



MODULE 9

CHAMPIONS OF CHANGE

LIVING FREE FROM CHILD MARRIAGE

Because **I am a Girl**





Champions of Change for Girls' Rights and Gender Equality is Plan International's community wide strategy for promoting gender equality and social norm change through youth engagement and peer-to-peer mobilisation. The Girls Champions of Change curriculum is Plan's comprehensive global curriculum for girls' empowerment. The curriculum includes engaging, adaptable activities that encourage girls to build knowledge, attitudes and skills based on their own lived experience. The program is the sister curriculum to the Boys Champions of Change curriculum.

This module has been developed for use in the **18+ Ending Child Marriage** programme – one of Plan International's flagship Girls 2030 programmes developed under the umbrella of the Because I am a Girl campaign.

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SNAPSHOT: LIVING FREE FROM CHILD MARRIAGE

This module was designed to compliment the core modules of the Girls Champions of Change curriculum for girls engaged in the 18+ programme. Some activities include versions or adaptations directed at different age groups.



SETTING THE STAGE

Topics include: Beliefs, laws and customs surrounding child marriage, causes and consequences of child marriage, ways child marriage violates girls rights and harms girls, and what works to end child marriage.

CONNECTING TO THE JOURNEY

GLOSSARY

GENERAL NOTES ON FACILITATION

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

OUTLINE OF ACTIVITIES

Activity LCM1: Vote with Our Feet

Girls respond to statements about marriage to reflect on various beliefs they and others in their communities may have related to marriage.

Activity LCM2: What is a Good Future – and Relationship – for Me?

Girls participate in a guided vision of their ideal futures, draw their visions out on paper and share them with each other.

Activity LCM3: Key Steps in Deciding If, When and Whom to Marry

Girls identify the key steps in how decisions about child marriage take place in their communities.

Activity LCM4-A: The Harmful Effects of Child Marriage (For younger girls)

Girls work in small groups to review facts about the effects of child marriage and prepare to initiate dialogue safely with others in their families and communities.

Activity LCM4-B: The Harmful Effects of Child Marriage (For older girls)

Girls work in small groups to review facts about the effects of child marriage and prepare to initiate dialogue safely with others in their families and communities.

Activity LCM5: Child Marriage in Our Community

Girls work to estimate the rates of child marriage in their community versus the national average before discussing the root causes of child marriage in their community.

Activity LCM6: Countering Myths about Child Marriage

Girls consider myths about child marriage in their community and identify why they are false before practicing countering these myths through role-play.

Activity LCM7: Paths to Avoid Child Marriage

Girls analyse a story of a young woman who avoided child marriage before identifying five key “stepping stones” in the path to their own ideal future.

Activity LCM8: Identifying Power Holders in Our Community

Girls build power maps to identify people or groups in their family and in their community that have the power to influence decisions about girls’ marriage.

Activity LCM9: Planning for Action

Girls discuss possible ideas for action, and make a plan for one that they can all work on together. The activity ends with an end of module celebration.

LIVING FREE FROM CHILD MARRIAGE

SETTING THE STAGE

WHAT IS THE OVER APPROACH OF THIS MODULE?

Ending child marriages requires interventions and actions at the individual, community (norms and values), and policy levels – and a strong commitment by stakeholders at all of these levels. The *Living Free from Child Marriage* module aligns itself with these strategies to end child marriage and its harmful effects. In doing so, it primarily focuses on changes at the individual level – among girls themselves. At its core, it seeks to equip girls with the space for critical reflection to affirm and strengthen their own rights to choose if, when and whom to marry. It also supports girls to assess opportunities and barriers in their families and communities to realizing these rights – and to consider how they and their peers may most safely and powerfully contribute to efforts end child marriage.

To realize and make these goals sustainable requires a gender-transformative approach, one which transforms the *underlying* gendered inequalities that perpetuate not only child marriage but also limit girls' and women's equality in their relationships as well as their ability to realize their visions for their lives. Specific to ending child marriage, realizing rights means supporting girls' ability to decide if, when and whom they marry. It also means ensuring that girls and women have access to the information, resources, relationships and power to realize their visions for their own lives and well-being, whether or not this includes being married. This module thus emphasizes the central role of transforming underlying gender norms and inequalities – as a part of the larger Girls Champions of Change curriculum – in order to live free from child marriage. This module focuses on equipping girls with the knowledge, attitudes and skills to do so themselves and to support their peers to do so as well.

While this module focuses primarily at the level of individual girls and their peers, Plan International is also engaged in efforts to support gender-transformative approaches to ending child marriage at the broader community and policy level. This module seeks to equip girls with the skills and analysis to engage their peers and to take actions to influence decisions made on their behalf. Yet, this module also realizes that community change efforts require a careful mapping of broader power relations, development of multi-level strategies and alliances, and a sustained level of engagement broader than this module's focus. Thus, it is important that Plan staff recognize the scope of this particular module, and, while seeking ways to link with other Plan and broader community efforts, are realistic in supporting girls to identify how and where they may most safely and effectively expand their influence.



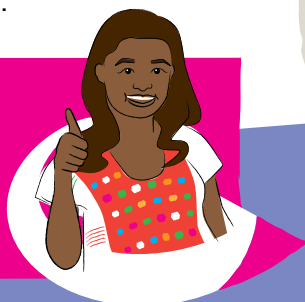
WHY IS IT IMPORTANT TO START BY ESTABLISHING GIRLS' OWN VIEWS ON MARRIAGE?

As with the entire approach of this program, the first step of any facilitation should always start with girls sharing their own thoughts and opinions in a safe and respectful space. Such discussion and value-clarification provides an important base for girls' ability to dream and put into action what they want for their futures – especially related to areas where girls may encounter (and internalize) strong, potentially inequitable expectations. Expectations about if, when and whom girls marry is one such area that must be explored in order to begin to deconstruct these inequalities. Some of the questions that may be asked to help girls establish their own views on marriage, both as a group and as individuals, include:

- **Do we believe that girls should have to marry? What does/would it look like if a girl chose not to marry at all?**
- **To what degree can – and should – girls decide if, when and whom they marry?**
- **Beyond the choice of whether or not to marry, what is the quality of relationships a girl hopes to enjoy in her life – and how do these relationships fit into her overall vision of her hopes for her future (beyond her relationship status)?**

Discussing their beliefs and values about relationships and marriage can help girls to clarify their own priorities. Girls' priorities may or may not match those of others in their families, among their peers, or in their community, and for many this may be the first time they are asked to distinguish their own priorities from those around them. Defining their own beliefs and priorities can help girls realize that it is their right to determine if, when and whom they marry – this decision should never be made for them. Unfortunately, girls in many parts of the world do not have the power to fulfil this right. That's why it's crucial to support those girls to understand their rights while educating **duty-bearers** in their communities on the rights of girls.

In **Activity LCM1: Vote with our Feet**, girls consider how they feel about different statements that relate to marriage, and dialogue with other girls to explore the beliefs that their opinions may be rooted in.



WHAT IS CHILD MARRIAGE?

Child marriage is a form of gender-based violence as well as a violation of human rights. Plan International defines child marriage as:

“ANY MARRIAGE – WHETHER UNDER CIVIL, RELIGIOUS OR CUSTOMARY LAW, AND WITH OR WITHOUT FORMAL REGISTRATION – WHERE EITHER ONE OR BOTH SPOUSES ARE CHILDREN UNDER THE AGE OF 18.”

LINK TO OTHER MODULES

In **Living Free From Gender-Based Violence**, girls learn to identify different types of gender-based violence, including physical, sexual, and emotional violence.



Children who are married – and girls in particular – are not in a position to give their free, full and informed consent to marriage, and are often subject to marriage under pressure, coercion and even violence. While boys can be subjected to child marriage too, the practice impacts girls in greater numbers and with graver consequences, because of the intersection of their age with their gender and sex. Because of this, Plan's work as well as that of other global efforts to end child marriage largely focuses on preventing the child marriage of girls.

