



MODULE 4

IMPLEMENTATION OF COMMUNITY
OUTREACH COMPONENTS



TRAINING PARTICIPANTS WORKBOOK



ENGAGE PARTICIPANT'S WORKBOOK

Before implementing the activities in this toolkit, as facilitators and caseworkers, you will participate in an initial training to gain an in-depth overview of the activities and tools to support implementation, monitoring and evaluation.

The purpose of this series of workbooks is to provide a useful tool for you to use throughout the ENGAGE training modules. The 4 workbooks complement the training resources (PowerPoint slides) and capture key learning outcomes to help you to easily follow content throughout the training. The handouts and other key resources are also found in the workbook, so be sure to keep it close by and bring your book to every session!

There are 4 modules that can be completed, depending on your existing capacity and role within the GBV team (service delivery or community outreach). This includes:

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.

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.

2	Facilitation Skills and Considerations*	4.5	All staff, as above
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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.

3	Implementation of Service Delivery Components	4.5	All facilitators of the life skills and focused care tools, caseworkers and supervisors
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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.

MODULE	TRAINING TOPIC	DAYS	TARGET AUDIENCE
4	Implementation of Community Outreach Components	6.5	Facilitators of community outreach components, programme managers

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.

***OPTIONAL**

Remember to actively use the workbooks throughout the training. This will help you keep up with the different sessions, plus provide a useful resource to refer to after the training is complete.

NAME:

DATE:

MODULE 4: IMPLEMENTATION OF COMMUNITY OUTREACH COMPONENTS

TARGET AUDIENCE: Facilitators of community outreach components, programme managers

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

4. IMPLEMENTING THE TEACHERS' WORKSHOP (6 HOURS 15 MIN)	4.1 How to implement the teacher's workshop	45 minutes
	4.2 Teach back teachers workshop	5.5 hours
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
	5.2 Teach back community dialogues	5.5 hours
	5.3 Teach back again	5.5 hours
6. CLOSING SESSION (1 HOUR)	6.1 Evaluation and celebration	60 mins

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

MODULE 4 PRE TEST – TOTAL 18 POINTS

NAME:

DATE:

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 caregiver's sessions? /1

What are the two criteria for selection of caregivers to participate in the caregiver's 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

Please tear this test out of your workbook when complete and give it to the facilitator of the training. You will confidentially receive your pre and post test score after the training.

SESSION 1

OVERVIEW OF COMMUNITY OUTREACH ACTIVITIES AND INTRODUCTION TO TEACH BACK PROCESS



LEARNING OBJECTIVES:

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



TOPICS

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



RESOURCES

- Module 4 Pre Test
- Animal pictures

TOPIC 1.1: OVERVIEW OF COMMUNITY OUTREACH ACTIVITIES

Overview of Community Outreach Components

PHASE	ACTIVITY	TIMEFRAME	WHO IS RESPONSIBLE
PREPARATION (WEEKS 1-5)	Train community outreach workers and case managers (Tools to be developed in A4)	4 weeks	Programme managers, supervisors
	Conduct rapid social norms assessment (baseline) and Opinion leader identification tool	1 week	Programme managers, supervisors
IMPLEMENTATION PHASE 1 (WEEKS 6-27)	Adolescent girl groups and case management	21 weeks	Case managers
	Adolescent boy groups	15 weeks	TBC by NCA
	Male caregivers' groups	17-22 weeks	Community outreach workers
	Female caregivers' groups	17-22 weeks	Community outreach workers
	Religious leaders' workshops (optional)	7 weeks (spread over 14 weeks)	Community outreach workers
	Teacher workshop	Anytime during phase 1	Community outreach workers
IMPLEMENTATION PHASE 2 (WEEKS 28- 42 AND AFTER)	Weekly and monthly supervision meetings, monitoring activities	Every week	Supervisors and frontline workers
	Community dialogues ^[1]	16 weeks	Community outreach workers
	Implementation of community-led social norms change	TBC	Community dialogue members, supervised by community outreach workers
MONITORING AND EVALUATION	Endline survey	6-12 months after intervention ends	Programme managers, supervisors and frontline workers



Note that the highlighted sections show how the community outreach component fits into the overall CEFM programme.

TOPIC 1.2: INTRODUCTION TO THE TEACH BACK PROCESS¹

TARGET AUDIENCE: All facilitators of community outreach components, programme managers

For each component of the community outreach toolkit we are going to practice amongst ourselves. This is called **teach back**. There are four main reasons we are dedicating this time the teach back process:

- 1.** Practice facilitating conversations around CEFM, identifying and challenging common resistance reactions and using the facilitation skills we learnt.
- 2.** Practice giving and receiving feedback.
- 3.** 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.** Engage and interact with all parts of the curricula. It is important to be familiar with the curricula, the flow, and some key points in the facilitation.

Remember that we are here to support each other, and we are expecting all of us to make mistakes and use these as learning opportunities. The goal is to improve, you don't need to 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

TARGET AUDIENCE: All facilitators of community outreach components, programme managers

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

Discuss the following questions:

- ◉ Why is it important to know what our styles are for giving and receiving feedback?
- ◉ What is the most important thing to remember when giving feedback?
- ◉ What is the most important thing to remember when receiving feedback?

