



FACILITATORS GUIDE

MODULE 4

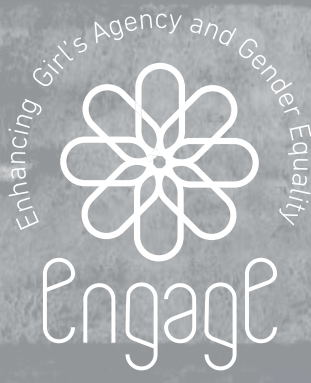
IMPLEMENTATION OF COMMUNITY
OUTREACH COMPONENTS



NORWEGIAN MINISTRY
OF FOREIGN AFFAIRS



NORWEGIAN CHURCH AID
actalliance



INTRODUCTION TO ENGAGE CAPACITY BUILDING STRATEGY

To support the implementation of the community-level strategies, ongoing support should be provided to staff and partners to develop the skills, knowledge, confidence, and transformative attitudes to implement high quality GBV services and community outreach activities. This support will be responsive to the identified needs and contexts, but is likely to include a combination of resources, training, coaching and peer support, in order to best prevent and respond to CEFM in humanitarian settings.

The capacity component consists of two main activities:

- 1** an initial training for facilitators using the following tool, including the facilitators guide, participant's workbooks and powerpoint slides
- 2** the ongoing provision of coaching, supervision and peer support.

ENGAGE TRAINING PACKAGE

Before implementing the activities in this toolkit, it is essential that facilitators and caseworkers participate in an initial training, which provides an in-depth overview of the activities and tools to support implementation, monitoring and evaluation. The 4 modules are anticipated to take 4 weeks in total, so it is important that time and resources are allocated appropriately. The modules, expected time frame and target audience are as follows:

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
1	Core Training Module	4.5	All staff, including programme managers, community outreach workers, life skills facilitators and caseworkers.
<p>This module introduces the ENGAGE toolkit, provides an opportunity for staff to reflect on their own attitudes and beliefs, and covers essential information related to CEFM (such as driving factors and consequences). The sessions also introduce and explain adolescent, sexual and reproductive health (ASRH), the ENGAGE Theory of Change and monitoring and evaluation of the program.</p>			
2	Facilitation Skills and Considerations*	4.5	All staff, as above
<p>This module focuses on the Do No Harm principle, followed by staff self care. The remaining sessions focus on building skills required to facilitate the ENGAGE program, such as participatory processes, communication skills and creating a safe and respectful space. These sessions are optional, and only required if staff need support with learning or improving existing facilitation skills. Specific topics can be selected rather than the entire module.</p>			

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
3	Implementation of Service Delivery Components	4.5	All facilitators of the life skills and focused care tools, caseworkers and supervisors
<p>This module focuses on service delivery component of the ENGAGE program. This begins with case management for at risk girls and girls who are already married, followed by a theoretical overview of the service delivery component (life skills and focused care sessions). The remaining sessions focus on practical application of the tools, where participants practice allocated sessions in front of their peers and receive critical feedback for improving facilitation of service delivery activities.</p>			
4	Implementation of Community Outreach Components	6.5	Facilitators of community outreach components, programme managers
<p>This module focuses on the community outreach component of the ENGAGE program. This includes an overview of the community outreach tools, including male and female caregiver's sessions, religious leader's workshops, teacher's workshops and the community dialogue and social norms change program. After each theoretical overview, staff will practice allocated sessions from that tool in front of their peers and receive critical feedback for improving facilitation of community outreach activities.</p>			

***OPTIONAL**

A training agenda and a pre/post test with answers are included in the ENGAGE implementation guide (annex 7 and 8). These can be adapted to suit the training plan, depending which sessions have been selected, and if this will be facilitated in a one 4 week block, or split up into modules over a longer period. A participant's workbook is also included as part of this toolkit, which includes key takeaway messages, plus the annexes and handouts in sequential order. It is strongly advised that the workbook is printed for each participant, as this resource will encourage group members to engage in discussions rather than copying PowerPoint slides, plus will be a useful resource to refer back to. The workbook also reduces the training preparation by pulling together all the handouts required for participants.

It is recommended that the ENGAGE program does not begin until all modules of training are complete. This is because the Adolescent Girls Life Skills program (Module 3: Service Delivery) and Male and Female Caregivers Sessions (Module 4: Community Outreach) are designed to complement each other, hence it is important that they are facilitated in the field at the same time.

It is also recommended that a 5 day refresher training takes place approximately half way through the 12 month program, as outlined in the ENGAGE Timeline. This should focus on areas that have been identified to need further capacity building, through the use of the ongoing coaching, supervision and peer support tools. The selected sessions (both theoretical and practical) will aim to improve the skills, confidence and performance of facilitators, leading to better quality implementation of activities and ultimately, more positive outcomes for individuals and communities.

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MODULE 4: IMPLEMENTATION OF COMMUNITY OUTREACH COMPONENTS

TARGET AUDIENCE: Facilitators of community outreach components and programme managers.

SESSION	TOPIC	TIMING	PAGE
1. OVERVIEW OF COMMUNITY OUTREACH ACTIVITIES AND INTRODUCTION TO TEACH BACK PROCESS (2 HOURS)	1.1 Overview of community outreach activities	45 mins	2
	1.2 Introduction to the teach back process*	15 min	3
	1.3 Giving and receiving feedback*	60 min	4
2. IMPLEMENTING THE CAREGIVER SESSIONS (12 HOURS)	2.1 How to implement the caregiver's sessions	60 min	10
	2.2 Teach back care giver's sessions	5.5 hours	12
	2.3 Teach back again	5.5 hours	14
3. IMPLEMENTING THE RELIGIOUS LEADERS' WORKSHOPS (7 HOURS 45 MINUTES)	3.1 How to implement the religious leader's workshops	45 minutes	18
	3.2 What we need to know when working with religious leaders	90 minutes	19
	3.3 Teach back religious leader's workshop	5.5 hours	21
4. IMPLEMENTING THE TEACHERS' WORKSHOP (6 HOURS 15 MIN)	4.1 How to implement the teacher's workshop	45 minutes	26
	4.2 Teach back teachers workshop	5.5 hours	27

* These topics are also facilitated in Module 3. Only conduct these sessions if there are new participants in this module.

SESSION	TOPIC	TIMING	PAGE
5. IMPLEMENTING THE COMMUNITY DIALOGUES AND SOCIAL NORMS CHANGE PROGRAMME (12.5 HOURS)	5.1 How to implement the community dialogues and social norms change programme	90 minutes	32
	5.2 Teach back community dialogues	5.5 hours	35
	5.3 Teach back again	5.5 hours	37
6. CLOSING SESSION (1 HOUR)	6.1 Evaluation and celebration	60 mins	42



SESSION 1

OVERVIEW OF COMMUNITY OUTREACH ACTIVITIES AND INTRODUCTION TO TEACH BACK PROCESS

🕒 2 HOURS



LEARNING OBJECTIVES:

- Gain an understanding of the purpose and content of the community outreach activities
- Understand how to give and receive feedback
- Learn how to practice facilitation of community outreach activities



TOPIC

- 1.1 Overview of community outreach activities
- 1.2 Introduction to the teach back process
- 1.3 Giving and receiving feedback




MATERIALS AND PREPARATION

- Flip chart
- Annex 1: Module 4 Pre Test
- Annex 2: Animal pictures


TOPIC 1.1

OVERVIEW OF COMMUNITY OUTREACH ACTIVITIES


🕒 45 MINUTES


 **Show slide 2** and introduce the training session. Explain that during this module, we will focus on the community outreach component of ENGAGE. Say that we will follow the same approach as in Module 3, where we will understand the tools, then spend time practicing facilitation.

 **Refer** participants to their  **Participants workbook, annex 1: Module 4 Pre Test**. Allow 20 minutes to complete.

 **Show slide 3** and introduce the learning objectives for the session.

 **Show slide 4** and introduce the topic.

 **Show slide 5**, overview of the Module 4 training schedule and go through the contents with the participants. Ask them if they have any questions.

 **Show slide 6**, the table giving an overview of the entire intervention and explain that the sections highlighted show how the community outreach component fits into the overall programme.

 **NOTE:** *The following 2 topics are also facilitated in Module 3. Only conduct these sessions if there are new participants in this module.*

TOPIC 1.2

INTRODUCTION TO THE TEACH BACK PROCESS¹

 15 MINUTES



Show slide 7 and introduce the topic.



Explain to participants that we are going to practice each activity in the service delivery component of ENGAGE. This is called teach back. The teach back is both an opportunity to practice facilitating activities in the curriculum, and the opportunity of practicing how to provide feedback, how to receive feedback, how to frame comments and observations in a way that are constructive and encouraging.