LINK TO OTHER MODULES

In the **Being Gender Aware** module, girls explore the difference between sex and gender, and how one's gender affects one's space in society.



Child marriage profoundly and negatively alters the life chances of young women and girls to reach their personal development goals, dreams and desires. It sets up significant barriers to their right to health and development, protection, participation and education. The effects of child marriage also affect the overall development of families and whole communities by reducing the capacity of girls to reach their fullest potential.





Despite near-universal commitments by countries to end child marriage, one in three girls in developing countries will be married before they are 18. One out of nine girls will be married before their 15th birthday. Most of these girls are poor, less-educated, and living in rural areas. In 2010, over 67 million women between the ages of 20-24 had been married as girls. Half were in Asia, one-fifth in Africa. While child marriages are declining among the youngest of girls, 50 million girls could still be at risk of being married before their 15th birthday in this decade.¹

In Activity LCM2: What is a Good Future – and Relationship – for Me? girls envision what their future might look like, not just in potential relationships but also their goals, dreams and desires for themselves. **Activity LCM6: Countering Myths about Child Marriage** supports girls in learning to counter about child marriage in their community.



HOW DOES CHILD MARRIAGE VIOLATE GIRLS' RIGHTS?

Marriage under the age of 18 is a rights violation in and of itself, and at the same time it creates barriers to multiple human rights, including:

-  Right to marry and establish a family (and to make this decision)
-  Right to education
-  Right to life
-  Right to freedom of expression
-  Right to development and the highest attainable standard of health
-  Right to sexual and reproductive health and rights
-  Right to equality
-  Right to participation in decisions that affect one's life

In order for girls to be able to influence if, when and whom they choose to marry, girls – and those in their families, communities, and countries – need to first see themselves as rights holders, and to have the knowledge, skills and supportive environments for claiming their rights. The Girls Champions of Change programme seeks to strengthen girls' agency to envision and claim these rights in their own lives. Just as important, at the family, community, and institutional level, duty bearers must protect, respect and fulfil girls' rights.

1. These figures do not include China. Taken from: UNFPA (2012) *Marrying Too Young: End Child Marriage*, p. 6, accessed at <http://www.unfpa.org/end-child-marriage>

BOX LCM1: GIRLS NOT BRIDES: A GLOBAL CAMPAIGN TO END CHILD MARRIAGE²

CHILD MARRIAGE

A global problem too long ignored

Child marriage robs girls of every opportunity to thrive. A human rights violation, child marriage denies girls their health, education and the choice of when and whom to marry.

Child marriage directly hinders progress on 6 of the 8 Millennium Development Goals. Unless the international community tackles child marriage, it will not fulfil its commitments to reduce global poverty.



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 their ability to contribute to their family and community.



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 **5 TIMES MORE LIKELY TO DIE IN CHILDBIRTH** than girls in their early 20s. Their children are less likely to live beyond their 1st birthday.



HIV/AIDS

Child brides lack the knowledge or power to abstain from sex or negotiate safe sexual practices, leaving them at increased **RISK OF HIV/AIDS AND OTHER SEXUALLY TRANSMITTED DISEASES.**



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.**



TOGETHER WE CAN END CHILD MARRIAGE. JOIN THE MOVEMENT.

www.GirlsNotBrides.org

[#EndChildMarriage](https://twitter.com/EndChildMarriage)



Plan International is a member of **Girls Not Brides**, a global campaign to end child marriage. Its website provides user-friendly statistics, compiles recent publications, profiles success stories and offers a hub for activism. Girls Not Brides increasingly includes national-level linkages. The Girls Not Brides website can be accessed at www.girlsnotbrides.org. Here we present one of this network's infographics that does an excellent job at illustrating the global plight of child marriage.

Further specific details of international legal and human rights frameworks for ending child marriage can also be found on the Girls Not Brides website at www.girlsnotbrides.org/child-marriage-law.

2. <http://www.girlsnotbrides.org/wp-content/uploads/2012/10/GNB-Child-marriage-infographic-950px.jpg>

WHAT CAUSES CHILD MARRIAGE?³

The causes of, and risks for, child marriage follow a cycle of harmful causes and effects. Gender inequality – and related violation of girls' rights – drives child marriage. The effects of child marriage, in turn, further entrench gender inequalities and denial of girls' rights. There is thus considerable overlap between the harmful impact and the causes of child marriage.

In most countries, girls who are vulnerable to being married as children share several key factors. These factors include the following:

- **Rural Location:** Girls from rural areas are more likely to be married as children than their urban counterparts.
- **Poverty:** Those married before age 18 are more likely to live in poorer households and those married later more likely to live in richer households. This is true even in rural areas.
- **Low educational attainment:** Child brides are less educated than women married after the age of 18 and more likely to have never been to school at all.
- **Isolation:** Child brides often have fewer social connections than girls who marry later. In Malawi, Mozambique, Zambia and Zimbabwe, for instance, girls who married later reported accessing all forms of mass media, with the exception of radio, at a much higher rate than their counterparts who married before age 18.

Globally, several common root causes underlie child marriage. They include social, economic, cultural and religious factors that influence norms and behaviours at the individual, community and societal levels. At the root, gender inequality and norms that support gender inequality are the main cause – as well as consequence – of child marriage. Some examples of these root causes are explored below:

- **Poverty, and the economy of marriage (such as bride price and dowry).** In addition to poverty, specific transaction costs of child marriage also drive child marriage. Recent research shows that the costs of child marriage have increased substantially.⁴ The potential financial gain (through for example **bride price**) or cost (through **dowry**) effect the age that families want to marry girls.

AT THE ROOT, GENDER INEQUALITY AND NORMS THAT SUPPORT GENDER INEQUALITY ARE THE MAIN CAUSE – AS WELL AS CONSEQUENCE – OF CHILD MARRIAGE.

- **Norms that devalue girls and see them as a burden.** Girls' lack of education and decision-making power relative to boys are two indications of their lower social status. This inequality is worsened by early marriage, especially when girls are married to older spouses. In most countries, child brides were more likely to have an age gap of five or more years than those married over the age of 18.
- **Girls' sexuality:** Early marriage of girls is inextricably linked with girls' sexuality, although the timing and sequencing of sex and marriage varies and can be difficult to pinpoint. In many situations, girls may be forced or choose to marry because they had (or are suspected of having) sex, or because they have gotten pregnant. Often, parents believe that protecting the honour and purity of a young girl once she reaches puberty is an important task, and so they often view early marriage as the most effective way of shielding their daughters from undesirable romantic relationships, sex or pregnancy outside marriage. Underlying these dynamics are community norms that regulate girls' sexuality and often view girls' sexuality as something to be denied, repressed, or sanctioned. These dynamics point to the importance of transforming these underlying norms – and building support for girls' rights to healthy, pleasurable sexuality and the ability to explore and express it – as one key dimension of gender transformative approaches to ending child marriage.

LINK TO OTHER MODULES

The *Enjoying Sexual Rights and Reproductive Rights* module sets the stage for understanding girls' right to healthy, safe and pleasurable sexuality.



3. Unless otherwise noted, information in this section is excerpted with slight modification from the Plan International document 18+ Ending Child marriage in Southern Africa (May 19, 2014).

