cloths, and other means to protect clothing.

 **NOTE:** Consider gender make up of small groups. If suitable, include at least one female in each group to support discussion with male teachers.

 **EXPLAIN:** Girls often feel ashamed about something that is a natural part of being a woman. Menstruation is not a sickness or a disease and girls should not be required to stay at home or discontinue their education because of it.





 **ASK:**

-  What can make it difficult for students who are menstruating to learn at school?
-  What can other students do to help support students who are menstruating?
-  What can teachers do to help students who are menstruating?







**EXPLAIN:** Teachers and parents should help girls to manage their menstruation, including through access to menstrual hygiene products and managing their symptoms such as pain, so that girls do not have to miss school and fall behind. Additionally, teachers and parents should ensure that boys also understand menstruation so that they do not tease girls.

 **ASK:**

-  What products do girls and women use to manage menstruation?
-  Do they work well?



**DO:** Tell the group that it is important for girls to stay clean and healthy during menstruation. Show prepared flip chart with some things they can do:

-  Bathe with soap and water once per day
-  Wash underwear with soap and water to avoid stains
-  Change the pad or cloth regularly to avoid soiling clothes and odour
-  Wash hands before and after changing sanitary supplies



**NOTE:** *If appropriate and if teachers have the knowledge, skills and materials, teachers could also provide a supplemental sexual and reproductive health sessions to their students.*



# SESSION 4

## CHILD, EARLY AND FORCED MARRIAGE<sup>6</sup>

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### SESSION 4.1

## CHILD MARRIAGE

 **Time required: 2 hours**


### SESSION AIMS

By the end of the session, participants will:

- Understand the root causes and harmful consequences of child marriage, plus the benefits of delaying marriage until after 18
- Understand why adolescent girls and boys are not ready for marriage
- Explore ways that teachers can prevent child marriage from happening to their students

### MATERIALS:

- flip chart paper
- markers



<sup>6</sup> Adapted from International Rescue Committee (2016), “Safe Healing and Learning Spaces: Caregiver Curriculum for Adolescents,” <https://rescue.app.box.com/s/4ose3c80ne8g8xr12v9hdfswdb6v7lep> and Breakthrough, A Toolkit for NGOs, Community Workers and Teachers on the Elimination of Early Marriage, <https://www.girlsnotbrides.org/wp-content/uploads/2015/05/A-toolkit-for-NGOs-community-workers-workers-and-teachers-to-end-child-marriage-Breakthrough.pdf>.



## PREPARATION:

- Prepared flip charts with:

Key points of reasons why marriage is harmful for girls under age of 18

CEFM Factsheet: Causes, Consequences and Benefits of Delaying Marriage (Annex 3)

Roles Teachers can Play (Annex 5)

- Print out Annex 3: CEFM Factsheet: Causes, Consequences and Benefits of Delaying Marriage and Annex 4: How CEFM Violates Child Rights in the UNCRC to hand out to all the participants.
- Prepared flipcharts with the three situations:

### **Situation 1:**

Educator receives a report of a child who is vulnerable to, is at imminent risk of or who is already married

### **Situation 2:**

Educator suspects the girl is at imminent risk of marriage or vulnerable to marriage.

### **Situation 3:**

A girl comes to you and reports risk of marriage or who is already married.




## FACILITATOR NOTE:


- As this session refers to the UNCRC, facilitators should revise the convention before the session. A simplified version can be found in the life skills curriculum.



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## 1 WHO IS READY FOR MARRIAGE? (30 MINS)

 **SAY:** We are going to focus more now on one of the types of violence which we mentioned earlier, child marriage.

 **ASK:** What do you think are some of the characteristics that make a person ready for marriage.

 **ADD** *the following points if not mentioned by the participants:*

- Ability to equally participate in decision-making for the family.
- Being able to recognise when a marriage is dangerous or harmful to oneself.
- Being sufficiently developed physically so that the body is prepared for safe sexual intercourse and pregnancy.

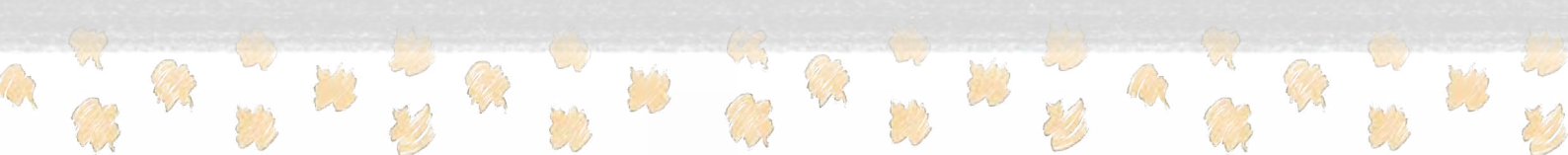
 **EXPLAIN:** to participants that according to the United Nations Convention on the Rights of the Child (UN CRC), children should not get married before they are 18 as they are not emotionally or physically ready and this violates their rights as children.

 **ASK:**


- ② What do you think are some of the reasons why marriage and having a child under 18 might be harmful for children?


 **ADD** *the following points if not mentioned by the participants:*


- Show the prepared flip chart which includes the key points summarised.
- Girls who marry young are often pulled out of school and miss important years of their education.
- Because of this, as a wife, they will have limited knowledge, skills and experience needed to negotiate adult marital roles.
- Girls married at young ages tend to have larger age differences with their husbands than those who marry later, and it is more likely their marriages were arranged, often without their knowledge.
- Entering into a marriage with someone you do not know, who you did not have a role in choosing, and who is much older, can be traumatic.
- *For younger girls.* Often, they have very little information about ‘adult relationships’ and sexual reproduction health.
- Childbearing is frequently expected after marriage, with early first births being the riskiest.