Explain that it can be unnerving to present back to peers - especially as this may be the first time for many of them. That's ok! Remind them that we are here to support each other, and we are expecting all of us to make mistakes and use these as learning opportunities.



Tell participants that there are four main reasons we are dedicating this time to the teach back process:

- 1** As mentioned, the first is to practice facilitating conversations around CEFM, life skills and psychosocial support, identifying and challenging common resistance reactions and using the facilitation skills we learnt.
- 2** The second is to practice giving and receiving feedback.
- 3** The third is to continue experiencing the activities of the curricula as participants, so that we can learn more about what it is like to experience the toolkit from the participants' perspective.
- 4** The final reason is to engage and interact with all parts of the curricula in ENGAGE. It is important to be familiar with the curricula, the flow, and some key points in the facilitation.



Explain that the goal is to improve, and that trainees need not be perfect the first time.

¹ Adapted from International Rescue Committee (2014), Engaging Men through Accountable Practice, Part 2: Training Guide, page 82.

TOPIC 1.3

GIVING AND RECEIVING FEEDBACK²

🕒 60 MINUTES



Show slide 8 and introduce the topic.



Explain to participants that before we start the teach back, we are going to think about feedback, how we give it, how we receive it.



Explain that we all react differently to different events, and feedback is no different. This can also be culturally specific. This is why we need to reflect on ourselves to make sure we are aware of how we communicate, and how we receive information.



Tell participants we are now going to play a game. Choose four of following six animals, depending on those which are most relevant in your context: “**elephant**,” “**impala**,” “**lion**,” “**mouse**,” “**dog**” or “**eagle**.” In bold letters, and using the pictures in annex , make a small poster on a different piece of paper for each animal and place the posters in each of the four corners of the room.



Explain to the participants that you are going to lead an exercise on giving and receiving feedback.



Ask participants to share their ideas on why feedback is important to give and to receive. Take a few volunteers.



Explain that this exercise will help in understanding personal styles of feedback.





Ask all the participants to stand in the middle of the room. Ask them to think about different times when they have provided feedback - either within the home, with friends, in the work place. Ask them to think of their style when providing feedback.





Tell them that they must choose an animal that best represents their style of **providing** feedback. For example, they could choose mouse because they feel shy giving feedback, or elephant because they are loyal and never forget. Explain that this can be for any reason, its up to them to decide. Allow the participants to think about this question. Then have them stand next to the animal that best represents their styles. Allow five minutes for the participants who have chosen the same animal to discuss with their group why they chose the animal they did. Have the members from each animal group share some of share their discussion with the larger group.

² Adapted from International Rescue Committee (2014), Engaging Men through Accountable Practice, Part 2: Training Guide, page 82-84.


 After all of the smaller groups have reported back to the large group, have everyone stand in the middle of the room again. This time tell the participants to stand next to the animal that best represents how they **receive** feedback. Have the participants next to each animal spend five minutes discussing this among themselves. Then, allow 10 minutes for them to report back to the larger group. A participant might respond to this situation by saying, “I am like a lion when receiving feedback because I can be very temperamental. If I hear too many negative comments at once, I become very aggressive and protective, a lot like the way a lion will protect its young.”


 After all of the groups have finished reporting back, **ask** the participants the following questions for discussion:

 **Why is it important to know what our styles are for giving and receiving feedback?**

 **How is the most important thing to remember when giving feedback?**

 **What is the most important thing to remember when receiving feedback?**

 **Explain** to participants that good feedback **helps** facilitators to develop skills and confidence. Feedback from peers is also an important way for facilitators to build a team of support among each other. Add that it is important that both positive aspects of facilitation as well as areas of improvement are offered. In addition, facilitators should be given the opportunity to reflect on their own about what is working in their facilitation techniques, and what needs improvement.

 **Show slides 9-11**, and prepared flipchart with “**Points for Giving Good Feedback**”. Explain that everyone has a different style of giving and receiving feedback. Some people are very open about providing feedback. Others are shy about it. Likewise, people are different in how they receive feedback from others. But despite these differences in style, there are some common elements to good feedback. Go over common elements to good feedback highlighting points on the prepared flip charts. Inform participants that the flip charts will remain visible for the rest of the training, so we are familiar with these strategies during the teach back sessions:

HOW YOU SAY IT

Always give feedback in a genuine, gentle, and caring way. What people say is one thing but how they say it is just as important. Be direct but also supportive in the way you give feedback so that it can be easily absorbed by the receiver.

FOCUS ON BEHAVIOUR

Feedback is helpful (and best absorbed) when it is specific. By contrast, feedback consisting of general statements about a person’s personality or beliefs is much less useful. This puts the recipient on the defensive. As a result, the feedback is less likely to be used, regardless of how valid it is.

FOCUS ON CHANGE

Effective feedback looks at behaviour that is relatively easy to change. Giving feedback on behaviours that are difficult to change is not helpful. This often creates anxiety and self-consciousness about the behaviour without changing it. It also creates defensiveness.

BE SPECIFIC

Focusing feedback on specific behaviours or statements helps people understand what needs to be improved. This makes action on the feedback more likely.

BE CONSTRUCTIVE

People often do not want feedback because they expect it to be negative criticism. Good feedback is often critical, but in a constructive way that helps people to improve. Constructive criticism identifies what needs to be improved in the context of what was done well.

TAKE PERSONAL RESPONSIBILITY

Feedback is one person’s view of another’s performance. It is not the definitive truth or the final word. When giving feedback, it is important that you “own” it by beginning your statements with “I think that...” or “I felt that...”


ALLOW FREEDOM TO CHANGE OR NOT TO CHANGE

Feedback is intended to help people improve their work. However, it remains their choice whether they wish to act on such feedback. Good feedback skills will help people to choose their future actions based on the information that is being given.


KEY SENTENCES TO BEGIN WITH

Some examples of keys ways to start providing feedback so that the tone is positive and constructive could be:

Thank you for all you have done...	I heard you say X and would like to share my thoughts on that because ...
I thought that was great, and thought that perhaps we could we rework this so that ...	I learnt a lot and felt like sharing that...

 **Show slide 12: How to Receive Feedback Well** It is also useful to guide facilitators on how to receive feedback in a way that best helps them. Good practice for receiving feedback includes:

Listen only. Do not react - take the time to focus on what is being said and sitting with it.	Do not justify your behaviour
Ask only for clarification	Acknowledge the feedback

 Close this session by asking participants to remember these tips as they watch their peers facilitating sessions and they write their teach back notes. Also remember this information while they are receiving feedback.



SESSION 2

IMPLEMENTING THE CAREGIVER'S SESSIONS

🕒 12 HOURS



LEARNING OBJECTIVES:

- Understand how to plan the implementation of caregiver's sessions
- Become familiar with the caregiver's tools
- Practice facilitating caregiver's sessions and receiving feedback



TOPIC

- 2.1 How to implement the caregiver's sessions
- 2.2 Teach back caregiver's sessions
- 2.3 Teach back again



MATERIALS AND PREPARATION

- Copies of caregiver's toolkit
- Annex 3: List of caregiver's session topics
- Annex 4: Timeline of daily tasks


TOPIC 2.1


HOW TO IMPLEMENT THE CAREGIVER'S SESSIONS


🕒 60 MINS

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Show slide 13 and introduce the session on implementing the caregiver's sessions.
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Show slide 14 and introduce the learning objectives for the session.
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Show slide 15. Explain to the group that in this topic we will be familiarizing ourselves with how to implement the caregiver's sessions and practicing facilitation of them.
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Show slide 16. Explain that this slide shows how the caregiver programme contributes to the overall Theory of Change. The sessions for caregivers lead to four intermediate outcomes listed here for the group of caregiver's that participate in the programme as direct beneficiaries. In turn, we hope that the caregivers' participation in the programme will contribute to changes in the wider community, listed on the far right as long-term outcomes.
- 

Show slide 17 and explain that there are 22 caregiver's sessions, with adaptations for male and female caregivers and for caregivers of married and unmarried girls. Seventeen of the sessions are considered 'core' sessions and must be implemented for all groups. The additional sessions can be implemented if the issues are particularly important to address in the community where you are working and should be determined by each team.
- 

Ask the participants to spend 15 minutes looking through the curriculum and making note of which sessions are completely different for married girls and unmarried girls in both the male and female caregiver curriculum. Ask participants why they think that the sessions are different.
- 

Show slide 18. Explain that caregivers should be recruited according to a set of criteria. A maximum of 15 caregivers should participate in each caregiver group. Groups should be divided by gender, with separate groups for male and female caregivers. In locations where the programme is working with married girls, caregivers of married girls can form separate groups, especially in contexts where married girls live with the family of the husband this is particularly important. Caregivers should be targeted according to the age of their adolescent daughters and their risk level. It is highly recommended to select caregivers of girls who are participating in the adolescent girl's sessions.
- 

Show slide 19 and explain that sessions should be planned for once or twice a week, according to the availability of the participants. Make sure to pay attention to responsibilities related to gender roles in the community and the household.