4. Greene, M. (2014), Ending Child Marriage in a Generation: What Research is Needed, p.4
<http://www.fordfoundation.org/pdfs/library/EndingChildMarriage.pdf>

- **Real and perceived parental fears and desire “to protect.”** Parents may believe that early marriage offers their daughters protection from harm, as well as allow them to avoid the potential loss of honour to a family and a girl that they fear not marrying or marrying later may cause.
- **Gender-based violence and sexual harassment.** Girls who experience sexual assault may be forced to marry their rapist as a result of norms that believe that marriage is the only route to repairing “family honour.” Such pressures may be further exacerbated if the girl becomes pregnant from the rape. Transforming community norms to hold perpetrators accountable for their crime, rather than blaming the girl survivors, thus comprise another key domain of change to enable girls’ agency and power in defining their futures.
- **Norms of masculinity.** In some communities, norms of masculinity view child brides as a sign of a man’s status. These norms promote and normalize older men’s marriage of girls. Furthermore, norms of family honour also promote the entitlement of fathers to determine whom their daughter will marry; promoting a girls’ right to determine if, when, and whom she marries can be seen as a challenge to a father’s authority and honour. Shifting community norms to expect men to equally share power with women in marital relationships and household labour, to support men who embrace these values, and to build alliances among community men and women to promote these changed norms are all gender-transformative strategies needed to shift the underlying norms that perpetuate men’s marriage of girls. Furthermore, in many communities fathers and older male family members are responsible for initiating the marriage process, as well as having the final say about a marriage. For this reason, engaging community men and boys – including men who are often in the role of traditional leaders – as allies to end child marriage is a key strategy for change.

LINK TO OTHER MODULES

The Setting the Stage section of the *Being a Gender-Aware Young Man* module in the Boy’s Champions of Change curriculum provides an in-depth discussion of how norms of masculinity can lead to harmful practices.



- **Traditional and religious norms and beliefs.** Linked to norms of masculinity and femininity – and sexuality – each community has a complex system of social arrangements, customs and religious beliefs and practices that influence the timing and nature of marriage. Specific customs, such as initiation ceremonies, have particular relevance for the transition to adulthood and marriage. In some communities, traditional leaders and customs may be especially influential in shaping norms about the timing and perceived reasons to support child marriages. In other communities, it may be perceived religious doctrine and religious leaders who promote them. The nature and influence of these customs and interpretation of religious teachings varies widely, but in many countries they do have a key role in driving child marriage.
- **System of patriarchy.** Cutting across the community norms and practices listed above, the system of patriarchy reinforces the rights of men to make decisions for and control the bodies of women and girls. Norms linked to patriarchal values, and the resulting gender inequalities it perpetuates, underpin many of the contributing causes of child marriage.

LINK TO OTHER MODULES

See the Setting the Stage section of the *Being Gender Aware* module for a more in-depth description of what Patriarchy is and how what its effects over girls’ rights are.



- **Lack of information on alternatives to marriage:** Lack of access to information, including examples of life paths different than their own, is a critical driver of child marriage, both for girls and their families. For example, hearing real stories of girls and their families who have supported a delay in marriage to enable them to complete their education, gain access to more productive resources, and enjoy their right to full development can help other girls and their families envision this path for themselves. Other ways include initiating dialogue and opening space to support the rights of girls to follow paths “outside” of their community norms, such as the right to sexual identify and the right to decide not to marry.

- **Weak or inconsistent legal frameworks:** Many countries have laws that set the minimum age of marriage at 18 or above. These official civil laws are only a small part of the picture, however. In some settings there are no formal ceremonies or legal status. Where there are formal ceremonies, these are often administered by religious or traditional leaders according to customary or religious laws and practices, with the civil side ignored. Such laws often have a lower age limit than national laws, and may be more likely to be followed, especially in rural areas. Weak implementation of formal laws and inconsistency in legal frameworks perpetuates the practice of child marriage. Inequitable gender norms in communities and among decision-makers also present a key, underlying barrier to implementation of these laws.

While the root causes of child marriage share many common features across the globe, it is also critical to understand specific causes of child marriage in the local context. For instance, the dynamics of economic payment systems for brides, such as a dowry, brings different pressures to the age at which family hopes to marry their daughter. In conflict settings, families may perceive early marriage as a way to protect their daughters from real and perceived risks, including “rape and sexual violence; unwanted pre-marital pregnancies; family shame and dishonour; and homelessness, hunger and starvation”.⁵ Moreover, as many girls in conflict-settings become unaccompanied, particularly in situations of displacement, they themselves sometimes turn to marriage early for some or all of the reasons quoted here. Combinations of different factor leads to particular rates of child marriage in countries and communities within those countries.

In **Activity LCM3: Key Steps in Deciding If, When and Whom to Marry**, girls identify the key steps in how decisions about child marriage take place in their communities; and in **Activity LCM5: Child Marriage in Our Community**, girls estimate the rates of child marriage in their community and compare it with the national average before discussing the root causes of child marriage in their community.



HOW DOES CHILD MARRIAGE HARM GIRLS?⁶

Child marriage harms girls in many ways, subjecting them to violence as well as danger to their health and well-being. Because child marriage gives men power over a young girl, it hinders her capacity to enact her power within as well as her access to power with others who can support her.

LINK TO OTHER MODULES

Girls learned to recognize the three types of power (power over, power with, and power within) in the **Being Assertive** module.



Raising awareness about the harmful consequences of child marriage for girls is a key first step in unpacking what communities and families may believe to be a safe a protective arrangement for girls.

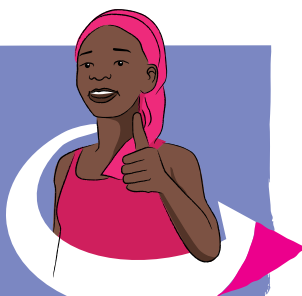
- **Life goals and future:** Child marriage robs girls of their childhood and the opportunity to develop and realize their vision for their own lives and well-being. Marrying as a child places a girl in a permanent relationship of inferiority instead of partnership. Linked to this, child marriage cuts girls off from the support to develop the resources and experiences of their own power within, and sense of agency and self-esteem.
- **Social isolation:** Marriage often causes girls to be socially isolated, bringing unwanted separation from their friends and family. This further limits girls' access to information and key resources. Child marriage isolates girls from other peers and the related sense of solidarity that contributes to girls' power with others to realize their goals.
- **Polygamy, divorce, and abandonment:** Some child brides may end up in a polygamous home, especially as a second, third, or fourth wife. With wide age gaps between co-spouses, it is difficult for younger brides to participate in decision-making processes. In these cases, the child brides may be sent packing and compelled to leave their children behind.
- **Education:** Child marriage often means the end of education for girls. This denies girls the education they need for their personal development, their preparation for adult hood, and their ability to contribute to the family and community.

5. Myers, in Greene, M. (2014). Ending Child Marriage in a Generation: What Research is Needed? New York and Washington, DC: Ford Foundation and GreeneWorks

6. These facts are drawn from UNFPA (2012) Marrying Too Young and the Girls Not Brides website, accessed at <http://www.girlsnotbrides.org/themes/health>

- **Income and assets:** Combined with the end of their education, child marriage limits girls' access to the skills needed to earn income for themselves, and to contribute to their families and their communities. One additional year of secondary schooling alone boosts girls' earning potential by 15-25 per cent.
- **Violence and sexual exploitation:** Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex than girls who marry later.
- **Healthy sexuality and risk of HIV and sexually transmitted infections (STIs):** Once married, girls are likely to feel, and in many cases are, powerless to refuse sex. They are likely to find it difficult to insist on condom use by their husbands, who commonly are older and have had multiple sexual partnerships, making the girls especially vulnerable to HIV and sexually transmitted infections.
- **Unwanted pregnancy:** Married girls are often under pressure to become pregnant immediately or soon after marriage, although they are still children themselves and know little about sex or reproduction. A pregnancy too early in life before a girl's body is fully mature is a major risk to both mother and baby.
- **Maternal mortality and morbidity:** Complications of pregnancy and childbirth are the main causes of death among adolescent girls ages 15-19 years old in developing countries. Girls under 15 are five times more likely to die in childbirth than women aged 20-24.
- **Survival of infants:** When a mother is under 20, her baby is one-and-a-half times more likely to die within its first weeks of life than a baby born to a mother in her 20s.

In Activity LCM4: The Harmful Effects of Child Marriage girls work in small groups to review facts about the effects of child marriage and prepare to initiate dialogue safely with others in their families and communities.



WHAT WORKS TO END CHILD MARRIAGE?