- 
- Girls who bear children before the age of 15 are 5 times more likely to die of pregnancy-related causes compared to older mothers.
  - Girls under the age of 18 have bodies that are still changing and growing. Pregnancy at this time is very dangerous. Doctors recommend that girls finish puberty and adolescence before attempting to have children.
  - Having a much older husband can compromise a girl's role within the marital relationship. For example, they may have no say in decisions about childbearing and family planning, or in decisions related to her own body.
  - Girls married before the age of 15 are often sexually initiated by force, through rape, and many before they begin menstruation. Again, this can be extraordinarily traumatic and can cause both physical and emotional health problems.

 **DO:** Hand out Annex 4: How CEFM Violates Child Rights in the UNCRC, and review points with teachers.


 **EXPLAIN:** to participants that CEFM is a complex issue caused by many different factors, which we can call 'drivers' of the problems. They can vary between countries, communities and can change over time. The 'root cause' of CEFM is gender inequality, it is the same everywhere. In opposing the harmful consequences that we have just examined, there are significant positive benefits of delaying marriage.


 **SAY:** Through your work with students and families, you have the opportunity to make significant positive change, so rather than just focusing on negative outcomes, always look for opportunities to improve adolescent girls' lives.

 **DO:** Distribute Annex 3: CEFM Factsheet: Causes, Consequences and Benefits of Delaying Marriage, and revise together. Ask teachers to read the factsheet again after the workshop, highlighting that the information is very important to support advocacy and efforts to prevent CEFM.




## **2 ROLES TEACHERS CAN PLAY** **(45 MINS)**

 **SAY:** I will read a short story, then we will do a role play.

- 
- DO:** Read the story below, then ask for 1 person to act as Fatima’s father, another person to play the role of Fatima’s mother, and a 3rd person to play the role of Fatima’s teacher. A fourth person could play the role of Fatima.

### FATIMA’S STORY


*Fatima is 15 years old and is quite intelligent and takes part in many activities. One day, there is silence in the class; everyone is very quiet. The teacher comments on this but no one says anything. After a while, you look around for Fatima and notice that she is absent. The teacher asks, “Where is Fatima today?” Everyone looks sad and then one girl gets up and says, “Teacher, Fatima is getting married. Her father said she won’t come to school from now onwards”.*

-  **SAY:** Depict the role-play from here on. Show what you think a school teacher should do. It is your choice to depict it the way you like.

After the roleplay is finished, **ASK** the participants the following questions:

- ① What role do teachers play in addressing child marriages?
- ① What is unique about teachers’ position that gives them an advantage in addressing early marriages?
- ① How can teachers educate students about child marriage?
- ① What role do teachers play in communicating with parents about child marriage?

- DO:** Distribute Annex 5: Roles Teachers can Play.

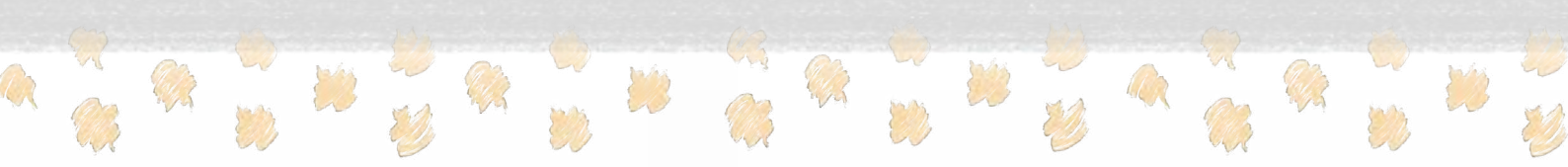
-  **EXPLAIN:** Teachers enjoy a special status and command tremendous respect in all societies. They are seen as symbols of knowledge and learning and can use this status to address child marriage.

- **Educating Family**

Teachers may be the first people to know about the occurrence of early marriages. Girls, marrying early, mostly drop out of schools and teachers get to know this first. This early knowledge can be converted into proactive action by contacting the families concerned and educating them about the harms of early marriages and benefits of delaying marriage. You can contextualise the CEFM factsheet provided in this workshop to support your messaging.

- **Educating Students**

A second strategy is to educate students themselves and increase their awareness on several issues. Teachers can impart knowledge and information on sexuality; support girls and boys as



they begin to understand these issues; spread awareness on healthy relationships; make students aware that no violence should be tolerated and everyone has the right to speak out against violence; and build confidence in boys and girls as they pursue their dreams and aspirations. This in turn, will equip boys and girls with the knowledge and skills to resist early marriage.

- **Identifying and referring girls at risk**

As a teacher, you are able to identify girls who are at risk of CEFM and make an appropriate referral for support. Being aware of specific vulnerabilities faced by adolescent girls, and how this is displayed in the classroom, is the responsibility of all teachers.

- **Creating Educational Institutions that Support the Rights of the Child**

By making your colleagues aware of human rights, and by adopting teaching methods that respect the human rights of all, teachers can help in building human rights affirming institutions. Actively addressing gender inequality within education and creating confidence in girls to pursue employment is one such examples.

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### **3 ACTION PLANNING (45 MINS)**

- ☑ **DO:** Ask the group to form small groups of 3 or 4. Ask each group to create an action plan – listing 3 practical and achievable actions that they can do to prevent and respond to child marriage. Consider what steps, resources are required to achieve this. Explain that they will present these to the group after 10 minutes.

**Some examples include:**

- Check for the students' attendance, drop-outs and follow up with their parents.
  - Disseminate age-appropriate information and plan activities related to stopping dropouts and early marriage.
  - Ensure that girls have a positive role model in the classroom to support attendance and engagement.
  - Have sessions in class about the value of girls beyond marriage.
  - Have sessions/debates and conversations on the impact of early marriage on both boys and girls.
  - Teach about reproductive health and consent to boys and girls.
  - Teach skills on decision-making and negotiation and how to say 'no'.
- ☑ **DO:** Encourage teachers to revisit their action plans in one month and assess progress. Inform teachers that they can contact you if they need guidance or support with achieving their plans if needed.