Show slide 20. Divide the participants into groups of 4. Refer participants to their **Participants workbook, annex 4: Timeline of Daily Tasks** and explain that they should spend the next 20 minutes discussing what male and female caregivers do during a typical day and draw it on the diagram. Then try to determine when might be a suitable time to schedule the sessions. Ask participants to also discuss the optional sessions and whether they would include them in their caregiver programme.



Ask the groups to come back together and encourage each table to give their feedback on the discussion topics. Remind participants that the timing and scheduling of the sessions is critical to determining the success of the programme and should always be checked with the participants themselves.



Show slide 21 and explain the general structure of the sessions.




Ask the participants if they have any questions before moving into the next phase, which is when we will practice facilitating the sessions.


TOPIC 2.2


TEACH BACK CAREGIVER'S SESSION


🕒 5.5 HOURS

 **Show slide 22** and introduce the first teach back session.

 **Explain** to participants that for the first teach back, they will be working in pairs/small teams. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session, remembering the lessons learnt regarding giving and receiving feedback. Each group will present for 20 minutes, followed by a 10-minute feedback session. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.


 **Divide** the participants into teams of 2 or if it is a bigger group, teams of 3 and explain that these will be the groups that they will facilitate their allocated session in. Assign each team one session from the list below.

 **Show slide 23. Ask** the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them 1 hour to prepare and practice and let them know that they will facilitate in front of the group after one hour.


 **NOTE:** *The below list includes sessions from both the male and female caregiver curriculums. Ensure to consider the gender of the facilitators and community members who will participate in the program when selecting which sessions to allocate for practice. You can choose other sessions from the tools to practice if need be.*


TEAM 1	SESSION 3 My experience as a caregiver, activity 2: visioning for the future	Female Caregivers
TEAM 2	SESSION 17 Adolescent girl development, caregivers of married girls: let's explore	Female Caregivers
TEAM 3	SESSION 19 Parenting for equality, activity 1: girls' & boys' experience of the family environment	Female Caregivers
TEAM 4	SESSION 17 Adolescent girl development activity 1: menstruation	Male Caregivers

TEAM 5	SESSION 4 The family environment, activity 1: healthy relationships	Male Caregivers
TEAM 6	SESSION 8 Parenting for equality, activity 3: equal opportunities for girls & boys	Male Caregivers


 **Ask** the participants to come back together after 1 hour. Ask the participants to debrief about the preparation by answering the following questions:

- Share impressions of the session preparation.
- Did you face challenges?
- Did you feel heard by your peer facilitators?
- Did you feel free to express your opinions?
- How were tasks divided?

 **Ask** each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. Ideally each group should present for 20 minutes, then receive feedback for 10 minutes. This may need to be adapted depending how many groups have been formed. Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips for giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.

 After each group has presented and received feedback, ask the participants to debrief about the teach back and feedback process by answering the following questions:

- What did you like/find easy about the teach back?
- What did you dislike/find difficult about the teach back?
- Were there times when you thought to yourself that you should have been more prepared?
- How difficult was it to adapt to the context?
- How difficult was it to ensure inclusion of GBV and protection principles?
- How did you feel addressing harmful comments or any sensitive topics?
- How did you feel receiving constructive feedback? Will this process improve your facilitation of the sessions?

 **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.

TOPIC 2.3

TEACH BACK AGAIN

🕒 5.5 HOURS



Show slide 24 and introduce the second teach back, explaining that we will be following the same structure as the previous session.



Explain to participants that for the second teach back, they will be working again in teams. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session, remembering the lessons learnt regarding giving and receiving feedback. Each group will present for 20 minutes, followed by a 10-minute feedback session. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.




Divide the participants into teams of 2 or if it is a bigger group, teams of 3. Assign each team one session from the list below. You can adjust this list if there are other sessions from the curricula that you would like participants to practice instead.




Show slide 25. Ask the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them 1 hour to prepare and practice and let them know that they will facilitate in front of the group after one hour. Explain that it is very important to use the preparation time wisely, and encourage participants to physically role play the facilitation together, before getting up and demonstrating for the wider group. Remind participants that the more they practice, the more professional and effective their sessions will be.


TEAM 1	SESSION 11 Household Decision Making: Activity 1 - How Healthy Couples Make Decisions	Female Caregivers
TEAM 2	SESSION 14 Supporting Girls who Experience Violence: Activity 1 - Blame - Stand Up, Sit Down	Female Caregivers
TEAM 3	SESSION 17 Change Begins with Us: Activity 2 - Circle of Change	Female Caregivers
TEAM 4	SESSION 13 Violence women and girls experience: Activity 3 - Early Marriage	Male Caregivers

TEAM 5	<p>SESSION 20 Supporting Girls in the Community: Activity 2 - Understanding our Limits and Risks</p>	Male Caregivers
TEAM 6	<p>SESSION 21 Leading the way to change: Activity 1 - Action Plan</p>	Male Caregivers


 **Ask** the participants to come back together after 1 hour. Ask the participants to debrief about the preparation by answering the following questions:

- Share impressions of the session preparation second time around.
- Did you face any new challenges?
- Were the instructions easier to follow as you become familiar with the layout and content?

 **Ask** each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips for giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.

 After each group has presented and received feedback, ask the participants to debrief about the teach back and feedback process by answering the following questions:

- What did you like/find easy about the teach back second time around?
- What did you dislike/find difficult about the teach back second time around?
- Were you able to use the constructive feedback from the first session to improve?
- Can you identify areas that need further improvement?

 **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.



SESSION 3

IMPLEMENTING THE RELIGIOUS LEADER'S WORKSHOP

🕒 7 HOURS AND 45 MINS



LEARNING OBJECTIVES

- Understand how to plan the implementation of religious leader's workshops
- Become familiar with religious leader's tools
- Understand when and how to work with resistant religious leaders
- Practice facilitating religious leader's workshops and receiving feedback



TOPIC

- 3.1 How to implement the religious leader's workshops
- 3.2 What we need to know when working with religious leaders
- 3.3 Teach back religious leader's workshop












MATERIALS AND PREPARATION

- Copies of religious leader's workshop curriculum
- Annex 5: List of religious leader's workshop topics
- Annex 6: Deciding what religious leaders to engage with
- Annex 7: Key tips for engaging religious leaders

TOPIC 3.1

HOW TO IMPLEMENT THE RELIGIOUS LEADER'S WORKSHOPS


 45 MINUTES


-  **Show slide 26** and introduce the next session on religious leader's workshops.
-  **Show slide 27. Explain** to the group that in this session we will be familiarizing ourselves with how to implement the religious leader's workshops and practicing facilitation of them.
-  **Show slide 28** and introduce the topic.
-  **Show slide 29 and explain** that this slide shows how the religious leader's programme contributes to the overall Theory of Change. The sessions for religious leaders lead to three intermediate outcomes listed here for the group of religious leaders that participate in the programme as direct beneficiaries. In turn, we hope that the religious leader's participation in the programme will contribute to changes in the wider community, listed on the far right as long-term outcomes.
-  **Show slide 30 and explain** that there are 6 workshops for religious leaders. All sessions are required and should be implemented in sequential order.
-  **Ask** the participants to spend 15 minutes looking through the curriculum to get familiar with the seven topics.
-  **Show slide 31. Explain** that religious leaders should be recruited according to a set of criteria. A maximum of 20 religious leaders should participate in each group. Groups should be divided by gender, with separate groups for male and female caregivers, unless it is determined to be appropriate to have mixed groups in some contexts. Multi-faith or single faith workshops can be organized; it is important to have skilled facilitators representing all faiths present. Religious leaders should be selected from among those who the organisation/programme has already worked with previously.
-  **Explain** that sessions should be planned once every two weeks, according to the availability of the participants.
-  **Ask** the participants if they have any questions before moving into the next phase, which is when we will practice facilitating the sessions.