The causes of child marriage exist across the individual, community and societal levels. Solutions to end child marriage thus also need to work across multiple-levels, including international levels. To date, successful efforts to mobilize change across these different levels include five key strategies as follows⁷:

1. Empower girls at-risk for early marriage with information, skills, and support networks.
2. Educate and mobilize parents, religious/traditional leaders, and community members.
3. Enhance the accessibility and quality of schooling for girls.
4. Offer economic support and incentives for girls and their families.
5. Foster an enabling legal and policy framework.

As noted above, information about alternatives to child marriage provide girls, families and communities with an often previously unrecognized alternative vision and path for a better future. Sharing examples of girls and families who have enacted alternative choices can provide an important strategy to make such alternatives more visible and accessible.

Finally, engaging men and boys in activities to question and join as allies is essential to transforming unfair, harmful practices, attitudes and behaviours that perpetuate child marriage. Champions of Change works to bring boys and young men to the heart of this change, using their power within communities as brothers, cousins, and future fathers, elders, and community leaders to end child marriage; working directly with potential grooms is an area also in need of further attention.

Activities LCM7, LCM8 and LCM9 invite the girls to discuss the supports that can help them avoid child marriage; identify who holds power in the decisions about child marriage; and to make a plan for one action that they can all work on together.

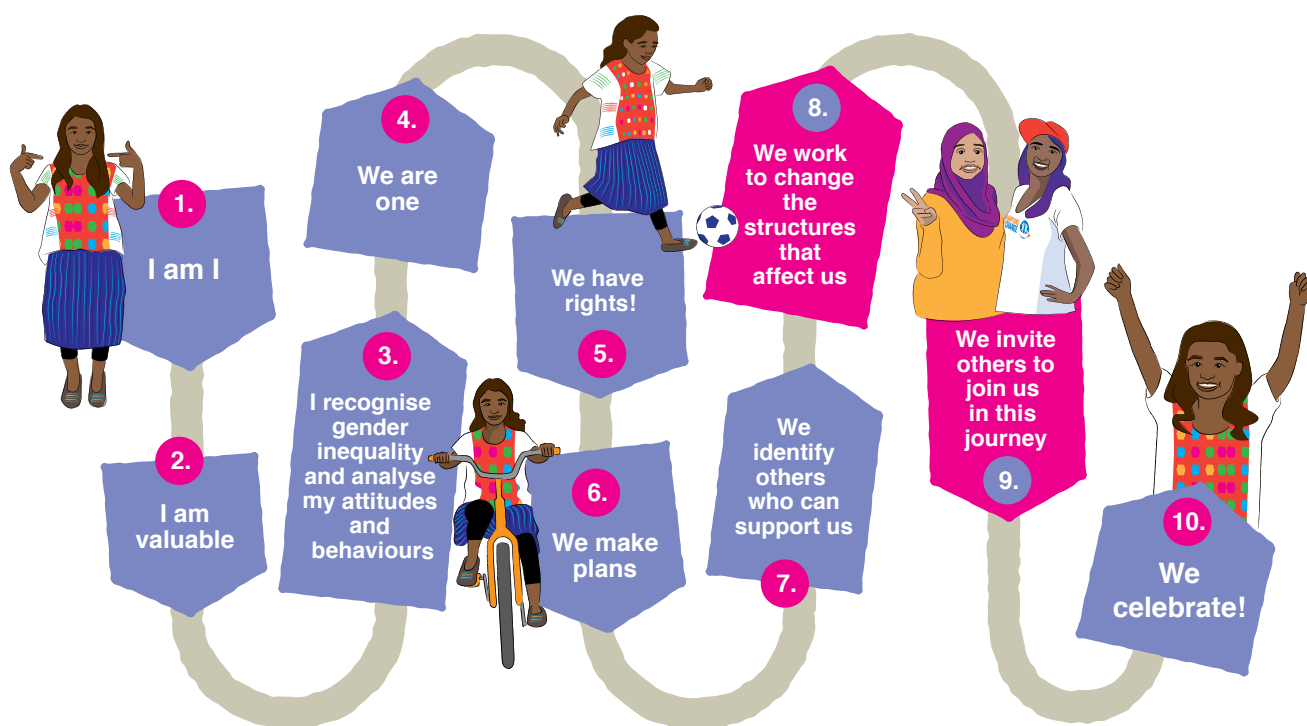


These five key strategies are drawn from Malhotra, A., Warner, A., McGonagle, A., & Lee-Rife, S. (2011). Solutions to End Child Marriage: What the Evidence Shows, accessed at <http://www.icrw.org/files/publications/Solutions-to-End-Child-Marriage.pdf>

CONNECTING TO THE JOURNEY

The activities in the **Living Free from Child Marriage** module contribute to several steps of the girls' journey to empowerment. Girls consider what is important for them in a relationship and are supported in considering if, when, and what type of person they may want to marry, all important steps for building their own agency and being able to affirm 'I am I' (1). Understanding that their opinions matter, whether or not adults in their families and communities have supported this belief is an important component in increasing girls' and affirming that 'I am valuable' (2). Girls begin to 'recognise gender inequality' (3) in myths around child marriage, and learn to replace these with accurate information on the harmful effects of this practice to themselves and to their rights (5). Girls consider how in acting 'as one' (4) they may be able to speak up about the harmful effects of child marriage, and 'make plans' on how they and their peers want to take action for themselves, and to influence others, to expand girls' right to choose if, when and whom to marry (6). They learn to make power maps of whom influences decisions about child marriage, and 'identify others who can support' them in their efforts to end this practice (7). Finally, girls will 'celebrate' (10) the journey they have taken and the personal achievements they have made while getting ready for the work ahead of them.

Throughout, the module seeks to increase girls' sense of agency and influence while recognizing the power that others may hold to determine marriage decisions. Each activity suggests actions that girls can take to reflect on, and try out, their growing knowledge and skills in their day-to-day lives in between sessions; the module's final activities also lead to Plans for further action that would extend beyond the final activity (with a plan for ongoing support of facilitators). As part of this, the module helps girls to recognize the backlash and potential harm they may encounter when advocating for their rights – and to undertake risk assessment and apply safety planning to minimize these risks.



GLOSSARY

Bride price	The price that is paid by the groom or groom's family to the bride's family in exchange for their daughter's hand in marriage.
Child marriage	Any marriage – whether under civil, religious or customary law, and with or without formal registration – where either one or both spouses are children under the age of 18.
Dowry	The price – monetary or otherwise – which is paid by the family of a bride to her groom or groom's family in exchange for marriage of their daughter.
Duty bearers	States and their institutions from schools and clinics to the local governments, which are responsible for respecting, protecting and guaranteeing human rights.
Harmful practices	Harmful practices are forms of violence which have been committed primarily against women and girls in certain communities and societies for so long that they are considered, or presented by perpetrators, as part of accepted cultural practice. Child marriage is considered a harmful practice.
Gender-based violence	Any act of violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.
Human rights	Basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language or other status.
Patriarchy	Hierarchical societies where men are ranked above women according to gender and are given power and status.

GENERAL NOTES ON FACILITATION

Key considerations. Child marriage practices reflect and sustain deeply held community norms and traditions. As such, efforts to end child marriage must navigate a complex set of community relations and power differences. While it is critical to equip girls with the opportunity to explore and affirm their rights and desires related to if, when and whom they marry, it is also crucial to recognize the limited power that girls may at times face in claiming their rights without access to allies and broader community support for change. As such, the Girls Champions of Change curriculum seeks to provide age-appropriate activities that foster agency and expand girls' supportive relationships, while recognizing the realities of their contexts. As facilitators implement the following activities with girls and young women, it is important to keep in mind the following points:

- **Community backlash and safety planning.**⁸ It is possible that by addressing a sensitive topic with social, cultural and religious significance, there could be backlash from community members. Given this, this module supports girls to identify potential risks and harms, including physical, sexual and emotional harms they might face when speaking-up for their rights – and how to use safety planning to assess risk and avoid harm. Facilitators should be prepared to apply the safety planning steps from the *Living Free from Gender-Based Violence* module to the context of child marriage.
- **Balancing girl-centred and gatekeeper-centred approaches.**⁹ The power to determine marriage decisions often rests with family and traditional leaders in communities – and not with girls and young women themselves. This module aims to equip girls and young women with the knowledge, confidence and skills to increase their influence in their lives.