# SESSION 4.2

## IDENTIFICATION AND REFERRAL OF GIRLS AT RISK OF CHILD MARRIAGE

🕒 **Time required: 2 – 2.5 hours**

### 🎯 SESSION AIMS

By the end of the session, participants will:

- Use safe and positive communication skills to build trust with adolescents
- Learn to identify and refer girls at risk of child marriage or already married girls, widowed and divorced girls

### 📝 MATERIALS:

- flip chart paper
- markers

### 📋 PREPARATION:

- Prepared flip charts with:

Scenarios for Safe Identification and Referral

Look, Listen, and Link<sup>7</sup>


Roles Teachers can Play (Annex 5)


- Print out Annex 6: 'Principles for Communicating with Children' and Annex 7: 'Scenarios for Safe Identification and Referrals' to hand out to all the participants.

<sup>7</sup> *Psychological First Aid: Guide for Field Workers*. (2011). WHO with War Trauma Foundation and World Vision International. P18



## 1 COMMUNICATING WITH ADOLESCENTS: COMMUNICATION SKILLS FOR IDENTIFICATION AND REFERRAL OF GIRLS AT RISK OF CHILD MARRIAGE OR ALREADY MARRIED GIRLS, WIDOWED AND DIVORCED GIRLS<sup>8</sup> (30 MINS)

 **ASK:** Can anyone think of positive and negative ways that our communication skills might affect educator's ability to help girls at risk?

 **EXPLAIN:** When we have concerns or receive a report of potential marriage or of girls who are already married, people involved will often be upset, angry or in need of support. Teachers need to understand that and adapt their communication style to respond to an individual's needs.


Effective Communication involves:

### **VERBAL SKILLS:**

Getting ideas and feelings across in a helpful, non-judgmental way.

### **NON-VERBAL SKILLS:**

The messages we send apart from words: how we say things (tone, intonation, etc.), facial expressions, body language, where we choose to sit, listening and observing.

 **SAY:** We must be aware not just of what we say but how we say it and try to put ourselves in the shoes of the person we are talking with. This is empathetic communication. We are going to practice a few different styles of how to communicate.

 **EXPLAIN:** that active listening involves:

- **Non-verbal techniques:** nodding, adopting an open posture, using eye contact.
- **Verbal techniques:** use encouraging language like “go on...”, “and then what happened...?” and also mirroring/ reflecting back.
- **Reflecting back:**
  - Selecting words to mirror the meaning and feeling of what has been said.
  - Helps the child to feel understood and encouraged to share.
  - Enables us to accurately identify the child's feelings and understand what they have said.

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<sup>8</sup> IRC (2016). Safe identification and Referral Training for Child Protection Frontline Practitioners



☑ **DO:** Ask the group to get into pairs – A facing B. Ask them to think of a short story, anecdote, or dream. Ask the pairs to spread out in the room and invite them to recount it to their partner. Explain that we will practice three different communication styles, starting with 1:

- **COMMUNICATION STYLE 1:** A and B tell their story at the same time (1 min).

**ASK (Feedback):** How did you feel? How did you react?

Then explain communication style 2 and after both have practiced, ask the coinciding questions.

- **COMMUNICATION STYLE 2:** A tells their story and B does not listen, does something else, looks elsewhere (1 min). Change roles and repeat (1 min).

**ASK (Feedback):** How did it feel for the speaker? And for the listener who did not listen?

Finally explain style 3 and after each participant has had a turn, ask the questions.

- **COMMUNICATION STYLE 3:** A tells her story and B listens actively (1 min). Change roles and repeat (1 min).

**ASK (Feedback):** How did it feel for the speaker? For the listener? What techniques do you use to let the person know you were listening?

⚠ **NOTE:** *You can facilitate this activity by asking volunteer pairs to demonstrate the 3 communication styles at the front of the room, instead of each pair conducting individually.*

☑ **DO:** Ask the teachers to reflect on the previous exercise. Ask them to share some active listening techniques that they regularly utilise with students in their class. List these techniques on a flip chart.

⚠ **NOTE:** *Be sure that you reinforce active listening skills.*

☑ **DO:** Distribute and read through Annex 6: 'Principles for Communicating with Children'.



## 2 OBSERVING CHILDREN'S BEHAVIOUR (30 MINS)

✓ **DO:** Ask the teachers to consider the following scenarios<sup>9</sup>:

- **SCENARIO 1:** Deema is quiet and spends time alone. She does not smile or play with other children. She is frequently hungry. She cannot focus on her schoolwork and she is not taking part in social activities around her.

? **ASK:** Has Deema any problems? Are these problems something that can be addressed at the classroom level? How would you approach this?

- **SCENARIO 2:** Amina is afraid that something bad will happen to her. She has overheard her parents chatting with a community elder about her upcoming marriage which she knew nothing about.

**ASK:** Has Amina any problems? Are these problems something that can be addressed at the classroom level? How would you approach this?

! **NOTE:** *Remind participants that there might be times when the child is in need of additional support, which is beyond the capacity (knowledge and responsibilities) of a teacher. In such complex cases, the teacher should refer the child to the appropriate focal point at their school (if available) or to specialised services for more support. Explain that we will explore this further later in today's session.*

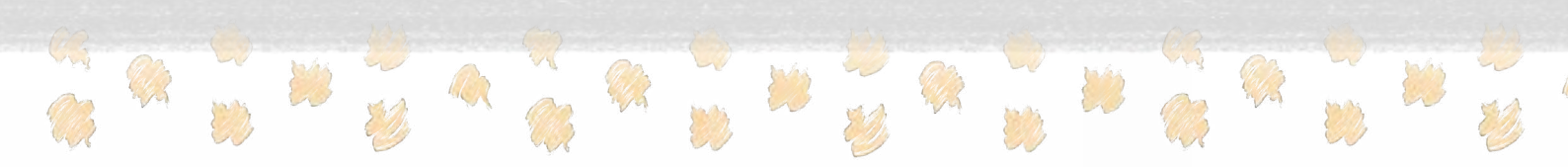
? **ASK:** How teachers can observe the behaviour of children? What signs or changes teachers may be looking for?


✓ **DO:** Write their suggestions on a board or flip chart.