TOPIC 3.2


WHAT WE NEED TO KNOW WHEN WORKING WITH RELIGIOUS LEADERS


 90 MINUTES

 **Show slide 32** and introduce the next topic.

 **Show slide 33 and explain** that it is important to understand that religious leaders may be resistant to opposing child marriage for different reasons. In order to decide if you should work with religious leaders and how to frame your work with them, it is important to understand why the religious leaders you work with might be resistant. These are the seven reasons identified, including:

- 1** Marriage, including child marriage, is required by religion and religious leaders play a key role in the ritual as gatekeepers. If they give up child marriage, they will be losing status and power in the community.
- 2** Religious leaders may not be aware of the consequences of child marriage or that it is illegal.
- 3** Some interpretations of religious traditions and texts may legitimize child marriage.
- 4** Child marriage is endorsed as a solution to premarital sex and pregnancy.
- 5** Religious traditions may reinforce patriarchal values and practices including child marriage.
- 6** Child marriage may be framed by religious leaders as a form of protection for girls to their parents.
- 7** Parents may also pressure religious leaders to marry girls.
- 8** Religious fundamentalism which may politicize religion to challenge aspects of modernity such as gender equality.

 **Show slide 34 and explain** that the first step in understanding how to work with religious leaders is to do background research.

 **Show slide 35 and explain** that it may be better in some cases to make the decision to not work directly with religious leaders.



Show slide 36 and ask the participants to form 4 groups and refer to **annex 6: Deciding what religious leaders to engage with in their Participants workbook**. Give the groups 20 minutes to discuss and answer the questions. After 20 minutes, bring the groups back together and ask each group to present for 5 minutes on which religious leaders they want to work with and why.



Show slide 37 – 38 and explain the key strategies to consider when engaging with religious leaders. Refer participants to **Participants workbook annex 7: Key tips for engaging religious leaders** and give the group some time to review and ask questions.



Conclude the session by asking if there are any questions or concerns related to working with religious leaders.

TOPIC 3.3

TEACH BACK RELIGIOUS LEADER’S WORKSHOP

🕒 5.5 HOURS



Show slide 39 and introduce the first teach back.



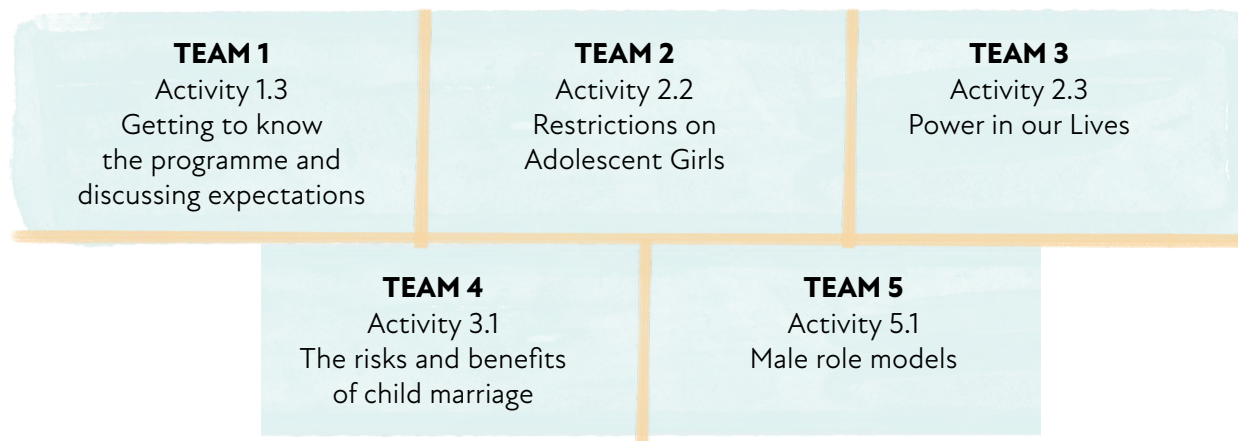
Explain to participants that in this session we will be practicing facilitating parts of the religious leaders’ workshops and that they will be working in small teams/pairs. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session. The group will then debrief all together. remembering the lessons learnt regarding giving and receiving feedback. Each group will present for 20 minutes, followed by a 10-minute feedback session. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.



Divide the participants into teams of 2 or if it is a bigger group, teams of 3. Assign each team one session from the list below:



Show slide 40. Ask the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them one hour to prepare and practice and let them know that they will facilitate in front of the group after one hour.





Ask the participants to come back together after one hour. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they face challenges?




Ask each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. You can challenge the participants by playing the role of a religious leader with views that support child marriage. Support participants with responding to harmful comments, using the steps outlined in previous sessions (annex 11 from Training Module 2 - Steps to Manage Sensitive Situations).


STEP 1	STEP 2	STEP 3	STEP 4	STEP 5
Ask for clarification / Learn why they have that opinion	Seek an alternative opinion / Involve others	If nobody offers an alternative opinion, provide one	Connect back to the programme objectives	Offer facts that support a different point of view and emphasize a helpful perspective

 Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips for giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.

 After each group has presented and received feedback, **ask** the participants to debrief about the teach back and feedback process by answering the following questions:

- What they liked/found easy about the teach back.
- What they disliked/found difficult about the teach back. How was the preparation phase - did they feel heard by their peer facilitator? Did they feel free to express their opinions? How were tasks divided?
- While they were teaching back, were there times when they thought to themselves they should have prepared more?
- How difficult was it to adapt to the context? Were there particular challenges with this content or facilitating to religious leaders?
- How did they feel facilitating/having the conversations around safety checks?
- Ask the group about addressing harmful comments or any sensitive topics.

 **Remind** the group that it is important that they keep practicing these sessions before they facilitate with religious leaders. It is important that they are clear and confident with the materials, and the messages being explored.

 **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.



SESSION 4

IMPLEMENTING THE TEACHER'S WORKSHOP

🕒 6 HOURS AND 15 MINS



LEARNING OBJECTIVES:

- Understand how to plan the implementation of the teacher's workshop
- Become familiar with teacher's tool
- Practice facilitating teacher's workshop and receiving feedback



TOPIC

- 4.1 How to implement the teacher's workshop
- 4.2 Teach back teacher's workshop



MATERIALS AND PREPARATION

- Copies of teacher's workshop curriculum
- Annex 8: List of teacher's workshop topics

TOPIC 4.1

HOW TO IMPLEMENT THE TEACHER'S WORKSHOP

🕒 45 MINUTES



Show slide 41 and introduce the next session.



Show slide 42. Explain to the group that in this session we will be familiarizing ourselves with how to implement the teachers' workshop and practicing facilitation of some of the sessions.



Show slide 43 and introduce the topic.



Show slide 44 and explain that this slide shows how the teacher's workshop contributes to the overall Theory of Change. The sessions for teachers lead to three intermediate outcomes listed here for the group of teachers that participate in the programme as direct beneficiaries. In turn, we hope that the teachers' participation in the programme will contribute to changes in the wider community, listed on the far right as long-term outcomes.



Show slide 45 and refer to [☑ Participants workbook annex 8: List of Teacher's Workshop Topics](#).

Explain that there are 5 core sessions for teachers and all of the sessions are required and should be implemented in sequential order. The teacher's workshop can be delivered over a 2 days or it can be broken down into 3 half-day sessions and spread out over a period of time, depending on the availability of the teachers.



Ask the participants to spend 15 minutes looking through the curriculum to get familiar with the topics.



Show slide 46. Explain that between 25-30 teachers can participate in the workshop, and they should be teachers who work in Junior High School or Senior High School. The team should decide whether more than one workshop is delivered to each school. Participants can be mixed gender for the teacher workshop.



Ask the participants if they have any questions before moving into the next phase, which is when we will practice facilitating the sessions.

TOPIC 4.2

TEACH BACK TEACHER’S WORKSHOP

 5.5 HOURS



Show slide 47 and introduce the teach back.



Explain to participants that in this session we will be practicing facilitating parts of the teachers’ workshop and that they will be working in small teams/pairs. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session. The group will then debrief all together.







Divide the participants into teams of 2 or if it is a bigger group, teams of 3. Assign each team one session from the list below.



Show slide 48. Ask the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them one hour to prepare and practice and let them know that they will facilitate in front of the group after one hour.

TEAM 1	SESSION 2 Gender roles, activity 2 gender boxes
TEAM 2	SESSION 3 Puberty & hygiene, activity 1: the experience of puberty
TEAM 3	SESSION 4 Child, Early and Forced Marriage, activity 1: who is ready for marriage
TEAM 4	SESSION 4 Child, Early and Forced Marriage, activity 2: roles teachers can play
TEAM 5	SESSION 5 Identification and referral of girls at risk of child marriage, activity 1: communicating with adolescents
TEAM 6	SESSION 5 Identification and referral of girls at risk of child marriage, activity 4: safe identification and referral

-  **Ask** the participants to come back together after one hour. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they face challenges?
-  **Ask** each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips to giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.
-  **Ask** the participants to debrief about the teach back and feedback process by answering the following questions:
- What they liked/found easy about the teach back for teachers sessions?
 - What they disliked/found difficult about the teach back.
 - How was the preparation phase - did they feel heard by their peer facilitator? Did they feel free to express their opinions? How were tasks divided?
 - While they were teaching back, were there times when they thought to themselves they should have prepared more?
 - How difficult was it to adapt to the context?
 - How did they feel facilitating/having the conversations around safety checks?
 - Ask the group about addressing harmful comments or any sensitive topics.
-  **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.