Yet, given the power imbalances in communities, it is very important to assess realistically where girls may most safely and effectively create change. Broader community change efforts need a longer-term, multi-level process of community engagement and development of an enabling environment. Especially as girls envision what actions they may want to engage, it is important to assess their existing environment – and to help girls to craft their plans accordingly in order to minimize potential backlash and maximize their ability to expand their influence.

Facilitators of this module must assess how best to balance support for girls' agency to shape decisions in their lives and their communities while also acknowledging the power others may hold to enforce decisions. Facilitators also need to stay informed of existing and ongoing efforts in the community to engage others about child marriage, in order to help assess how, when and where girls might safely and most strategically advocate for their rights.

- **Avoiding stigmatization of married girls.**¹⁰ There has been a conscious choice to focus this module on preventing child marriage, rather than lessening its harmful effect on girls who are already married. However, it is important to ensure that implementation of the activities and discussions do not worsen the stigma against married girls, who are among the most vulnerable members of society. Facilitators should take opportunities to promote solidarity between girls being trained and their peers who may already be in child marriages.
- **Gender-transformative and rights-based approaches.** As noted above, this module takes gender equality and rights as the foundation for living free from child marriage. This module relies on girls' prior learning about human rights, including sexual and reproductive rights, from other modules. Facilitators should be prepared to help girls link and apply their earlier learning about rights to living free from child marriage – and determining if, when and whom to marry.

8. This point is excerpted with slight modification from the Plan International document 18+ Ending Child marriage in Southern Africa (May 19, 2014), p. 43.

9. Greene, M. (2014), Ending Child Marriage in a Generation: What Research is Needed, <http://www.fordfoundation.org/pdfs/library/EndingChildMarriage.pdf>

10. This point is excerpted with slight modification from the Plan International document 18+ Ending Child marriage in Southern Africa (May 19, 2014), p. 44.

Sensitive topics. Child marriage is a form of gender-based violence; as such, the specific tips for facilitators from the *Living Free from Gender-based Violence* module apply to facilitating discussions of child marriage. Child marriage involves deeply held community and family norms, and is embedded in broader power relations and inequalities within the community. Facilitators need to be prepared to communicate openness to hearing and exploring the viewpoints shared by girls, and held within the community, while also providing key information about the harms and rights violations caused by child marriage – and many of the norms and beliefs that support child marriage.

As with all sensitive topics, it is critical that facilitators themselves take the opportunity to reflect on their own attitudes and beliefs first. When possible, facilitators should themselves consider completing the modules as if they are participants; doing so may support facilitators to better anticipate the range of responses that may occur among facilitators as well as participants during the training itself. As a start, **Activity LCM1: Vote with Our Feet** may offer an especially important opportunity for facilitators to reflect on their own values, including their comfort level with supporting girls' rights to choose not marry (related to a girl's right to decide if

she marries) and to express diverse sexual orientations. Facilitators should also discuss potential sensitivities with each other prior to a training activity, and brainstorm specific ideas for how best to respond in advance of the training. Other tips when preparing to facilitate a sensitive topic include those listed in the box below.

Be clear about the support that is available to girls. Throughout, this module seeks to provide girls with information and support to expand their agency in their lives and their communities. Yet, as noted above, especially in the context of child marriage, girls need support to assess when, if and how to engage in any broader community action in ways that maintain their safety and avoid backlash. Facilitators thus need to be prepared to anticipate and share potential risks as well as opportunities for actions of interest to girls. Facilitators also need to be clear about what practical and strategic accompaniment would be needed to support proposed actions by girls, and what can (or cannot) be committed to by facilitators, or other advocacy activities in which Plan is engaged.

It should be inspiring to see where girls' visions for themselves, their peers, and their communities leads them. The final tip for facilitators is thus: **enjoy the journey!**

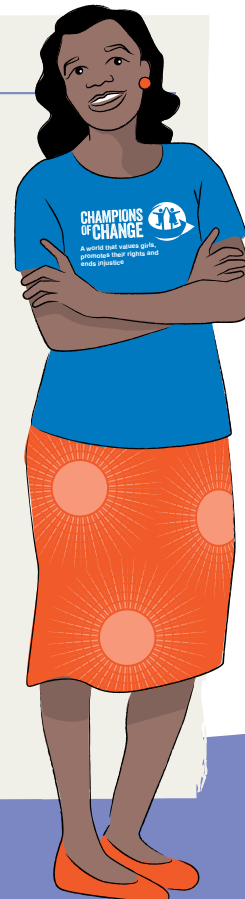
BOX LCM2: ADDITIONAL TIPS FOR FACILITATING SENSITIVE TOPICS¹¹

For differing views (and conflict):

1. Ask for clarification. "I appreciate your sharing your opinion, can you tell us why you feel that way?"
2. Ask for clarification from the differing opinions.

Yet, remember that it is not OK to let harmful views remain unexamined. **For a harmful statement, you can consider doing the following:**

1. *Ask for clarification.* "I appreciate your sharing your opinion with us. Can you tell us why you feel that way?"
2. *Seek a different point of view.* "Thank you. So at least one person feels that way. What do the rest of you think? Who here has a different opinion?"
3. *If another point of view is not offered, provide one:* "I know that a lot of people disagree with this statement. The only person to blame for rape is a rapist. Every individual has the responsibility to respect another person's right to say 'no,' no matter what the situation.
4. *Offer facts that support a different point of view.* "The facts are clear. The law states that every individual has the right to say 'no' to sexual activity. Regardless of what a woman or girl wears or does, she has a right to not to be raped."

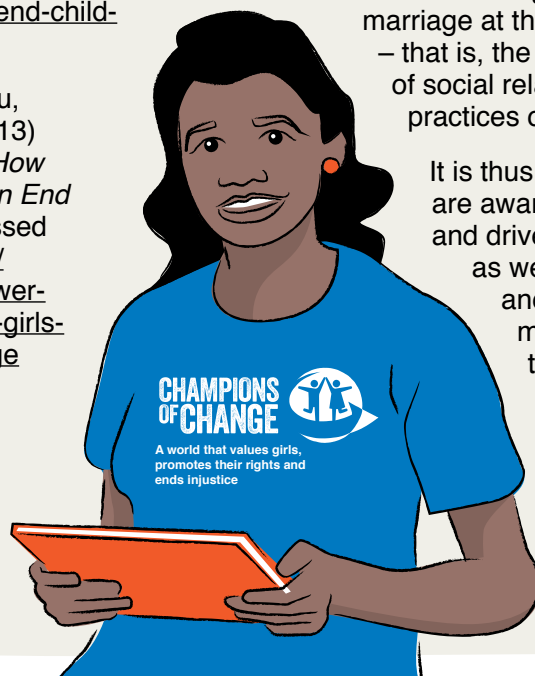


11. Excerpted and adapted from A. Greig with J. Edström (2012), *Mobilizing Men in Practice: Challenging Sexual and Gender-based Violence in Institutional Settings*. Brighton, UK: Institute for Development Studies, pp. 79-80, available at http://www.unfpa.org/sites/default/files/pub-pdf/Mobilising_Men_in_Practice.pdf

BOX LCM3: HELPFUL RESOURCES AND LOCAL ADAPTATION:

Additional selected publications documenting the scope of child marriage, its causes and impacts, and promising solutions to end it include the following:

- Greene, M. (2014). *Ending Child Marriage in a Generation: What Research is Needed?* New York and Washington, DC: Ford Foundation and GreeneWorks, accessed at <http://www.fordfoundation.org/pdfs/library/EndingChildMarriage.pdf>
- Malhotra, A., Warner, A., McGonagle, A., & Lee-Rife, S. (2011). *Solutions to End Child Marriage: What the Evidence Shows*, accessed at <http://www.icrw.org/files/publications/Solutions-to-End-Child-Marriage.pdf>
- UNFPA (2012) *Marrying Too Young: End Child Marriage*, accessed at <http://www.unfpa.org/end-child-marriage>
- Warner, A., Stoebenau, K. & Glinski, A.M. (2013) *More Power To Her: How Empowering Girls Can End Child Marriage*, accessed at <http://www.icrw.org/publications/more-power-her-how-empowering-girls-can-end-child-marriage>



Nationally. The Demographic and Health Surveys (DHS) provide country-level data about the proportion of women who were married before age 18 and before age 15, which will be helpful for completing **Activity LCM5: Child Marriage in Our Community**. A country's Demographic and Health Survey can be accessed at the website below. Each country's report should have a subsection on "Age at First Marriage."

