



**GIRLS NOT BRIDES**

The Global Partnership  
to End Child Marriage



# Stand up, Speak out!

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Youth activism training – to help you end child marriage

**Trainer manual**

# Acknowledgements

We would like to thank all *Girls Not Brides* member organisations, staff and expert consultants in the field who helped contribute to the development of this manual.

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Illustrations by Ariadna Vásquez

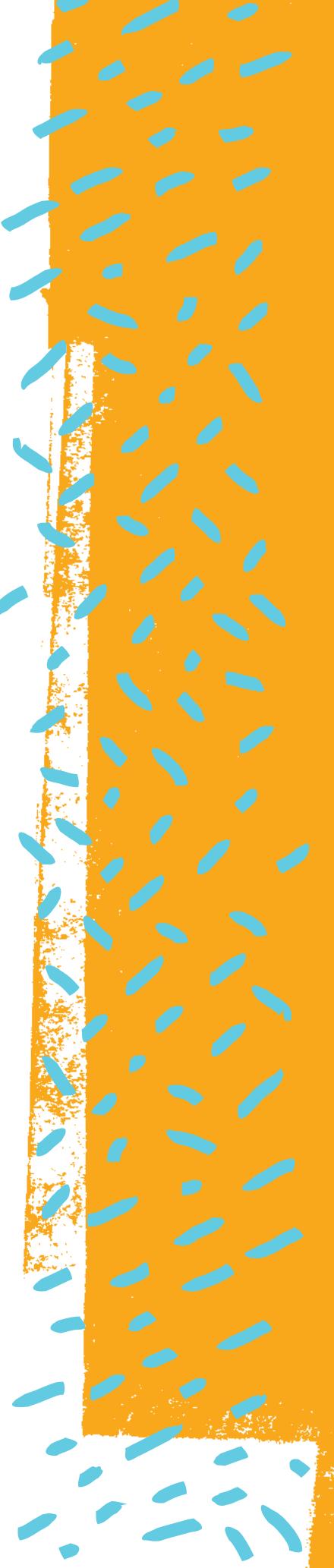
# **Stand up, Speak out!**

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**Youth activism training – to help you end child marriage**

**Trainer manual**





**“Every small step we take will make a difference and get us closer to our goal of ending child marriage.”**

We often hear people say “young people are the leaders of tomorrow” and “young people should be given the opportunity to lead.” But I know that youth are already leading. Over one third of *Girls Not Brides* members are youth-led organisations, which is fantastic. That means organisations where young people are in charge of day-to-day management, decision-making and other activities that ensure the effective running of a civil society organisation. That number confirms that young people are already leading change in their communities. Yet despite this, their work is often not given the legitimacy or credit that it deserves, or they are not being heard.

That’s why I am so excited about this activism training. Co-created with young activists, it will help amplify and strengthen the role that young people can, and do, play in ending child marriage across the world. In it there are dynamic and fun methods and strategies for training young people to champion change in their communities. As well as being community-level champions, the strong work that young people are



doing should guarantee them a place and role in national-level processes. They need a seat at the table when important decisions are taken about what policies are necessary to end child marriage. Without them, decision-making will be ineffective and we will not see the change we need.

I know first hand what it is like to be faced with people wanting to make a decision about your future without consulting you. People who think being married as a child is the only route your life should or could take.

I was living as a refugee in Tehran when my brother back home in Afghanistan decided to get married. My family needed to raise money so that he could buy his bride. They decided to sell me into marriage to raise that money. I was devastated. That was not the life I wanted for myself. I wanted to go to school. I wasn't someone's property to be bought and sold. I couldn't imagine having to go back there to live a life of servitude. So I wrote a song in protest. I called it *Daughters for Sale* and with the help of a friend made a music

video of it and posted it on YouTube. It went viral! People from all over the world got in touch and with the help of some of those wonderful people I came to live in America. Today, for the first time, I am in a real school, and looking forward to a future that I will choose. Even though my life has changed in many ways, one thing remains central: my role as an activist to end child marriage.

So, I ask you – as a young person, as an activist and as a global champion for *Girls Not Brides* – to use this manual and spread the hope and the power. Every small step we each take in this work will make a difference and get us closer to our goal of ending child marriage. Please work with and encourage young people of all races, genders and backgrounds to get involved, because it is only if we are all together that we will be able to end child marriage. I believe we can do it. Thank you.

**Sonita Alizadeh**  
Youth activist and Global Champion for  
*Girls Not Brides*



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# Contents

|  |           |
|--|-----------|
| <b>Introduction</b>  | <b>8</b>  |
| <b>Get ready to start!</b>   | <b>12</b> |
| <b>Module 1 What is child marriage? The basics</b>                         | <b>18</b> |
| <b>Module 1 – Session 1 Let's work together!</b>                           | <b>20</b> |
| 1.1 Your trainer guide   | 21        |
| <b>Module 1 – Session 2 What is child marriage?<br/>An introduction</b>    | <b>26</b> |
| 1.2 Your trainer guide   | 27        |
| <b>Module 1 – Session 3 Child marriage<br/>Consequences and prevention</b> | <b>36</b> |
| 1.3 Your trainer guide   | 37        |
| <b>Module 2 – Researching child marriage<br/>in your community</b>         | <b>44</b> |
| <b>Module 2 - Session 1: Exploring gender</b>                              | <b>46</b> |
| 2.1 Your trainer guide   | 47        |
| <b>Module 3 – Take action – Developing<br/>an advocacy strategy</b>        | <b>60</b> |
| <b>Module 3 - Session 1: Goals and objectives</b>                          | <b>62</b> |
| 3.1 Your trainer guide   | 63        |
| <b>Module 3 - Session 2: Drafting an advocacy strategy</b>                 | <b>68</b> |
| 3.2 Your trainer guide   | 69        |
| <b>Module 4 – Together, we are stronger!</b>                               | <b>84</b> |
| <b>Module 4 – Session 1: The power of partnerships</b>                     | <b>86</b> |
| 4.1 Your trainer guide   | 87        |
| <b>Module 5 – Your trainer guide</b>                                       | <b>96</b> |
| <b>Monitoring progress, sharing and learning</b>                           | <b>98</b> |
| 5.1 Your trainer guide   | 99        |

# Introduction

**Girls Not Brides** is a global partnership of more than 1000 civil society organisations from over 95 countries around the world, committed to ending child marriage and enabling girls to fulfil their potential. We share the conviction that every girl has the right to lead the life that she chooses and that, by ending child marriage, we can achieve a safer, healthier and more prosperous future for all.

**Stronger together,** *Girls Not Brides* members work on multiple levels to achieve our vision and mission on ending child marriage. They help bring the issue of child marriage to global attention, build an understanding of what it will take to end child marriage and call for progressive changes in laws, policies and programmes at the national and community levels; all actions that will make a difference in the lives of millions of girls.

## Championing youth

At *Girls not Brides: The Global Partnership to End Child Marriage*, we are proud that currently around one third of our members are youth-led, or youth-facing organisations. In addition to this, even more of our members work closely with young people through programmes and projects, supporting and empowering them to shape their own futures. We believe that we will not achieve our goal to end child marriage without the sustained and active engagement of youth.

Here's why we think so.

- **Young people are powerful agents of change.** Young people are the most directly affected by child marriage and their voices must be heard. They can raise awareness of this critical issue and help their communities to understand the harmful consequences for girls, their families and communities.
- **Failing to engage young people in efforts to end child marriage is a missed**

**opportunity to achieve results at scale.** In so many countries where child marriage rates are high, young people make up the largest proportion of the population. For example, in Uganda nearly half the population is under the age of 24, while India has over 200 million young people.

- **Youth participation is an effective and important way of addressing child marriage at the community level.** Our experience shows that when young people become active agents of change, they have achieved great things in their communities. This includes helping to increase the reach and scale of interventions and programmes, and to engage a range of different groups, particularly marginalised groups.
- **Youth engagement can make calls to action and policy demands more daring and more creative.** Working together with young people can open up what are seen to be “closed” policy spaces with influential people.



## Why did we make this advocacy training manual and what does it aim to do?

Many *Girls Not Brides* members train and work with young people to address issues around child marriage in their communities and through their programmes. But members told us they needed a simple, effective and youth-friendly training manual that offers guidance on how to train young people to advocate against child marriage in their communities. To answer this need, we developed this training programme and manual for you – and we did it together with our young advocates and activists. This manual aims to:

- 1. Support trainers (both youth and adults) to effectively guide and support** young people to advocate on issues relating to child marriage in their communities. When we talk about young people, we are usually talking about youth aged between 15 and 24 years old. This includes a range of groups: both young women and men, those who have avoided child marriage, those at risk of child marriage, those who have been or are married. Young people carrying out this training should ideally have some experience of facilitation or training young peers.
- 2. Provide exciting resources and innovative guidance** for young

activists on how to work on the issue of child marriage in their countries and communities.

- 3. Be rooted in the perspectives of young people.** This toolkit was created by a range of people, including *Girls Not Brides* members, youth advocates, external consultants and *Girls Not Brides* staff. It is really important that any resource for young women and men is shaped by them.
- 4. Inspire!** Through sharing case studies of different types of approaches and from different parts of the world, we hope we can show you examples of how others are addressing child marriage in their communities.

## Who is this training guide for?

The session outlines and guidance in this manual are for young people aged between 15 and 24 years old. We have focused on those who work with other young people on issues relating to child marriage in their communities. We also hope that it is a useful guide for other *Girls Not Brides* members who work with and support young people to be agents of change. Donors, policymakers and other civil society organisations (CSOs) will also find this useful as it provides guidance and recommendations on how to engage young people in working to end child marriage.

## REMEMBER

After you have used the session plans outlined in this manual and held your training with young people, we hope this programme will help empower the young people you work with to achieve the following:

- Be able to explain what child marriage is, what causes it, what impacts it has, and how it can be prevented.
- Conduct research to inform their advocacy around ending child marriage.



- Create a simple, clear strategy and plan for their advocacy and awareness-raising work, and how to communicate about the work they are doing and the issue of child marriage.
- Understand how to build a network to support each other, and how to influence important advocacy targets who can help with the cause.
- Understand the risks connected with advocacy and campaigning work and how to overcome any potential risks from their work.
- Learn how to evaluate the work they are doing, and be able to see and show what impact they are helping to achieve.
- Learn about many different ways to address child marriage, and be able to use lessons learned and examples of successful advocacy from other organisations or countries.

## How to use this training pack

There are five modules in the *Stand up, Speak out!* trainer manual that you will be working through together with your group. Each module includes:

- An outline of each overall training session.
- Things you need to prepare before the training – including games, presentations and even your stationery needs (such as pens and paper) for each session.
- Recommended time needed for each activity, and the suggested size of the group for each training session.
- Detailed step-by-step plan of how to run each session: including a clear plan, suggested timings and how to manage the session.
- A detailed guide for all trainers on the content for each training session: including energisers, information and suggestions on what to present to the group.

Each training session within the modules is separated into three parts:

- The first outlines the session: objectives, time allocated and advance preparation needed.
- The second presents a step-by-step workshop session of all activities to cover in the training.
- The last is a detailed guide for the trainer: it includes all the information you need to know on the topics for discussion, suggestions for your presentations, and some energisers or games to play with your group. As the trainer, make sure to carefully read and understand this important section as it will help you shape your sessions and the information you will share with your peers.

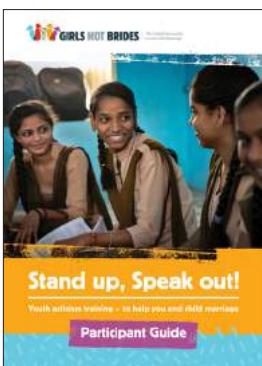
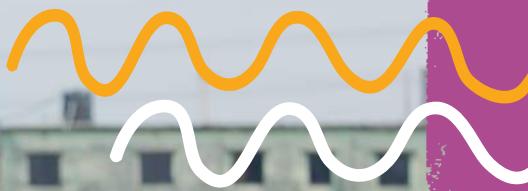
**We suggest that you work through each of the modules in the order we have presented here so that your group gets a detailed understanding of the issues and how they fit together – but you can choose what works for you.**

## Additional resources

### Presentations for the group

We know that you may or may not have access to the internet, to a projector or a laptop, or even a formal space to hold these sessions – don't worry! You can help train young people anywhere and don't need access to formal equipment to hold these sessions. We have highlighted some of the main points that can be either be presented on a computer or written up on a large sheet of paper. These "example" presentations are suggestions of what information you should be sharing with your group, and these are highlighted throughout the trainer manual to help prepare you as you run your sessions. Feel free to use these, change them, or add more information points that you feel are most relevant and important for your group. During training, it's useful to have some of the important facts and explanations outlined in the presentation examples constantly on view in sessions – such as stuck on a wall – so people can keep reading them and remember them.





### Participant guide

We have also developed a guide (a “text book”) for your group. This includes all the information you will cover in each session, laid out clearly for participants in your training group. This is to help them to follow

along in your sessions, as well as a useful resource for them to go over any information they covered, to reread and remember the points you made in your training and to help them longer term as they develop their activism skills and strengthen their advocacy voice. This pack also includes blank templates and tables for the exercises and group work that you will run through with them in the various sessions.

We recommend that you print a copy for every participant in your group so that they can keep them for future use, when they begin their activism work, or if they need a refresher of the information they learned in the training. The guide also includes links and suggestions for other places they can access more information on certain topics. We suggest you use stories and case stories from your community or country to help show examples of how others have done advocacy and become power activists calling for change to end child marriage. We hope these will serve as inspiration for your group for how they can achieve great change.

### One last important thing to remember

You know your group, your community and your country best, so you know what will work best for you and the young people you work with. Please do adapt and change our suggested session plans so that you go through the manual and the information at the pace that makes most sense for you and your group and the training meets your needs.

# Get ready to start!

## Essential reading for trainers

### What is a trainer and what do you do?

A “trainer” is a guide, a mentor, or a discussion leader for a group. There are many names for this role, and it’s often called a facilitator – but we are using the term “trainer”. The process of running a training workshop or series of workshops is a way of providing leadership without taking over too much control, and helping participants to learn and come to their

own understanding about issues. The trainer will have prepared in advance and helps lead on the content and process in a workshop or training session. The content you will cover includes tasks, topics and problems that you want to address. The “process” is how things are discussed and shared in a group session, including the methods, procedures, format, tools, style of interaction and group dynamics.

### TOP TIPS

#### Ten tips on how to be a good trainer!

- 1. Prepare in advance:** Be familiar with the training manual to feel confident about the content, timing and process you will be leading. Put yourself in the shoes of your audience and come up with questions they might ask, or concerns they might raise. If you don’t understand something, ask people who might know.
- 2. Manage your time:** If necessary, ask a participant to help keep a check on the time in a session, and to let you know whenever you are running over or need to wrap up faster.
- 3. Flipcharts and markers:** Make sure you have these ready and that someone can help you take notes. This will also help you summarise discussions or come back to some points later.
- 4. Be clear about the purpose of the training:** Agree together from the start why you are meeting and what you are trying to achieve together.
- 5. Get to know your participants and them to know you:** Introducing yourself and all participants from the start will help create a comfortable and safe space. Being open and sharing with each other is an important step in helping people learn and support one another.
- 6. Be neutral and listen:** It is fine to share your views and experiences, but not to impose them. Make sure you listen to and build on everyone's experiences and reflections. Make sure everyone is taking part and feels comfortable to do so. If someone has an off-topic or sensitive issue, let them know you've heard them and that you can discuss it with them after the training.
- 7. Create a safe but fun learning space:** We are all part of this process of learning. Help young people understand the range of issues discussed in a clear, sensitive and fun way.
- 8. Prompt discussion:** It is your role to keep the discussion moving. Prepare some questions and answers in advance to generate conversation and ideas with all participants.
- 9. If you don't know an answer, look it up:** Be honest and open as everyone is here to learn together. Ask others in the group for answers, or come back to a specific point later once you have researched the correct information.
- 10. Summarise and state next steps:** Make sure that you summarise what was accomplished in the session, and go over any action points for the group and who is responsible for making sure these happen. This will help achieve great results.



**It is your role and responsibility as the trainer to present each session's content and activities as clearly as possible, so that everyone can easily understand and follow the activities.**

### **How can I be a good trainer?**

It is your role and responsibility as the trainer to present each session's content and activities as clearly as possible, so that everyone can easily understand and follow the activities. The trainer is also responsible for maintaining a comfortable, safe learning space for everyone in their group.

### **Who do you want to work with?**

The young people to include in your training workshops should be those who have expressed an interest in or some experience of campaigning on issues related to child marriage in their community. We recommend that for each session you work

with between 10 and 24 people to keep the group manageable. Too big a group can become challenging to manage properly and could mean you don't have enough time for deeper discussion. Some people may prefer being in groups with peers of a similar age, or in groups of the same gender, as this could make them feel more comfortable when talking about personal or difficult issues. We recommend that you carefully think about how you divide up people in the group when doing group work, according to who is in your training, so that you make sure that the young people joining the training feel confident and comfortable to open up and participate.

## TOP TIPS

### Working with mixed groups of young women and men

When you're working with a mixed group, think about some issues before.

- **Think about the gender dynamics in your group.** Depending on the topic, it might be better to split the group into separate groups of male and female participants if they will be more comfortable when they are doing group work on more challenging topics.
- **Remember that people learn in different ways.** The session plans use many different ways to talk about the main issues and we have included a range of activities and tasks for people to do. As you get to know the members of your group, run the sessions based on what works best for them and what keeps them engaged and active.
- **Keep checking in with your group!** A way of helping people learn in your sessions and checking that they are understanding is to repeat and shorten important points so they stick in people's minds. Ask regular questions, such as "remind me about what are the root causes of child marriage?" and then get the group to go through the points again together.
- **Remember people will disagree with each other and that's ok.** Don't worry – talking about things, even difficult discussions where people don't agree, is healthy as it helps people understand difficult ideas and that other people have different perspectives and understanding. At the start of your training, get everyone to agree on some ground rules that everyone needs to stick to. These can include points like "everyone is there to listen and to share, so respect each other." Remind them of these if they don't obey them and start to cause trouble in the group.
- **Build a strong group dynamic** so people feel part of a team and want to share and work together. You can motivate others to co-facilitate sessions with you, when appropriate, as this can help build ownership and understanding in the group.

### Working with girls affected by child marriage

If you are planning to work with married girls or young women who have experienced marriage as children, then a sensitive approach is important. Give special thought to this and create a safe space for these women and girls. Here are some things to think about.

- Anyone under the age of 18 needs to get consent to join you for child safeguarding reasons, so you will need to check with their parents that joining your group is fine. Check to see if married women or girls need permission from an adult to join your activities; some may need permission from a husband or a mother-in-law to join in. Ensure all women and girls know that taking part is voluntary and that they don't need to discuss their experiences if they don't wish to.

- Make sure you know the attitudes in the community you are working in towards married girls and their involvement in activities like these. If they do discuss personal matters in the group, then it is essential that you create a safe space for them to share.
- Find times that work best for them. Married girls may have children and need to be at home at specific times of the day, so think about this when planning your sessions.
- Make sure that a female facilitator works with any group of married girls. You will need to know who in the community is best to refer people to if they share stories of abuse, or get upset by any issues raised. This person could be a community child protection worker or a social worker, a health care professional or someone from

a local women's organisation, but it is important they are on standby to help you if you need.