**ADD, if not mentioned by the participants:**

- Girls who are quick to learn versus those who need more time
- Girls who concentrate and remain calm, or those who have difficulty focusing after a short time and disrupt lessons
- Girls who are social and have friends, or those who seem to be alone
- Girls who are particularly active and mobile, or those who do not move around very much


<sup>9</sup> Adapted from Skills for Life. Life Skills and Psychosocial Support for Youth and Children in Emergencies. Trainers Guide. (June 2013). Government of South Sudan Ministry of Education Science and Technology. P34

- 
- Girls who are eager to participate and volunteer answers, and those who often keep quiet or seem too shy to answer
  - Girls who do not seem to listen or watch attentively
  - Girls who seem to struggle to speak, either their language skills are not developed, or they stutter


 **EXPLAIN:** that these are common observations to make at any time and can be good indicators to note whether an individual's behaviour is changing, improving or worsening.




### **3** PSYCHOLOGICAL FIRST AID (PFA) (30 MINS)

 **SAY:** Not every child is at risk of child marriage, but it is important to recognise signs and behaviours which might include individuals feeling anxious, fearful, confused or antisocial. Children that are considered more exposed to the risk of child marriage include:<sup>10</sup>

- Children who live in economically vulnerable families
- Children living in Female Headed Households
- Children living in large families
- Children living with elderly caregivers
- Children who are out of school or those who have never attended school
- IDP and refugee children are at higher risk

 **EXPLAIN:** PFA is a one-time intervention that can happen when you have identified a vulnerable girl who may face or is at imminent risk of child marriage. Anyone capacitated on these techniques can provide PFA for adolescents in a safe, confidential space.

 **NOTE:** *While there may be additional considerations when assisting children, the below outlined are the basic steps of PFA.*

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<sup>10</sup> Interagency Guidance Note (2015). Prevention of and response to Child Marriage in Kurdistan Region of Iraq.

- ☑ **DO:** Show prepared flip chart with Look, Listen, and Link<sup>11</sup>:

**The fundamental principles of PFA are to:**

 <b>LOOK</b>	 <b>LISTEN</b>	 <b>LINK</b>
<p><b>When responding to an emergency situation, the provider of PFA must observe the immediate environment and look for the following:</b></p> <ul style="list-style-type: none"><li>• Risks to their own physical safety</li><li>• People with very evident, basic, and urgent needs</li><li>• People with severe distress reactions</li></ul>	<p><b>Upon identifying a distressed individual, approach them gently:</b></p> <ul style="list-style-type: none"><li>• Ask about their needs and concerns</li><li>• Listen to them, and help them to feel calm</li></ul>	<p><b>Help them to address basic needs and access to services:</b></p> <ul style="list-style-type: none"><li>• Help them to cope with their immediate concerns</li><li>• Give honest information</li><li>• Connect them with a trusted adult and social supports</li></ul>

⚠ **NOTE:** For additional information on PFA, teachers are invited to read the Save the Children Psychological First Aid Training Manual for Child Practitioners available at: <https://resourcecentre.savethechildren.net/library/save-children-psychological-first-aid-training-manual-child-practitioners>





**Remind educators that it is important *not* to ask the person for help or favours; *not* to exploit your relationship as a teacher; *not* to give out false or misleading information; *not* to exaggerate your skills or what you can do for them; *not* to pressure the person to describe their experience, *not* to share the person's story with others; and *not* to judge the person for their actions or feelings.<sup>12</sup>**

<sup>11</sup> Psychological First Aid: Guide for Field Workers. (2011). WHO with War Trauma Foundation and World Vision International. P18

<sup>12</sup> Psychological First Aid: Guide for Field Workers. (2011). WHO with War Trauma Foundation and World Vision International. P54




☑ **DO:** Show prepared flip chart, highlighting the following points when engaging with adolescents:


 <b>DO's</b>	 <b>DON'TS</b>
<ul style="list-style-type: none"><li>✓ Respect the adolescent's opinion and decisions.</li><li>✓ Be impartial.</li><li>✓ Ensure that the youth can always access services.</li><li>✓ Keep information confidential, if this is appropriate.</li></ul>	<ul style="list-style-type: none"><li>✗ Don't manipulate your role as a teacher.</li><li>✗ Don't conflate your skills.</li><li>✗ Don't judge the individual.</li><li>✗ Don't make false promises. In certain cases of abuse for minors, you might be subject to mandatory reporting.</li></ul>



## 4 SAFE IDENTIFICATION AND REFERRAL (30 MINS)

 **EXPLAIN:** There are different ways that we might discover that a child is at risk of CEFM. This includes reports from other students, teachers or community members, from observation of behaviour change in the classroom, or disclosure from girls themselves.

☑ **DO:** Show the first scenario on the prepared flip chart and ask teachers how they think they should respond?

 **EXPLAIN:** After some examples have been provided, explain the safe identification and referral steps that they should follow (Distribute Annex 7: Scenarios for Safe Identification and Referrals):



### **SCENARIO 1:**

Educator receives a report of a child who is vulnerable to, is at imminent risk of or who is already married.

#### **Teacher's response:**

- Speak to person reporting to understand nature of what is going on. Ask who, what, where, when?
- Tell reporter you would like to ask someone for help and that information about the case will be kept confidential from friends, family, other staff, etc.
- Contact your line manager to alert them of the situation.

### **SCENARIO 2:**

Educator suspects the girl is at imminent risk of marriage or vulnerable to marriage.

#### **Teacher's response:**

- Speak to your line manager or supervisor to explain your concerns.