- DHS Publications by country, accessed at <http://dhsprogram.com/Publications/Publications-by-Country.cfm>

Locally. While national level data are important, most child marriage rates vary tremendously by community and region within a country. In fact, emerging research suggests that more attention needs paid to understanding and seeking to end child marriage at the level of "marriage zones" – that is, the geographical area and set of social relationships within which practices of child marriage occur.¹²

It is thus critical that facilitators are aware of the local practices and drivers of child marriage – as well as national level data and trends. Activities in this module are also structured to enable "participatory learning and reflections" with the girls about child marriage practices in their communities in order to bring to the surface local understanding and realities.¹²

12. Greene, M. (2014), *Ending Child Marriage in a Generation: What Research is Needed*, <http://www.fordfoundation.org/pdfs/library/EndingChildMarriage.pdf>

KNOWLEDGE, ATTITUDES, PRACTICES AND SKILLS

	KNOWLEDGE	ATTITUDES	PRACTICE AND SKILLS
Individual	<ul style="list-style-type: none"> Can clearly describe the harmful effects of child marriage on girls and young women. (LCM4) 	<ul style="list-style-type: none"> Recognizes a range of attitudes among her peers and in her community about girls' rights to choose if, when and whom to marry (LCM1) Regards herself as an agent in defining her priorities for if, when and whom she marries. (LCM2) Is confident that she and her peers have the knowledge, skills and support to take actions to advocate for ending child marriage. (LCM9) 	<ul style="list-style-type: none"> Can envision if and how a relationship fits into her future– and what she would want such a relationship to be like. (LCM2) Collaborates with peers to identify potential allies and actions to advocate for their rights related to child marriage. (LCM8) Can plan concrete steps and resources that will support her in realizing her vision for her future, including realising her right to determine if, when and whom she marries. (LCM9) Can plan collective actions. (LCM9)
Community/ Family	<ul style="list-style-type: none"> Understands how child marriage relates to her community's reality. (LCM5) 	<ul style="list-style-type: none"> Believes that child marriage violates girls' rights and causes more harm than benefit to girls, families and communities. (LCM4, LCM5) Appreciates the potential risks as well as benefits of advocating for herself and her peers – and the need to apply safety planning as girls initiate dialogue and advocacy actions. (LCM6) 	<ul style="list-style-type: none"> Can describe how the decision to enter into a marriage is made in her community, and who holds what power to influence this decision. (LCM3, LCM8) Can identify and counter beliefs that support child marriage in her community. (LCM6) Recognizes the tensions between family/community norms and her ability to claim her rights. (LCM6) Can name specific actions and resources that help to support girls and their families to choose alternatives to child marriage. (LCM7)
Institutional	<ul style="list-style-type: none"> Can define child marriage, including which rights child marriage violates (LCM4) 		

OUTLINE OF ACTIVITIES

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity LCM1: Vote with Our Feet	1 hour + take away assignment	<ul style="list-style-type: none"> Recognizes a range of attitudes among her peers and in her community about girls' rights to choose if, when and whom to marry. 	<p>Discussing their beliefs and values about relationships and marriage can help girls to clarify their own priorities. Girls' priorities may or may not match those of others in their families, among their peers, or in their community. Recognising and understanding the range of beliefs and priorities that girls have is an important first step in this process.</p> <p>Girls have the right to determine if, when and whom they marry. They also have the right to define how they want their relationships to be. While girls may not always have the power to fulfil this right, knowing that there are millions of people that believe in her right to choose may support her in believing that change is possible.</p>	The activity opens by introducing participants to the module's goals and gathering girls' expectations. It then asks girls to reflect and dialogue about various beliefs they and others in their communities may have related to marriage. As a take-away assignment, girls are asked to discuss some of the statements with someone they trust, and to write about it in their journals.
Activity LCM2: What is a Good Future – and Relationship – for Me?	1 hour and 15 minutes + take away assignment	<ul style="list-style-type: none"> Can envision if and how a relationship fits into her future– and what she would want such a relationship to be like. Regards herself as an agent in defining her priorities for if, when and whom she marries. 	<p>Discussing their vision for their future can help girls clarify their priorities. These visions can act as a guide to what matters most for girls and point to key stepping stones to help realize their vision. These visions may change over time, so girls may want to return to their visions as they grow and further define their priorities.</p> <p>Taking time to fully imagine and visualize their hopes for their future can strengthen a girl's sense self-worth and self-esteem. The more concretely girls can envision key elements of their visions – including how they would like to see, feel, and experience shared power in their future relationships – the more likely they are to be able to realize this.</p>	This activity begins by inviting girls to participate in a guided vision of their ideal futures. Then it provides an opportunity for girls to draw their visions, followed by a dialogue reflecting on their imagined ideals. As a take-away assignment, girls are asked to observe relationships in around them and take notes on what they see.
Activity LCM3: Key Steps in Deciding If, When and Whom to Marry	50 minutes + take away assignment	<ul style="list-style-type: none"> Can describe how the decision to enter into a marriage is made in her community, and who holds what power to influence this decision. 	<p>Knowing how decisions are made regarding marriages and who influences these decisions is key in supporting girls' right to decide if, when and whom to marry. Understanding this information help girls – and their allies – to take action to end child marriage.</p>	

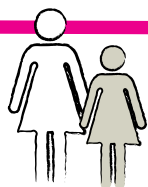
NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
			<p>Very often, girls have little say in determining the decision to marry – even though they are the ones who have to live with its consequences. In most communities, certain situations make it even less likely that girls' will be able to make or influence this decision. However, this can begin to change as girls work together to create awareness about the harmful effects of child marriage.</p>	<p>This activity first invites girls to name the key steps – and people – involved in deciding a girl is to be married. It then asks girls to identify commons scenarios that lead to child marriage and to prepare a skit to present one of these scenarios. Throughout the activity, girls are asked to consider who does and who should be able to determine decisions related to marriage. As a take-away assignment, girls continue to think about these topics and record their thoughts in their journals.</p>
<p>Activity LCM4-A: The Harmful Effects of Child Marriage (For younger girls)</p> <p>Activity LCM4-B: The Harmful Effects of Child Marriage (For older girls)</p>	1 hour and 10 minutes + take away assignment	<ul style="list-style-type: none"> • Can define child marriage, including which rights child marriage violates • Can clearly describe the harmful effects of child marriage on girls and young women. • Believes that child marriage violates girls' rights and causes more harm than benefit to girls, families and communities. 	<p>Child marriage occurs when one or both spouses are younger than 18. When girls know more about child marriage and its harmful effects, they can help to increase their and their peers' ability to shape their life choices.</p> <p>Girls are most affected by child marriage. Child marriage limits the healthy development and life options of girls. Girls' lack of power in child marriages is at the heart of these harmful effects.</p> <p>Child marriage is a violation of girls' rights. Child marriage is also a barrier to girls' right to education, health, life, safety and self-determination.</p>	<p>This activity supports girls to work in small groups to fill in a worksheet the harmful effects of child marriage, before checking their answers against the facts. They go on to discuss why early marriage has these impacts. Finally, the take-away assignment is introduced with a brief discussion about girls' plans to initiate dialogue safely with others in their families/ communities.</p>
Activity LCM5: Child Marriage in Our Community	1 hour + take away assignment	<ul style="list-style-type: none"> • Understands how child marriage relates to her community's reality. • Believes that child marriage violates girls' rights, and causes more harm than benefit to girls, families and communities. 	<p>Some girls are more vulnerable to child marriage than others. Factors that make girls vulnerable include poverty, practices such as bride price and dowry, withdrawal from school, family and community traditions, fears about girls' sexuality, fears for girls' safety, underlying gender norms and inequalities that value girls less than boys. Being socially isolated and living in rural areas are additional risk factors.</p>	<p>Older girls work in small groups to estimate the rates of child marriage in their community before reconvening to discuss national data and how the local experiences compare. Younger girls review the information they gathered through interviews about child marriage in their communities.</p>