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. It is important that both positive aspects of facilitation as well as areas of improvement are offered.

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

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

How to Give Good Feedback

HOW YOU SAY IT

Always give feedback in a genuine, gentle, and caring way. It is important for trainers to emphasize that what people say is one thing but how they say it is just as important. Encourage them to be direct but also supportive in the way they give feedback so that it can be easily absorbed by the receiver.

FOCUS ON BEHAVIOR

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



How to Give Good Feedback, Continued

BE SPECIFIC

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

BE CONSTRUCTIVE

People often don't 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..."



How to Give Good Feedback, Continued

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

Share with participants some key ways to start providing feedback so that the tone set is positive and constructive. Some examples 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 rework this so that ...

I learnt a lot, and felt like sharing that....



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HOW TO RECEIVE FEEDBACK WELL

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



Remember these important tips as you watch your peers facilitating sessions and you write your teach back notes. Also remember this information when you are receiving feedback.

SESSION 2

IMPLEMENTING THE CAREGIVER'S SESSIONS



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



TOPICS

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

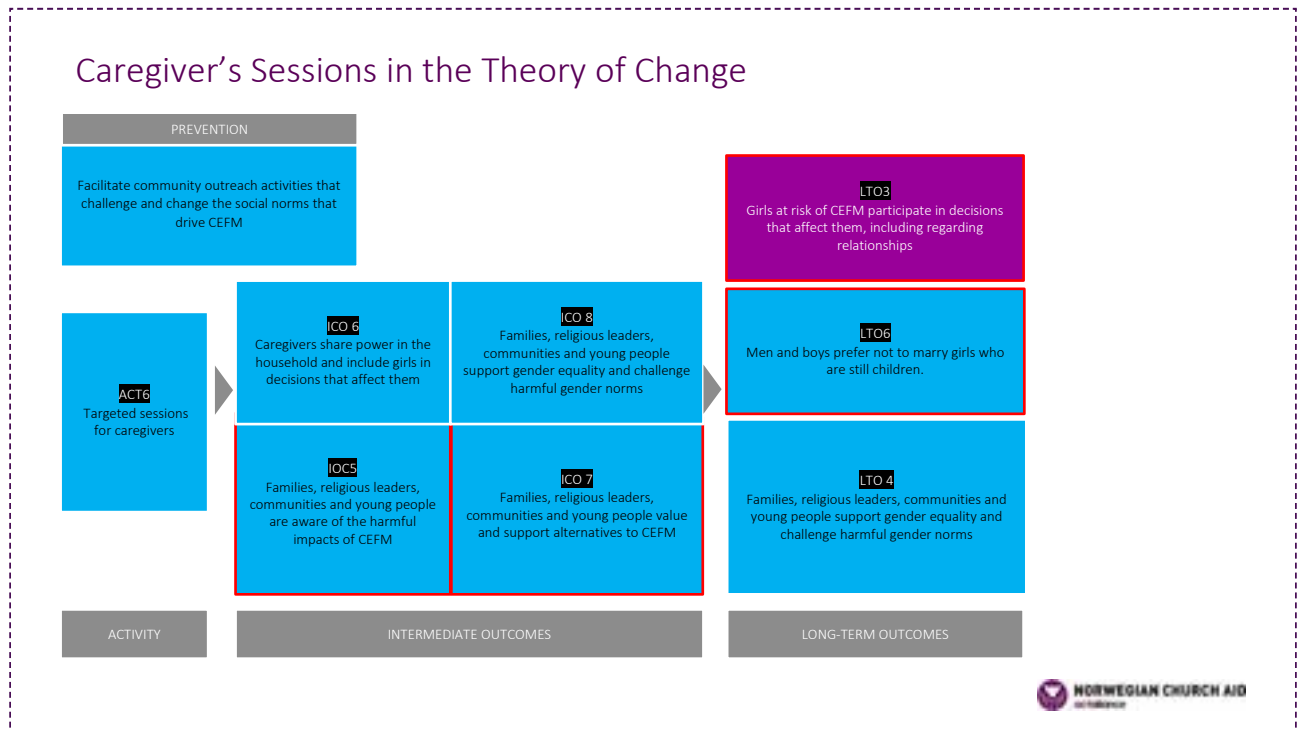


RESOURCES

- Caregiver's toolkit
- List of caregiver's session topics
- Timeline of daily tasks

TOPIC 2.1: HOW TO IMPLEMENT THE CAREGIVER'S SESSIONS

The sessions for caregivers lead to four intermediate outcomes for the group of caregivers 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 right as long-term outcomes.



There are 22 caregiver 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.

Revise the curriculum and make note of any sessions that you feel may be challenging to facilitate

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)

SESSION NUMBER	TOPIC
12	Planning the family budget
13	Violence women and girls experience
14	Supporting girls who experience violence
15	Family honour and CEFM
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)

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 sex, 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 but not mandatory to select caregivers of girls who are participating in the adolescent girl's sessions.