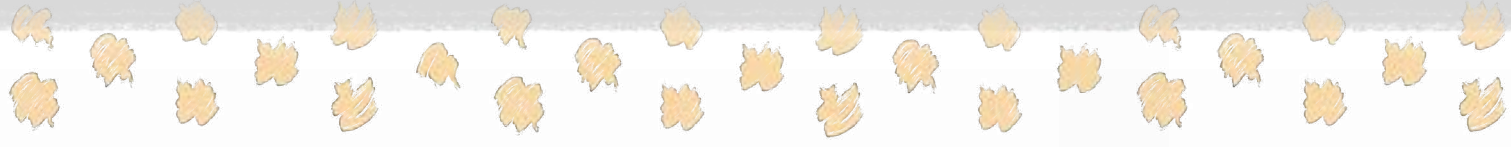
### **SCENARIO 3:**


A girl comes to you and reports risk of marriage or who is already married.

#### **Teacher's response:**


- Find a quiet, private place to speak. Ask a colleague to come with you so that you are not alone with her.
- Stay calm and reassure the girl that she has done the right thing in coming to you.
- Say you will do your best to help her.
- Explain confidentiality, provide information on the services available, and ask her if she is okay with referring her to the designated focal point.
- If the girl is in immediate danger to her health and safety, contact your line manager/ supervisor while you are still with her. Do not leave the child without coming up with a plan.
- Explain to the child what will happen next.






 **SAY:** Sometimes, we are informed about cases that require immediate attention due to serious safety concerns for girls. In these high-risk scenarios, it is imperative that teachers:

- If there is an immediate risk to the child’s health or safety, ensure they receive support before teachers leave child’s presence (e.g. accompany them to the school focal point, if available, or your supervisor).

 **DO:** Break up participants into small groups and ask them to develop a 2-minute role play based on the basic guidelines, showing:

- ✓ What they would do to ensure the girl’s immediate protection
- ✓ How and to who they would report the girl’s case safely and confidentially.

 **DO:** Close the session by asking participants to identify the name and contact of the person who they would make the referral to. If the focal person is unknown, encourage teachers to learn the school’s focal point and discuss with their supervisor.

*Teachers should also take into consideration the potential consequences of bringing attention to the situation and follow the appropriate referral pathway at their school.*



# SESSION 5

## CLOSING SESSION

 Time required: 45 mins

### SESSION AIMS

By the end of the session, participants will:

- Refresh teacher's commitment to enhancing the rights of the girl, and working towards ending CEFM in their community
- Understand lessons learnt and workshop successes/challenges
- Congratulate teachers on their participation and contributions

### PREPARATION:

- Print out Annex 2: Pre/Post Test and Annex 8: Workshop Evaluation Form for all the participants
- Prepare Certificates for all the participants (use Annex 9: Teacher's Certificates, as a template)



## SESSION 5.1

# EVALUATION AND WRAP UP

- ☑ **DO:** Explain to the participants that this is the closing session and congratulate them for completing the workshop.
  
- 🗣️ **SAY:** Remind teachers their ability and role by saying “You, as teachers, are in a unique position where you have considerable influence over a girl’s life. You also have a great insight into the attitudes and behaviours within your community, including those beliefs, which allow for child marriage. By applying your knowledge, skills and commitment, you as teachers are able to make sustainable change to enhance the rights of the girl, and work towards ending CEFM in your community”.
  
- ☑ **DO:**
  - ✔️ Ask each person to share one practical and achievable thing that they plan to implement or take action on that they learnt about in the training.
  
  - ✔️ Revisit the expectations listed on the flip chart paper in the first session. Read each point and ask participants if they feel this expectation was met.
  
- ☑ **DO:** Conduct the post-test (Use Annex 2) and the workshop evaluation (Use Annex 8).
  
- 📄 **SUMMARISE:** Hand out the prepared certificates (Use Annex 9 as a template) and congratulate teachers for their participation.



# ANNEXES



# ANNEX 1

## MATERIALS REQUIRED TO IMPLEMENT TEACHERS' WORKSHOP

MODULE 1

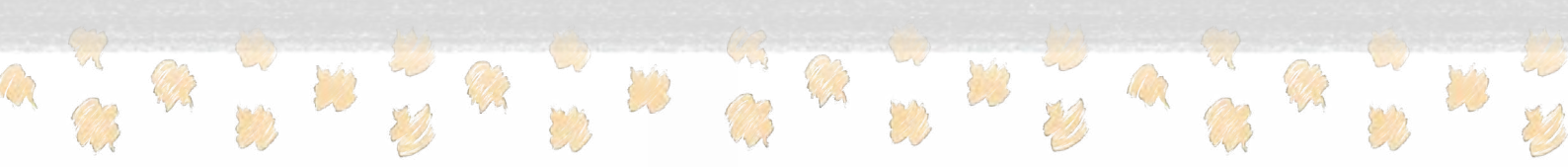
**Supplies:** Flipchart paper and markers

**Preparation:**

- Print out Annex 2: Pre/Post Test for all the participants.
- Prepare two flip charts with headings: “Expectations” and “Ground Rules”.
- Prepare two cards with “agree” and “disagree” signs.
- Write the statements on cards/paper in advance (one statement per card).

**⚠ NOTE:** Select 6-8 statements based on time available:

- *A girl of any age can give consent for her marriage.*
- *Friendship between an adolescent boy and girl should be avoided as neighbours will gossip.*
- *Women are better parents than men.*
- *A girl's honour should be protected at all costs, even if it means marriage against her will.*
- *A girl is ready for marriage when she has begun menstruation.*
- *If the family has limited resources, male children should be prioritised for schooling.*
- *To marry well, girls must learn how to do housework.*
- *A woman is incomplete if she does not have children.*
- *If a girl is not married by 20, then she is probably not a good girl for marriage.*
- *It is not the job of fathers to talk to their daughters about menstruation and puberty.*
- *Love is not the most important ingredient in a happy marriage.*
- *If one does not get married, they are not normal.*
- *A man should have the final word about decisions in his home, including when his daughter should get married and to whom.*



**MODULE 2**

**Supplies:** Flipchart paper and markers

**Preparation:**

- Write the definitions of 'gender' and 'sex' on separate flipchart papers and hang on opposite walls – far apart from each other.

**MODULE 3**

**Supplies:** Flipchart paper, markers, tape, index cards

**Preparation:**

- Prepare a flip chart with tips for clean and healthy menstrual management.