## What should I do before starting?

1. Before you start any training you should speak with the most appropriate people in your community or those who are decision-makers so they are aware of your plans. These include key people, such as local leaders or teachers who have power and influence in the community and who could possibly stop or disturb your training, or alternatively help support you in your work. Explain respectfully what you want to do, and if there are any objections seek an alternative venue or time, but work hard to secure their support.
2. Make sure you have at least a couple of hours free before your session to properly prepare how you will facilitate and lead it. You may wish to share the trainer role in some sessions with other people from your organisation, so that you can share the leadership of the activities. If you do share this out, you will need to jointly prepare with your co-trainer.
3. Think about practical things like the venue and timing: your training needs to be accessible, safe and convenient for your participants and suit their needs. If it is in an open or public space, then make sure to limit interruptions (such as noise, weather or distractions). Think about whether the venue should be informal – such as in a park or garden or in a youth club – or more formal, like in a school. Make sure it is a safe place for young people (including girls) to get to, and that they will feel safe and comfortable being there.
4. Have a think about language needs. You might need to invite a translator, or translate the materials you work with into a local language to make sure people feel comfortable expressing themselves.



HELP!

## How should I respond?

Child marriage is a sensitive topic and one that could be difficult to talk about for some people. Sometimes, differences of opinion can come up, and there could be difficult situations or challenging comments that come up in discussions. Here are some possible responses you can use with your groups in these tricky situations:

- *I appreciate you sharing your opinion with us. Can you tell us why you feel this way? Please do also try to understand that not everyone has the same opinion as you.*
- *If you would like to discuss this more, I am happy to sit with you after the workshop to talk about it, or to introduce you to people who have more information for you.*

Remember not to let any potentially harmful views and comments go unchallenged or explained. For example, some people saying that it is okay for girls to get married at a younger age than boys. You can do this by responding:

- *Thank you for sharing your opinion. What do the rest of you think? Who here has a different opinion?*

If another point of view is not offered, then make sure to offer one yourself. If you can, draw on facts and evidence to make your case.

- *I know a lot of people who will disagree with this statement. The fact is that international law says that girls should not be married under the age of 18 because of the many harmful consequences that can occur. This is a human right for everyone.*

# Running your session:

## 1. Read the trainer guide first

Throughout this *Stand up, Speak out!* training manual, the section called Your trainer guide is where we walk you through each activity in the session step by step and explain exactly what you need to cover with your group. We outline and explain all activities, particularly things like ice-breakers we suggest you can use in your training sessions. And we go through in detail what information and content you need to know to present back to your groups. Read this carefully and practise each activity so you feel confident when you are in your role as trainer for your group.

## 2. Sensitivity and safeguarding warning

### Do this at the beginning of every session

It is important to start every session with a sensitivity and safeguarding warning. You need to do this even if the participants are over 18 years old. It is important to explain these three important points.

- Let participants know that child marriage is a sensitive topic that may upset some people. Explain that if anyone does get upset and wants to leave, then they can do so at any time. Make sure they know who they can go to for further help.
- Reassure everyone that whatever is said in the group is confidential and that this is a safe space for talking and sharing. Explain that no one will be forced to disclose personal experiences at any point and taking part is always voluntary.
- Explain that maintaining sensitivity and safeguarding is the responsibility of everyone in the group. We all respect the contributions of others and do not judge other people's experiences negatively.

It is also important that you have identified a trusted person in your community who has the skills to offer emotional and practical support to any young people who become upset or who disclose abuse during the workshop sessions. This could be a health worker, a member of a women's group, a child protection worker or a trusted teacher. This person doesn't have to be at the training, but they should be available to follow up and help after the sessions.

It is important to **start every session you hold with a sensitivity and safeguarding warning – even if the participants are over 18 years**. We recommend you use the [Girls Not Brides Child Safeguarding policy](#) as the basis for your own safeguarding principles in your workshop. Write up the safeguarding warning on a piece of flip chart, have it as a standard presentation slide that you can remind participants of in every session, or keep it up on a wall so that everyone can refer to it.

**It is important to start every session with a sensitivity and safeguarding warning. You need to do this even if the participants are over 18 years old.**



### 3. Setting ground rules for your group

Do this at the start of Module 1, Session 1 and remind the group every time you meet. It is important that everyone in your training sessions feels they are an important part of the group, and that they can help to maintain group dynamics and order. Everyone needs to be responsible for helping if someone causes any disruption and they all need to hold each other accountable to complete the training as a united group. Setting some simple rules that they choose themselves is an important way of empowering them to look after group dynamics and make sure everyone achieves their objectives.

**It is essential that everyone in your training sessions feels they are an important part of the group, and that they can help to maintain group dynamics and order.**

For example, “no mobile phones” is a good rule, so that people aren’t distracted by text messages or phone calls, or create noise in the session for other people. Keeping to time is an important one too. Getting someone in the group to be timekeeper is a good way for peers to hold each other accountable for sticking to the time allocated to activities, and making sure someone isn’t talking too much over others. One important rule is that everyone’s voice is equal and that the training space is a safe space and so all must respect each other, even if differences in opinion come up. Respect for each other is a very important point to make sure everyone understands.

Decide on the rules together as a group and write these up on paper that you keep up on a wall as a constant reminder. Refer back to them at the beginning of every session so that everyone remembers how they want to work together as a group. If someone breaks a rule, or doesn’t follow these principles, having them on the wall is useful to refer back to and ask them to respect the rules everyone chose together.

### 4. Running your session: your role in building confidence

Some young people may take time to warm up to others and participate actively, as they could be shy or not used to such training sessions. You can build in energising activities that aim to “break the ice” between everyone and help them get to know each other and bond. These are short, fun ways of building confidence, helping with team work and increasing energy levels in the group. They shouldn’t be longer than 5 to 10 minutes. We have suggested different activities throughout the training manual.

### 5. Running your session: ...to the finish

#### Parking space

**Explain this at the beginning of every session, and do it at the end.**

When ending a session, it’s good to ask participants to share what they have learned during the session, or any points or discussions that have sparked an idea or opened their minds. If participants raise points or questions that you can’t or don’t have the time to address directly, you might want to write them down on a large sheet of paper that everyone can see, so that you can come back to them at the end of the session or the workshop. You can call it the “parking lot”, the “fridge” or the “pantry”. These are good practices to make sure that no one has any unanswered questions or issues they want to share.

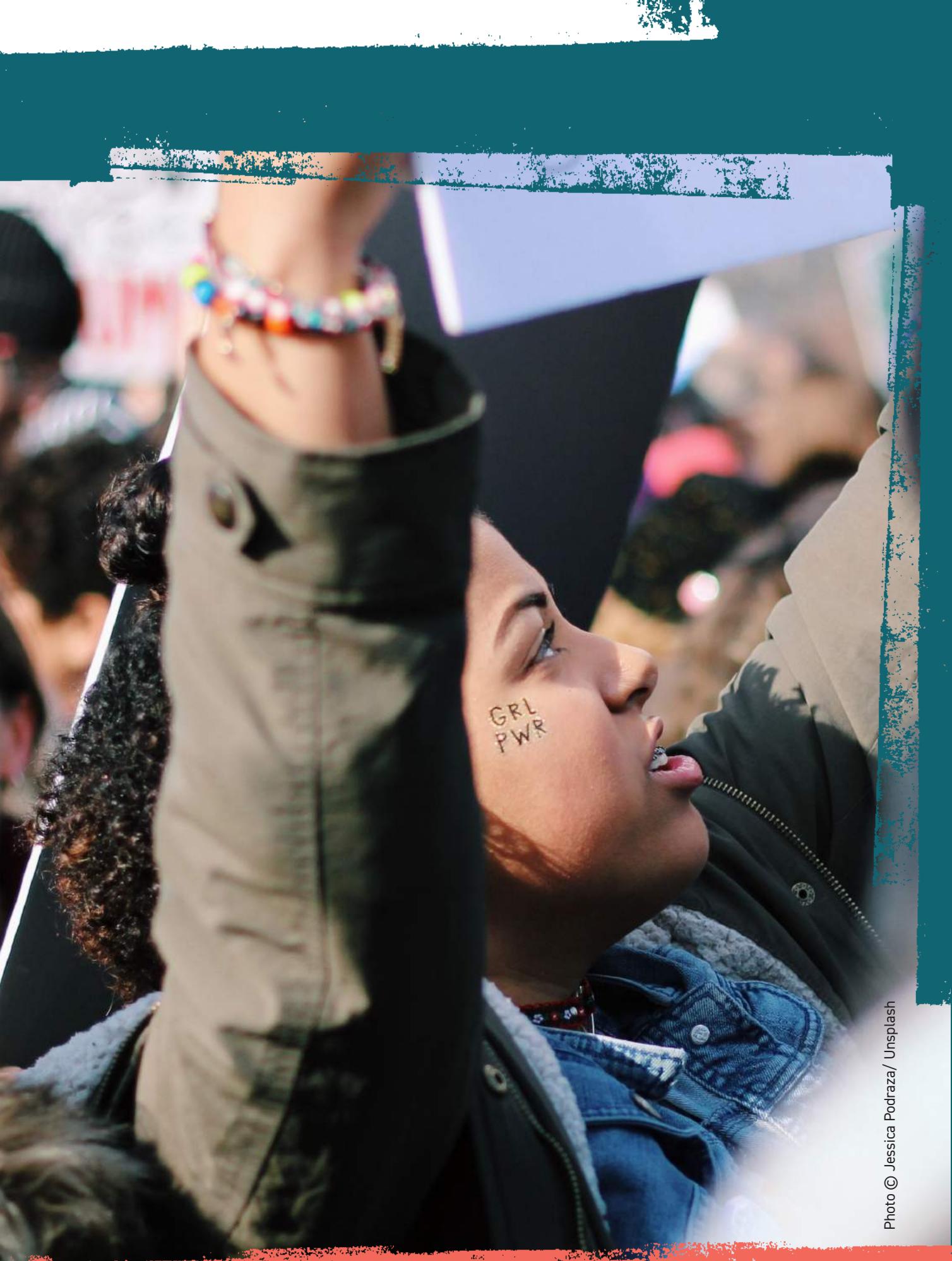


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# **Module 1:**

# **What is child**

# **marriage?**

## **The basics**

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### **Module overview**

- Getting to know each other and how to work together.
- What is child marriage and what causes it?
- What are the consequences or impacts of child marriage?
- How can we prevent it?

# Module 1 – Session 1

## Let's work together

|    |    |   |   |
|---|---|---|--|
| <p><b>Objective</b><br/>To get to know each other and create a happy, safe and trustworthy relationship together.</p> <p> <b>Number of participants:</b> 24 (max)</p> <p> <b>Time required:</b> 1 hour</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"><li>Introduce participants</li><li>Module overview: main issues covered in the training sessions ahead</li><li>Expectations: your hopes for and concerns about the training</li><li>Safeguarding warning</li><li>Establish general ground rules</li></ul> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"><li>Getting into groups activity: prepare the pictures</li><li>Presentation slides (either electronic or on paper)</li></ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"><li>Colourful magazine images</li><li>Scissors</li><li>Flip chart paper</li><li>Markers or thick pens</li><li>Bowl or basket for picture pieces</li></ul> |

| <b>Activity</b> | <b>Time allocated</b> | <b>Outline</b>   |
|-----------------|-----------------------|--|
| 1               | 10 mins               | Introductions  |
| 2               | 15 mins               | <b>Group work:</b> Why this training and introductions                       |
| 3               | 10 mins               | <b>Trainer presentation:</b> Introduction to the issues you will be covering |
| 4               | 10 mins               | <b>Group work:</b> Expectations and objectives                               |
| 5               | 10 mins               | <b>Group work:</b> Establishing principles for working together              |
| 6               | 5 mins                | <b>Close of session:</b> Reminder of next steps                              |

## 1.1 Your trainer guide

Throughout this manual, the section called “Your trainer guide” is where we walk you through each activity in the session step by step and explain exactly what you need to cover with your group. We outline and explain all activities, particularly things like ice-breakers we suggest you can use in your training sessions. And we go through in detail what information and content you need to know to present back to your groups. Read this carefully and practise each activity so you feel confident when you are in your role as trainer for your group.

### Activity 1: Introductions

Start by going around the group and getting everyone to introduce themselves: say their names and one funny thing about themselves that other people don’t know. Make sure everyone has labels or name tags so that everyone can get to know each other and their names.

#### Getting your participants into groups

##### Prepare ahead

- Get four colourful pictures from a magazine: cut each of the pictures into six pieces and fold these ahead of the session. Put these folded pieces in a bowl.
- Divide the total number of participants in the session into equal groups: if it’s 24, break them into four groups of six people. Or you might want smaller groups, say six groups of four people.
- You will need as many pictures as you have groups, each cut into the same number of pieces as the number in each group. Five groups = five pictures, three people in each group = three pieces per picture, so that they can meet up and match to their picture.

##### In the session

- Ask participants to pick a piece of folded paper from the bowl.
- Get participants to open their piece of folded paper and try and find five (or whatever the group number is) other participants with similar pieces that will fit to make a whole picture.
- Once they have found their partners they should form a group. Once they have formed their group, ask them to collect a flip chart and a marker.

The introduction exercise can be shortened, or left out if you don’t have enough time. To speed things up, participants can just introduce themselves by saying their name and one thing they like about their community.



## Activity 2: Group work – Getting to know each other more

Explain to the group the following instructions for the group work ahead.

In their new groups, all participants gather at a table together, introduce themselves and write their names on a piece of flip chart paper. They should choose one person to be a note taker who will share back to the broader group at the end. Each participant should tell each other:

- a) One reason they have come to the training, or one reason they want to work to address child marriage.
- b) One thing they like about their community or their school.

The note taker should write the answers given by each person under their name on the flip chart and put it up on the wall. They have 10 minutes to go through these answers together and then they will share back to the group. When they are finished, the note taker from each group will then introduce their fellow group mates by reading the charts that have been put up so they can learn about each other and find common points. They only have 5 minutes for all of them to present back, so explain they need to be brief. Keep track of time throughout this activity.

Thank everyone for sharing, and tell them how excited you are to be working together with this active, passionate group.



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## **Activity 3: Trainer presentation – Introduction to the issues you will be covering**

What you will need to prepare in advance:

- One piece of flip chart paper with the sensitivity and safeguarding warning written on it
  - which you can keep posted on the wall.
- One page on the wall called “parking lot” for ideas or issues to be written up as you go.

### **Key objectives of the overall training**

In this session, the trainer shares with the participants the main purpose and objectives of the training – that we are all here together to talk about how to end child marriage and how to advocate effectively to stop this. Explain to them that the training will help them become strong activists, knowledgeable about the causes of child marriage and how to work to stop it. The training will help them strengthen their skills on working to end child marriage, by explaining how to clearly plan their advocacy, how to strategise, and how to track impact and evidence to strengthen their work. Explain to the group the main topics that you will be exploring together in the next few training sessions and the main objectives of this training series – these are outlined earlier in this manual, but in brief:

- Child marriage and why it happens.
- Effects and results from child marriage.
- Ways to prevent child marriage: how to advocate for change.
- Ways to gather evidence to show your impact and how things can change.

### **Child safeguarding and sensitivity warning**

In this section, you will also introduce the sensitivity and child safeguarding warning (see earlier section on safeguarding principles). Have this already written up on a flip chart that you keep up for the whole workshop, as a reminder of what you want to achieve here together, and what basic standards of safeguarding you all need to keep to.

Ask the group if they feel there is anything missing that they would like to discuss as part of the training. Write these up on a flip chart paper that you call a “parking lot” – which you will keep adding to throughout the session. This is an empty space that you can use to keep ideas, suggestions and questions that come up in the workshop that you will then address at the end together, or that will help you frame your future sessions to best fit the needs and requests of the group.

## Activity 4: Group work – Expectations and objectives

Explain to the group the next activity they will all do together.

Let the participants stay in the same groups that were formed earlier during the introduction section, but ask them to select a different note taker/presenter. Give each group a piece of flip chart paper, and ask them as a group to come up with two things they expect from the training (what they are hoping to get out of being part of the training or what they want to learn). They can also mention if they have any concerns about the training or about working on the issue itself. Get them to write these up on the paper and briefly present back the main findings per group. It is very useful to do this at the beginning, as this will help you address any unrealistic expectations and clear up any misunderstandings.



### NOTE

If you feel that this session is taking too much time, it can be turned into a short whole group brainstorm where all participants can share their hopes and concerns together, which you can write up on a piece of paper instead of smaller groups discussing and sharing.



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### Activity 5: Group work – Establishing principles for working together

It is important that participants establish the ground rules for working together, as setting ground rules for activities is key to ensuring a conducive environment. Training sessions can potentially get disrupted by problems if basic ground rules are not set from the beginning. If these are set by the participants themselves, they feel ownership over the process, and will be more likely to stick to the rules. In case they have forgotten to mention some rules, feel free to share some with them, such as: be on time for the workshop, not talking to others when people are talking or presenting, making sure everyone respects each other and is listening to others, and making sure that participants don't use their mobile phones in the workshop. There are many other simple guidelines that help make everyone respect each other and ensure a safe working space for the workshops – see the section on “Getting ready to facilitate” for more examples.

# Module 1 – Session 2

## What is child marriage? An introduction

|   |    |    |    |
|--|---|--|---|
| <p><b>Objective</b><br/>Helping participants understand the definition of child marriage, how it is caused, and the drivers of the problem</p> <p> <b>Number of participants:</b> 24 (max)</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"><li>• Brainstorming about child marriage and what participants know about the issue</li><li>• Introduction to the issue: basics of child marriage</li></ul> <p> <b>Time required:</b> 1 hour and 30 minutes</p> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"><li>• Read the background content and get to know it well so you feel confident to present this to the broader group</li><li>• Presentation slides (either electronic or on paper) with important main points about child marriage to refer back to and for the group to read and follow</li><li>• Practise the energiser activity if you are going to do it with the group</li></ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"><li>• Flip chart paper</li><li>• Markers or thick pens</li><li>• Presentations</li></ul> |

| <b>Activity</b> | <b>Time allocated</b> | <b>Outline</b>  |
|-----------------|-----------------------|---|
| 1               | 5 mins                | <p><b>Welcome</b></p> <ul style="list-style-type: none"><li>• Reminders and introductions (if doing a stand-alone session)</li><li>• Energiser activity (if doing this as immediate follow-on from Module 1: Session 1)</li></ul> |
| 2               | 35 mins               | <p><b>Group work: Defining child marriage</b></p> <ul style="list-style-type: none"><li>• Open discussion (10 mins)</li><li>• Group work (15 mins)</li><li>• Present back from groups (10 mins)</li></ul>                         |
| 3               | 10 mins               | <p><b>Trainer presentation: Basics of child marriage</b></p>  |
| 4               | 20 mins               | <p><b>Group work: Causes of child marriage in your community</b></p>  |
| 5               | 15 mins               | <p><b>Trainer presentation: Causes of child marriage</b></p>  |
| 6               | 5 mins                | <p><b>Quick quiz and conclusion</b></p>   |

## 1.2 Your trainer guide

### Activity 1: Welcome

Welcome your group back together. If you are doing this as a stand-alone session (as in it's a day or week after the first session) then get everyone to reintroduce themselves so that they all remember each other's names. Remind them of why we are all together – that we are all here to learn and share about child marriage and how to become powerful activists to end this practice. We recommend you also quickly run through a reminder of the ground rules you established together, as well as a reminder of the sensitivity warning again. Explain to the group that in this session we will be learning and defining what child marriage is together.