Forming Groups

GROUP	FIRST CRITERIA	SECOND CRITERIA	NOTES
FEMALE CAREGIVERS OF UNMARRIED GIRLS	Have daughters in the adolescent girls' programme	Have daughters aged 10-17 that are at risk of child marriage	
MALE CAREGIVERS OF UNMARRIED GIRLS	Have daughters in the adolescent girls' programme	Have daughters aged 10-17 that are at risk of child marriage	
FEMALE CAREGIVERS OF MARRIED GIRLS (ESPECIALLY MOTHERS-IN-LAW)	Have married daughters in the adolescent girls' programme	Play a caregiving role for a married girl (under age 18)	If you are not working with married girls, this group may be optional.
MALE CAREGIVERS OF MARRIED GIRLS (ESPECIALLY FATHERS-IN-LAW)	Have married daughters in the adolescent girls' programme	Play a caregiving role for a married girl (under age 18)	If you are not working with married girls, this group may be optional.



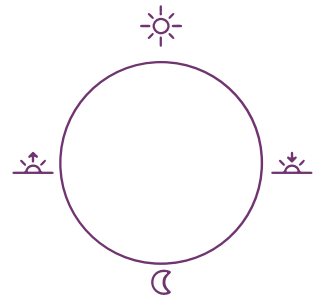
Sessions should be planned for once or twice a week, according to the availability of the participants. Make sure to pay attention to responsibilities related to gender roles in the community and the household.

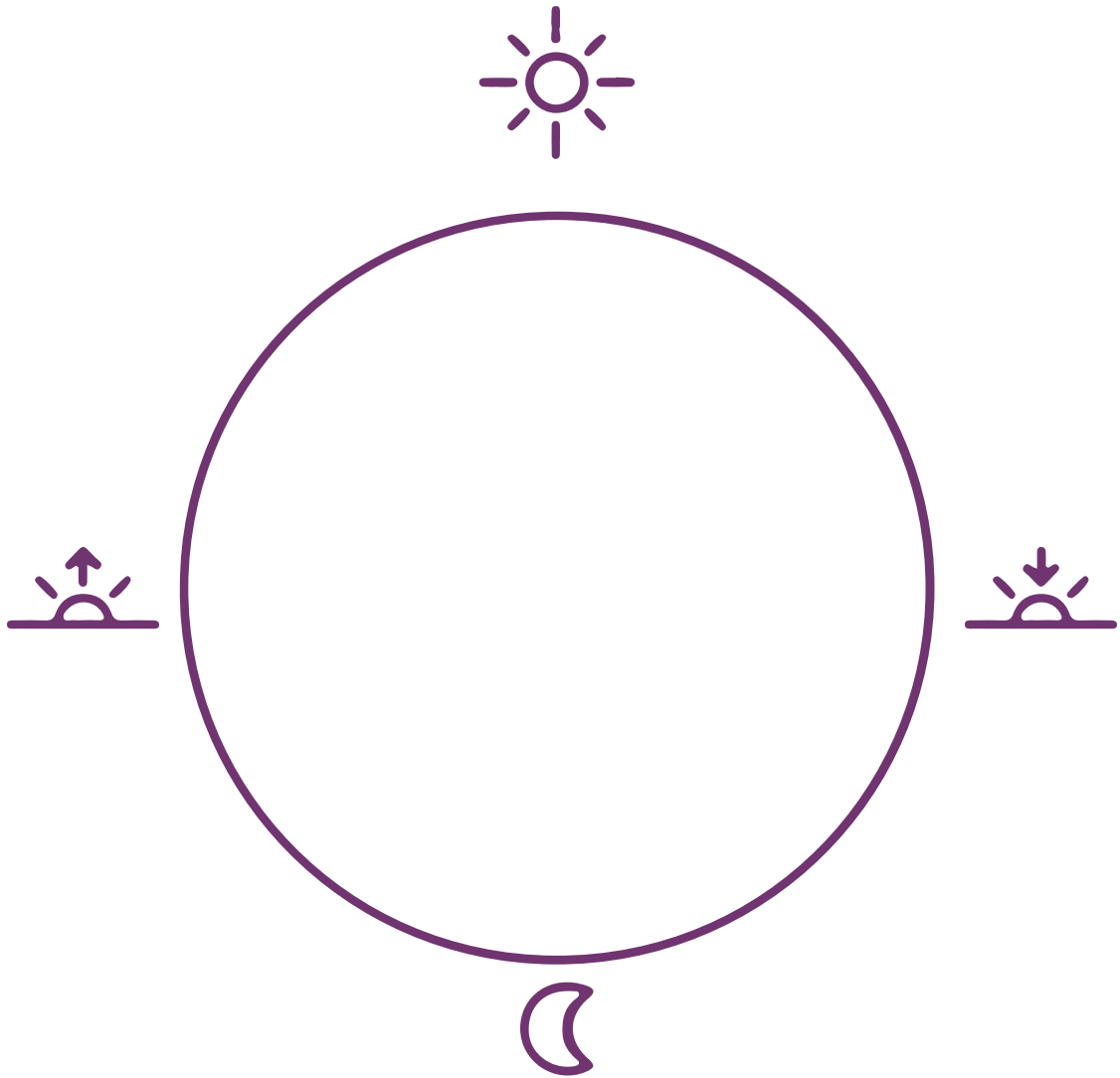
GROUP WORK - TIMELINE OF DAILY TASKS

Form a group and spend 20 minutes discussing what male and female caregivers do during a typical day and write this on the diagram.