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
			<p>Learning how common child marriage is in a girl's own community and in her country is an important first step in discussing what can be done to change this reality, and to support their peers who are already married. This informational can also support girls in considering what they can do to influence change in their lives and in their communities.</p>	<p>Then girls reflect on key causes of child marriage, and how they feel about what they have learned. As a take-away assignment, girls are asked to look out for ideas or sayings that support child marriage in their communities.</p>
<p>Activity LCM6: Countering Myths about Child Marriage</p>	<p>1 hour and 25 minutes + take away assignment</p>	<ul style="list-style-type: none"> • Can identify and counter beliefs that support child marriage in her community. • Recognizes the tensions between family/ community norms and her ability to claim her rights. • Appreciates the potential risks as well as benefits of advocating for herself and her peers – and the need to apply safety planning as girls initiate dialogue and advocacy actions. 	<p>Although some beliefs that support child marriage seek to protect girls, early marriage actually causes many of the harms that these beliefs seek to avoid. For example, some beliefs are based on protecting girls from sexual abuse, but almost all girls that marry before 18 suffer sexual abuse from their partner, especially if their partner is older.</p> <p>Early and forced marriage violates girls' rights and causes more harm than benefit to girls, families and communities. When girls know the harmful effects of child marriage, combined with actual examples of harms suffering by real girls in their community, they can help to counter beliefs that support early marriage.</p> <p>Speaking-up to counter harmful beliefs that support child marriage is an important step towards making change. Yet, girls need to be smart about how and when is best to do so to ensure girl's safety and maximize their influence and power.</p>	<p>Girls first consider myths in their community related to child marriage – and work to identify why these are false. Next, girls work in small groups to discuss these myths, and consider in what situations they would (and would not) feel safe and effective speaking up. Finally, girls practice countering these myths through role-playing. As a take away assignment, girls are asked to identify a woman in her family or community that was able to choose if, when and whom to marry, and to reflect on her experience.</p>

NAME	LENGTH	KAPS	KEY MESSAGES	DESCRIPTION / KEY STEPS
Activity LCM7: Paths to Avoid Child Marriage	1 hour + take away assignment	<ul style="list-style-type: none"> • Can name specific actions and resources that help to support girls and their families to choose alternatives to child marriage 	<p>Many girls and women have been able to decide or to influence if, when, and whom they marry. Key elements that have helped girls to shape these decisions – and avoid child marriage - include 1) girls' own dreams and confidence to act on them; 2) supportive relationships in their lives; 3) access to key resources such as education and potential to generate income; 4) safe spaces and solidarity with peers; and 5) broader community support for girls' rights.</p>	This activity focuses on one girl's story to support girls in understanding what factors can support a girl in avoiding child marriage. The activity then asks participants to create five key stepping stones that will support girls in being able to create paths that lead them to their envisioned futures. As a take-away assignment, girls are asked to reflect on their own lives to identify key stepping stones.
Activity LCM8: Identifying Power Holders in Our Community	1 hour + take away assignment	<ul style="list-style-type: none"> • Can describe how the decision to enter into a marriage is made in her community, and who holds what power to influence this decision. • Collaborates with peers to identify potential allies and actions to advocate for their rights related to child marriage. 	<p>To enjoy their right to choose if, when and whom to marry, girls need to understand who are their allies and who oppose this right. An important first step is to develop a power map of who these people and groups are, and what power they hold over girls.</p>	Girls begin by working in groups to build power maps to identify people or groups in their family and in their community that have the power to influence decisions about girls' marriages, and how they use this power either to support girls, or to support child marriage. Next, they work in plenary to bring their work together and build a group-wide map. Finally, girls reflect on where power is concentrated, and how much access girls have to it in deciding about marriage. As a take-away assignment, girls are asked to start thinking about next steps for their club.
Activity LCM9: Planning for Action	1 hour + take away assignment	<ul style="list-style-type: none"> • Can plan concrete steps and resources that will support her in realizing her vision for her future, including realising her right to determine if, when and whom she marries. • Is confident that she and her peers have the knowledge, skills and support to take actions to advocate for ending child marriage. • Can plan collective actions. 	<p>Girls can create action plans to promote girls' right to decide if, when and whom they marry. Girls have the ability to make personal commitments to continue working with each other, and they can also work together with their allies and supporters to end child marriage.</p>	In this final activity, girls discuss possible ideas for action, and choose one that they can all work on together. Next, they brainstorm next steps, make a plan, and identify the key resources they will need. The activity ends with a closing exercise that invites girls to reflect on what they have learned and to commit to continue working together.

ACTIVITY LCM1: VOTE WITH OUR FEET

The activity opens by introducing participants to the module's goals and gathering girls' expectations. It then asks girls to reflect and dialogue about various beliefs they and others in their communities may have related to marriage. As a take-away assignment, girls are asked to discuss some of the statements with someone they trust, and to write about it in their journals.



ALL AGES



1 HOUR

WHAT YOU NEED

- 'Agree' and 'Disagree' signs
- Flipchart
- Markers
- Notebooks for girls who need a new journal
- **Facilitation Sheet LCM1: Statements and Notes for Facilitation About Marriage**



LINKS TO KAPS

- Recognizes a range of attitudes among her peers and in her community about girls' rights to choose if, when and whom to marry



KEY MESSAGES

- **Discussing their beliefs and values about relationships and marriage can help girls to clarify their own priorities.** Girls' priorities may or may not match those of others in their families, among their peers, or in their community. Recognising and understanding the range of beliefs and priorities that girls have is an important first step in this process.
- **Girls have the right to determine if, when and whom they marry.** They also have the right to define how they want their relationships to be. While girls may not always have the power to fulfil this right, knowing that there are millions of people that believe in her right to choose may support her in believing that change is possible.



TIPS FOR FACILITATORS

- Remember that this is not a stand-alone module, and that it is meant to be facilitated after all or most of the Girls Champions of Change core modules. For more information on the sequence of modules, please see the curriculum's introductory booklet.
- Review **Facilitation Sheet LCM1** and think about how you would respond to each statement. Take the time to reflect on your own attitudes and values about these topics prior to carrying out the exercise. If you notice that you are holding on to any belief that places blame on girl brides, or that is not consistent with their rights, make sure to take the time to unpack this belief and to begin letting go of it so that you do not impose it on the girls.
- This activity does include a **Key Message** about the right of girls to determine if, when and whom to marry. However, the activity is not designed to "tell" girls that any of their views are right or wrong. Rather, the main purpose of this activity is to support girls in examining their own beliefs through dialogue with each other.
- Always remember that "telling" girls what they should think is rarely effective in promoting change or a sense of ownership over new beliefs. Instead, change will only come about if you support girls to identify and embrace beliefs that are better aligned with their rights and with their own sense of agency and ability to pursue their visions for their futures.
- Girls may want to begin discussing traditional and religious norms that affect their agency. Make sure you review the **General Notes on Facilitation** section for tips on how to facilitate such conversations.
- Be sure to save the flipchart sheet you use to record girls' expectations for the module – the final activity will return to this sheet.