#### NOTE

If you are holding this session straight after **Module 1: Session 1** without a break, then you don't need to introduce everyone again, and we recommend you go straight into the energiser.

### Energiser activity

The activity "Thunder" is designed to create an energetic mood with all participants. Ask everyone to stand in a circle (or just where they are in the room, but make sure there is enough room for each person to move around). Explain that they will do a physical action to act out the following words that you will call out:

- **Rain:** quickly tap both of your palms on the front of your legs.
- **Thunder:** quickly stomp your feet.
- **Lightning:** quickly stretch both arms with the right arm pointing diagonally upward to the right and the left arm downward to the left.

Show the movement for each word as you explain it. Then ask participants to do the movements together as practice. Now you can start. Call out the words and get the group to do the actions in time, first in order and then start mixing the order. Get faster and faster – soon everyone will be getting mixed up and laughing!



**This is an open discussion; anyone who wants to talk can put their hand up and say what comes to their minds.**



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## **Activity 2: Group work – Defining child marriage**

### **2.1 Open discussion: 10 mins**

Put up a piece of flip chart paper with “Child marriage” written as the title on a wall or a stand you can write on. Ask participants to share freely what first comes to mind or what they think about when they hear the words child marriage. Explain to the group that this is an open discussion: anyone who wants to talk can put their hand up and say what comes to their minds, and that you will write what is being said on the flip chart paper. Get them to discuss what they think the differences between early, forced and child marriage are. Many people don’t know the difference, so it is good to get them thinking about these differences. If you don’t understand what and why a participant is saying something, ask them to explain further. Encourage the participants to question each other as well. Use 10 minutes for this discussion together.

## **2.1 Group work: 25 mins**

Next, divide the participants into groups (work out the number of groups/number in each group that suits you best). Get them to break into groups by asking each person to count a number going from the first person as one, then two, then three – stop at the number of groups you want in the room, and start back at one again. Then they get into groups by grouping all the ones together, all the twos and so on. This will take about 5 minutes.

Explain that the aim of the group work is to get participants talking about their own connections with child marriage, what this means for them, and why this is important to them. Each group is to nominate a person who will take notes by writing them on a flip chart paper and then presenting back a summary to the larger group. Ask participants to reflect on the following:

- 1. What happened to make them to decide to work towards ending child marriage (such as an event or circumstances), and be interested in becoming an activist on this issue?**
- 2. Explain why child marriage is an issue they feel strongly about.**

Groups have 10 minutes for their shared discussions.

Get each group to present back on their main findings and discussion to the rest of the groups. Together, all groups will have 10 minutes in total for sharing back with each other, so each has about 2 minutes for some top level feedback of what they covered.

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## **Activity 3: Trainer presentation – The basics of child marriage**

As the trainer, this section is for you to go through the basics of child marriage with the group and explain the main issues involved. You should display the presentation (paper or electronic) outlining the main points that you developed ahead of this session – so that all can follow with the basic information. You will then need to link the information you provide with what the participants have written. We have drafted a sample presentation you can display about the causes of child marriage, but feel free to add what you think is most important to share with the group from the background content.



### **Example presentation: The basics of child marriage**

- The United Nations Convention on the Rights of the Child is the most important human rights treaty outlining ALL rights of children.
- Child marriages are informal or formal unions where one or both parties are under 18 years old.
- 12 million girls are married every year before they are 18: 1 every 2 seconds. This has to stop!
- It is a violation of human rights and affects girls more than boys.
- It happens around the world and across cultures and religions.
- The *Girls Not Brides* website has much more information, so visit [www.girlsnottbrides.org](http://www.girlsnottbrides.org)

## Background information for Trainer presentation 1 on child marriage

### What is a child?

- The United Nations Convention on the Rights of the Child (commonly abbreviated as the CRC or UNCRC) is a human rights treaty that sets out the civil, political, economic, social, health and cultural rights of children. You can read more about it here: <https://bit.ly/2HjzOxV>
- The Convention defines a child as any human being under the age of 18.

### What is child marriage?

- Child marriage is the formal or informal union where one or both parties are under the age of 18.
- According to recent UNICEF data, it is estimated that 12 million girls are married every year before they reach the age of 18. This means 23 girls every minute, or 1 every 2 seconds – married off too soon and too young, endangering their personal development, health and overall wellbeing.
- The practice affects girls more than boys. Six hundred and fifty million women alive today were married before their 18th birthday, compared to 156 million men.
- Child marriage is widely considered as a violation of human rights and a form of violence against girls.

### Where does it happen?

- Child marriage is a truly global problem that occurs across regions, countries and cultures. It happens in almost every country around the world and across all religions and ethnicities.
- Certain countries have very high rates of either burden (the percentage of the population that is married under 18) or prevalence (the number of those affected by child marriages). Niger has the highest burden rate in the world with 76% of all 20 to 24 year old women in the country stating that they were married before the age of 18. India has the highest absolute number of child marriages with nearly 27 million women and girls affected.

### For more information

- Visit the *Girls Not Brides* website for more information on child marriage and up-to-date statistics globally and per country: [www.girlsnott brides.org](http://www.girlsnott brides.org)

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## **Activity 4: Group work – Causes of child marriage in your community**

### **Dividing your groups**

Ahead of the session, you need to work out how many groups will work for the number of participants you have in total. Try to keep the groups small: so if you have 20 people, four groups of five would work. If you go with those numbers, for this game you will need the names of four different fruits, and five pieces of paper with the name or picture of the fruit on each of them. Explain that the participants divide into groups by picking out a piece of paper with the name of a fruit on it from the bowl. They then need to call out to find their other fruit “friends”, so all mangoes go together and so on, and that’s then their group.

### **Group work**

All groups need flip chart paper and markers for this session. Explain that each group is to discuss what they think are the causes of child marriage in their community. Again they need to select a note taker who will present back a brief summary of their discussions at the end. The note taker is responsible for writing down key points from the discussion they all think are most important. They have 10 minutes for these group discussions.

**Your task is to facilitate the discussion and make sure groups stick to time when presenting back.**

### **Feedback and open floor discussion**

When the time is up for the group work, ask them all to put up their papers with key messages on the wall and share what they have written with the larger group. The group can ask each other questions or for clarification on what has been written. They can give examples that they have experienced themselves to discuss why they mentioned certain causes. Your task is to facilitate the discussion and make sure groups stick to time when presenting back. You have 15 minutes total for all discussions in this feedback session.

## Activity 5: Trainer presentation 2 – Causes of child marriage

It's now your turn to present again. Use the presentation (paper or electronic) you prepared in advance to highlight the key information provided below on the causes of child marriage. Link the presentation with what the group said in the session before and explain the root causes. You will have 10 minutes to present on the causes. We recommend you use 5 minutes at the end of your presentation for open floor discussion for the group to ask any questions on what you have covered, or to ask them to share any thoughts on the issues you have raised.



### Example presentation: The main causes of child marriage

- Gender inequality is the root cause of child marriage. The way girls and boys and women and men are treated in a society is not equal and often girls are not valued and are seen as a burden.
- Poverty: if a family is poor, marrying their daughter early is seen to lessen the burden on the family, on limited resources, and is one less person to feed.
- Child marriage is often seen as a part of a community's culture and tradition. At times even some religions allow the practice.
- Early, forced and child marriage is often thought to be a way of protecting girls against sexual abuse, sexual harassment, 'illegal' sexual activity, and sexual promiscuity.
- Insecurity and violence is also a cause, as families think getting daughters married early is a way of offering them safety.
- Weak government systems: there are laws against child marriage but these are often not implemented by government, or there are exceptions to the law.
- Limited education and economic options for girls is an important driver for families marrying off their daughters too young.
- Lack of awareness: many people, particularly young girls, are not aware of their rights or how to protect them.

### Causes of child marriage

- Child marriage is a complex issue caused by many different factors – which we call 'drivers' of this problem. These can be different from one country to another and even one community to another, and can change over time within one community or context.
- The root cause of child marriage is gender inequality and the low value given to girls and women in society. Boys are often considered as higher value for the family due to their seemingly higher income making potential.



## NOTE

**Gender** refers to social differences and relations between men and women and the roles they play in society – not the biological difference between them.

**Gender equality** is the equal rights, responsibilities, opportunities, treatment and value given to women and men, girls and boys – in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed in life.

- In many communities where child marriage is practised, girls are not valued as much as boys and are often seen as an extra burden on their family. Marrying off a daughter at a young age can be seen as a way to reduce worries of families with little income, by transferring this “burden” to her husband’s family.
- Child marriage is also very closely linked to male values (called patriarchal values or beliefs) that dominate many societies, and control over female sexuality. For example, this includes control over how a girl should behave, how she should dress, who she should be allowed to see, and who she marries – usually by her father, or males in the family or community.
- In many communities, families closely guard their daughters’ sexuality. Virginity is highly priced and is essential to protect and maintain, as it is associated with family honour, and for a girl to be considered as pure. Girls who have sexual relationships or become pregnant outside marriage are often seen as bringing shame and dishonour on a family.

## Culture and tradition

- In many communities child marriage is a tradition, considered to be a part of tradition or culture, or sometimes religion, and one that has continued for generations.
- In some communities for instance, when a girl starts to menstruate she becomes a woman in the eyes of the community. Marriage is seen as the next step towards giving her status as a wife and mother, regardless of her age.
- Other traditional practices are often linked, particularly harmful practices against girls, such as female genital mutilation or cutting (FGM/C). This is considered a rite of passage to womanhood and to ensure the girl is seen as “clean”.
- Although the practice of child marriage is rooted in tradition and culture, these are man-made practices that can be changed and updated. So there is hope for ensuring change and putting an end to these harmful, damaging practices on girls.

## **Poverty**

- In communities with high levels of poverty, families (at times even the girls themselves) believe that marrying early will be a solution to secure their future. It allows parents to decrease family expenses as they have one less person to feed, clothe and educate.
- In communities where a dowry or “bride price” is paid, it is often a welcome source of income for poor families. In those where the bride’s family pay the groom a dowry, they often have to pay less money if the bride is young and uneducated, so families do this to keep down the costs.
- Economics has a strong impact on attitudes to practices of child marriages because girls are seen as economic dependents, not income generators. But child marriage continues the poverty cycle, as girls who marry young will not be properly educated or take part in the workforce.

## **Insecurity and violence**

- In countries suffering from war and conflict, girls are at high risk of harassment and physical or sexual assault. In unsafe regions, parents often genuinely believe that marrying their daughters early is in their best interest to protect them from danger.
- The reality is that child brides face much higher risks of violence, and have less power to exercise their rights, particularly with their partners.

## **Weak government systems**

- Child marriage is illegal in many countries around the world. But the law can be altered in many ways and contexts, for example if it includes exceptions, such as through parental consent as legal guardians. Laws are subject to different or unequal interpretations.
- In many countries the minimum age for marriage is lower under customary or religious law, which contradicts national laws and international conventions. Many countries also lack legislation, or the means to enforce laws, and have weak governance structures – so laws are important but are not enough by themselves.

## **Limited education and economic options**

- Attending school and having higher levels of education helps protect girls from the possibility of child marriage and empower them about their rights. In many countries, educating girls is less of a priority than educating boys.
- When a woman’s most important role is considered to be that of a wife, mother and homemaker, schooling girls and preparing them for working life is not considered important. Even families who want to send their daughters to school often lack access to nearby, quality schools and money to cover the costs. It is often seen to be safer and economically more rewarding to spend limited resources on educating boys, over girls.

## **Lack of awareness**

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

## Activity 6: Quiz time and conclusions

### Quick quiz

Once you have finished your presentation, explain that you now want to test that they have been listening and understand the main issues around child marriage. Time for a quiz: ask the whole group the following questions and get people to call out their answers.

- What is a child?
- What is child marriage?
- What are the causes? (one cause per person)

You have 3 minutes to ask questions and get answers from everyone.

### Wrap up

Thank everyone for their great work and close the session with a reminder of what you have covered and what topics you will be covering in the next workshop. If you are having the next session later in the week or the following week, remind everyone of the time and date.

If you are holding this as part of a full day's training, we recommend that you take a break now to allow your group to stretch their legs and have some refreshments. Regular breaks help to make sure your group are active, energised and ready to learn and participate!



# Module 1 – Session 3

## Child marriage – consequences and prevention

|   |    |   |   |
|--|---|---|--|
| <p><b>Objective</b></p> <p>The participants will understand the impact of child marriage on girls, the broad range of prevention strategies that are available, and the role different people can play in addressing this issue</p> <p> Number of participants: 24 (max)</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"><li>Learning about the consequences of child marriage</li><li>Brainstorming issues around the possible solutions to ending child marriage</li></ul> <p> <b>Time required:</b> 1 hour and 30 minutes</p> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"><li>Read the background content and get to know it well so you feel confident to present this to the broader group</li><li>Presentation slides (either electronic or on paper) with important main points about the consequences of child marriage</li><li>Practice the energiser activity if you are going to do it with the group</li><li>Prepare the group activity exercise in step 5: prepare the group names (government, civil society and community) and how to divide up the groups</li></ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"><li>Flip chart paper</li><li>Markers or thick pens</li><li>Presentations</li><li>Handouts of the "impacts of child marriage" diagram</li><li>Handouts of the <i>Girls Not Brides Theory of Change</i> document</li><li>Bowl for paper slips with group names for activity 4</li></ul> |

| Activity | Time allocated | Outline  |
|----------|----------------|--|
| 1        | 5 mins         | <b>Welcome</b> <ul style="list-style-type: none"><li>Reintroductions and reminders (if doing a stand-alone session)</li><li>Brief introduction of the session's aim and topics (if doing this as immediate follow-on from Module 1: Session 2)</li></ul> |
| 2        | 10 mins        | <b>Trainer presentation: Impacts and consequences of child marriage</b>  |
| 3        | 15 mins        | <b>Group discussion: Consequences of child marriage that you see in your community or from your experience</b>   |
| 4        | 30 mins        | <b>Group work session: What prevention strategies would work in your community?</b>  |
| 5        | 15 mins        | <b>Trainer presentation: Strategies for prevention</b>   |
| 6        | 15 mins        | Open floor discussion and close of the session   |

## 1.3 Your trainer guide

### Activity 1: Welcome

#### If you are doing this as a stand-alone separate session

Welcome your group back together. As in session 2 of this module, if you are doing this as a stand-alone session (when you are holding this session on another day or week after the last session) then get everyone to reintroduce themselves so that they all remember each other's names. Remind them of why we are all together and quickly run through a reminder of the ground rules you established together and the sensitivity warning. Explain to the group that in this session, we will be learning about the consequences of child marriage together. It is also useful to quickly go over the main points you covered in the last session – we recommend you quickly run through the two presentations you showed in session 2.

OR

#### If you are doing this as part of a full training workshop

If you are holding this as part of a full training workshop (with all sessions combined), then we recommend now is a time to have an energiser activity, and you won't need to do a reminder or recap session. You can just present the main aims for the session, the key topics you are going to discuss, and a brief reminder about sensitivities and everyone respecting each other's views.



## Activity 2: Trainer presentation – Consequences of child marriage

It is useful in this section to use the previous session's chart on child marriage as a reminder for all participants. Now it's time to present your session, which will explore the consequences of child marriage. Use the following table for examples of simple bullet points you can include in your presentation to the group. We recommend you use the diagram we have included to help visually show the impacts that child marriage can have. We recommend that you get different participants to read one line out each, rather than you as the presenter leading the session. Ask each participant who reads out what they think about the statement they read out. This is a good way to get them thinking on the topic and to engage and involve participants in what you are discussing in the session.



### Example presentation: What happens because of child marriage?

- There are so many negative things that happen as a result of child marriage. The most important one is that it stops girls from having their basic rights to health, education and development protected and enforced.
- Child marriage impacts on all elements of girls' basic human rights: health, education, economy, inequality, and increases their risk of violence and poverty.
- Child marriage denies girls the right to education.
- It keeps her locked in a cycle of poverty.
- It denies her the right to a healthy life or to control her own sexual and reproductive health and rights through forced pregnancy and early motherhood. This leads to increased risk of death or injury during pregnancy and childbirth.
- It leaves her with little or no access to information or services to prevent either pregnancy or infection, and more likely to have more children closer together.
- It removes her power to negotiate or control her own decisions. For example, it can make people more vulnerable and exposed to HIV/AIDS, and can lead to girls not being able to negotiate safe sex practices. It also increases her chances of experiencing physical, emotional or verbal abuse.

## What does child marriage mean for girls?

### POVERTY

Child brides do not receive the educational and economic opportunities that help lift them and their family out of poverty.  
**THEY ARE MORE LIKELY TO BE POOR AND REMAIN POOR.**



### EDUCATION

Child brides are likely to **DROP OUT OF SCHOOL**, hindering their personal development, preparation for adulthood and reducing their earning potential..



### INEQUALITY

Child brides normally have **LITTLE SAY IN WHEN OR WHOM THEY WILL MARRY**. Marriage often ends girls' opportunities for education, better paid work outside the home and decision making roles in their communities.



### HEALTH

Child brides face high risk of death or injury: girls who give birth before the age of 15 are **MORE LIKELY TO DIE IN CHILDBIRTH** than women aged 20-24. Their children are less likely to live beyond their 1st birthday.



### HIV/AIDS

Child brides are exposed to frequent, unprotected sex in part due to the pressure to demonstrate their fertility, and lack the knowledge or power to negotiate safer sexual practices. Child brides often marry older husbands, **WHICH IN TURN INCREASES THEIR RISK OF HIV**.



### VIOLENCE

Child marriage puts women and girls at increased risk of violence throughout their lives. Child brides are **MORE LIKELY TO DESCRIBE THEIR FIRST SEXUAL EXPERIENCE AS FORCED**.



This is a sample infographic that you can use for your presentation as they are useful to show visually what you are discussing. For more such resources, visit our website: [www.girlsnotbrides.org](http://www.girlsnotbrides.org)

### Notes for when you present the graphic

Explain to your groups that if we don't stop this from happening, there is a chain of people who will carry on being affected. This is because many women who are forced into child marriages lose their rights and power to prevent this from happening to their children. We recommend that you talk through the graphic and get different participants to read out and talk about what they think about each section.

## Background information for your presentation

### Consequences of child marriage

- Child marriage is a violation of human rights. It deprives young girls of their basic rights to health, education, development and protection. These dynamics affect not only the girls themselves, but also their children and households, as well as communities and entire societies.
- Health: marrying early denies girls the right to a healthy life. They are often pressured into motherhood at a young age, which increases risk of death or injury during pregnancy and childbirth. It also increases risk of death and long-term health complications for newborn children.
- It increases girls' exposure to HIV/AIDS, as girls cannot negotiate safe sex practices. It increases their risk of physical, sexual and emotional violence. Girls who marry before age 18 are more likely to experience violence within marriage than girls who marry later, due to imbalanced power relationships.

- It denies girls the right to choose and make key decisions for themselves about their own lives. Child brides have little say about if, when and who they marry.
- Child marriage denies a girl the right to education. Getting married often results in a girl being removed from school. This affects her ability to learn the skills she needs to secure a job and have access to the same economic opportunities as boys. Without this, she will be unable to break the cycle of poverty and remain trapped.