Then try to determine when might be a suitable time to schedule the sessions.

Discuss the "Optional" sessions and whether you would include them in your caregiver programme.





Remember, 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.

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STRUCTURE & TIMING OF EACH SESSION

Each caregiver sessions is approximately **2 HOURS** in duration and structured in the following way:

- Welcome, review and safety check in (10 minutes)
- Let's Explore & Activities (1.5-2 hours)
- Check in and Take away (10 minutes)

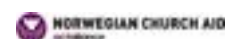
TOPIC 2.2: PREPARING TEACH BACK CAREGIVER'S SESSION

In your team, prepare your session plan based on the activity you have been allocated, keeping in mind the lessons learnt on facilitation skills and preparation. Note areas that will need to be adapted for your communities, highlighting and making changes as appropriate as you go over the session.

Each group will present for 20 minutes, followed by a 10-minute feedback session. Everyone should take notes for the feedback session, remembering tips for giving and receiving feedback. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.

Teach Back Caregiver's Sessions

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 8 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



Group discussion, preparation:

- 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?

Group discussion, teach back:

- 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?

TOPIC 2.3: PREPARING TEACH BACK CAREGIVER'S SESSION AGAIN

Teach Back Caregiver's Sessions (again)

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



Below the table, there are 15 horizontal dashed lines for writing notes.

Group discussion, preparation:

- 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?

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Group discussion, teach back:

- 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?

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SESSION 3

IMPLEMENTING THE RELIGIOUS LEADER'S WORKSHOP



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



TOPICS

- 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

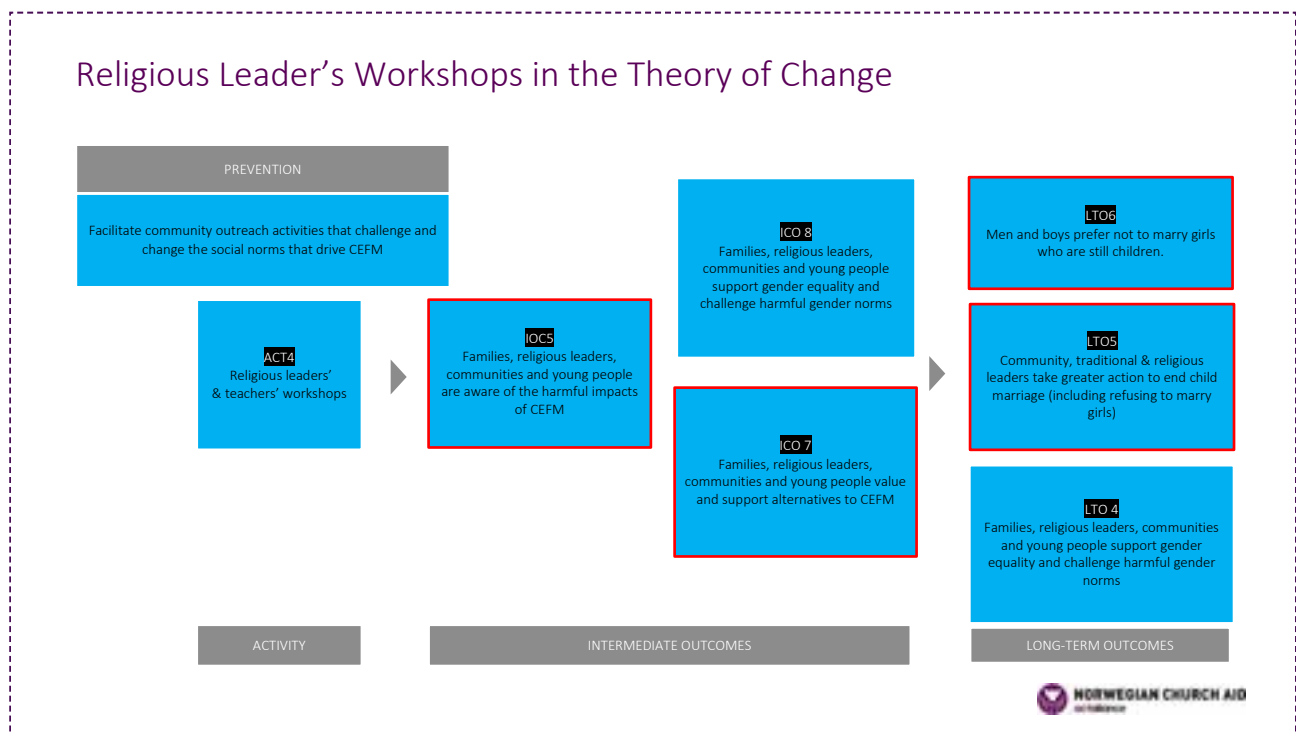


RESOURCES

- Religious leader's workshop curriculum
- List of religious leader's workshop topics
- Deciding what religious leaders to engage with
- Key tips for engaging religious leaders

TOPIC 3.1: HOW TO IMPLEMENT THE RELIGIOUS LEADER'S WORKSHOPS

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 leaders' participation in the programme will contribute to changes in the wider community, listed on the far right as long-term outcomes.