SESSION 5

IMPLEMENTING THE COMMUNITY DIALOGUES

🕒 12.5 HOURS



LEARNING OBJECTIVES

- Understand how to plan the implementation of the community dialogues
- Become familiar with community dialogue tool
- Understand how the community dialogues can foster social norms change
- Practice facilitating the community dialogue process and receiving feedback



TOPIC

- 5.1 How to implement the community dialogues and social norms change programme
- 5.2 Teach back community dialogues
- 5.3 Teach back again












MATERIALS AND PREPARATION

- Copies of community dialogue tool
- Annex 9: List of community dialogue topics
- Annex 10: Opinion leader identification tool
- Annex 11: Action plan template


TOPIC 5.1


HOW TO IMPLEMENT THE COMMUNITY DIALOGUES AND SOCIAL NORMS CHANGE PROGRAMME


🕒 90 MINUTES


-  **Show slide 49** and introduce the next session.
-  **Show slide 50. Explain** to the group that in this session we will be familiarizing ourselves with how to implement the community dialogues and practicing facilitation of some of the sessions.
-  **Show slide 51** and introduce the topic.
-  **Show slide 52 and explain** that this slide shows how the community dialogues contributes to the overall Theory of Change. The community dialogues lead to three intermediate outcomes listed here for the group of direct participants in the programme. In turn, we hope that the community members' participation in the programme will contribute to changes in the wider community, listed on the far right as long-term outcomes.
-  **Show slide 53** and explain that the community dialogues are organized in three phases. The three phases are organized according to a theoretical framework for a three-step process for effective community-led programmes to transform gender norms: **(1) motivation** where groups of community leaders and members reflect on what they like and do not like in their community; **(2) deliberation** where participants discuss and debate the best ways to create change; and **(3) action/diffusion** where participants develop individual and collective 'motivations' to change.³ The 'Motivation' phase contains 14 meetings. The Deliberation phase contains 10 meetings delivered in 5 weeks. The Action/Diffusion phase contains 8 meetings delivered over 4 weeks.
-  **Show slides 54 - 56 and refer to**  **Participants workbook annex 9: List of Community Dialogue Topics.** Ask the participants to spend 15 minutes looking through the curriculum to get familiar with the topics.
-  **Show slide 57 and refer participants to annex 10** of their  **Participants workbook** to find the **Opinion Leader Identification Tool.** Explain that this tool should be used immediately after the baseline survey for any caregivers that are direct programme participants. This means, that once the Social Norms Survey has been completed (Session 9.3 in Module 1: Administering the rapid social norms survey for community outreach activities), facilitators will administer this short tool.

³ Cislighi, B., (2019) 'The Potential of a community-led approach to change harmful gender norms in low- and middle-income countries,': https://www.alignplatform.org/sites/default/files/2019-01/community_led_approach_report.pdf


 **Explain** that caregivers will identify names of people that influence them in their decisions around marrying their children and those people will be invited to participate in community dialogue groups. This is an evidence-based way to recruiting the participants who will be the most influential in spreading positive norms around child marriage after they complete the community dialogues.










 **Show slide 58 and explain** that the names from the Opinion Leaders Tool will be grouped into 4 groups. If it is not within staff capacity to have four separate groups or if there are not enough participants to make up a 25-member group, female opinion leaders and reference group members can be combined, as with male opinion leaders and reference group members. In some contexts, it may be appropriate to have mixed-gender groups.


 **Show slide 59 and explain** that this is the structure of the community dialogue sessions.

 **Tell** participants that we are going to spend some extra time discussing Phase 3 of the community dialogues, which is Action/Diffusion. This phase is particularly important as it will support the diffusion of social norms change from the group of direct participants who have been selected because they are highly influential, to the wider community.


 **Show slide 60 and refer** to the [□ Participants workbook for annex 11: Action Plan Template](#). Explain that action plans should be developed, implemented and monitored by the participants themselves; the more they feel a sense of ownership, the more sustainable the social norms change will be in the long-term. The action plan implementation and monitoring should continue well after the 16-week structured community dialogues have ended. Staff should decide beforehand how long they will continue to support community leaders and members to implement their action plans in order to manage expectations.

 **Show slide 61. Explain** that part of the action plan may include local-level advocacy to change harmful policies or to develop and fund local prevention and response programmes. When working with community dialogue groups to refine a local advocacy strategy, consider the below questions:


 What do we want?	 Who can make it happen?	 What do they need to hear?
 Who do they need to hear it from?	 How can we make sure they hear it?	 What do we have?
 What do we need?	 How do we begin to take action?	 How do we tell if it's working?

 **Show slide 62. Explain** that it is important to engage with local stakeholders if this is included in the action plans in order to understand their priorities and advocate to change or adopt new policies and programmes. Some suggested ways to engage with local authorities are listed below:

- Conducting discussions with decision makers about new norms;
- Sharing data about the prevalence of child, early and forced marriage;
- Conducting a review of existing laws or rules to identify those that are harmful to women and girls;
- Advocating for introduction of local by-laws that reinforce zero tolerance for child marriage;
- Advocating for girls who are already married to be treated with respect and dignity and have access to education, healthcare and other services and rights.

 **Show slide 63. Explain** that during week 16, which is the last week, it is particularly important to ensure that a public commitment is made in order to make it visible to community members who did not participate directly in the community dialogues that the leaders of the community are abandoning harmful social norms underlying child marriage in their community. It is recommended to organize a public event with the participants of the community dialogues to demonstrate this public show of commitment. Each group may have a different public commitment, such as a pledge, an oath, or signing a written statement. The size and type of event will depend on the type of public commitment. Events should be festive and celebratory. Inviting public officials is recommended to give the event increased importance and attention. It is also important to publicize the event to reach the invitees. Here are a few guiding questions to help decide how to plan the event:

- ? Who is the target audience? Who are the people who should be attending and how do you reach them?**
- ? If and how can adolescent girls themselves will be involved?**
- ? What is the purpose of the event? What specific commitment will be made at the event? Who will make the commitment?**
- ? When will it take place Date and time?**
- ? Where will it take place Location and venue?**
- ? Who should be invited to attend? How big will the event be? Will there be special guests such as public officials?**
- ? What specific tasks need to be completed to organize the event? Write a list of tasks – for example, obtaining permission from local authorities to use the marketplace; inviting special guests; hiring equipment, such as a sound system; making a banner; printing copies of the declaration; arranging for someone to take photos.**
- ? Who will be responsible for each task? Agree on who is responsible for each task and a timeline for carrying them out.**

 **Ask** the participants if they have any questions before moving into the next phase, which is when we will practice facilitating the sessions.

TOPIC 5.2

TEACH BACK - COMMUNITY DIALOGUES

 5.5 HOURS



Show slide 64 and introduce the teach back.



Explain to participants that in this session we will be practicing facilitating parts of the community dialogues and that they will be working in small teams/pairs. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes which will be provided to each group directly after they facilitate.



Divide the participants into teams of 2 or if it is a bigger group, teams of 3. Assign each team one session from the list below.



Show slide 65. Ask the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them one hour to prepare and practice and let them know that they will facilitate in front of the group after one hour.

TEAM 1

MEETING 4

Imagining our community without child marriage

TEAM 2

MEETING 7

Different types of needs and wants

TEAM 3

MEETING 8

Layers of responsibility for meeting needs of adolescent girls

TEAM 4

MEETING 11

Understanding discrimination and restrictions on adolescent girls

TEAM 5





MEETING 14

Girl's rights and child marriage in our community

TEAM 6

MEETING 28

What can we do?

-  **Ask** the participants to come back together after one hour. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they face challenges?
-  **Ask** each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips to giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.
-  **Ask** the participants to debrief about the teach back and feedback process by answering the following questions:
- What they liked/found easy about the teach back for Community Dialogues sessions?
 - What they disliked/found difficult about the teach back?
 - How was the preparation phase - did they feel heard by their peer facilitator? Did they feel free to express their opinions? How were tasks divided?
 - While they were teaching back, were there times when they thought to themselves they should have prepared more?
 - How difficult was it to adapt to the context?
 - How did they feel facilitating/having the conversations around safety checks?
 - Ask the group about addressing harmful comments or any sensitive topics.
-  **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.

TOPIC 5.3

TEACH BACK AGAIN

 5.5 HOURS



Show slide 66 and introduce the second teach back.