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### **Activity 3: Group discussion – What are the consequences of child marriage you see in your community?**

Tell the participants that we have now gone through what the consequences of child marriage are and the impact it has on girls' lives. Explain that you want to have an open floor discussion with them on what they think are the consequences of child marriage that they see within their communities. This is to get them thinking what the impacts are from their perspectives and in their communities, as well as to make sure they understand the range of consequences this practice has on girls' lives.

Wherever needed, ask participants to elaborate on what they say and explain further, or to give examples from their own experience. For example, if they state "violence" or "poor health", then ask them to explain further or give examples of what they mean. As the trainer, you should then write what different members of the group say on flip chart paper. You have 15 minutes for an open discussion with the whole group.

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### **Activity 4: Group work – What prevention strategies would work in your community?**

#### **Getting into groups**

For this activity, we recommend you break up the bigger group into three of the main "actors" or stakeholders it is critical to engage to address child marriage. These are the government, civil society, and the community themselves. Divide all participants into three groups who then act as these stakeholders so that they can understand what each group needs to focus on, and the value each group has to contribute to ending child marriage. To do this, you need to separate everyone into three groups. You need pieces of paper with "Government", "Civil society" and "Community leader" written on them and folded in a bowl so people can't see the words. (Divide the number in the group by three, then make that number of pieces of paper for each stakeholder group – one for each participant.) Hand round the bowl and get everyone to take a piece of paper (without looking at who they are yet). Get the three groups to find each other by calling out to each other and then let them settle in their groups at different tables. You have 5 minutes to sort them into groups.

#### **Group work**

Explain to the three groups that child marriage is rampant in their country and they have been given the responsibility as a lead actor to put an end to it. They have to design three key interventions or strategies for prevention. It would be good for them to reflect on what is already being done on this issue in their country/community, and then what more needs to be done to address this and what their role would be in helping this.

As with other group work, each group must assign a note taker who will capture the discussion and present back to the large group. Explain that they can use the *Girls Not Brides Theory of Change* to help with ways they can work to end child marriage. The groups have 15 minutes to discuss this between themselves. Ask the groups to write up their strategies and present these back to the larger group: there is 10 minutes for all groups to present back, so make sure they keep it simple and brief.

## Activity 5: Trainer presentation – Strategies for prevention

This is the next presentation session by you as the trainer, and its focus is to talk through the range of strategies for preventing child marriages. It is helpful to show the links between your presentation on prevention strategies and what has already been put up by the group from the earlier brainstorming session on the consequences and how these strategies work to limit the negative consequences. We recommend you use 10 minutes for this presentation and keep 5 minutes at the end to have an open floor discussion if anyone has any questions or wants to go through things again in more detail.

### Background information for your presentation

#### How to prevent child marriages

- Because there are so many causes or drivers of child marriage, it is no wonder that there are many ways that we can work to end this practice.
- Preventing child marriage means we need action at all levels: from the global right down to the community. And we need an inclusive, collective approach from so many different groups all working together across sectors: from governments to civil society, parents and community leaders, right through to you, the most directly affected groups.
- The *Girls Not Brides Theory of Change* shows that everyone has a role to play in helping to prevent child marriages, as well as to support married girls. It is available on our website.



### **What governments can do...**

- Make laws to ban child marriage and remove any clauses that allow exceptions, such as underage marriage with parental or religious consent.
- Governments need to create national strategies which are action plans to prevent or delay child marriage. In these national strategies, dedicated investment is needed to target opportunities for the poorest and most marginalised girls, as they are the most vulnerable to child marriage.
- Provide quality services such as education, health care and protection, and work to make sure girls can access these services, regardless of their backgrounds or incomes. This will also help encourage parents to send their girls to school and keep them in school for as long as possible.

### **What civil society organisations (CSOs) can do...**

- Help raise awareness on the issue and everything it involves! As this is still a taboo subject in many countries, encouraging discussion helps raise awareness and educate communities. Sharing the consequences of child marriage – through to information about people's fundamental human rights – all helps people to understand the range of impacts this has on girls and women. It's important to engage men and boys so that they can also become active in the fight to end child marriage.
- Implement projects to empower girls and their communities to say no. This is by building skills, knowledge and access to support networks that will help increase girls' decision-making abilities and access to opportunities. Peer support networks are very important in this.
- Work with other stakeholders: support government legislation against child marriage, push for the development of laws where they do not exist. Mobilise and educate religious leaders and community elders on the harmful effects of traditional practices, such as child marriage.

### **What community and traditional leaders can do...**

- Help change opinions – traditional and cultural practices that harm girls and women can be changed. It's no longer enough to say "it's our culture" – and traditional leaders are so important in understanding the negative impacts and helping to change practices, most importantly around changing traditional, discriminatory views on girls' access to education.
- Support government and civil society's efforts to get legislation against child marriage passed, and help ensure that these laws are upheld. Also to help spread information as far as possible so that all members of the community are on board with change.
- There would be no child marriage if men in affected communities did not choose to marry children. So it is vital that men are educated on the rights of girls and how early marriage can be harmful to girls' health and happiness, as well as being destructive to the family unit. As most traditional or religious leaders are men, they are fundamental in helping the community to change so as to see the value of women and girls.

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## Activity 6: Open floor and closing of the session

We recommend you keep a few minutes at the end of the whole session as an open space for anyone to ask questions, ask to go over issues or recap from other sessions, or just to flag anything important to them. This can also be an important session to ask what the group feels they have learned so far. Then you can sum up the issues you have covered by revisiting the charts that are up on the wall. As always, thank everyone for their active participation and explain the outline of the next session.





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# **Module 2: Researching child marriage in your community**

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## **Module overview**

- Exploring gender and how it impacts our daily lives.
- How to do a gender analysis when working in your community.
- Working with men and boys.

# Module 2 – Session 1

## Exploring gender

|    |   |    |    |
|---|--|---|---|
| <p><b>Objective</b></p> <p>For everyone in the group to understand what we mean by gender equality and how to carry out a gender analysis. We will also explore why we need to involve boys and men when dealing with the issue of child marriage</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"> <li>Learning about gender; what is gender equality</li> <li>How to do a gender analysis</li> <li>Looking at how to work with men and boys as champions for the cause</li> </ul> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"> <li>Read the background content and get to know it well so you feel confident to present this to the broader group</li> <li>Presentation slides (either electronic or on paper)</li> <li>Practise the energiser activity if you are going to do it with the group</li> <li>Make copies of the gender dynamics table for everyone in your group</li> </ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"> <li>Flip chart paper</li> <li>Markers or thick pens</li> <li>Presentations</li> </ul> |
|  <b>Number of participants:</b> 24 (max)   |  <b>Time required:</b> 2 hours and 35 minutes   |   |   |

| <b>Activity</b> | <b>Time allocated</b> | <b>Outline</b>   |
|-----------------|-----------------------|--|
| 1               | 5 mins                | <p><b>Welcome</b></p> <ul style="list-style-type: none"> <li>Reintroductions and reminders (if doing a stand-alone session)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Energiser and brief introduction of the session's aim (if doing this as immediate follow-on from Module 1)</li> </ul> |
| 2               | 5 mins                | <b>Open discussion:</b> What is gender?  |
| 3               | 20 mins               | <b>Discussion in groups:</b> First memories of gender  |
| 4               | 10 mins               | <b>Trainer presentation:</b> – What is gender?   |
| 5               | 10 mins               | <b>Open discussion:</b> Gender equality  |
| 6               | 25 mins               | <b>Discussion in groups:</b> Gender inequality   |
| 7               | 10 mins               | <b>Trainer presentation:</b> – What is gender equality versus inequality?  |
| 8               | 10 mins               | <b>Trainer presentation:</b> – Gender analysis   |
| 9               | 35 mins               | <b>Group work:</b> Doing a gender analysis   |
| 10              | 5 mins                | <b>Brainstorm:</b> Why involve men and boys?   |
| 11              | 10 mins               | <b>Trainer presentation:</b> – Working with men and boys   |
| 12              | 10 mins               | <b>Conclusion</b> and close the session  |



## 2.1 Your trainer guide

### Activity 1: Welcome

#### If you are doing this as a stand-alone session

Welcome your group back together. As with the previous session of Module 1, if you are doing this as a stand-alone session (as in it's a day or week after the last session) then get everyone to reintroduce themselves so that they all remember each other's names. Remind them of why we are all together and quickly run through a reminder of the ground rules you established together and the sensitivity warning. Explain to the group that in this session we will be exploring the issue of gender and how to undertake a gender analysis for your advocacy. It is also useful to quickly go over the main points you covered in previous sessions. We do recommend you briefly run through the presentation slides you have done before – but if you don't have time, then a quick recap of your last presentations helps to bring the group back up to speed on the issues you have covered.

**OR**

#### If you are doing this as part of a full training workshop

If you are holding this as part of a full training workshop (with all sessions combined), then we recommend now is a time to have an energiser activity, and you will not need to do a full reminder or recap session. You can just present the main aims for the session, the key topics you are going to discuss, and a brief reminder about sensitivities and everyone respecting each other's views.

#### Possible energiser: Shopping at the market

An energiser helps everyone to bond and creates a fun and relaxed atmosphere. It's also good for making sure people are awake, alert and ready to work.

Explain to the group that this is a memory game. Get everyone in a circle: choose someone to start and explain that everyone needs to add to the shopping of those before them, so they have to listen well. The first person says "At the market, I buy..." and then they say the grocery item they want to buy. Then the person next to them follows by saying: "At the market, I buy xxx (from the last person) and I add yyy (add a vegetable/ fruit/ grocery item to the basket). Everyone follows round the circle, building on the shopping list, without forgetting anything.

### Activity 2: Open discussion – What is gender?

Ask the whole group to say what comes to mind when they hear the word "gender". You as the trainer should write down what the participants say on a flip chart/paper. Hold the open discussion for 5 minutes.



### Activity 3: Group discussion – First memories of gender

Ask the participants to turn to the person sitting on their right and pair up. Ask each pair to discuss for 10 minutes their earliest memory of when they realised that they were a boy or a girl, or when they realised the difference between genders, and how this made them feel. All pairs should note their discussions on a piece of paper. Each pair is then to share in brief what their partner's experience was back to the wider group. Do this for 10 minutes. Once everyone has finished, ask if anyone wants to discuss anything else and have a few minutes for an open space discussion. And do share your experiences too.

### Activity 4: Trainer presentation – What is gender?

When you work to tackle child marriage, it's important to understand how gender norms play a role in maintaining the practice of child marriage. Gender is not the same as sex. Sex refers to the biological characteristics of men and women. For example: males produce sperm, females produce eggs. Gender refers to socially defined roles and behaviours for men and women. When we expect men and women to act in a certain way, just because they are male and female, then we follow "gender norms". Different cultures can have different gender norms or different ways they expect men and women to behave. For example, some cultures expect women to stay at home and do household chores, while men should go out to work. These norms are also called gender roles, which are specific roles men and women are expected to perform in society or even in the family. Gender refers to the economic, social and cultural attributes and opportunities associated with being a man or a woman in a given society. It specifies what a man or woman can do, can be or can have in a specific society. Gender roles vary from generation to generation, time to time and culture to culture.



- People are born female or male, but learn to be girls and boys who grow into women and men.
- Gender roles are learned behaviours in a given society, community or other social group. They determine activities, tasks and responsibilities that are seen to be fitting for males or females.
- Girls and boys are taught what the right behaviour and attitudes, roles and activities are for them, and how they should relate to other people. This learned behaviour is what makes up gender identity, and determines gender roles and responsibilities.
- Gender roles vary greatly from one culture to another, and from one social, political and economic group to another within the same culture.
- Gender roles also vary over time. Socially defined roles for girls and boys and women and men in one society may change over generations, whereas in other societies they may continue far longer in the same way. For instance, in Ancient Egypt men stayed at home and did weaving. Women handled the family business. Women inherited property and men did not. In modern-day Egypt, these roles have changed.



### Example presentation: Gender

- **Gender** refers to the economic, social and cultural roles and responsibilities assigned to a man or a woman in society.
  - **Gender roles** can change and are different from generation to generation and culture to culture. For example, in Ancient Egypt men stayed at home and did weaving.
- Women handled family business. Women inherited property and men did not. In modern day Egypt, these roles have changed completely.
- It specifies what a man or woman can do, what they can be, and what they can have in a specific society.

### Difference between sex and gender

#### SEX

- Is biological (physical bodies).
- Given by birth (is natural and refers to visible differences in sex organs of boys and girls and related differences in procreative function).
- Cannot be changed – unless through hormone replacement or surgery.

#### GENDER

- Is cultural.
- Learned through socialisation (is created by society and hence is taught and learned).
- Can be changed and challenged: women can work as engineers, pilots etc.

## **Activity 5: Open discussion – What is gender equality?**

In an open discussion with the full group, ask the participants to brainstorm what they think about the term gender equality. Write what they say on a flip chart paper. Allow 10 minutes for discussion or for any questions they have.

## **Activity 6: Discussion in groups – Gender inequality**

Divide participants into two groups: just separate the room down the middle – one group each side. Ask them to discuss what they think are examples in their lives of **gender inequality**. They should think of examples from different levels and contexts: such as the individual, family, community and societal levels. Get them to nominate a note taker who will present back to the whole group. They have 10 minutes to discuss examples.

Ask each group to present back on the main findings or examples they discussed. Then open the floor to a full investigation into examples, why these happen and what consequences they have. For example, if a group writes that there is inequality in opportunities given to women at work, then get the group to explore what opportunities are being denied, why this happens, and the consequences of these inequalities. Allow 15 minutes for this discussion and investigation.

## **Activity 7: Trainer presentation – What is gender equality versus inequality?**

You, as the trainer, are to now give a brief presentation on what you mean by gender equality, and the causes and consequences of gender inequality. You have 10 minutes for your presentation. Below we have included the main ideas for each concept, as well as examples of presentation slides you can show the group.





## Gender equality

- Gender equality does not simply mean equal numbers of men and women or boys and girls participating in all activities, or that women and men are the same. It means that men and women enjoy equal recognition and status within society and should have equal respect.
- It means that our similarities and differences are recognised and equally valued so that we can all realise our full human potential. This means we can all participate, contribute and benefit equally from national, political, economic, social and cultural development.
- Gender equality refers to the equal valuing of the roles of women and men, and their contributions, activities and what work they do.
- It works to stop stereotypes and prejudices so that both sexes are able to equally contribute to and benefit from economic, social, cultural and political developments within their society.
- The main point of gender equality is that the differences between women and men should not have a negative impact on their living conditions or prevent an equal sharing of power among women and men in various aspects of life.
- Gender equality refers to equal opportunities and outcomes for women and men. This involves removal of all kinds of inequalities in access to resources, opportunities and services, and the promotion of equal rights.
- **Equality does not mean that women should be the same as men. Promoting equality recognises that men and women have different roles and needs, and emphasises the importance of taking these into account in development planning and programmes.**

## What is gender inequality?

- Men and women are physically different but it is the social, economic, political and legal interpretation of these differences that lead to inequality between them.
- Discrimination against women and girls – such as gender-based violence, economic discrimination, reproductive health inequities and harmful traditional practices – remains the most pervasive and persistent form of inequality.
- Inequality in social settings/society: when men's work has a higher status and is recognised as more valuable and important than women's work (such as child rearing, cooking and cleaning). This also occurs when women have less access to services (for example, education and health), and when there is violence directly against women and girls because of their gender.
- Economic inequalities: women have unequal access to economic resources, such as opportunities for skills training, capital, credit, labour and land, and limited opportunities for employment and career advancement.
- Political inequality: women are poorly represented at all levels of formal decision-making in society, and particularly at regional and national levels.
- Legal inequality: the legal system in many countries discriminates against women in the areas of family law, inheritance, property and land ownership, citizenship and criminal law. Prosecuting cases involving violence against women is particularly difficult.



### Example presentation: Gender equality

- Gender equality does not mean that women and men are the same, but that they have equal value and should be given equal treatment.
- Equal valuing of the roles of women and men.
- This is essential to overcome the barriers of stereotypes and prejudices.
- An equal sharing of power among women and men.
- Removal of all kinds of inequalities in access to resources, opportunities and services, and the promotion of equal rights.
- Equality recognises that men and women have different roles and needs.

### Activity 8: Trainer presentation – Gender analysis

Explain that we are now going to learn about what a gender analysis is. You have 10 minutes for this presentation.

#### What is a gender analysis?

- A gender analysis is a way to research and find the key issues that create or enforce gender inequality. This is so that you fully understand the reasons and causes so that they can be properly addressed and fixed.
- It helps you to understand the unequal differences between men and women. It helps you to identify, understand and explain gaps between men and women that exist in the household, community and country.
- It helps show you how these gender differences and power relations impact (and often reinforce) child marriage.
- It is a research method that looks at the different levels of power women and men hold; their different needs, constraints, and opportunities; and the impact of these differences in their lives.

When doing a gender analysis, there are five main issues you can look into to understand the role or position of men and women.

- Laws, policies and rules in society.
- Cultural practices and beliefs.
- Gender roles, responsibilities and time spent on each.
- Access to, or control over, resources.
- Patterns of power and decision-making.

A gender analysis will collect, analyse and interpret information about a specific situation by looking into the roles, responsibilities, needs and opportunities of girls and boys/women and men. This aims to:

- Identify the differences between the groups.
- Understand why these differences exist.
- See what specific actions/issues influence child marriage.

Some questions to ask yourself when doing a gender analysis to look into child marriage:

- Which particular groups of girls are affected by child marriage?
- Who is most vulnerable?
- What age do girls tend to be when they are married?
- Are they in school or out of school?
- Do they belong to any minority or marginalised groups in the community?



### Example presentation: What is a gender analysis?

- A gender analysis helps to identify key issues contributing to gender inequality.
- Highlights any gaps between men and women that exist in the household, community and country.
- Explains how gender norms and power relations impact (and often reinforce) child marriage.
- Examines the differences in roles and norms for women and men, girls and boys: the different levels of power they hold; their differing needs, constraints, and opportunities; and the impact of these differences in their lives.



### Activity 9: Group work – Doing a gender analysis

Divide everyone into smaller groups of four or five participants (this number will depend on how many people you have in the whole training and how many groups you want). Like you did in Module 1, Session 2, Activity 2.2, divide them up by getting each person to count one, two, three and so on, stopping at the final number of groups you want (say you want five groups, then get the fifth person to stop on five). Then start again with the next person back at number one. All the ones then gather, the same for all the remaining numbers. It will take about 5 minutes for them to get into groups.

Give each group a copy of the Gender dynamic table provided below. Remind them of the five main issues you can look into to assess the position of men and women in a society or community – these are listed in Activity 8.

Explain that each group is to complete the gender analysis by answering the questions in the handout. If they don't know the answer to questions, ask them to think about how they can find out more: who should they ask or where should they go for information? They have 20 minutes to go through the questions and try to gather their answers.

Then in a 10-minute open floor discussion, ask everyone what they have learned about the gender roles in their community. Ask them if they can see how gender issues and child marriage relate to each other. Allow this to be an open space where they can give their thoughts or ask any questions.