There are 6 workshops for religious leaders. All sessions are required and should be implemented in sequential order. Spend 15 minutes looking through the curriculum to get familiar with the six topics.

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

Religious leaders should be recruited according to a set of criteria, following the below guidance:



PLANNING WORKSHOPS

- Approximately 20 religious leaders can participate in the workshops
- Single faith or multi-faith workshops, according to the context and expertise of the facilitators.
- Multi-faith workshops should be facilitated by expert resource persons from members of all faiths invited.
- Religious leaders can be selected from among those that NCA has worked with in previous programmes
- It is preferable that male and female religious leaders meet separately
- Workshops organized once every two weeks/twice a month, according to availability of participants

The first step in understanding how to work with religious leaders is to do background research.

HOW TO WORK WITH RESISTANT RELIGIOUS LEADERS

Understand the religious leaders that you will be engaging with through background research. This will help to:

Identify the reasons why they are resistant and tailor the messaging

Identify which religious leaders may be more receptive to opposing child marriage and which are more resistant.

Understand how the religious institution makes decisions regarding matters such as child marriage and who to target (more senior officials or decisions are made locally for example)



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It may be better in some cases to make the decision to not work directly with religious leaders.

HOW TO WORK WITH RESISTANT RELIGIOUS LEADERS, CONTINUED

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



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GROUP EXERCISE
DECIDING WHICH
RELIGIOUS LEADERS
TO ENGAGE WITH

Form a group and spend 20 minutes to discuss and answer the questions in the handout.

Each group will have 5 minute to present on which religious leaders they want to work with and why.



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DECIDING WHICH RELIGIOUS LEADERS TO ENGAGE WITH.

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

- 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?
- 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?

KEY STRATEGIES

- Recognize and respect religious leader agency and avoid blame and shame approaches; include them as co-creators of the workshop
- Know how to frame the messages appropriately by understand reasons for resistance; it may not be useful to only address child marriage, but instead to address other issues in the community in an integrated way
- Build a critical mass; it is not necessary to convince everyone of the message, just enough religious leaders so that those that still oppose will feel pressure to change.



KEY STRATEGIES, CONTINUED

- Engage with the religious texts to debunk interpretations that seem to promote child marriage and work with religious leaders to develop new interpretations.
- Don't avoid talking about sensitive topics such as sex and sexuality, but only after building trust.

KEY TIPS FOR ENGAGING RELIGIOUS LEADERS³

✔ 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.

³ Girls Not Brides (2018), "What lies beneath? Tackling the roots of religious resistance to ending child marriage".

TOPIC 3.3: TEACH BACK RELIGIOUS LEADER'S SESSIONS

In your team, prepare your session plan based on the activity you have been allocated, keeping in mind the lessons learnt on facilitation skills and preparation. Note areas that will need to be adapted for your communities, highlighting and making changes as appropriate as you go over the session.

Each group will present for 20 minutes, followed by a 10-minute feedback session. Everyone should take notes for the feedback session, remembering tips for giving and receiving feedback. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.

Preparing to Facilitate Religious Leader's Sessions

TEAM 1	Activity 1.3	Getting to know the programme and discussion expectations
TEAM 2	Activity 2.2	Restrictions on adolescent girls
TEAM 3	Activity 2.3	Power in our Lives
TEAM 4	Activity 3.1	The risks and benefits of child marriage
TEAM 5	Activity 5.1	Male role models

Group discussion, preparation:

- 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?

Group discussion, teach back:

- 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 in the future?