Explain to participants that in this session we will again be practicing facilitating parts of the community dialogues. They will have time to prepare their session plan based on the activities allocated to them. They will then facilitate the session with their peers as participants. Everyone should take notes for the feedback session. The group will then debrief all together.





Divide the participants into teams of 2 or if it is a bigger group, teams of 3. Assign each team one session from the list below:




Show slide 67. Ask the teams to prepare their session, keeping in mind the session on facilitation skills and how to prepare for their session. Ask participants to identify areas that will need to be adapted to the context, highlight and change these as appropriate as they go over the session. Make sure they gather the materials that they need. Give them one hour to prepare and practice and let them know that they will facilitate in front of the group after one hour.


TEAM 1	MEETING 15 Power walk
TEAM 2	MEETING 17 The ideal age of marriage
TEAM 3	MEETING 18 Mapping root cause of child marriage in our community
TEAM 4	MEETING 25 Rules for protection
TEAM 5	MEETING 29 Choosing objectives and thinking about strategies
TEAM 6	MEETING 31 Reaching out through our networks


 **Ask** the participants to come back together after one hour. Briefly ask volunteers to share impressions of the session preparation. Was it easy? Did they face challenges?

 **Ask** each pair/group to facilitate their sessions over the next 3 hours, with each participant taking turns to provide their constructive feedback after each session. Make sure you take notes to provide your own feedback also. Remind participants that observations and feedback must cover both facilitations skills as well as dynamics between facilitators, accountability, and ability to challenge harmful comments. Participants must also be monitoring if the objective of the session was achieved. Remind participants of the tips to giving and receiving good feedback. Ensure that the feedback process is done in a positive and constructive manner. Thank participants for being open to giving and receiving feedback.

 **Ask** the participants to come back together for final group discussion:

- Do you have any remaining concerns regarding facilitating the different elements of the community outreach modules?
- Are you confident with making adaptations to the tools, while ensuring you do not drift?
- Do you know how to ensure all participants can equally contribute to sessions and have their voices heard?
- Are you confident with the overall objectives and how to ensure these are met?
- Any final questions or comments?

 **Thank** participants for all their work on preparing the sessions and for taking the risk of facilitating in front of their peers.

 **Explain** to participants that this session concludes Module 4: Implementation of Community Outreach Components and the overall training.

 **Refer** participants to the **Module 4 Post Test** found in their  **Participants workbook**, and allow 20 minutes to complete.

**MY LIFE
MY FUTURE**



SESSION 6

CLOSING SESSION

🕒 60 MINUTES



LEARNING OBJECTIVES

- Reflect on learning outcomes of all 4 modules of the training
- Congratulate participants on their engagement in the training



TOPIC

6.1 Evaluation and Celebration












MATERIALS AND PREPARATION

- Annex 12: Beliefs and attitudes reflection tool
- Annex 13: Training and evaluation form
- Annex 14: Training certificate

TOPIC 6.1

EVALUATION AND CELEBRATION

 60 MINS

-  **Explain** to participants that this brings us to the end of the training. Congratulate everyone on their commitment to understand important information related to CEFM, plus efforts to practice the different activities involved in the toolkit.
-  **Refer** to the “Expectations” flip chart that was completed at the very start of the training, reading each point out loud and asking for group to comment if this expectation has been met.
-  **Explain** to participants that we are now going to revisit the Beliefs and Attitudes Reflection Tool that was completed in the first module, before we started the training. Remind participants that beliefs and attitudes influence our behaviour. Only the right attitudes can have a positive impact on the lives of participants and the community.
-  **Refer to annex 12: Beliefs and Attitudes Reflection Tool** on  **Participants workbook** and remind that this is an assessment to better understand personal beliefs and feelings about CEFM. Emphasize to staff that all answers should be honest and self-reflective. Explain that all facilitators involved in the CEFM Program should complete the tool, to ensure that staff have the values and beliefs to deliver ENGAGE, while adhering to the Do No Harm principle.
-  **Ask** participants to total their points, tear out the paper and hand you the completed copy. Make sure to revise the responses after the training, as the tool is used to identify areas where individuals can benefit from further coaching and staff development. A lower score reflects beliefs and attitudes that are less accepting of CEFM and harmful gender norms.
-  **Refer to annex 13: Training and Evaluation Form** and ask participants to take a moment to reflect on the successes and challenges of the training. Ask participants to complete the form honestly, reminding that their opinion is most valued. This is an opportunity to not only improve future trainings, but understand which components of ENGAGE will require further mentoring before and during implementation.
-  Finally, **explain** to participants that we will now celebrate their achievements with the certificate ceremony. A template is provided as annex 14.
-  **Distribute** certificates to each participant, congratulating them on their efforts to shift harmful gender norms and enhance the rights of adolescent girls in their community. You may wish to show a slide show of photos from the training, or provide snacks if budget allows.

ANNEXES



ANNEX	TITLE	SESSION	PAGE
1	Module 4 pre test	1	46
2	Animal pictures	1	48
3	List of caregiver's session topics	2	49
4	Timeline of daily tasks	2	51
5	List of religious leader's workshop topics	3	52
6	Deciding what religious leaders to engage with	3	53
7	Key tips for engaging religious leaders	3	54
8	List of teacher workshop topics	4	55
9	List of community dialogue topics	5	56
10	Opinion leader identification tool	5	59
11	Action plan template	5	61
12	Beliefs and attitudes reflection tool	6	62
13	Training evaluation form	6	64
14	Training certificate	6	66

ANNEX 1: MODULE 4 PRE/POST TEST

Name 3 key target groups for community outreach activities related to CEFM. /3

What is one key consideration to keep in mind when deciding on the timing of the caregivers' sessions? /1

What are the two criteria for selection of caregivers to participate in the caregivers' sessions? /2

Name three examples of why some religious leaders are resistant to opposing child marriage./3

True/False: In some contexts (for example where there is fundamentalism) it may be better to work indirectly rather than directly with religious leaders. /1

What are three considerations for selecting which religious leaders to work with? /3

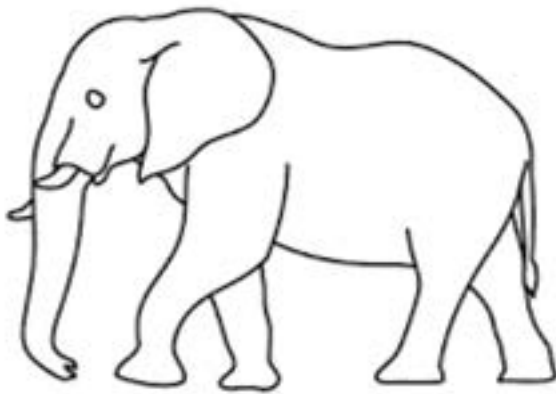
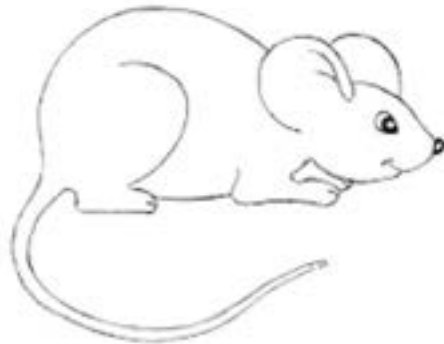
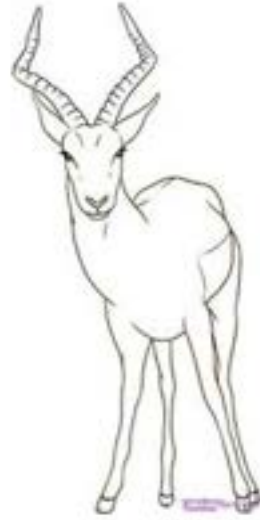
What is the reason for using the Opinion Leader Identification Tool to select participants for the community dialogues? /1

Why is it important that the community action plans are developed, implemented and monitoring by the members of the community dialogue group? /1

What is the purpose of the public declaration in the community dialogues?/1

Give two examples of how community action plans might include local advocacy or work with local authorities on child marriage?/2