## For activity 9: Group work – Doing a gender analysis

### Gender dynamic table: a gender analysis focused on investigating child marriage

This table shows a detailed gender analysis across the five areas. Finding answers to these questions will help you design a stronger and more effective initiative.

| Areas for gender analysis         | Guiding questions  | Resources that can help you find answers  |
|-----------------------------------|--|---|
| 1. Laws, policies and regulations | <ol style="list-style-type: none"><li>1. Are there national laws on the minimum age of marriage, marriage certification and birth registration to prevent gender discrimination?</li><li>2. Are these laws enforced at national and local levels? Are women and girls able to access justice (such as the police and courts) or do they struggle to do so? Are people, households and communities aware of the laws?</li><li>3. How do laws and policies actually influence decisions about marriage at local level? Or does customary law allow for child marriages, over the national law? For example, if the national law states a minimum age of marriage, is this law actually what people are listening to?</li></ol> | <ol style="list-style-type: none"><li>1. Policymakers, local legal institutions, CSOs working on the issue. You can also search these on the internet or visit the country specific information on the <i>Girls Not Brides</i> website.</li><li>2. Speak to a range of people who can help: judges, the police, government officials and civil servants, local legal institutions and CSOs active on the issue or working in your community, women and girls themselves.</li><li>3. Traditional, religious and community leaders, local government, religious leaders, elders, women and girls, men and boys.</li></ol> |
| 2. Cultural practices and beliefs | <ol style="list-style-type: none"><li>1. What are the accepted practices and beliefs about girls' and women's roles as wives and mothers – and boys' and men's roles as husbands and fathers?</li><li>2. What cultural and traditional practices are connected with marriage? These could include bride price, dowry, female genital mutilation/cutting (FGM/C), polygamy, bride abduction and emphasising female chastity. Does marriage signify a financial transaction, such as a dowry or bride price?</li></ol>   | Traditional, religious and community leaders; elders; parents; women and girls; men and boys.   |

|   |  |  |
|---|--|--|
| <p><b>3.<br/>Gender roles,<br/>responsibilities<br/>and what time is<br/>spent on these</b></p> | <ol style="list-style-type: none"> <li>1. How much time do women and girls spend on housework and care? This could include looking after younger siblings, old parents, or physically challenged members of the family. How does this compare to the time men and boys spend on these tasks? Are girls ever taken out of school to carry out housework and care work?</li> <li>2. How do women and girls who were married young (before 18) spend their time differently from women and girls who are unmarried? And is there any difference between how girls and boys are expected to use their time?</li> </ol> | <p>Women and girls, men and boys, family elders.</p>   |
| <p><b>4.<br/>Access to and<br/>control over<br/>resources</b></p>                               | <ol style="list-style-type: none"> <li>1. What is the difference between men and women when it comes to having access to income, owning land or having access to other assets and resources (such as a phone)?</li> <li>2. Do women and girls who have experienced child marriage face social isolation? For example, are they no longer allowed to see their friends or go to school?</li> </ol>  | <p>Women and girls, men and boys.</p>  |
| <p><b>5.<br/>Patterns of<br/>power and<br/>decision making</b></p>                              | <ol style="list-style-type: none"> <li>1. Who in the family or community makes decisions about if, when, and who a girl should marry? Which community and religious leaders influence decisions over marriage?</li> <li>2. How does the age of marriage and the difference in ages between the partners influence the relationship? Who has the power and holds all decision-making in the marriage?</li> </ol>  | <p>Traditional, religious and community leaders; elders; parents; women and girls; men and boys.</p> |



Photo © Samantha Sophia / Unsplash

### Activity 10: Brainstorm and open discussion – Working with men and boys

As a group discussion, ask participants to explain why we should work with men and boys, and particularly why we should involve them when working on addressing child marriage. Get them to call out their answers and you can write these up on a piece of flip chart paper to record their ideas. You have 5 minutes just to have a quick brainstorm on this.

### Activity 11: Trainer presentation – Why work with men and boys?

You have 10 minutes to present on the following issues around working with men and boys when addressing child marriage in communities.

#### Why work with young men?

Boys also marry as children, with 156 million men alive today married before the age of 18. But girls are disproportionately affected by child marriage, and are almost seven times more likely to be affected by the practice. It is important not to forget that young men are both victims and agents of change.

Recent research has shown that involving boys and men is important in building gender equality. To improve equality between men and women, it is important that men and boys change their attitudes and practices toward women and girls. If we want to end child marriage, then boys and men must play a vital role in achieving this. It's crucial that they understand and believe it is a harmful practice. Leaving men and boys out of any initiative will mean that only the symptoms experienced by young women and girls are addressed. The main problem remains unchallenged, such as existing imbalanced power relations between men and women.

To end child marriage we must understand the cultural and gender roles in a society that contributes to this practice. In many countries, men and boys are socialised to take on the role of breadwinner, to be dominant and make most of the family decisions. Women are raised to run the household: cooking, cleaning, having children and caring for them.

Ending child marriage requires questioning everyone's role in society and working hard to change social norms and behaviours at all levels of society. Fathers, brothers, husbands, village chiefs, religious leaders, decision-makers – for this harmful practice to end, we need to work together with everyone, get the support of all the men/boys who know this is wrong, and work together to persuade all those who don't. It is important to engage men and boys in eliminating child marriage because:

- Child marriage is not only a women's or girls' issue.
- As decision-makers and potential husbands, men and boys are central to any efforts to end child marriage.
- Religious elders and community leaders are often the key decision-makers in communities where early or child marriage is common. They are often men. Engaging and educating these powerful men is key to changing a community's attitude to child marriage.
- Social expectations of what it means to be a man or boy dictate how men and boys behave.
- Men and boys should question gender roles.
- Roles like father, husband, son and brother need to shift towards being caring, supportive and non-violent, sharing decision-making and domestic chores.
- Men and boys do not have the space to question these norms.
- Men and boys have a direct influence in women's and girls' lives.
- If we don't engage men and boys we cannot bring about change on sensitive issues like child marriage.
- Men and boys need to know about girls' rights and how early marriage can be harmful to her health and happiness and destructive to the family unit.



### Example presentation: Engaging men and boys

- We all need to understand the complicated gender and cultural norms that promote the practice of child marriage. Child marriage is not only a women's/girls' issue.
- Decision-makers in a community/home are mostly men. As decision-makers and potential husbands, men and boys are central to any efforts to end child marriage.
- Men and boys are socialised to take on the role of breadwinner, to be dominant and make most of the family decisions. Women are raised to look after the home (cook, clean, have children and take care of them).
- The traditional roles of father, husband, son and brother need to shift towards being caring, supportive and non-violent, sharing decision-making and domestic chores.
- Men and boys need to question and change gender roles.
- Men and boys have a direct influence in women's and girls' lives.

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## Activity 12: Conclusion and close

Like other sessions, use the last 10 minutes of the workshop to wrap up the discussion and allow time for addressing any questions the group may have. Thank them for their energy and hard work in the session, and do a quick reminder of the main issues you have covered.







# **Module 3:** **Take action** **Developing an** **advocacy strategy**

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## **Module overview**

- Session 1: Goals and objectives – defining the change you want to see.
- Session 2: Developing advocacy strategies and creating messages.

# Module 3 – Session 1

## Goals and objectives

|   |   |    |   |
|--|--|--|--|
| <p><b>Objective</b><br/>Defining the change you want to see and the steps you need to achieve this!</p> <p> <b>Number of participants:</b> 24 (max)</p> <p> <b>Time required:</b> 1 hour and 20 minutes</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"><li>• Learn how to define the change you want to see</li><li>• How to set your goals and objectives</li><li>• What is your ideal future</li><li>• How to achieve the change you need</li></ul> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"><li>• Read the background content and get to know it well so you feel confident to present this to the broader group</li><li>• Presentation slides (either electronic or on paper)</li><li>• Practise the energiser activity if you are going to do it with the group</li></ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"><li>• Magazines, scissors and glue</li><li>• Flip chart paper</li><li>• Markers or thick pens</li><li>• Tape or something to pin papers to the wall</li><li>• Presentations</li></ul> |

| Activity | Time allocated | Outline  |
|----------|----------------|--|
| 1        | 5 mins         | <b>Welcome</b> <ul style="list-style-type: none"><li>• Reintroductions and reminders (if doing a stand-alone session)<br/><b>OR</b></li><li>• Energiser and brief introduction of the session's aim (if doing this as immediate follow-on from Module 2)</li></ul> |
| 2        | 35 mins        | <b>Group work:</b> What is your perfect future?  |
| 3        | 15 mins        | <b>Trainer presentation:</b> Setting goals and objectives  |
| 4        | 15 mins        | <b>Group work:</b> Defining your goal – what is the change you want to see?  |
| 5        | 10 mins        | <b>Concluding discussions</b> and close of session   |

## 3.1 Your trainer guide

### Activity 1: Introduction of session, sensitivity and safeguarding warning

As the trainer, start the session with the module overview and the session plan given above. Then talk through the sensitivity and safeguarding warning (which is at the beginning of the trainer guide). This is so that all sessions start in the same way, and you always remind your group of the importance of safeguarding.

#### If you are doing this as a stand-alone session

Welcome your group back together. As with the previous sessions in Modules 1 and 2, if you are doing this as a stand-alone session (as in it's a day or week after the last session) then get everyone to reintroduce themselves so that they all remember each other's names. Remind them of why we are all together and quickly run through a reminder of the ground rules you established together and the sensitivity warning. Explain to the group what the purpose of the workshop session is. It's also useful to quickly go over the main points you covered in previous sessions. We do recommend you briefly run through the presentation slides you have done before – but if you don't have time, then a quick recap of your last presentation helps to bring the group back up to speed on the issues you have covered.

OR...

#### If you are doing this as part of a full training workshop

If you are holding this as part of a full training workshop (with all sessions combined), then we recommend now is a time to have an energiser activity, and you will not need to do a full reminder or recap session. You can just present the main aims for the session, the key topics you are going to discuss, and a brief reminder about sensitivities and everyone respecting each other's views.

#### Possible energiser: The elephant says...

An energiser helps everyone to bond and creates a fun and relaxed atmosphere. It's also good for making sure people are awake, alert and ready to work.

- Ask everyone to stand in a circle or two rows facing each other. Explain the rules of the game, which is when you say: "The elephant says..." and then add an activity, such as "stand on one leg." The group must do as the elephant commands and then freeze in the position you have told them.
- But if you give the command for the activity without saying "The elephant says ..." they need to ignore the command (and stay frozen in the earlier movement). Practice time! For example, say: "The elephant says... touch your left ear with your right hand" – and use your arm as though it was an elephant's trunk to touch your ear.
- Then say: "Scratch the top of your head and your stomach at the same time." The participants should stay frozen with their right hand touching their left ear because you didn't add the command "The elephant says..." Continue playing until participants have had enough fun.

## **Activity 2: Group work – What is your perfect future?**

Divide your participants into smaller groups (four or five per group should work), and ask each group to imagine that they have been out of the country for ten years. They have arrived back to find that their dreams of how the society should be, in terms of the problems they have identified on the issue of child marriage, have been fulfilled. The problems are solved and the society is functioning just as they had always hoped. Ask the groups to draw a picture (or they can use pictures from magazines) of what such a society would look like, using colour, shape, words and/or images. Get them to set a clear goal of what that ideal society would be like. They have 15 minutes in total to design their perfect society, and discuss their plans within their groups.

Then let each group briefly present their drawing to the rest of the group. During their presentation, write down key words of important themes that emerge from the presentations. Allow for 10 minutes in total for all groups to present back.

After each group has presented, try to see if, using the key words you have written down, the whole group can come up with a goal together. Allow 10 minutes for an open floor discussion on what their goal statement could be.

## **Activity 3: Trainer presentation – Setting goals and objectives**

This is now your time to present on explaining what objectives are, how to set them, and what we mean when we talk about creating SMART objectives. You have 10 minutes for the following presentation. Use the last 5 minutes to answer any questions or go over any points the group may have.

Setting a goal means:

1. Defining the ultimate change you want to contribute to. A goal is a clear idea of the world you want to create – the desired end state you want to see realised and the ultimate vision you want to achieve through your work. It should be inspirational and clearly explain what you are fighting for. A goal is not something you can achieve on your own. For example, at *Girls Not Brides* our ultimate vision and goal is: a world without child marriage where girls and women enjoy equal status with boys and men and are able to achieve their full potential in all aspects of their lives.
2. Thinking through the size and scale of your actions. Work out how much time you can each give to achieving your goal. Be realistic. The more you learn, and the more people you include to work with, the more your goal and ambitions can also grow. You may want to focus your goal on a specific community or group of people, to have a specific target group and address their specific issues.
3. Assessing what your research and gender analysis has uncovered in your community. What are you now motivated and enthusiastic to work on as a goal? What specific issues did this raise that you can work on?



## Example presentation: Definitions and differences between goals and objectives

### Goal

#### Definition

- The main aim that you are working to achieve.
- This is the big picture or vision you want to see in the world.
- This is something that we want to strive towards.
- Goals are not strictly measurable or tangible.
- Has a longer-term time frame.

**Example:** “I want to succeed in eliminating child marriage.”

### Objective

#### Definition

- Something that we aim our efforts or actions to achieve; it's our purpose or target.
- These are smaller, more specific steps that will help you achieve your goal.
- Must be measurable and tangible.
- Mid- to short-term time frame of action.

**Example:** “I want to do research on child marriage by the end of the month.”



## Example presentation: Defining your goal

- A goal sets out a clear idea of the world you want to create.
- This is the ultimate, desired state or condition you want to see realised at the end of your work.
- To start, you need to outline what you want to change, what are the main issues you are working on, and what steps you need to take to achieve these.
- This helps to move you on from unclear ideas to planning out specific actions and achievable changes that you want to see in your community/country.
- Goals are longer term (say five years as a plan) but there are very specific steps you can take to achieve them.

Once you have a goal statement, you need to think through concrete solutions to the problem of child marriage to achieve your goal. These will help you to achieve the goal through your work, and help focus and prioritise your work and what you will need to do so. Your objectives show what specific change or outcome you want to achieve in the short term.



As a group, brainstorm on objectives that will help you reach your goal. They should be SMART, which means they are:

- **Specific:** they tell you specifically how much (a clear number target – such as 40%) of what you want to be achieved or changed (what behaviour of which group you want to impact, or what outcome you want to see as a result of your intervention) and include a time frame by when you aim to achieve this (a clear date to work towards – for example, by 2020).
- **Measurable:** that information concerning the objective can be collected, detected, or obtained (at least potentially) so that you can assess the impact and measure the change that occurs as a result of your intervention.
- **Achievable:** your objectives should be realistic and the change you want to see possible. This means that not only are the objectives themselves possible, but it is also likely that you collectively (working together with allies) will be able to achieve them successfully.
- **Relevant to the vision:** there is a clear understanding of how these objectives fit in with the overall vision of the group or the work that you are doing.
- **Timed:** your group can develop a clear timeline for when the objectives will be achieved. Make this clear in the objective itself.



## Example presentation: Defining objectives

Create a set of concrete solutions for the problem of child marriage to reach your goal. These are the smaller steps you need to take to help you achieve your vision. Objectives should be SMART, which means:

- **Specific:** a clear number or target for what you want to be achieved or changed; what outcome you want to see as a result of your intervention; and a time frame by when you aim to achieve this.
- **Measurable:** that information concerning the objective can be collected, detected or

obtained so that you can assess the impact and measure the change that occurs as a result of your intervention.

- **Achievable:** realistic, and that the change you want to see is possible to achieve working together with allies.
- **Relevant to the goal:** fit in with the overall goal of the group or the work that you are doing.
- **Timed:** a clear timeline for when they will be achieved.

## Activity 4: Group work – Defining your goal: what is the change you want to see?

### Trainer to the group:

Now that you have gone through many of the training sessions, you should know a few important issues, such as understanding the basic issues around child marriage and what causes it. You've looked into these in your community or country, as well as thought through how gender influences these issues and impacts in many ways. So you are ready to take action and develop a goal for your work.

Split the group into three smaller groups by whatever way you have used in other sessions that doesn't take too long. Get the groups to have a quick brainstorm on **what they think a goal and an objective are – and what steps they need to take to achieve those**. Allow 10 minutes for group discussion and then 5 minutes for them to have an open floor discussion on what they found to be most important and what their thoughts are.

## Activity 5: Concluding discussion and close of session

In the last 10 minutes of the session, you could ask a few quiz questions as an open discussion to check that everyone has understood the ideas you have been discussing.

- What is a goal?
- What is an objective?
- What are the differences between a goal and an objective?
- What is a SMART objective?

Ask them to share the main thing they have learned today, then close the session.

# Module 3 – Session 2

## Drafting an advocacy strategy

|   |    |    |   |
|--|---|--|--|
| <b>Aim of the session</b><br><br>To develop an advocacy strategy and know what makes a good message that targets your audience's "head, heart and hands" – how to make them think, feel and do. We include ideas about how to work with the media and understand how to undertake such communications activities | <b>Session outline</b> <ul style="list-style-type: none"><li>Drafting an advocacy strategy</li><li>What is a message and how to develop an effective message</li><li>How to use communications to create powerful messages and impact</li></ul> | <b>Things to prepare in advance</b> <ul style="list-style-type: none"><li>Read the background content and get to know it well so you feel confident to present this to the broader group</li><li>Presentation slides (either electronic or on paper)</li><li>Practise the energiser activity if you are going to do it with the group</li><li>Print out a copy of any tables or templates you want the group to use</li><li>Write a few silly, funny statements on several pieces of paper for the "Whisper, whisper" game</li></ul> | <b>Materials needed</b> <ul style="list-style-type: none"><li>Flip chart paper</li><li>Markers or thick pens</li><li>Tape or something to pin papers to the wall</li><li>Presentations</li><li>Copies of the two tables for everyone</li></ul> |
|  <b>Number of participants:</b><br>24 (max)   |  <b>Time required:</b><br>2 hours and 5 minutes  |  |  |

| Activity | Time allocated | Outline   |
|----------|----------------|---|
| 1        | 10 mins        | <b>Welcome</b> <ul style="list-style-type: none"><li>Reintroductions and reminders (if doing a stand-alone session)</li></ul> |
| 2        | 15 mins        | <b>Group work:</b> Finding your voice and power   |
| 3        | 10 mins        | <b>Trainer presentation:</b> What is an advocacy strategy   |
| 4        | 40 mins        | <b>Group work:</b> Building your advocacy strategy  |
| 5        | 10 mins        | <b>Energiser</b>  |
| 6        | 15 mins        | <b>Trainer presentation:</b> Developing effective messages  |
| 7        | 15 mins        | <b>Group work or energiser:</b> Effective communications  |
| 8        | 10 mins        | <b>Conclusion</b> and close of session  |

## 3.2 Your trainer guide

### Activity 1: Introduction

As with all other sessions, have a brief welcome to your group. Start the session with the module overview. Explain to the group that in this session we will develop an advocacy strategy and examine why communications is important to your advocacy initiative and how to create target-specific messages. Then talk through the sensitivity and safeguarding warning (which is at the beginning of the trainer guide) so that all sessions start in the same way.

#### If you are doing this as a stand-alone session

Welcome your group back together. As with the previous sessions in Modules 1 and 2, if you are doing this as a stand-alone session (as in it's a day or week after the last session) then get everyone to reintroduce themselves so that they all remember each other's names. Remind them of why we are all together and quickly run through a reminder of the ground rules you established together and the sensitivity warning. Explain to the group what the purpose of the workshop session is. It's also useful to quickly go over the main points you covered in previous sessions. We recommend you briefly run through the presentation slides you have done before – but if you don't have time, then a quick recap of your last presentation helps to bring the group back up to speed on the issues you have covered.