SESSION 4

IMPLEMENTING THE TEACHER'S WORKSHOP



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



TOPICS

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

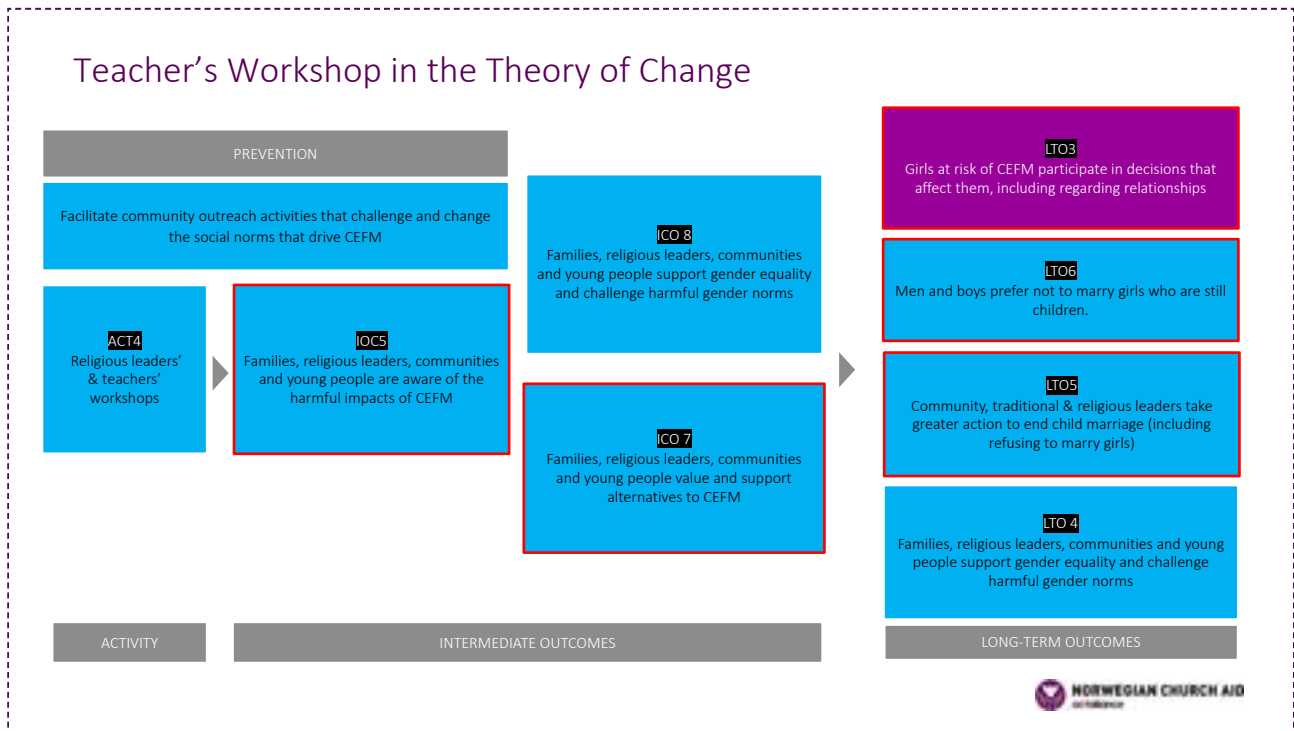


RESOURCES

- Teacher's workshop curriculum
- List of teacher's workshop topics

TOPIC 4.1: HOW TO IMPLEMENT THE TEACHER’S WORKSHOP

The sessions for teachers lead to three intermediate outcomes listed here for the group of teachers that participate in the programme as direct beneficiaries. We hope that the teachers’ participation in the programme will contribute to changes in the wider community, listed on the right as long-term outcomes.



There are 5 core sessions for teachers. All sessions are required and should be implemented in sequential order. The teachers’ 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. Spend 15 minutes looking through the curriculum to get familiar with the topics.

Teacher’s Workshop Agenda

One to two day workshop for teachers on child, early forced marriage (CEFM)

MODULE	SESSION	TIME REQUIRED
Introduction	Introductions, expectations and ground rules, pre-test	2 hours 15 minutes
Gender	Gender roles	1 hour
Changing Body & Hygiene	Puberty and hygiene	2 hours
Risks and response to Child Marriage	Child marriage	2 hours
	Identification and referral of girls at risk of child marriage	2 - 2.5 hours
Closing Session	Post-test, evaluation and wrap up	30 minutes



TOPIC 4.2: TEACH BACK TEACHER’S WORKSHOP

In your team, prepare your session plan based on the activity you have been allocated, keeping in mind the lessons learnt on facilitation skills and preparation. Note areas that will need to be adapted for your communities, highlighting and making changes as appropriate as you go over the session.

Each group will present for 20 minutes, followed by a 10-minute feedback session. Everyone should take notes for the feedback session, remembering tips for giving and receiving feedback. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.

Preparing To Facilitate Teacher’s Workshop Session

TEAM 1**SESSION 2**

Gender roles: Activity 2 - Gender boxes

TEAM 2**SESSION 3**

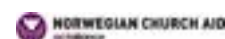
Puberty & hygiene: Activity 1 - The experience of puberty

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 CEFM: Activity 1 -
Communicating with adolescents

Group discussion, preparation:

- 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?

Group discussion, teach back:

- 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 in the future?