ANNEX 2: ANIMAL PICTURES



ANNEX 3: LIST OF CAREGIVER SESSION TOPICS

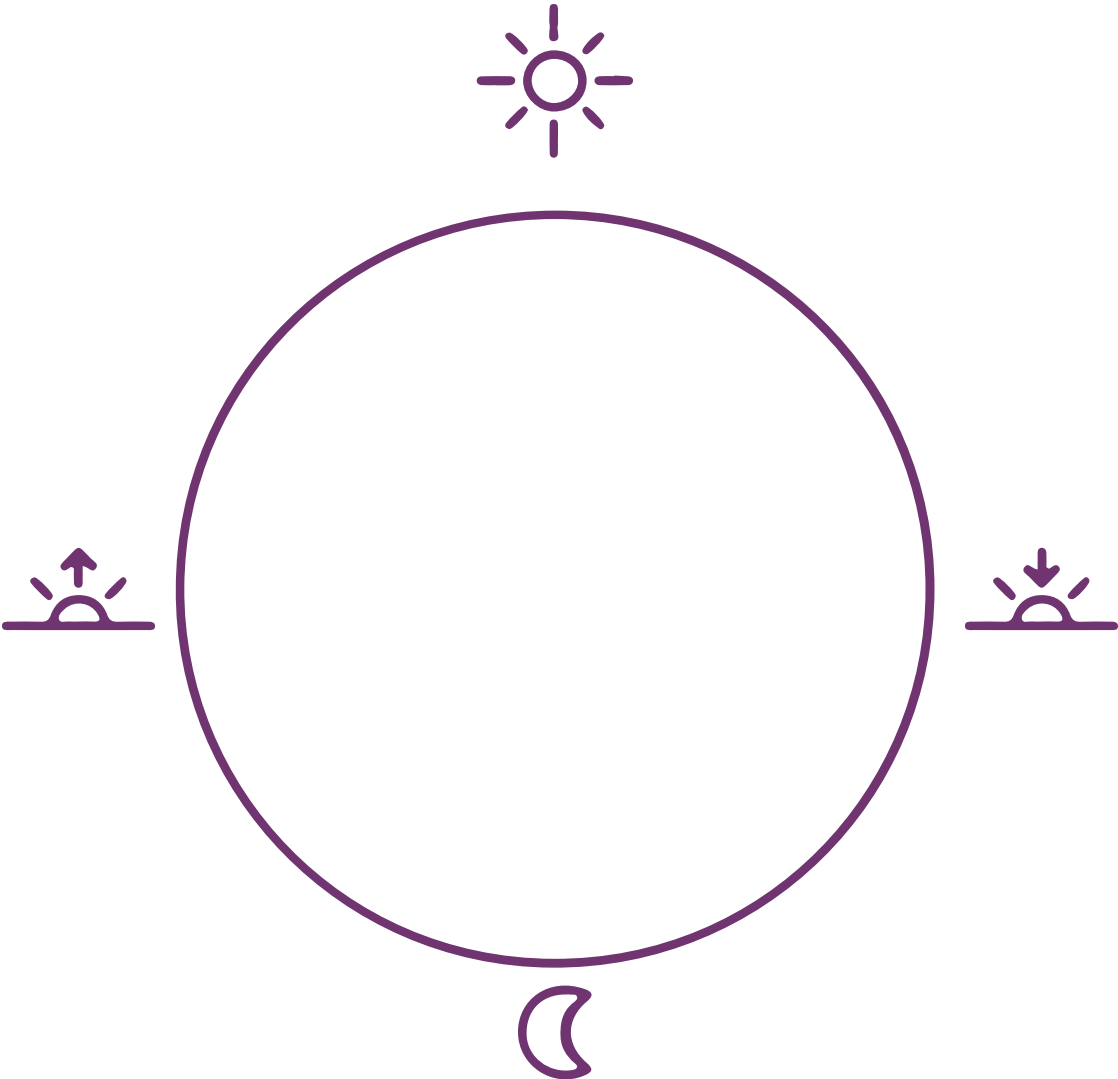
FEMALE AND MALE CAREGIVER'S SESSION TOPICS

SESSION NUMBER	TOPIC
1	Introduction to programme
2	Celebrating our family
3	My experience as a caregiver
4	The family environment
5a	Exploring our relationships with girls
5b	Exploring our relationships with boys
6	Power in the home
7	Communicating with adolescent girls and boys about their aspirations
8	Parenting for equality
9	Marriage in our community
10	Dowry/Bride Price
11	Household decision making (additional session for male caregivers on anger management)
12	Planning the family budget
13	Violence women and girls experience
14	Supporting girls who experience violence
15	Family honour and CEFM

ANNEXES

SESSION NUMBER	TOPIC
16	Our vision for the family
17	Adolescent girl development
18	Supporting adolescent girls
19	The change begins with us
20	Supporting girls in the community
21	Leading the way to change
22	Forming caregiver support groups (follow up sessions)

ANNEX 4: TIMELINE OF DAILY TASKS



ANNEX 5: LIST OF RELIGIOUS LEADERS' WORKSHOP TOPICS

SESSION	SESSION NAME	TIME ALLOCATED
1	Introduction to the programme	2 hours
2	Gender, power, and restrictions on adolescent girls	2 hours 15 min
3	Child marriage in our community	1 hour 45 min
4	What our religion says on CEFM	2 hours
5	Our role in preventing CEFM in the community	2 hours 20 min
6	Planning conversations with our congregation on CEFM	2 hours

ANNEX 6: DECIDING WHICH RELIGIOUS LEADERS TO ENGAGE WITH

1. Consider whether you should work with religious leaders or not:

- But first decide if you should work directly with religious leaders at all. How will your organization be perceived? Is it safe for your organization and for the religious leaders who you will work with?
- For example, if the main reason that religious leaders are resistant is fundamentalism, it may be better to not work with those leaders and focus on working with engaging only progressive religious leaders or work indirectly with resistant religious leaders through engaging other religious actors.

2. Select participants carefully by asking the following questions:

- Who has the greatest reach within the community?
- Who has the greatest trust?
- Who is a potential blocker that can prevent intervention?
- Who has the more progressive/moderate views and could influence others?

3. Explore engaging with different types of leaders:

- Formal and/or informal religious leadership?
- Male and/or female religious leaders?
- Adult and/or youth religious leaders?
- Religious leaders involved in politics, or avoid all politically-involved leaders?
- Top, mid-level and/or grassroots religious leaders?
- Engagement with religious training spaces/institutions?
- Work directly with religious community members?
- Work with individual religious leaders, or with the religious institution as a whole?
- Interfaith or with a single religious group?
- Avoid or include religious fundamentalists?
- Religious leaders of all the different castes?

ANNEX 7: KEY TIPS FOR ENGAGING RELIGIOUS LEADERS⁴

✔ DO'S: RECOMMENDATIONS OF THINGS TO DO

- ✔ Draw on the 'other identities' of religious leaders, not just seeing them through a religion-only lens.
- ✔ Use positive language (e.g. "encouraging positive fatherhood"), rather than negative (e.g. ending harmful traditional practices") within how the program is conceptualised and presented.
- ✔ Focus on finding common ground to build a shared agenda. Compromises by both may be needed here.
- ✔ Respect religious leader ownership/agency at all stages of the process, from design to accountability.
- ✔ Select and be open to work with religious leaders at multiple levels, formal and informal.
- ✔ Prioritise the intentional engagement of women and youth.
- ✔ Use existing avenues and/or structures of engagement within and outside religions.
- ✔ Recognise and respect the diversity of religious groups, both across and within faiths.
- ✔ Know the context and do research on the community, child marriage and religious leaders.
- ✔ Build capacity of interlocutors, so they are equipped and skilled to engage religious leaders.
- ✔ Design long-term interventions, which allows for relationships and trust to grow over time.

✘ DON'TS: RECOMMENDATIONS OF THINGS TO AVOID

- ✘ Don't use confrontational language or words that may cause a knee jerk backlash.
- ✘ Don't get caught up indirectly in 'taking sides' in wider religiously-fuelled conflicts.
- ✘ Don't try to engage sacred texts directly if not equipped and qualified; use a credible partner/ staff member.
- ✘ Don't write off already married girls as 'beyond help'.
- ✘ Don't use interlocutors that have no community credibility or relevant expertise.
- ✘ Don't expect to persuade every last person – remember the 80/20 rule.
- ✘ Don't engage with the media in ways that demonise religious leaders.
- ✘ Don't set up a different 'silo' or parallel structure for addressing child marriage alone if other structures are already in place.
- ✘ Don't assume religions are static and homogenous.
- ✘ Don't have 'ending child marriage' as the only success measure worth using.
- ✘ Don't exclude or scapegoat independent religious groups.

⁴ Girls Not Brides (2018), "What lies beneath? Tackling the roots of religious resistance to ending child marriage".