**OR**

#### If you are doing this as part of a full training workshop

If you are holding this as part of a full training workshop (with all sessions combined), then we recommend now is a time to have an energiser activity, and you will not need to do a full reminder or recap session. You can just present the main aims for the session, the key topics you are going to discuss, and a brief reminder about sensitivities and everyone respecting each other's views.



## Activity 2: Finding your voice and power

### Aim of this session as a trainer

This activity is to provide a space for participants to think about their own role as possible change-makers in their communities – particularly around being or becoming young activists and advocates to end child marriage. This activity aims to increase their confidence and belief in the fact that they can take action on this issue and what they do can make a difference. They have already developed their ideas of a perfect future; now is the time that they can see how each and every one of them is able to help build that future.

### You have 15 minutes for this role-play exercise

1. Ask all participants in your group to get into pairs. If possible, encourage them to pair up with someone they haven't worked with closely before.
2. Tell them that together they will do a role-play exercise where each player pretends to be a character in a talking discussion. One person in the pair is going to be an influential adult in the community they live in; for example, they can be a head teacher or a community leader. The other character in the discussion is going to be a young person from the community.
3. Now it's time for you to set the scene. The situation they have to act out is the following: the adult does not believe that child marriage is an issue, or that young people can take action to end this practice. They also think that young people should not interfere with issues like this, as they are community and traditional practices. However, the young person cares passionately about child marriage, and really believes that young people should be involved in efforts to end the practice, and that this practice needs to change in their community.
4. Ask the groups to spend 5 minutes doing a role-play exercise – where they play their different roles – and so each person puts forward their arguments for/against young people taking action on this issue.
5. At the end of the role play, ask them all to think about the following questions:
  - What arguments did the adult use to say that youth should not be involved in this issue?
  - What arguments did the young person use?
  - Who do you think won the discussion/argument in your pair?
  - What would have helped to strengthen your argument as a young activist?

Now use the example presentation below to share some key messages. Ask the group if it's possible for young people to have SOME, if not ALL of these skills?



## Example presentation 1

Being an effective advocate requires:

- Passion and energy.
- Perseverance to carry on the discussion and the fight.
- A clear vision for the change you want to see/achieve.
- Ability to work with others.
- Willingness to allocate some time and energy to your cause.
- Understanding that not everyone has the same view as you, and how to persuade people who don't.
- Strong communication skills to explain your message clearly and simply, and get people on your side.

## Example presentation 2

Young people make very good advocates on child marriage issues because:

- They are directly affected by and involved in the issue.
- They have access to information that adults may not have, and different opinions about traditions or social norms that can change for each generation, rather than having to stay the same.
- They can help to identify girls who are at risk and often can help intervene.
- They understand the pressures young people are under from their parents and communities, especially around traditional practices.
- They can analyse whether a proposed solution to the issue is going to work or not, and offer solutions or interventions that others haven't thought of.

## Group discussion

Now ask the group how they feel after doing this exercise by doing a short demonstration of their feelings. If they believe young people can take action to end child marriage and can be effective change agents, they should move to one side of the room. If they do not, they should move to the other. If any young people do not believe they can/should take action on this issue, ask them to explain their reasoning and talk this through as a group. Each person should feel empowered that they can make a change, and that they are change-makers. Encourage them to keep attending the training, and say that they may change their minds as the training continues. Explain that the next exercise – developing an advocacy strategy – will help them to see how they can become powerful advocates for change. Each and every person in the room has the power to influence and change their situation. So on we go to see how making a strategy will help with empowering you, as a young advocate for change.

## **Activity 3: Trainer presentation – Developing an advocacy strategy**

Now it's time for you, the trainer, to present on what the group needs to do to develop an advocacy strategy for youth activists' work and advocacy. You have 10 minutes to present the main ideas we have included below.

### **Presentation to the group**

Now that you have developed your main goal and objectives, you are ready to break these down into more detail and think through what practical steps you can take together to achieve them – one step at a time. An advocacy strategy is one way to help plan this process. It enables you to plan each individual activity that will contribute to achieving the “big picture” or goal you are working towards. It also helps you to think through who in your team will do what activity, and who your target audiences or stakeholders will be. This is mapping out the steps you need to take to achieve the change you want to see. Your strategy will explain the set of activities that needs to be done in pursuit of the long-term goal. In simple terms, you should work through the following questions:

- Where are we now?
- Where do we want to go?
- How do we get there?

Each step will need to include:

- Ways of working effectively, given the opportunities and challenges of the environment/context that you work in.
- The allocation of the resources you have available.
- How to manage relationships between stakeholders, and the network you work in.
- Tailored messages to target specific audiences and groups who will help you in your goal.

Being strategic when planning your advocacy strategy is an important way to tackle it. Being strategic and systematic, in other words thinking through step by step what needs to be done, helps make sure you address each activity needed, and helps others to be aware of your plans and see how they can be involved.

You need to set the target of where you want to go, and then break the journey into sections. This can't be done without a considered, proactive approach. Strategic messages are necessary and important in helping achieve the change you want to see. It is critical to make these targeted to relevant audiences, producing effective communication and advocacy on your issue. It also helps to break down broad aims and bigger goals into more manageable steps.

It's up to you whether it's useful to discuss and review your strategy each month, or every couple of months, according to the timeline you develop and what your ultimate goal is. Advocacy strategies are not straightforward in their design and implementation and will need changing and correcting as you go along, as the context and environment you work in can change too. You will need to review and rework some activities and actions as you begin actual implementation. This is to make sure you are addressing the full range of issues as best you can, and are not leaving anyone out, or failing to address the reality in the group or community you are working in. We will now go through a suggested template that includes examples of each piece of the puzzle you need to develop to help shape your strategy.

We recommend you give the participants a copy each of the example advocacy strategy as well as the template form we have included below.

Using the example table (that is included on the next page), go through this with your group and explain what you need to include in each column to develop your strategy. You can explain the following steps:

- Start by completing your goal in the top row – this is the ultimate change you want to achieve through your work.
- Next, add in your objectives in the far left column. Try to have three to five objectives you want to achieve through your work.
- Working from left to right through each column, brainstorm ideas such as activities needed and who can do them together in your group and include them in each section.
- If you managed to complete the gender analysis we went through earlier, refer to it here. It and any other research and analysis you have done will help you determine who your targets are, what will be realistic time frames, and what the possible solutions could be.
- Read the examples included in the table if you get stuck or if you need more inspiration.



## 1. Example of a completed advocacy strategy template

**Goal:** This is a short aspirational description of what you want to achieve in the long term, or the “big picture” you want to achieve through your work or your intervention.

**Example:** To reduce the number of child marriages by 25% in two villages in one year.

| Objectives  | Targets  | Allies  | Activities   | Resources   | Possible risk/s   | Time frame  | Who is responsible?   | Success criteria   |
|---|--|---|--|---|---|---|---|--|
| What do you want to achieve? What is the ultimate change you want to see? | Who are the most important people you need to target or influence to achieve the change you want to see?   | Who are the people who you need to work with and who will help you in your work?          | What steps or actions will you need to take to achieve each goal and for you to be successful?   | What will you need to actually achieve your goal?<br>If you will need money or budget, be clear about how much and where this will come from. | What are the risks, negative impacts or challenges that could result from your work on this issue?<br>Also think about what gender issues are involved. | Be very clear about what steps need to be taken, what order they need to be taken in, and when they need to be done by. | Be clear who leads on which specific task, and what their role is in making sure it is completed. | How will you know if you achieved your goals, and what do you need to track your status to achieve what you need to? |
| Host a radio discussion on effects of child marriage                      | <ul style="list-style-type: none"> <li>• Local education officers</li> <li>• Police chief and other officers</li> <li>• Community members</li> </ul> | <ul style="list-style-type: none"> <li>• Local media</li> <li>• Local teachers</li> </ul> | <ul style="list-style-type: none"> <li>• Visit local radio station to pitch idea</li> <li>• Speak to cousin who knows a radio DJ and ask his advice for how to pitch this and how to structure the discussion</li> </ul> | <ul style="list-style-type: none"> <li>• Transport money</li> <li>• Make sure young women are part of the show/panel</li> </ul>               | <ul style="list-style-type: none"> <li>In two months: completed by the end of February</li> </ul>   | <p>Peter: to speak to DJ or radio host</p> <p>Seline: to draft script and main talking points</p>                       | <p>Radio talk show is completed</p>   |  |

## 2. Template for your advocacy strategy: to use in your groups

Goal:

| Objectives  | Targets  | Allies   | Activities   | Resources   | Possible risk/s   | Time frame  | Who is responsible?   | Success criteria   |
|---|--|--|--|---|---|---|---|--|
| What do you want to achieve? What is the ultimate change you want to see? | Who are the most important people you need to target or influence to achieve the change you want to see? | Who are the people who you need to work with and who will help you in your work? | What steps or actions will you need to take to achieve each goal and for you to be successful? | What will you need to actually achieve your goal?<br>If you will need money or budget, be clear about how much and where this will come from. | What are the risks, negative impacts or challenges that could result from your work on this issue?<br>Also think about what gender issues are involved. | Be very clear about what steps need to be taken, what order they need to be taken in, and when they need to be done by. | Be clear who leads on which specific task, and what their role is in making sure it is completed. | How will you know if you achieved your goals, and what do you need to track your status to achieve what you need to? |

## **Here are some questions to help you choose possible activities in your advocacy strategy**

1. What are the personality traits of your target or targets; what are their likes and dislikes and what interests them? What do you know about their work and how you can grab their attention? Think about what activities or tactics have worked before with them to make them notice or that got them interested, or how best to reach out to them directly. For example, if your target is a quiet politician who does not like big attention or the media, then a short report showing clear evidence about what works to end child marriage and why this issue is important will be more appropriate and relevant to target them than a big protest outside their office or a petition.
2. Do you have a budget for your activities? If not, then organising an event, with associated costs such as refreshments, venue hire etc., may be unrealistic. Think about possible things you can do that don't cost money that you don't have budget for: for example, involving the media often doesn't have a cost. Or if the activity is essential, then consider working with a partner to do this together; this can help cut back on costs or they might be able to help with extra budget support.
3. How much time do you really have to give to this? Be realistic about how much time you can actually spend on this and what you are aiming to achieve.



## **Example presentation: Developing an advocacy strategy**

- An advocacy strategy helps you to plan each step or activity that will help you to achieve the "big picture" or goal you have set for your work.
- In simple terms, a strategy helps you to be clear about: where we are now, where we want to go and what we need to get there.
- Activities in an advocacy strategy need to help you in:
  - Assessing opportunities and challenges that can come from working in a specific environment, and what steps you need to take to overcome any challenges or risks.
  - Making sure you have allocated available resources and budgets, and have allocated tasks and activities like reporting and evaluation.
- Managing relationships with other stakeholders or actors, and managing your network. It will also help to show you who you need to work with.
- How to tailor your messages to persuade the target audiences you need to address.
- Strategic planning is a systematic approach that makes it possible for others to be aware of our plans to become involved with an issue.
- Creating strategic messages will help you to target relevant audiences and produce more effective communication, so achieving a bigger impact.
- It also helps break down your overall big picture goal (or broad aim) into much more manageable steps. These will help you get closer to achieving the change you want to see as a result of your work.

## **Activity 4: Group work – Building your advocacy strategy**

Divide your participants into three groups by counting everyone as one, two and three on repeat until everyone has a number, and then gather the same numbers together. Explain that in groups, we are now going to draft an advocacy strategy together.

This is a strategy or plan that will help us to decide what, when and who we will carry out our activities with – all to achieve our main goal we have chosen. Each group is to go through the columns in the template strategy and complete as much as they can to set out their advocacy strategy. Ask each group to fill in their objectives in the table and think about activities they can do to contribute to achieving the objectives, writing them down in the handout provided. If you are working with the same group as before, have them refer back to the goal templates that they worked on in the earlier sessions. This helped them identify what targets they need, what their objectives were and so on, and so will help in refining what they want to say in this messaging exercise.

This exercise is just an example to get them thinking about the different areas and issues they need to think about when planning their advocacy activities, so it's good to run through test models for everyone to see all the things that are involved. Remind them to also think about what the time frame will be, who would be responsible for each task, and what resources they will need to realise this. They will have 20 minutes to go through the various sections in the template together and start their planning.

Ask each group to make a brief presentation of their advocacy strategy and their action plan to achieve their main goal. Allow them 5 minutes each to present back the main activities they wrote down. The total time for presentations will then depend on the number of groups you have, but based on three groups, allow 15 minutes for this session.

Provide a final 5 minutes at the end of this activity for any feedback or questions from the group. It's important that everyone understands how to do this and what is needed to complete this plan.



## **Activity 5: Energiser**

Once you have completed the group work exercise above, you should assess the level of energy in the room. We recommend you use this energiser as it is such a simple but effective way of showing your group how messages can change or become completely different as they are being communicated. It helps to highlight how important it is to have clear, simple communications and messaging, especially when discussing a complicated issue such as child marriage.

### **Whisper, whisper...**

Ask the group to make two lines, with everyone facing forward to the front of the room, and make sure there is some space between each line. Beforehand write out on pieces of paper a few funny, incorrect news stories or beliefs about child marriage that will work with your group. Give one statement to the first person in each line. Ask them to read the message silently and then whisper it to the person behind them. Each person behind does the same thing: whisper the message they got to the person standing behind them. Continue this until the message reaches the end of the line. Ask the last participants to say loudly the message that they heard. This is usually very funny because the message gets distorted as it is passed down the line.

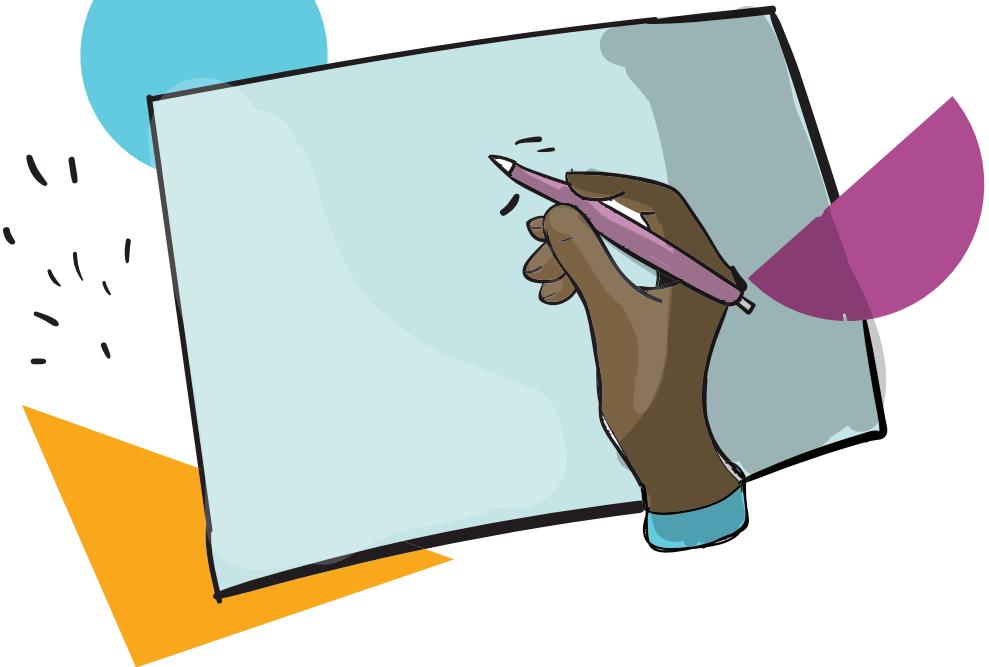
Use this as an important opportunity to introduce the idea of the session – creating key messages – to discuss this issue of messaging and misunderstanding. Ask the participants what went wrong and why, and how they think they could have prevented this or made it better. Allow 10 minutes for this whole energiser session.

## **Activity 6: Trainer presentation – Developing effective messages**

Time for another brief presentation from you as the trainer. You have 10 minutes (a maximum of 15 minutes) allocated for this session. The aim of the session is to present to the group about how to develop key messages to make sure your communication is effective and helps to strengthen your activism. So it's important to explain the following to the group.

After developing your advocacy strategy, it is important to identify key messages. These are short statements that explain your mission and goal, the change you want to see or achieve, and how you want to achieve this. A message clearly tells your target audience/s what the issue is, what they are being asked to do/need to do to help achieve this, why it is worth doing, and the positive impact of such action.

A strong overarching statement or message is important to hold your advocacy strategy together. If you have too many messages, or they are vague or too complex, they might not grab the attention of your target audience or have any lasting impact. This doesn't have to be just one sentence, but do try to be short and to the point to keep the attention of your targets.



### **Your messages should:**

- Persuade and motivate people, make them feel inspired about how they can make a change.
- Create awareness about the issue, and make people care about why this is important.
- Create a sense of emotion around your issue. For example, getting people to be aware of the injustice, or the bad causes of child marriage, will help to mobilise support. You need to tell them why they should care.
- Get the media and important influencers in your community interested and wanting to get involved.
- Have impact and stand out from other “communications clutter” that people are bombarded with every day. Everyone faces so much in the news and on all forms of media
  - try to make your message simple but strong to stand out from the rest.

### **A message should include:**

- A core statement that explains your central idea or the cause of the problem. It outlines why change is so important, and what your ultimate goal is. Your main goal is ultimately what you want to achieve through your advocacy, so all stakeholders need to understand and get that straight away.
- Some examples of evidence to support the statement, with easy-to-understand facts and figures.
- Tailored language that will appeal to your main target audiences. For example, a real-life example of the situation you are drawing attention to and its impact helps to attract attention and get people to understand, as this adds a human face when communicating on your issue.
- What actions need to take place, and what your audience can do to contribute to change, so that a solution to the problem can be reached.



## Example presentation: Designing your message

A message tells your target audiences what they should do to help to achieve your goal: what they are being asked to do, why it is worth doing, and the positive impact of getting involved.

### A message should look at:

- What you want to achieve.
- Why you want to achieve it (and why others should want to achieve it as well).
- How you plan to achieve it.
- What specific action you want the audience to take.

### Messages should:

- Persuade and motivate people, make them feel inspired about how they can make a change.
- Create awareness about the issue, and make people care about why this is important.
- Create a sense of injustice in order to mobilise support: tell people why they should care.
- Get the media and important influencers in your community interested and involved.
- Have impact and stand out from other “communications clutter” that people are bombarded with every day.

## Section 2 of the presentation: What makes a good message?

Communications, or how you get your message across, is a critical part of your advocacy work. It's important to think through which messages will be most effective for you to make your case, especially for your different target groups. Brainstorming and discussing together helps to make sure everyone on your team or in your group is on the same page and has the same understanding. Working together, especially on quite challenging activities like creating your messages, really helps to create powerful communication.

### Effective messages:

- Should summarise the change you want to bring.
- Should be short and simple.
- Tailored to the audience.
- Should include deadline of when you want to achieve your goal/objective.
- Include why change is important.
- Should be memorable.
- Should combine emotional and rational messaging.
- It's important to discuss and think through which messages will be most effective.

Below are some useful tips from the Plan International Toolkit on how to create powerful messages. It encourages activists to think about how a good message will help you connect with the groups you are targeting or need to engage. There are three areas you should target to get people thinking and acting on your cause.