**MODULE 4**

**Supplies:** Flipchart paper and markers

**Preparation (4.1):**

Prepared flip charts with:

- Key points of reasons why marriage is harmful for girls under age of 18.
- CEFM Factsheet: Causes, Consequences and Benefits of Delaying Marriage (Annex 3).
- Roles Teachers can Play (Annex 5).

Print out Annex 3: CEFM Factsheet: Causes, Consequences and Benefits of Delaying Marriage and Annex 4: How CEFM Violates Child Rights in the UNCRC to hand out to all the participants.

Prepared flipcharts with the three situations:

- **Situation 1:** Educator receives a report of a child who is vulnerable to, is at imminent risk of or who is already married.
- **Situation 2:** Educator suspects the girl is at imminent risk of marriage or vulnerable to marriage.
- **Situation 3:** A girl comes to you and reports risk of marriage or who is already married.



**MODULE 4**

**Preparation (4.2):**

Prepared flip charts with:

- Scenarios for Safe Identification and Referral
- Do's and Don't's when engaging with adolescents
- Look, Listen, and Link

Print out Annex 6: 'Principles for Communicating with Children' and Annex 7: 'Scenarios for Safe Identification and Referrals' to hand out to all the participants.

**MODULE 5**

**Preparation:**

- Print out Annex 2: Pre/Post Test and Annex 8: Workshop Evaluation Form for all the participants
- Prepare Certificates for all the participants (use Annex 9: Teacher's Certificates, as a template)

# ANNEX 2

## PRE AND POST TEST

	QUESTION	SCORE
1.	<b>Is it more important to educate boys than girls?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
2.	<b>A girl who has started to menstruate is ready for marriage.</b> <input type="checkbox"/> True <input type="checkbox"/> False	
3.	<b>Describe the difference between sex and gender.</b>	
4.	<b>Name one issue or challenge that girls face when menstruating.</b>	
5.	<b>When a student comes to the teacher with a problem, it is important that the teacher:</b> A) Listens to the student without judgement B) Calms the student by saying that his/her problem is not important C) Ensures the students' safety and his/her own safety D) Ensures that the other teachers know about the problem of the student E) Both A and C F) all of the above	
6.	<b>What is an example of a non-verbal skill?</b>	
7.	<b>What are the three steps of Psychosocial First Aid (PFA)?</b>	
8.	<b>Name 1 role a teacher can play in preventing child marriage.</b>	
9.	<b>Name 1 cause of child marriage.</b>	
10.	<b>Name 1 positive benefit of delaying marriage until after 18.</b>	
		/10





## ANNEX 3

# CEFM FACTSHEET: CAUSES, CONSEQUENCES OF CEFM AND BENEFITS OF DELAYING MARRIAGE

### CAUSES OF CHILD, EARLY AND FORCED MARRIAGE (CEFM):

**Culture and tradition:** In many communities CEFM is a tradition, considered to be a part of tradition or culture, or sometimes religion, and one that has continued for generations. Although the practice of CEFM is rooted in tradition and culture, these are man-made practices that can be changed and updated.

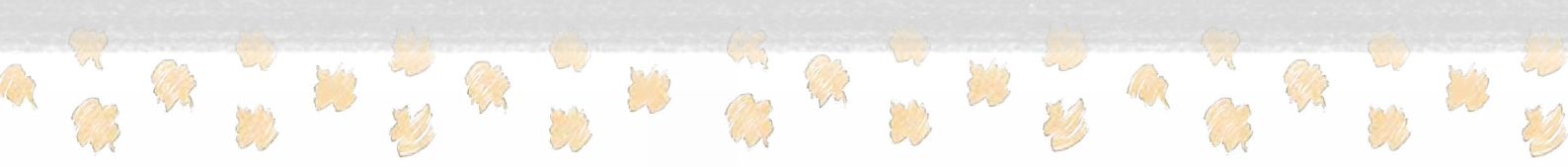
**Weak government systems:** CEFM is illegal in many countries around the world. But the law can be altered in many ways and contexts, for example if it includes exceptions, such as through parental consent as legal guardians. Laws are subject to different or unequal interpretations.

**Poverty:** In communities with high levels of poverty, families (at times even the girls themselves) believe that marrying early will be a solution to secure their future. It allows parents to decrease family expenses as they have one less person to feed, clothe and educate.

**Limited education and economic opportunities:** In many countries, educating girls is less of a priority than educating boys. For most families, conflicts and disasters severely restrict their social, economic, and educational opportunities. Some girls and families may see marriage as an opportunity to improve their situation.

**Insecurity and violence:** In countries suffering from war and conflict, girls are at high risk of harassment and physical or sexual assault. In unsafe regions, parents often genuinely believe that marrying their daughters early is in their best interest to protect them from danger. In some countries, CEFM is used as a strategy in war to humiliate the enemy, weaken families and break down communities.

**Lack of awareness** CEFM also is a result of lack of awareness among parents, communities and the children themselves on national laws and on the rights of children and women. Many do not know about international human rights or conventions – or how to make sure their rights are protected.



## HARMFUL CONSEQUENCES OF CEFM<sup>13</sup>:

**Education:** child marriage often means the end of school for girls, denying their opportunity for personal development, preparation for adulthood, and their ability to contribute to the family and community.

**Safety and protection:** girls are subject to violence including marital rape. Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex than girls who marry later.

### **Economic wellbeing**

*Income and assets:* CEFM limits girls' access to the skills needed to earn income for themselves and contribute to their families and their communities. CEFM often ends a girls' education – one additional year of secondary schooling alone boosts girls' earning potential by 15-25 percent.

### **Life**

*Death during childbirth:* Complications of pregnancy and childbirth are the main causes of death among adolescent girls ages 15-19 years old in developing countries. Girls under 15 are five times more likely to die in childbirth than women aged 20-24.

*Survival of infants:* When a mother is under 20, her baby is one-and-a-half times more likely to die within its first weeks of life than a baby born to a mother in her 20's.