SESSION 5

IMPLEMENTING THE COMMUNITY DIALOGUES



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



TOPICS

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

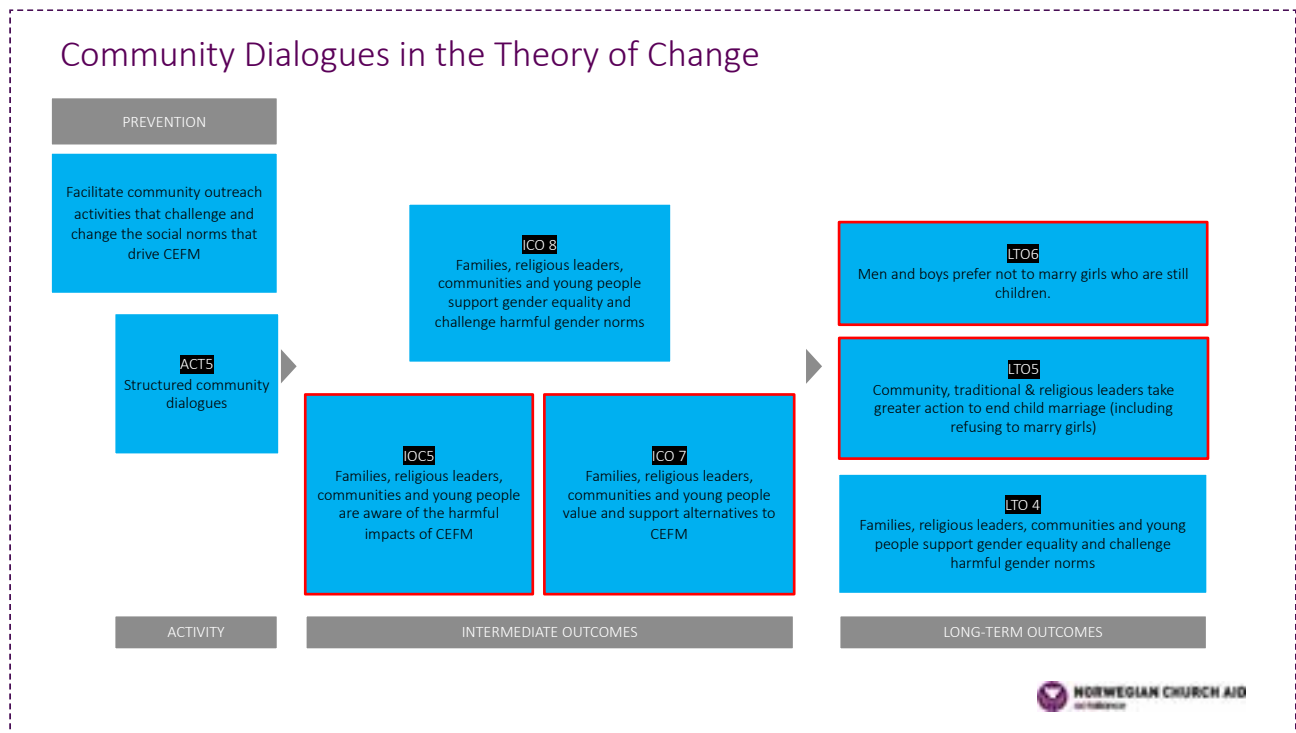


RESOURCES

- Community dialogue tool
- List of community dialogue topics
- Opinion leader identification tool
- Action plan template

TOPIC 4.1: HOW TO IMPLEMENT THE COMMUNITY DIALOGUES

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 right as long-term outcomes.



The community dialogues are organized in three phases, according to a theoretical framework for a three-step process for effective community-led programmes to transform gender norms.

Three-step Process for Effective Community-led Programmes

PHASE 1	Motivation phase where groups of community leaders and members reflect on what they like and do not like in their community;	14 meetings over 7 weeks
PHASE 2	Deliberation phase where participants discuss and debate the best ways to create change; and	10 meetings over 5 weeks
PHASE 3	Action/diffusion phase where participants develop individual and collective 'motivations' to change.	8 meetings over 4 weeks



Handwriting practice lines consisting of 15 horizontal dashed lines.

Community Dialogues and Social Norms Change – PHASE 1 MOTIVATION

WEEK	TOPICS	MEETING TOPICS
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



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Community Dialogues And Social Norms Change – PHASE 2 REFLECTION AND DELIBERATION

WEEK	TOPICS	MEETING TOPICS
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 Honor and sexuality



Community Dialogues And Social Norms Change –

PHASE 3: ACTION/DIFFUSION

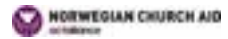
WEEK	TOPICS	WEEK	MEETING TOPICS
13	Rules for behaviour	25	Affirming positive rules
14	Change	26	Building on positive rules
15	Making an action plan	27	Ideas for new rules
16	Communicating our commitment to others to create new norms	28	What can we do?
		29	Brainstorming actions
		30	Beginning to agree on actions
		31	Reaching out to others
		32	Making a public commitment



A series of horizontal dashed lines spanning the width of the page, intended for participants to write their reflections or notes during the phase.

OPINION LEADER IDENTIFICATION TOOL

- This tool will be included as an annex to the baseline survey for caregiver groups only.
- Caregivers be asked to give full names of people who they talk to about when deciding to marry their children.
- A list of names will be generated and 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.



OPINION LEADER IDENTIFICATION TOOL FOR COMMUNITY DIALOGUES

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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How much does the opinion of (name each person listed above) influence your decision on when to marry your children? SINGLE CODE EACH ROW	#	A LOT	A LITTLE	NOT AT ALL	UNSURE/ DON'T KNOW	REFUSE TO ANSWER
	1					
	2					
	3					
	4					

Do you think that (name each person listed above) thinks you should marry your <u>daughters/female household members</u> before she turns 18? SINGLE CODE EACH ROW	#	YES	NO	UNSURE/ DON'T KNOW	REFUSE TO ANSWER
	1				
	2				
	3				
	4				

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.