- Their head: this is the intellectual, intelligent messaging that will make them think, become aware or learn about something that they didn't know about before, and what the consequences or impact of that negative trend is.
- Their heart: this is more emotional and personal, and makes them feel something strongly enough to make them want to act.
- And lastly their hands: this shows them in simple language and ways what they can do or what actions they can take to help contribute to change and help with your cause.
- Don't forget though – messages should always be short and to the point.





## Example presentation: Effective messages

Effective messages:

- Should summarise the change you want to bring.
- Should be short and simple.
- Tailored to the audience.
- Should include deadline of when you want to achieve your goal/objective.
- Include why change is important.
- Should be memorable.
- Should combine emotional and rational messaging.
- It's important to discuss and think through which messages will be most effective.
- Working with different types of media will be critical to help you get your message across to the targets you want to connect with.

## Section 3 of the presentation: Working with the media

Working with the media is essential to any good advocacy or campaign initiative. This includes all types of media – more traditional forms as well as new platforms such as social media. Working with different types of media will be critical to help you get your message across to the targets you want to connect with, and will help spread your message to a broader audience. Consider the following:

- Building a list of relevant media contacts, including youth-focused radio stations and TV channels and personalities – they can be strong allies.
- Writing articles about your issue and submitting them to your local or national newspapers.
- Talking on community radio shows is another important way to get your message across and get your voice heard.
- Creating your own platforms to amplify your voice: this could include activities such as public theatre performances, doing street art, creating self-published newsletters or blogs online. There are so many options for you.
- Do some research about how other organisations have managed to create successful messaging and campaigns.

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## **Activity 7: Group discussion – Effective communications**

We suggest two options for this activity with your group:

### **A) Energiser**

If you didn't do the energiser from Activity 1 in this session (Whisper, whisper...), then we recommend you introduce it here. Getting the groups to experience how messages can change or break down through lack of communication will help them understand the importance of making clear, understandable and effective advocacy statements for communicating their main goal and how to achieve it. If you do this, you don't need to do an open floor discussion, so skip the next section to conclusion.

**Or**

### **B) Hold an open floor discussion**

If you did the energiser earlier, or if it is not relevant or appropriate to your group, there is an alternative activity to round off the session. Ask the groups to sit in three circles - they can be in the same groups as for Activity 4. Ask each group to come up with example targets and messages for one specific action or category for a message: think, feel or do.

For example, if your target is the local education officer, one action is to discuss how to strengthen anti-child marriage messages in certain school levels, or what strategies teachers can put into place to ensure girls stay in school and are not married off.

Each group then has 10 minutes to come up with example messages in support of their specific area of head (think), heart (feel) or hands (do). Each group can then share back to the whole group what their messages are: 10 minutes maximum for discussion.

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## **Activity 8: Conclusion**

After 10 minutes of discussion in the last section, round up the workshop, thank everyone for their contributions and close the session.



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# **Module 4: Together, we are stronger!**

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## **Module overview**

- To understand the benefits and challenges of working on difficult topics.
- To describe how to use local actions to influence bigger processes such as broader national agendas.
- To practise doing a risk analysis and explain why it is important.

# Module 4 – Session 1

## The riskier side of activism

|   |    |    |    |
|--|---|---|---|
| <b>Objective</b><br><p>To understand the idea of risk and how you can work to limit any risks during your activism work.</p>   | <b>Session outline</b> <ul style="list-style-type: none"><li>Introducing the concept of risk for a young advocate</li><li>How to assess and prevent risks</li></ul> | <b>Things to prepare in advance</b> <ul style="list-style-type: none"><li>Read the background content and get to know it well so you feel confident to present this to the broader group</li><li>Presentation slides (either electronic or on paper)</li><li>Practise the energiser activity if you are going to do it with the group</li><li>Print out a copy of any tables or templates you want the group to use: the risk assessment example, the blank version, and the case study example of youth work</li></ul> | <b>Materials needed</b> <ul style="list-style-type: none"><li>Flip chart paper, markers or thick pens, tape or something to pin papers to the wall</li><li>Presentations</li><li>Handouts</li></ul> |
|  <b>Number of participants:</b><br>24 (max) |  <b>Time required:</b><br>1 hour and 40 minutes                                  |   |   |

| Activity | Time allocated | Outline   |
|----------|----------------|---|
| 1        | 5 mins         | <b>Introduction</b>   |
| 2        | 5 mins         | <b>Energiser</b>  |
| 3        | 20 mins        | <b>Trainer presentation:</b> What do we mean by risk, managing risks and safeguarding youth activists |
| 4        | 20 mins        | <b>Group work:</b> Assessing risk   |
| 5        | 10 mins        | <b>Trainer presentation:</b> Risk assessment and how we do it   |
| 6        | 10 mins        | <b>Group work:</b> Risks  |
| 7        | 10 mins        | <b>Trainer presentation:</b> The power of partnership – working together for change                   |
| 8        | 10 mins        | <b>Group work:</b> Benefits and challenges of working together  |
| 9        | 10 mins        | <b>Conclusion</b>   |

## 4.1 Your trainer guide

### Activity 1: Introduction

Introduce the module using the same introduction as outlined in earlier sessions: with general introductions, a safeguarding reminder, and a reminder of the group's ways of working rules. As we have outlined in other session plans, there are different ways to introduce a session if you are holding this following on immediately from other sessions, or if it is a stand-alone session. Please reread these introductions and follow the same guidance.

Now you can introduce the group to the topic of this session – you have 5 minutes for this activity.

The session aims to introduce possible challenges and opportunities for youth engaging in adult-led spaces, and possible difficulties they could face as young activists working on such complex issues as child marriage.

Young people have unique and important views and ideas on issues that impact their lives. They are best placed to know what is best for them and are creative about how to solve issues. So decisions affecting them directly or indirectly must be taken in close consultation with them. In addition, when youth are listened to and play a leading role in society, they develop competences and skills that improve their self-esteem, wellbeing and prospects. You have an important role to play in making sure people listen to you and are taking you and your views seriously, all because you are strong as a powerful young activist calling for a better future!

But being a youth activist does come with potential obstacles or challenges, and it is not always easy work. Adults often hold power over youth and end up making the decisions for them. Many people disregard working with you, as they “know better” than you because you are too young to understand. The result is that young people are not treated as equal partners. This is a sad reality, and one we need to work to change. There are steps that can help you create a space to be heard, and help you make a loud noise on this issue.

You are going to need to make an extra effort to make a space for your voice to be heard. By knowing about what possible risks or challenges are out there, and how you can prevent or reduce these, you can protect yourself, feel empowered and succeed as a young activist. By making sure you have simple but effective messages, and a clear plan for your advocacy, you will know what steps you need to take, who to target, and what activities you need to do to achieve the change you want to see in the world. By working together as a network or partnership, you can help establish a strong, united voice. This is why we hope this training will help show you some important tools and tips to be an amazing young activist!



### Activity 2: Energiser – Throw the ball!

Get everyone to stand in a circle. Using a ball, we are going to toss the ball across the circle to each other. Before you throw the ball, you have to say out loud one thing you have learned on the training; something that is new to you or that will be important to your work. Then you throw the ball to the next person, calling their name as you throw it. You as the trainer start, state something you have learnt, and throw it to someone across from you. Carry on until most people have thrown the ball, or until 5 minutes is up.

### Activity 3: Trainer presentation – What do we mean by risk, managing risks and safeguarding youth activists

Start with a quick brainstorm with the group. Ask them to say what comes to their mind when they hear the word “risk”. Ask a note taker to write what is being said on the flip chart. Use up to 5 minutes for this.

Now it's your time to present on risks and what we mean when we talk about possible risks and challenges to being a young activist, and how we can prevent risks in our work. You have 10 minutes for this whole section, including the brainstorm and the presentation.

#### Risks

A risk is something that exposes a person to harm, loss or danger. Risks are not the same for everyone. All individuals face different risks and can experience these at different levels, including particularly complex issues such as gender, age, disability, etc. It's important to assess risk, and the potential risks of any initiative – this could be an activity such as a meeting, right through to a whole project addressing child marriage.

When you start planning your activities, it's important you do a risk analysis first so that you fully understand the context you are working in, and the possible challenges you may face. A risk is a situation that exposes something or someone to danger, harm or loss. As an activist against child marriage, you will challenge rooted cultural beliefs, norms and values. So it's important that you take the time to map out potential risks, and decide on ways to limit these or the negative impact they could have on you, your peers or your work.

### **Potential risks you may face...**

#### **For youth activists:**

- There are many people who have conservative views or opinions who will try to stop you in your work as they don't want to cause problems, challenge people, or just don't believe in what you are telling them.
- Backlash and resentment from community, religious or traditional leaders.
- Family members not understanding your views and resenting you trying to get them to stop this practice that is usually very much part of their traditions.
- Time spent on fighting child marriage can detract from other important activities such as your education, or seeking jobs, and could have a negative impact on your life and your capacity to do important tasks.

#### **For young, unmarried girls:**

- Increased risk of being forced into marriage by their parents.
- Frustration as they recognise inequality and want to see immediate change in their community, but are ultimately powerless to change this.
- Girls not being able to resist forced marriages, and having no alternatives or services to get help from.

#### **For young women who are married:**

- Potential abuse from husbands (this could be verbal, physical or sexual), especially as they become more knowledgeable about their rights and more outspoken against the practice.
- Community criticism or the retaliation of girls and young women who openly question why they are married.
- Many will struggle balancing family demands and expectations at home with their ability to help with advocacy activities.
- Reliving the trauma of violence if they choose to share their experiences with the group. This is especially a risk if they are not able to access any support services as a result.
- Failed expectations if they are not fully supported after asking for help.
- There is potential danger from anyone who opposes their position or who feels threatened by their new role as activists, speaking out for change.



## Example presentation: Coping with risks

A risk is a situation that exposes something or someone to danger, harm or loss. It can be avoided by doing a risk analysis and taking the right measures. As a child marriage activist, you will challenge often deeply held cultural belief systems and community values, which will pose a risk for you.

Risk is made up of two parts: the probability of something going wrong, and the negative consequences if it does.

Potential harm and risks you may face as youth activists:

- Backlash and resentment from community and/or religious leaders, and family members.
- This could lead to social exclusion, and decreased freedom of expression as you face backlash for your views.
- Lack of resources or support to actually be able to do your work.
- Time spent on fighting child marriage can detract from other important activities, such as school or family duties.

Potential risk for young, unmarried girls:

- Increased risk of being forced into marriage by their parents.

- Frustration as they recognise inequality and are powerless to change this.
- Girls not being able to resist forced marriages, and having no alternatives or services to get help from.

Potential risk for young women who are/have been married:

- Potential abuse from husbands or their families.
- Community retaliation for speaking out, stigmatization from their peers and families, isolation from others.
- Re-traumatisation of violence if they share their experience.
- Failed expectations if not provided with support they have asked for.

But don't worry! There are many different ways you can protect yourself as a young advocate for change. The UN has many conventions to protect activists calling for a better future, including rights of freedom of association and expression. Check your country's constitution and laws to make sure you know what laws and policies can protect you legally too. Working together as a group helps to make your voice stronger and louder, by showing unity in numbers, which is a really important way to protect each other.

## Activity 4: Group work – Assessing risk

Ask participants to get into four groups for the group work session; you can use one of the ways we suggest in other workshops to divide up the groups, or they can work with who they want to. Ask them to assign a presenter to feed back to the whole group. As a group, get them to discuss what risks they think a child marriage advocate might face in their work.

They have 10 minutes to have a quick brainstorm on this question. Ask each group to present back. Facilitate a group discussion around the points they raised – asking for further information, such as how they might overcome the risk they mention or what young people could do to prevent the risk. Allow 10 minutes for this discussion.

## Activity 5: Trainer presentation – Risk assessment and how we do it

Time again to present back to the group about how to do a risk assessment to help guard against problems and challenges in the future. You have 5 minutes to present this section.

### Risk assessments

A risk assessment is a tool that helps you to think through possible risks and challenges that could arise and their impacts – all in a systematic and well thought through way. It will also help you think through how you can go about limiting these possible risks and what you can do to prevent or stop them. See the table below for details, including an example of how to complete it.

Go through with the groups the example (1) in the table of a possible risk and how to assess it.

### 1. Example of a risk register

| Potential risk/threat?   | What could happen?                                 | How can you limit the risk?  | Who is responsible for avoiding it? | When do the measures need to be taken by? |
|--------------------------|--|--|-------------------------------------|---|
| E.g. Community backlash. | Religious leader shuns you, or is very aggressive. | Create a safe, open dialogue space to discuss points clearly and without anger or retaliation. For example, this could be as part of a radio show. Speak with the people who are likely to be problematic before the show. | Hope and Jacob                      | One week before the show.                 |

## 2. Now it's your turn

| Potential risk/threat? | What could happen? | How can you limit the risk? | Who is responsible for avoiding it? | When do the measures need to be taken by? |
|------------------------|--------------------|-----------------------------|-------------------------------------|---|
|                        |                    |                             |                                     |   |
|                        |                    |                             |                                     |   |
|                        |                    |                             |                                     |   |
|                        |                    |                             |                                     |   |

### To use this tool you should:

- Start doing a risk assessment or register well in advance, before you are planning an activity.
- Ideally, brainstorm the risks as a group to make sure that you have covered all possibilities that each group may face.
- Begin with the far left column, and ask what potential risks you have for each activity in your strategy plan.
- Discuss and complete the other four columns.
- Prioritise risks by assessing which are more likely to happen and which are potentially more severe than others.

### You should NOT go ahead if:

- The likelihood of a risk and potential severity and impact are high (for example, if physical or verbal abuse or injury is very likely).
- There are no support services and/or partner organisations that you can seek advice and support from.



## NOTE

Questions to consider for peer educators or those responsible for outreach in communities

1. What are local attitudes to child marriage?
2. What are the existing roles, norms and stereotypes for girls, boys, young women and men?

3. How could your intervention affect different people in the community?
4. Who (individuals or groups) may oppose your work?
5. What is your strategy to address this?



OR



OR



## Example presentation: Risk assessment

- Risk assessment register is a tool to think through possible risks and their impacts.
- Use the example risk assessment template that we have included in your participant guide to help you go through what possible risks you may face. Start with the far left column, and ask what potential risks you have for each activity in your strategy plan. Refer back to your strategy plan itself.
- Discuss and complete the other four columns in turn.
- Prioritise risks by assessing which are more likely to happen as well as which are potentially more severe than others, as these should be your priority focus.
- Do not go ahead if the risk is high and potential severity and impact are also high (for example, if physical or verbal abuse or injury is very likely). Also if there are no support services and/or partner organisations that you can align with.

## Activity 6: Group work – Risks

To understand risk assessments, we are going to work through an example of youth work, and what possible risks could emerge through this. Present the following example to the groups:

## Example situation for a risk assessment

A group of six young people (two girls and four boys) from Sierra Leone has set up a project that aims to raise awareness on the impacts of child marriage in their country. These six young people are the main team that developed the project and were responsible for its management, with the help of another youth worker. The group is going into a community that they have not been to before to do some grassroots awareness raising on child marriage prevention with young girls and boys. The area they are visiting is remote and the community has not had much contact with outside organisations. The area is also prone to extreme weather conditions during the month that they are visiting. A donor is visiting the community along with the group to observe their work and will be doing a report.



Now it's time for your groups to give it a try. Get them to use Table 2 to go through possible risks that the group might face and how they can limit or prevent them. Get the groups to discuss and fill in the table for 10 minutes. Have a brief open floor discussion to get each group to present back on one risk they came up with and what they planned to do to limit that risk. Allow 10 minutes for discussion.

Now open up to have a discussion with the broader group on what the personal risks are that participants, working on sensitive issues such as child marriage, have experienced or faced in their work. Get them to tell the group about the risk and how they have managed to limit or contain that risk. There is no presentation for this session – this is a personal sharing session to learn from each other and hear more about participants' experiences. But there are some questions you should ask at the end of the session.

#### **Questions to put on a presentation slide or flip chart**

- What do each of you expect to face when becoming an advocate to end child marriage in your community?
- What do you see as personal risks?
- How do you think you can reduce or prevent these?
- How can you support each other?

If you run out of time to go through this with each of your participants, get them to write down the answers to reflect on themselves. But do get them talking about the last question on how they want to support one another.

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### **Activity 7: Trainer presentation: The power of partnership – working together for change**

One important way to limit risks or challenges to your work, and to you as a young activist, is to find people working on the same issue as you and join forces to have a stronger voice together. A coalition or a partnership is a group of people from different organisations, or within a community group, who join up to work together to achieve a common aim. They are formed for a limited or indefinite time, and can vary in size. They exist to bring broader attention and action to a large goal that affects many people. They generally have more impact than individual organisations because they can reach more people, access more resources and bring different perspectives. They are often led by a co-ordinator and/or a core executive team. We believe you are louder and stronger when you work together.

#### **Working with coalitions or in groups**

Creating coalitions or partnerships/advocacy groups is the process of building relations with organisations or people that have the same goal as you, and will work with you to achieve this shared vision. Advocacy work can be made much stronger through coalitions that create platforms for organisations to share ownership of common goals. Organising in a coalition is an important strategic step to help make activists' voices louder, and helps to put increased pressure on your targets, such as those who make decisions.

### **The benefits of working together include:**

- Exchange of information, skills, experience, materials, opportunities for collaboration etc.
- Collective voice that can speak out as a united force and spread messages more widely.
- Enlarged networks and connections: you can achieve more together than you can alone.
- Greater access to decision-makers or your key targets.
- Increased access to human and financial resources.
- Protection for members who may not be able to take action alone, particularly when operating in a hostile or difficult environment.
- Reduced duplication of effort and improved efficiency.
- Enhanced credibility, influence and impact.

- Diversity can strengthen a campaign by broadening perspective and bringing innovation. It can also assist outreach by appealing to a wider population base with differing priorities and interests.
- Personal and professional development of individuals and organisations: peer support, encouragement, motivation and professional recognition.

### **Working in a coalition does also come with some challenges:**

- Reputation impact on individual organisations if the coalition's work is not successful.
- Loss of autonomy.
- Conflicts of interest.
- Drain on resources.
- Time-consuming as you have to bring everyone together and develop consensus as a group.
- Diverging opinions impairing or slowing down decision-making and implementation.

Despite the possibility of these potential challenges, the benefits of working in a coalition generally outweigh the challenges as it maximises your collective power and gives you a stronger advocacy voice.

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### **Activity 8: Group work – Benefits and challenges of working together**

Divide participants into four smaller groups – do this in any way that has worked in previous sessions. All groups are to discuss the following questions together:

- Can you think of specific benefits of working collectively?
- What challenges do you think could come out of working in this way?