**Health:** complications arise with married girls often under pressure to become pregnant immediately or soon after marriage, although they are still children themselves and know little about sex or reproduction. A pregnancy too early in life before a girl's body is fully mature is a major risk to the mother and baby. In many cases girls are powerless to refuse sex and are also vulnerable to risk of HIV.

### **Social and emotional wellbeing**

*Social isolation:* Marriage often causes girls to be socially isolated, bringing unwanted separation from their friends and family. This further limits girls' access to information and key resources.

*Development and empowerment:* CEFM robs girls of their childhood, and the opportunity to develop and realise their vision for their own lives and well-being. Linked to this, child marriage cuts girls off from the support to develop the resources and experiences of their own power within, and isolates girls from other peers.

13 Adapted from Plan International (2016) Living Free from CEFM. In Girls Champions of Change: Curriculum for Gender Equality and Girls Rights. Woking, UK: Plan International, [https://www.alignplatform.org/sites/default/files/2018-09/9-GCOC\\_LCM\\_Module\\_FA.pdf](https://www.alignplatform.org/sites/default/files/2018-09/9-GCOC_LCM_Module_FA.pdf), p.14.



## **BENEFITS OF DELAYING MARRIAGE UNTIL AFTER 18:**

**Economic benefits:** Less dowry, cost of treatment, girl can economically contribute if educated and earning income.

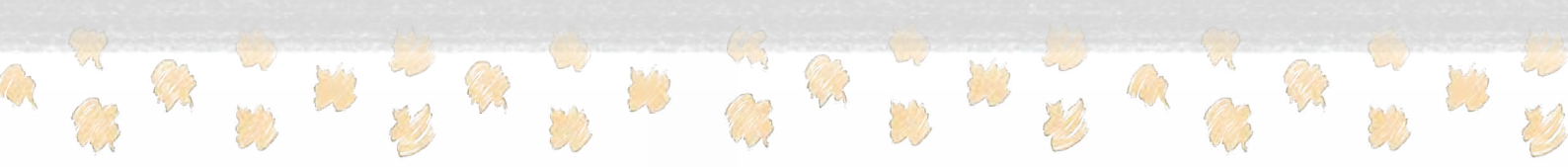
**Aspirations fulfilment:** Greater chance of finishing school and achieving personal goals.

**Physical health:** No harm from early pregnancies and potential reduced risk of physical abuse.

**Managerial and leadership capacities developed:** Increased opportunity to develop important life skills.

**Emotional wellbeing:** Feels mentally prepared for both marriage and motherhood, better connections with support networks. Happiness contributes to good health, less disease and less expenditure.

**Contribution to family and society:** Ability to contribute to the wellbeing of the family and society.



# ANNEX 4

## HOW CEFM VIOLATES CHILD RIGHTS INCLUDED IN THE UNCRC

<b>Article 28</b> <b>Right to education</b>	After marriage, child brides are likely to drop out of school, especially if they have children to take care of. This hinders their development, preparation for adulthood and ability to contribute to their family and community.
<b>Article 6</b> <b>Right to a full life</b>	Girls under 18 are often also mothers, putting them at risk of injury and death during childbirth. Girls who give birth before 15 are 5 times more likely to die in childbirth than women aged 20-24.
<b>Article 19</b> <b>Protection from violence and abuse</b> <b>Article 34</b> <b>Protection from sexual abuse</b>	Girls who marry before 18 are more likely to experience physical, sexual and psychological violence throughout their life. Child brides are more likely to describe their first sexual experience as forced.
<b>Article 24</b> <b>Right to health</b>	Girls under 18 are physically not ready to have children. They lack the knowledge and power to abstain from sex or negotiate safe sexual practices, leaving them at risk of HIV/AIDS and other sexually transmitted diseases.
<b>Article 2</b> <b>Right to equality</b>	Girls are much more likely than boys to marry under 18. As marriage ends girls' opportunities for education, they are also less likely than boys to be able to get paid work outside of the home and make decisions in the community.
<b>Article 12</b> <b>Right to participation in decisions that affect one's life</b>	Many girls are never asked if they want to get married; they have little say in if, when and whom they marry.



## ANNEX 5

# ROLES TEACHERS CAN PLAY:

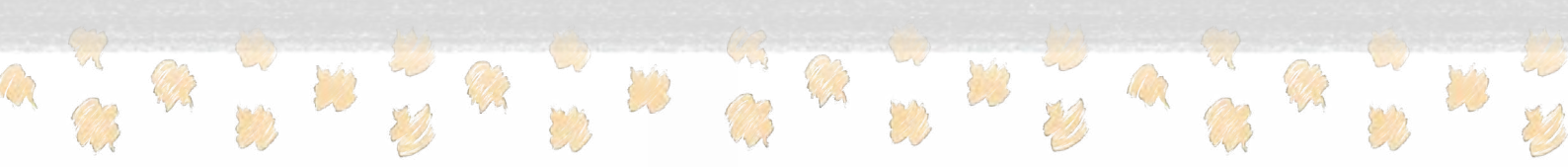
Teachers enjoy a special status and command tremendous respect in all societies. Teachers are seen as symbols of knowledge and learning and can use this status to address child marriage. Consider the following four approaches that you could initiate or continue to become a champion of preventing child marriage:

**Educating Family** – Teachers may be the first people to know about the occurrence of early marriages. Girls marrying early mostly drop out of schools and teachers get to know this first. This early knowledge can be converted into proactive action by contacting the families concerned and educating them about the harms of early marriages and benefits of delaying marriage. You can contextualise the CEFM factsheet provided in this workshop to support your messaging.

**Educating Students** – A second strategy is to educate students themselves and increase their awareness on several issues. Teachers can impart knowledge and information on sexuality; support girls and boys as they begin to understand these issues; spread awareness on healthy relationships; make students aware that no violence should be tolerated and everyone has the right to speak out against violence; and build confidence in boys and girls as they pursue their dreams and aspirations. This in turn, will equip boys and girls with the knowledge and skills to resist early marriage.