ANNEX 8: LIST OF TEACHER WORKSHOP TOPICS

MODULE		SESSION	
1	Introduction	1	Introductions, expectations and ground rules, pre-test
2	Gender	2	Gender roles
3	Changing Body & Hygiene	3	Puberty and hygiene
4	Risks and Response to Child Marriage	4	Child marriage
		5	Identification and referral of girls at risk of child marriage
5	Closing Session	6	Post-test, evaluation and wrap up

ANNEX 9: LIST OF COMMUNITY DIALOGUE TOPICS

WEEK	TOPICS	MEETING TOPICS	
PHASE 1: MOTIVATION			
1	Getting to know each other	1	Welcome and introductions
		2	Working together
2	Imagining our Ideal Community	3	Sharing our hopes and dreams
		4	Our vision for healthier, safer, peaceful families and communities
3	Human dignity, religion and culture	5	What is human?
		6	Religions, culture and dignity
4	Needs of adolescent girls and boys	7	Different types of needs and wants
		8	Responsibilities for meeting needs
5	Fairness	9	Fair rules
		10	Rules in our family and our community
6	Non-discrimination	11	Discrimination and restrictions on adolescent girls
		12	Promoting tolerance and non-discrimination
7	Child rights	13	What are human rights and child rights?
		14	Girls' rights in our community

WEEK	TOPICS	MEETING TOPICS	
PHASE 2: REFLECTION AND DELIBERATION			
8	Power	15	Exploring empowerment and disempowerment
		16	Different sources and uses of power
9	The practice of marriage in our community	17	The ideal age of marriage
		18	Mapping root causes of child marriage in our community
10	Exploring alternatives to Child, Early and Forced Marriage	19	Understanding paths to marriage for girls
		20	Supporting girls with alternatives to child marriage
11	Beliefs and norms about CEFM	21	Personal beliefs about child marriage
		22	Countering community beliefs about child marriage
12	Exploring norms that drive Child Marriage (optional sessions)	23	Dowry and Bride Price
		24	Honour and Sexuality
PHASE 3: ACTION/DIFFUSION			
13	Rules for behaviour	25	Affirming positive rules
		26	Building on positive rules

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WEEK	TOPICS	MEETING TOPICS	
14	Change	27	Ideas for new rules
		28	What can we do?
15	Making an action plan	29	Brainstorming actions
		30	Beginning to agree on actions
16	Communicating our commitment to others to create new norms	31	Reaching out to others
		32	Making a public commitment

ANNEX 10: OPINION LEADER IDENTIFICATION TOOL

1. Use this tool at the same time as administering the baseline survey for direct participants of caregiver groups only.
2. Ask the respondent at the end of the social norms survey whether there is anyone they would talk to in order to get their opinion of advice about when to marry their daughter.
3. If the respondent answers yes, ask them to tell you the full name of everyone they would talk to and their relationship to them, using the numerical options listed below. Note: As these records contain identifying information, they should be kept strictly confidential.
4. The list of names generated should be compiled according to the groupings described, with the number of times the name was mentioned. These most frequent names that appear should be invited to participate in the community dialogues

<p>Is there anyone you talk to for their opinion or advice about when to marry your children? SINGLE CODE</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Refuse to answer</p>	<p>If yes go → to Q. 1.1 If no → End survey.</p>																																																																																																																																		
<p>Options for relation to respondent</p>	<p>1: Mother, 2: Father, 3: Brother, 4: Sister, 5: Neighbour, 6: Uncle, 7: Aunt, 8: Father-in-Law, 9: Mother-in-Law, 10: Religious leader, 11: Village chief, 12: Other (specify)</p>																																																																																																																																			
<p>Who are these people in relation to you? List the names of each person the respondent would talk to. Then, starting with the first name, ask the person's status or role to the respondent (e.g. mother, friend, religious leader, etc.). WRITE-IN NAME AND RELATION TO RESPONDENT</p>	<table border="1"> <thead> <tr> <th>#</th> <th>NAME</th> <th colspan="12">RELATION TO RESPONDENT (CIRCLE ONE)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>2</td> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>3</td> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>4</td> <td></td> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> </tbody> </table>	#	NAME	RELATION TO RESPONDENT (CIRCLE ONE)												1		1	2	3	4	5	6	7	8	9	10	11	12	2		1	2	3	4	5	6	7	8	9	10	11	12	3		1	2	3	4	5	6	7	8	9	10	11	12	4		1	2	3	4	5	6	7	8	9	10	11	12	<table border="1"> <thead> <tr> <th colspan="12">RELATION TO RESPONDENT (CIRCLE ONE)</th> </tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> </tbody> </table>	RELATION TO RESPONDENT (CIRCLE ONE)												1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
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<p>How much does the opinion of (name each person listed above) influence your decision on when to marry your children?</p> <p>SINGLE CODE EACH ROW</p>	#	A LOT	A LITTLE	NOT AT ALL	UNSURE/ DON'T KNOW	REFUSE TO ANSWER
	1					
	2					
	3					
	4					
<p>Do you think that (name each person listed above) thinks you should marry your <u>daughters/female household members</u> before she turns 18?</p> <p>SINGLE CODE EACH ROW</p>	#	YES	NO	UNSURE/ DON'T KNOW	REFUSE TO ANSWER	
	1					
	2					
	3					
	4					

ANNEX 11: ACTION PLAN TEMPLATE

ACTION PLAN TEMPLATE

What is your goal?

What are the key steps we need to take to get there?

- 1
- 2
- 3
- 4
- 5

How will we take on the steps?

	Type of activity (one on one discussion, event, meeting, etc.)	Timeframe (when/how often)	Target group (adolescent boys, fathers, etc.)	Location (area, venue)	Key message	Resources required	Person(s) in charge
1							
2							
3							
4							
5							

ANNEX 12: BELIEFS AND ATTITUDES REFLECTION TOOL

Beliefs and Attitudes Reflection Tool

Instructions: Circle the box that describes the extent to which you agree with the following statements

	1 STRONGLY DISAGREE	2 SOMEWHAT DISAGREE	3 SOMEWHAT AGREE	4 STRONGLY AGREE
There are times when it is in a girl's best interests to get married	1	2	3	4
Girls should not be told about sensitive topics such as sex and contraception, as this can be culturally inappropriate, and they are not ready for this information	1	2	3	4
If a girl is in love with a boy/man, they should be allowed to get married, regardless of age	1	2	3	4
Boys are equally as affected by child marriage as girls	1	2	3	4
Women (e.g. mothers, mothers-in-law) are helpless to stop child marriage from happening	1	2	3	4
If a girl has been raped, she is better off getting married	1	2	3	4
If child marriage is not against the law, then it is permissible	1	2	3	4
Child marriage is ok if the age difference between the couple is only small	1	2	3	4

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	1 STRONGLY DISAGREE	2 SOMEWHAT DISAGREE	3 SOMEWHAT AGREE	4 STRONGLY AGREE
Women do not have the right to get divorced, even if they are married as children	1	2	3	4
Marrying girls as children is ok if it is to protect a family's honour/reputation	1	2	3	4
If a girl is already pregnant to a boy/man, they may as well just get married	1	2	3	4
Realistically, once a girl is already married, there is little that can be done to help them	1	2	3	4
Total Score				

ANNEX 13: TRAINING EVALUATION FORM

Child, Early and Forced Marriage Toolkit Training

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

<p>Overall, how satisfied are you with the training received?</p>	<p><input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Not satisfied</p>
<p>How useful was the training in helping you improve your knowledge related to CEFM?</p>	<p><input type="checkbox"/> Very useful <input type="checkbox"/> Useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful</p>
<p>How useful was the training in helping you improve your skills on delivery of prevention and response activities related to CEFM?</p>	<p><input type="checkbox"/> Very useful <input type="checkbox"/> Useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful</p>
<p>How do you rate the performance of facilitator? •Consider: clear communication, ability to listen, knowledge of themes covered, etc.</p>	<p><input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor</p>
<p>Provide suggestions for improving his/her performance, if any:</p>	
<p>Highlight which module was the most useful. Why?</p> <p>Core Training Module Facilitation Skills and Considerations Implementation of Service Delivery Components Implementation of Community Outreach Components</p>	

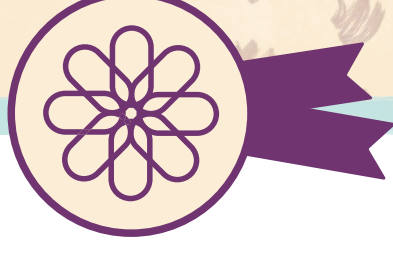
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Do you feel you need further support and training on any of the following tools:	No, it was clear	Yes, I need more support and guidance
Adolescent Girls Life Skills		
Adolescent Boys Life Skills		
Focused Care Sessions		
Teachers Workshop		
Male Caregivers Sessions		
Female Caregivers Session		
Religious Leaders Workshop		
Community Dialogues Meetings		
Social Norms Measurement Tools (Baseline)		
M&E Tools		
Which part(s) of the training were the best? Why?		
Which part (s) of the training did you not enjoy? Why?		
Which lessons learnt are you most looking forward to applying in the field? I.e facilitation skills, community outreach activities, case management guidance		
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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