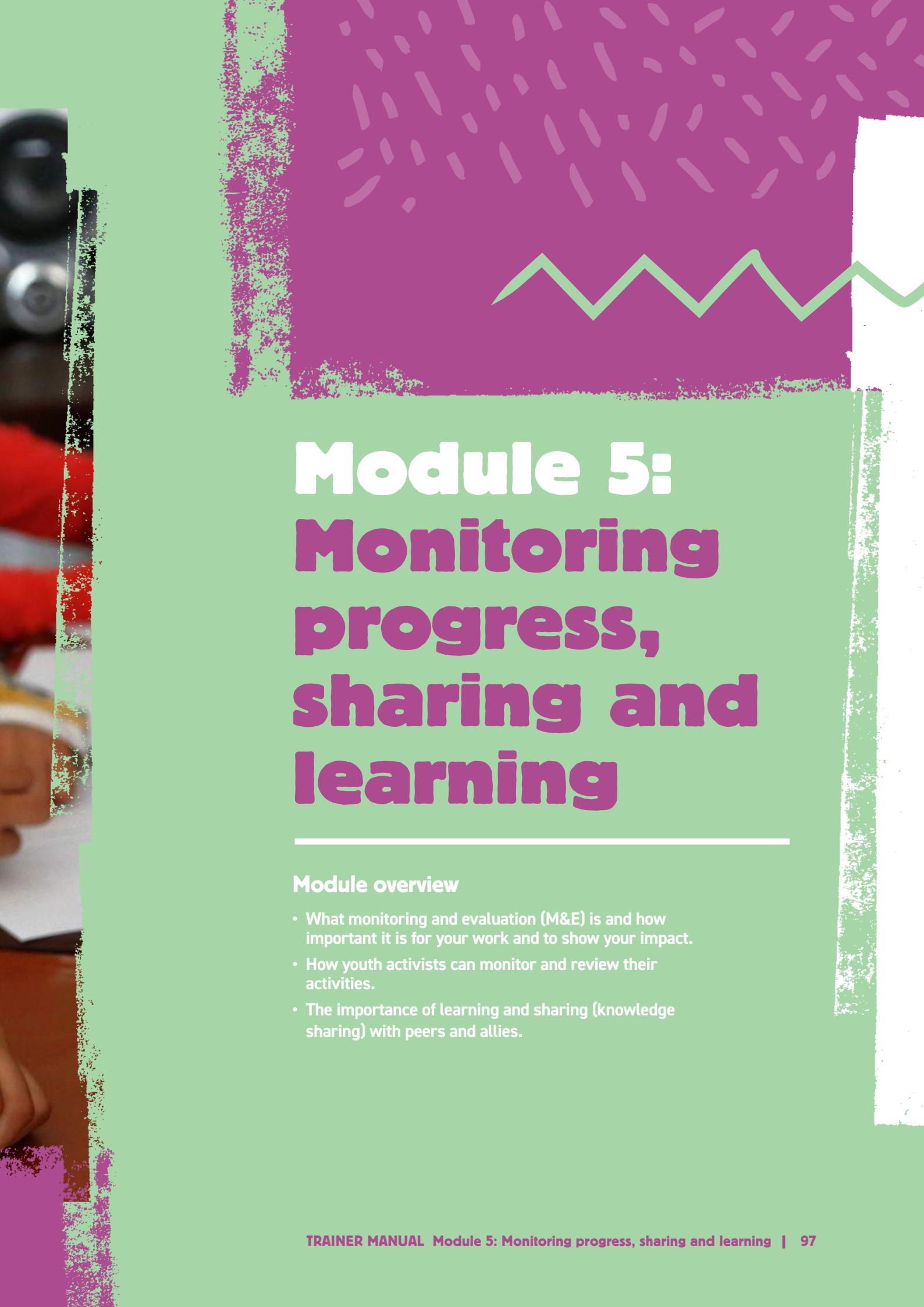
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### **Activity 9: Conclusion**

Now it's time to wrap up the session. Summarise the main points that we have learned today about risk, risk prevention, and risk analysis. Ask participants to make any additions or fill in any gaps. Thank everyone for a great session and their participation. Allow up to 10 minutes for concluding the session and answering any last questions or comments.



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# **Module 5: Monitoring progress, sharing and learning**

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## **Module overview**

- What monitoring and evaluation (M&E) is and how important it is for your work and to show your impact.
- How youth activists can monitor and review their activities.
- The importance of learning and sharing (knowledge sharing) with peers and allies.

# Module 5

## Monitoring progress, sharing and learning

|    |    |    |   |
|---|---|--|--|
| <p><b>Objective</b></p> <p>Understand the value of evaluation and tracking evidence of the impact of your work</p> <p> <b>Number of participants:</b> 24 (max)</p> <p> <b>Time required:</b> 1 hour and 40 minutes</p> | <p><b>Session outline</b></p> <ul style="list-style-type: none"> <li>Learn why monitoring and evaluation is useful</li> <li>Know how and what type of information you need to collect to effectively monitor your project</li> <li>Learn how to share lessons learned and ways to make the initiative sustainable in the longer term</li> </ul> | <p><b>Things to prepare in advance</b></p> <ul style="list-style-type: none"> <li>Read the background content and get to know it well so you feel confident to present this to the broader group</li> <li>Presentation slides (either electronic or on paper)</li> <li>Practise the energiser activity if you are going to do it with the group</li> </ul> | <p><b>Materials needed</b></p> <ul style="list-style-type: none"> <li>Flip chart paper, markers or thick pens, tape or something to pin papers to the wall</li> <li>Presentations</li> <li>Handouts</li> <li>Sweets or chocolates</li> </ul> |
|   |   |  |  |

| <b>Activity</b> | <b>Time allocated</b> | <b>Outline</b>   |
|-----------------|-----------------------|--|
| 1               | 5 mins                | <b>Introductions</b>   |
| 2               | 5 mins                | <b>Open discussion:</b> How to get the information you need      |
| 3               | 10 mins               | <b>Discussion:</b> What is monitoring and evaluation?            |
| 4               | 5 mins                | <b>Trainer presentation:</b> Monitoring and evaluating your work |
| 5               | 10 mins               | <b>Trainer presentation:</b> Collecting your information         |
| 6               | 30 mins               | <b>Group work:</b> Using an M&E template                         |
| 7               | 10 min                | <b>Open discussion:</b> Sharing your experience                  |
| 8               | 5 mins                | <b>Trainer presentation:</b> Knowledge sharing                   |
| 9               | 20 mins               | <b>Concluding</b> discussion and end of training                 |

## 5.1 Your trainer guide

### Activity 1: Introductions

Introduce the module using the same introduction as outlined in earlier sessions: with general introductions, safeguarding reminder, and reminder of the group's ways of working rules. Again there are different ways to introduce a session if you are holding this following on immediately from other sessions, or if this is a stand-alone session. If it is a follow-on session, then we recommend you hold a quick energiser to keep everyone's energy up. Please reread the other introductions and follow the same guidance. You have 5 minutes for the introductions and for explaining the topic of today's session. Don't forget to remind your group about the sensitivity and safeguarding warning and ground rules you established together.

### Activity 2: Open discussion – How to get the information you need

Do a quick brainstorm with the group for 5 minutes by asking them the following questions:

- What information do you need to collect to know if your project is a success?
- How can you collect this information?
- How will you share this important information (especially around your impact) with other people to show off your work?

### Activity 3: Open discussion – What is monitoring and evaluation?

Now you can introduce the group to the topic of this session. Explain it is about monitoring or reviewing your work throughout your project or campaign, evaluating what you have done at the end of your project or work, assessing your impact and sharing what you have learned.

Have a brief open discussion with the group on the following questions:

- What do you know about monitoring and evaluation (M&E)?
- Why do you think it is important to do M&E?
- Invite people to answer and write key words on a flip chart. You have 5 minutes for discussion.



## Activity 4: Trainer presentation – Monitoring and evaluating your work

Now it's time for you to explain what we mean when we talk about monitoring and evaluation! You have 10 minutes for your presentation.

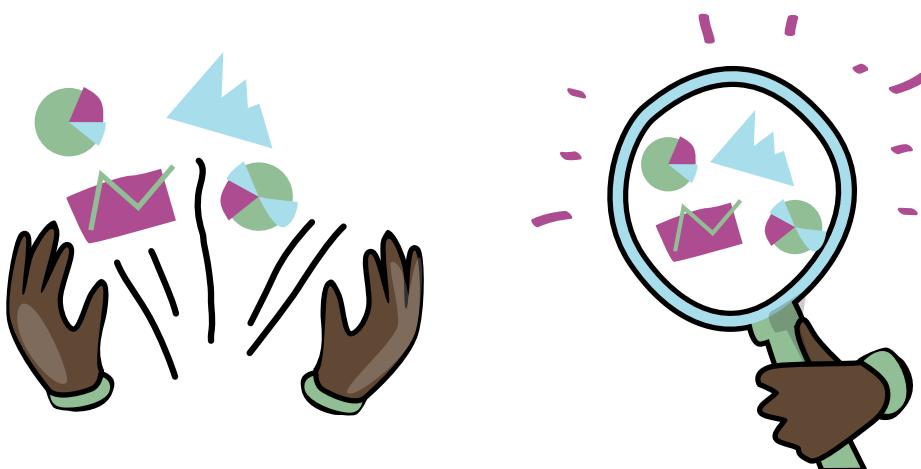
Monitoring and evaluation – often called M&E – is a set of activities or a process that helps you to assess your impact and achieve better results from your projects or your activism. It describes a way of tracking your work and what changes take place through what you are doing, both short term and longer term. It also provides a way for you to check that what you are doing, the activities you put on and the impact you are having is actually positive and is helping to improve the situation you are trying to influence. If not, you can then change what you are doing midway and strengthen your work.

Monitoring is about regularly gathering information on whether your project is having a positive or negative impact. This helps to limit risks and show gaps that you may not have noticed when planning your work. It also allows you to change your approach or how you do things, or even what activities you are doing, while you are working so that you can improve your work, and ultimately your impact.

Evaluation is generally a more in-depth assessment of your project to measure the degree of success you have achieved. This can be done at a midpoint in the project, but usually takes place at the end of a project to look at all the work that has taken place, what went well and what needs to be improved. Gathering evidence is really important for your work to prove that you are making a change, and to prove that change itself is possible. Showing that you are having an impact will help strengthen your voice, your advocacy, and get more people to listen to you.

### Why should I bother to monitor and evaluate?

- Monitoring and evaluation will help you PROVE if you are making a difference and achieving success.
- Monitoring will help you IMPROVE your work – it lets you review what is working, what isn't and allows you to change the way you are doing things.





## Example presentation: It's M&E time!

**Monitoring and evaluation (M&E)** is a set of activities or a process that helps you to assess your impact and achieve better results from your projects or your activism.

**Monitoring** is about regularly gathering information about whether your project is having a positive or negative impact. This helps to limit risks and show gaps that you may not have noticed when planning your work.

**Evaluation** is generally a more in-depth assessment of your project to measure the degree of success you have achieved. This can be done at a midpoint in the project, but usually takes place at the end of a project to look at all the work that has been done, what went well and what needs to be improved.

### Why monitor and evaluate?

- To understand whether your activities and resources were effective.
- To help identify problems that occurred and find solutions.
- To help work out if the way an activity was planned is the most appropriate way of solving the problem, or offer guidance on improving planning in the future.

**Remember:** Activists should always be able to say what they did, why, what impact they had, and what they learned.

## Activity 5: Trainer presentation – Collecting your information

Information that you choose to collect to learn if your project has been successful doesn't always need to be formal information or collected through formal ways. Sometimes personal perspectives and simply asking people for their opinions or insights can be the most valuable sources of information. Useful questions to ask each other as well as other actors involved in the project include:

### Internal questions

- What did we learn?
- What went well? What could have been improved?
- What tactics were most successful?
- How have we managed to influence our targets?
- Did we anticipate all the risks?

### External questions – for people we have tried to influence

- What worked well from their point of view? And why?

- What could we improve? How?
- How did they view the overall success/impact of the work?

### Useful sources of information and ways of monitoring your work include:

- Simple surveys
- Statistics
- Interviews with key stakeholders
- Media
- Focus group discussions
- Regular review meetings with people involved in the project

## TOP TIPS

- Make M&E easy. Avoid anything too time-consuming.
- Don't collect too much information. Stick to the essentials.



## Example presentation: More about M&E

- The information you collect for M&E does not always need to be formal or complicated.
- Asking questions is sometimes the best way of monitoring our work.
- Make it easy – choose methods that aren't time-consuming.
- Don't collect too much information – especially if you don't have time to use it.

### Internal questions (for people involved in implementing the project) include:

- What did we learn?
- What went well? What could have been improved?
- What tactics were most successful?
- How have we managed to influence our targets?
- Did we anticipate all the risks?

### External questions – for people we have tried to influence:

- What worked well from their point of view? And why?
- What could we improve? How?
- How did they view the overall success/ impact of the work?

### Useful sources of information include:

- Simple surveys
- Statistics
- Interviews with key stakeholders
- Media
- Focus group discussions
- Regular review meetings with people involved in the project

## Activity 6: Group work – Using an M&E template

Introduce the group to the monitoring and evaluation template (see below) and explain how they can input this information into the template. It would be useful if they complete the table based on the strategy they developed previously in Module 3: Session 2.

Invite the group to present their completed M&E plans and encourage them to finalise them together. Remember to emphasise that they should:

- Avoid time-consuming method.
- Only collect essential information.

The advocacy strategy you developed earlier is the primary tool for you to frame the review of your activities. The next step is to think about the results or impact. Use a basic M&E template by periodically inputting information and reviewing it in a systematic way. You will have already filled in columns 1 to 3 as part of your advocacy strategy, so for your M&E plan, you will now need to focus on columns 4, 5, 6 and risks/assumptions.

Allow 20 minutes for the groups to discuss and complete as much of the template as they can. They then have 10 minutes to talk through what they filled in. Allow 10 minutes for discussion on any thoughts or questions they have on M&E.

## Monitoring and evaluation template

| Objectives<br>What do you collectively want to achieve? | Activities / Outputs<br>What will you do?<br><br>What are your main goals? | Resources / Inputs<br>What tangible things need to happen to help you achieve your goal?<br><br>What are your main outputs? | How will you measure if it's achieved?<br><br>What tools, information sources, or indicators do you need to collect to see if you have achieved your goal? | What difference was made in the short term?<br><br>What were your short-term outcomes and achievements? | Possible risk/s<br>What are the risks, negative impacts or challenges that could result from your work on this issue?<br><br>Also think about what gender issues are involved. | What difference was made over a longer period of time?<br><br>What was the evident long-term impact (for example, one year on)?<br><br>Longer term, have you seen any changes? | Were there any risks or assumptions involved?<br><br>Be clear who leads on which specific task, and what their role is in making sure it is completed. |
|---|--|---|--|---|--|--|--|
|   |  |   |  |   |  |  |  |

## Activity 7: Open discussion – Sharing your experience

So it's not enough to monitor your work and evaluate it at the end – it's also best practice to share your findings (positive or negative) with other people, especially those you work with and people you have connected with or involved in your work.

Ask the whole group how they think they would go about sharing their learning and experiences with others in their networks – allies, peers or those they have been working with. Ask them to identify which key people they will share their learning with, what would be the best way to share what they find, and why they would do this/why it is important.

Allow 10 minutes for discussion.

## Activity 8: Trainer presentation – Knowledge sharing

Allow 5 minutes to run through the following presentation on suggestions for how the group can collect information and share their findings.

The next step is to share what you have learned and experienced with allies and peers, particularly those you have been working with. Sharing the lessons and experience you have learned, including failures and challenges you have experienced, is vital as it helps everyone strengthen their work.

You can share lessons through:

- Informal discussions (for example, at a youth group meeting or at a school).
- Online (through email groups, newsletters or Facebook groups).
- More widely with other *Girls Not Brides* members by contacting the *Girls Not Brides* secretariat or any national coalitions working on similar issues, including *Girls Not Brides* National Partnerships.
- Documenting your work in a short case study.



### Example presentation

- Knowledge and experience sharing helps strengthen our work.
- Share lessons through informal discussions (for example, at a youth group meeting or at a school) or online (through email groups, newsletters or Facebook groups) and more widely with other *Girls Not Brides* members.

## Activity 9: Concluding discussion

Well done! We are now at the end of the training. You've made it. Recap the main ideas about M&E to the group, and then have one final group exercise. Select different participants to answer the following questions:

- What does monitoring mean?
- Why is M&E important?
- What have you learned in this session?
- What is one way to share learning with others?
- What will you do differently after this training?
- What was the most important thing you learned?
- How will you use this training in your work?
- How can we support each other in our advocacy work?

Give out sweets as rewards for answering, and ask different people different questions until everyone in the group has answered a question. You have 15 minutes for this activity.

As this is the last session in the training, congratulate your group on an amazing job, and on all they have done to make the training a success! As a nice gesture, you may want to make certificates for each of them on completing the training to say well done.





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## Overall conclusion of training

### Congratulations!

You have now completed your training. Well done for all your hard work – and we hope that it was a very successful process. Most importantly, we hope that the young people you were working with enjoyed the sessions, learned from the training, and now feel empowered in their work to advocate for change.

We strongly recommend that you hold an evaluation at the end of your training with the young people you have been working with. This is an important step to complete as it will give you a sense of how the participants valued the training or if there were any sessions that need to be followed up. We have included an example evaluation form below to help you with the sort of questions it's useful to ask your group. Have them complete it, or something similar, at the end of the training. They can make it anonymous if they want to, but what is most important is that you get a sense of how they felt about the training and how they plan to use it in their work.

We do also recommend that you follow up with the same group from the training in a few months' time to check on how they are doing, how their work is going, and how they have used the information they learned in the training in their work – or if they have at all. Tracking this and following up is useful as it gives you a sense of what skills they have used or benefited from the most, and to see how they have practically incorporated any new skills or information into their work to end child marriage.

We wish all of you the best in your fantastic work. Together we can achieve our common vision of a world where every child can choose the future they want for themselves, a world where all young people have a strong voice to speak out against injustice and inequality. Together we can end child marriage.

**Thank you!**

## Evaluation form: *Stand up, Speak out!* training

Name (optional)

Age

Gender

Organisation

Country

Overall, how would you rate the youth activism training?

*Please rate your opinion between 1 (being poor) and 5 (being excellent).*

Please mark on the table what your level of knowledge is for each of the statements.

|  | Not at all | Somewhat | Mostly | Definitely |
|--|------------|----------|--------|------------|
| <i>I can explain what child marriage is, what causes it and how it can be prevented.</i> |            |          |        |            |
| <i>I understand how to create a simple, clear strategy for my advocacy work.</i>         |            |          |        |            |
| <i>I understand how to build a network and influence my advocacy targets.</i>            |            |          |        |            |
| <i>I understand how to evaluate my work and assess what impact was achieved.</i>         |            |          |        |            |

What session did you find most useful? Why?

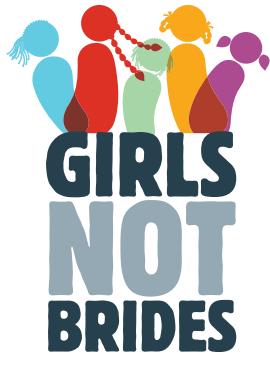
Which session do you feel needs more work or needs to improve? Why?

How are you going to use what you learned in the training in your work/life in the future?  
Be as specific as possible.

Do you have any other feedback for the trainers?

What support do you need to be able to use what you have learned in this workshop?

***Girls Not Brides* is a global partnership of over 1000 civil society organisations from more than 95 countries committed to ending child marriage and enabling girls to fulfil their potential.**



The Global Partnership  
to End Child Marriage

Published in August 2018 by  
*Girls Not Brides*  
Seventh Floor  
65 Leadenhall Street  
London, EC3A 2AD  
United Kingdom

T: 0203 725 5858  
F: 0207 603 7811

- [www.GirlsNotBrides.org](http://www.GirlsNotBrides.org)
- [info@GirlsNotBrides.org](mailto:info@GirlsNotBrides.org)
- [www.facebook.com/GirlsNotBrides](https://www.facebook.com/GirlsNotBrides)

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