**Identifying and referring girls at risk** – As a teacher, you are able to identify girls who are at risk of CEFM and make an appropriate referral for support. Being aware of specific vulnerabilities faced by adolescent girls, and how this is displayed in the classroom, is the responsibility of all teachers.

**Creating Educational Institutions that Support the Rights of the Child** – By making your colleagues aware of human rights, and by adopting teaching methods that respect the human rights of all, teachers can help in building human rights affirming institutions. Actively addressing gender inequality within education and creating confidence in girls to pursue employment is one such example.



## ANNEX 6

# PRINCIPLES FOR COMMUNICATING WITH CHILDREN

- **Be Nurturing, Comforting and Supportive**

Girls who are at risk/have already experienced marriage **rarely seek help independently** and will usually be identified by someone else. Girls **may not understand** what is happening to them or may experience fear, embarrassment or shame. This can **affect their willingness and ability to talk** to you or a trusted adult.

- **Speak So Girls Understand**

Information must be presented to children in ways and language that they understand, based on their age and developmental stage.

- **Help Girls Feel Safe**

- **Tell Girls Why You Are Talking with Them**

Every time you communicate with a girl take the time to **explain** to her **the purpose** of the meeting. It is important to explain **why** you want to speak with them, and **what they will be asked**.

- **Use Age-Appropriate Language**

- **Pay Attention to Non-Verbal Communication**

- **Respect Children's Opinions, Beliefs and Thoughts – Right to Participate**

Girls have a right to express their opinions, beliefs and thoughts.

- **Do NO Harm: Be Careful Not to Distress the Child Further**

### **TRY TO LIMIT ANY INTERACTIONS THAT MIGHT DISTRESS GIRLS FURTHER.**

#### **DO NOT:**

- Force girls to answer a question that she is not ready to answer or ask her to go into details of things she does not want to.
- Have the girls repeat their situation multiple times to different people.



# ANNEX 7

## SCENARIOS FOR SAFE IDENTIFICATION AND REFERRAL

### SCENARIO 1:

Teacher receives a report of a child who is vulnerable to, is at imminent risk of or who is already married, s/he should take the following steps:

- Speak to person reporting to understand nature of what is going on. Ask who, what, where, when?
- Tell reporter you would like to ask someone for help and that information about the case will be kept confidential from friends, family, other staff, etc.
- Contact your line manager to alert them of the situation.

### SCENARIO 2:

Teacher suspects the girl is at imminent risk of marriage or vulnerable to marriage.

- Speak to your line manager or supervisor to explain your concerns.

### SCENARIO 3:

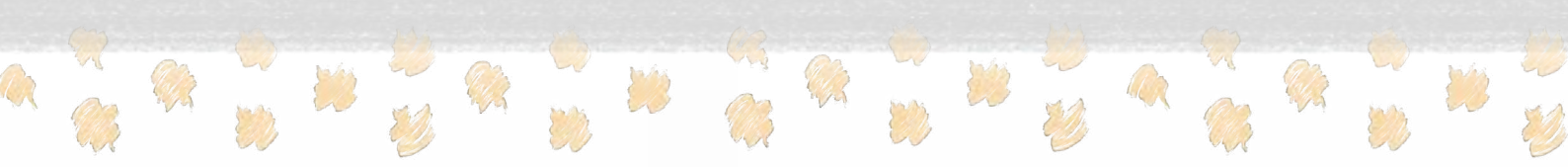
A girl comes to you and reports risk of marriage or who is already married.

- Find a quiet, private place to speak. Ask a colleague to come with you so that you are not alone with her.
- Stay calm and reassure the girl they have done the right thing in coming to you.
- Say you will do your best to help her.
- Explain confidentiality, provide information on the services available, and ask her if you are okay with referring her to the designated focal point.
- If the girl is in immediate danger to her health and safety, contact your line manager/ supervisor while you are still with her. Do not leave the child without coming up with a plan.
- Explain to the child what will happen next.

### SCENARIO 4:

Teacher identifies a girl who requires immediate attention due to serious safety concerns.

- If there is an immediate risk to the child's health or safety, ensure they receive support before they leave your presence (e.g. accompany them to their school focal point if available or your supervisor).



# ANNEX 8

## WORKSHOP EVALUATION FORM

### CEFM WORKSHOP FOR TEACHERS EVALUATION

*This is an anonymous questionnaire. Your answers will help us improve the quality of future workshops*

How useful was the workshop in helping you improve your knowledge related to Child Marriage?

- Very useful
- Useful
- Somewhat useful
- Not useful

How useful was the workshop in helping you improve your skills to support adolescent girls and enhance gender equality in your class?

- Very useful
- Useful
- Somewhat useful
- Not useful

How do you rate the performance of facilitators?

*Consider: clear communication, ability to listen, knowledge of themes covered, etc.*

- Excellent
- Good
- Adequate
- Poor

Provide suggestions for improving the facilitators' performance, if any:

Which part(s) of the training were the best? Why?

Which part (s) of the training did you not enjoy? Why?

Use this space to provide any recommendations to improve the training. Your feedback is most valuable!

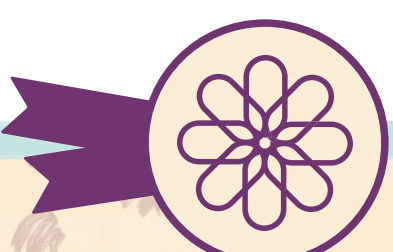


# CERTIFICATE *of* COMPLETION

THIS CERTIFICATE IS PROUDLY PRESENTED TO

for completing **ENGAGE** Child, Early and Forced Marriage Training

\_\_\_\_\_

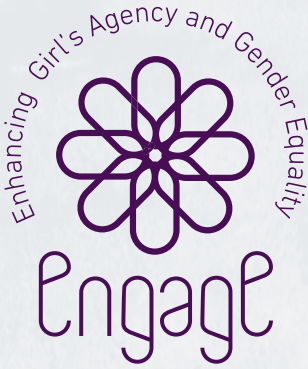


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