The names from the Opinion Leaders Tool will be grouped into 4 groups. If it is not within 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-sex groups.

Opinion Leader and Reference Group Formation

- 1 Female opinion leaders (community and religious leaders)

- 2 Male opinion leaders (community and religious leaders)

- 3 Female reference group members (such as extended family and neighbours)

- 4 Male reference group members (such as extended family and neighbours)





STRUCTURE OF THE COMMUNITY DIALOGUE SESSIONS

- Each topic is covered in two sessions which are each approximately 90 minutes. Sessions are planned to be held twice a week for 15 weeks.
- **OPENING AND REVIEW OF PREVIOUS MEETING** (10 min)
- **ACTIVITY AND DISCUSSION** (1 hour 10 min)
- **REFLECTION AND CLOSING** (10 min)



Community Dialogue Group Action Plan

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							



A series of horizontal dashed lines for writing notes.


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. NCA staff should decide beforehand how long they will continue to support community leaders and members to implement their action plans and communicate this clearly in order to manage expectations.

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?

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.



HOW TO ENGAGE LOCAL AUTHORITIES

- 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.



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 the community that the leaders 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.

ORGANIZING AN EVENT TO MAKE A PUBLIC COMMITMENT

- 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?
- Who will be responsible for each task?



TOPIC 5.2: TEACH BACK - COMMUNITY DIALOGUES AND SOCIAL NORMS CHANGE PROGRAMME

In your team, prepare your session plan based on the activity you have been allocated, keeping in mind the lessons learnt on facilitation skills and preparation. Note areas that will need to be adapted for your communities, highlighting and making changes as appropriate as you go over the session.

Each group will present for 20 minutes, followed by a 10-minute feedback session. Everyone should take notes for the feedback session, remembering tips for giving and receiving feedback. Every person will be responsible for sharing their feedback, helping peers to improve their facilitation.

Community Dialogues and Social Norms Change Teach Back

TEAM 1	SESSION 4 Imagining our community without child marriage
TEAM 2	SESSION 7 Different types of needs and wants
TEAM 3	SESSION 8 Layers of responsibility for meeting needs of adolescent girls
TEAM 4	SESSION 11 Understanding discrimination and restrictions on adolescent girls
TEAM 5	SESSION 14 Girls' rights and child marriage in our community
TEAM 6	SESSION 28 What can we do?



Group discussion, preparation:

- 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?

Group discussion, teach back:

- 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 in the future?

TOPIC 5.3: TEACH BACK AGAIN- COMMUNITY DIALOGUES AND SOCIAL NORMS CHANGE PROGRAMME

Community Dialogues and Social Norms Change Teach Back Again

TEAM 1

SESSION 15

Powerwalk

TEAM 2

SESSION 17

The ideal age of marriage

TEAM 3

SESSION 18

Mapping root cause of child marriage in our community

TEAM 4

SESSION 25

Rules for protection

TEAM 5

SESSION 29

Choosing objectives and thinking about strategies

TEAM 6

SESSION 31

Reaching out through our networks



Area with horizontal dashed lines for writing notes.

MODULE 4 PRE TEST – TOTAL 18 POINTS

NAME:

DATE:

OUT OF 18 POINTS

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

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>	<input type="checkbox"/> Very satisfied <input type="checkbox"/> Satisfied <input type="checkbox"/> Not satisfied	
<p>How useful was the training in helping you improve your knowledge related to CEFM?</p>	<input type="checkbox"/> Very useful <input type="checkbox"/> Useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful	
<p>How useful was the training in helping you improve your skills on delivery of prevention and response activities related to CEFM?</p>	<input type="checkbox"/> Very useful <input type="checkbox"/> Useful <input type="checkbox"/> Somewhat useful <input type="checkbox"/> Not useful	
<p>How do you rate the performance of facilitator?</p> <p>•Consider: clear communication, ability to listen, knowledge of themes covered, etc.</p>	<input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Adequate <input type="checkbox"/> Poor	
<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>		
<p>Do you feel you need further support and training on any of the following tools:</p>	<p>No, it was clear</p>	<p>Yes, I need more support and guidance</p>
<p>Adolescent Girls Life Skills</p>		
<p>Adolescent Boys Life Skills</p>		

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? (e.g. facilitation skills, community outreach activities, case management guidance)		
Use this space to provide any recommendations to improve the training. Your feedback is most valuable!		



SAVE LIVES AND SEEK JUSTICE

Norwegian Church Aid works to save lives and seek justice. Our support is provided unconditionally with no intention of influencing anyone's religious affiliation.

Norwegian Church Aid is a member of the ACT Alliance, one of the world's largest humanitarian coalitions. Together, we work throughout the world to create positive and sustainable change.

To save lives and seek justice is, for us, faith in action.

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