BEFORE YOU BEGIN

- Post the “Agree” and “Disagree” signs on either side of a room. Be sure to choose a part of the room where participants can move easily from one sign to the other.
- Review the “Vote with Your Feet” statements included in **Facilitation Sheet LCM1** and choose the five statements that are most relevant for girls of different ages in the communities where girls in the group live. Be sure to include a statement that explores whether girls must get married at all (“everyone should get married” or “a person is not normal if he/she does not marry”).
- Decide ahead of time the order in which you will read the statements, making sure to start with statements that you anticipate will be easier for the girls to discuss.
- Feel free to come up with other statement that fit your local context better, but choose no more than five statements in total. In choosing these statements, be sure to start with a “safer” statement (such as “women are naturally better parents than men”).
- Copy the module’s specific objectives as stated in **Step #4** on a flipchart.
- Copy the activity’s **Key Messages** on a flipchart, and keep it covered until you are ready to use it.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep these flipchart sheets covered until you are ready to use them.
- Girls will have their first take-away assignment at the end of this activity. Make sure to have some notebooks at hand in case their journals all filled up.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Give a warm welcome to the girls to the **Living Free from Child Marriage** module.
2. Explain that the goal of this module is to support girls to define for themselves if, when and whom they will marry. Explain that we will also work to understand the power that others in their families and communities have to make this decision for many girls.
3. Begin by asking: **What do you hope to learn and do in this module?** Take notes on each girl’s expectations on a flipchart. If several girls are stating the same expectation, encourage them to think of other things they would like to discuss or learn about this topic that have not been mentioned.

NOTE

If a girl brings up an expectation that is not realistic, for example: ‘I want to end child marriage in my community’, take the time to explain why this is not possible within the context of one module, and support her in thinking of a small step towards that bigger role that can be accomplished over the course of the module. For example: ‘I want to understand why child marriage is so common here’

TIP!

Remember to save the flipchart for the final activity where you will work with the girls to review if their expectations were met.



4. Use the flipchart you prepared ahead of time to go over the specific objectives of the module. As you present them, relate each one to the girls’ expectation:
 - 1) Support girls in defining their own vision of marriage, and how it relates to their rights
 - 2) Consider how community may limit or support girls’ in reaching their goals
 - 3) Learn about what girls can do to influence the timing and circumstances of marriage.
5. Ask the girls if they have any questions or comments about these objectives, and give time to any girl who wants to participate.
6. Finally, invite the girls to stand up and get ready for some movement!

STEPS TO FOLLOW:

In Plenary: Voting with Your Feet (35 minutes)

7. Ask the girls to join you in the centre of the room between the two signs that you posted on opposite walls.
8. Show the participants the two signs. Explain that you are going to call out some statements, and that after each one they will step to the sign that matches how they feel about that statement. Take the time to explain that in this activity there are no right or wrong answers, and that what matters is for every girl to recognize her own opinion and move accordingly.
9. Call out the first statement and ask everyone to walk to the sign that matches whether they agree or not. Repeat the statement to ensure that everyone heard it.
10. If some girls stayed “in the middle”, ask them to walk over to the sign that they are leaning towards, even if they are not sure. Explain that anyone can move to the other side if another girl’s opinion makes her change her mind.
11. Once everyone has moved, ask two or three participants from each side of the room to explain why they voted the way they did. Use **Facilitation Sheet LCM1** to help you facilitate a brief discussion about the reasons presented by the girls.
12. Repeat the process for each of the five statements you selected ahead of time.



TIP! Make sure to manage time well to try to get through all five statements. You should spend about five minutes with each statement. Do not try to cover more than five statements, but if discussions are rich, feel free to do only four or three.

In Plenary: Wrap it up! (15 minutes)

13. Ask everyone to come back together and lead a brief conversation about the exercise using the following questions. Make sure to take a few responses for each question:
 - **How did you feel having to take a stand on these statements?**
 - **Did you always know right away what your opinion on a statement was – or did you have to think?**
 - **Did hearing other opinions make you change your mind on any of the statements?**
 - **What did you learn about your own thoughts on future partnerships?**
14. Bring out the flipchart with the activity’s **Key Messages**. Go over them with the girls, making sure to ask them if they have any questions or opinions about them.
15. End the activity by introducing the module’s first take-away assignment.



Spread the word! Think about someone in your family or in your circle of friends who is not in this group who you trust and feel safe with. Share and discuss some of the statements we worked with today with this person. Write notes on your discussion in your journal.

FACILITATION SHEET LCM1: STATEMENTS AND NOTES FOR FACILITATION ABOUT MARRIAGE

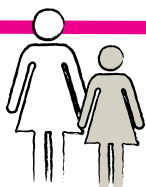


Remember that all of these statements are designed to support girls to explore, and begin to examine more critically, their values and beliefs through dialogue with each other. There are thus no “right or wrong” answers. Use the notes for facilitation as a way of supporting girls in exploring their own views – DO NOT use them as lecture points.

STATEMENT	NOTES FOR FACILITATION
1. “Women are naturally better parents than men.”	<ul style="list-style-type: none"> • Ask follow up questions that allow girls to present different ideas about gender roles of men and women, and whether or not these different roles are tied to biological reasons or social expectations. • If the opportunity comes up, point out that while there may be strong community rules about the roles that men and women and girls are boys are expected to play, it is very likely that not everyone in the community lives according to these rules.
2. “Marriage is more important to girls than to boys.”	<ul style="list-style-type: none"> • Reflect on girls’ opinions to explore different pressures and norms for girls to marry compared to boys – and the sources of these different pressures. • Highlight what are some of girls’ (and boys’) own desires for themselves and how these relate to expectations of families and communities. • If comments on the role of traditional and religious norms that limit girls choices come up in the discussions, encourage girls to have an open conversation about how these norms make them feel, and share stories about how these norms have changed throughout time and in different communities, including with the leadership of traditional and religious leaders.
3. “Love is the most important ingredient in a happy relationship.”	<ul style="list-style-type: none"> • Ask follow up questions to encourage girls to explore the key elements of “happy” relationships, including aspects such as respect, shared power, and other priorities identified by participants.
4. “Everyone should get married.”	<ul style="list-style-type: none"> • Encourage the girls to explore why people think that everyone should get married, whether it is the same for girls and boys, what effects over girls and boys lives this expectation might have, and whether girls actually agree with this idea.
5. “If one does not get married, they are not normal.”	<ul style="list-style-type: none"> • Encourage the girls to explore why people think that everyone should get married, whether it is the same for girls and boys, what effects over girls and boys lives this expectation might have, and whether girls actually agree with this idea.
6. “A couple should decide together if and when they want to get married.”	<ul style="list-style-type: none"> • Look for opportunities to explore who should make decisions about marriage, and why.
7. “A man should have the final word about decisions in his home.”	<ul style="list-style-type: none"> • Ask follow up questions to explore what girls think about power and decision making in the home. • Begin to make the point that thinking about marriage is not only about who the ideal partner might be, but also about the quality of a relationship and that relationship’s respect for a woman and her decisions.
8. “Women have the same right as men to study and to work outside the home.”	<ul style="list-style-type: none"> • Highlight what girls state that relates to their views on power and access to opportunities within the home. • Begin to make the point that thinking about marriage is not only about who the ideal partner might be, but also about the quality of a relationship and how that relationship fits into a broader range of life goals and resources she hopes to access for herself.
9. “Girls have the right to determine if, when and whom they marry.”	<ul style="list-style-type: none"> • Notice that girls and communities may hold a range of opinions on whether this should be true. • Girls may also identify a range of pressures that prevent the realization of this right. Yet, this is a human right that all girls hold. This will be stated at the end of this activity, so there is no need to underline it now. Remember that the idea for now is for girls to freely express how they feel about each statement.

ACTIVITY LCM2: WHAT IS A GOOD FUTURE – AND RELATIONSHIP – FOR ME?

This activity begins by inviting girls to participate in a guided vision of their ideal futures. Then it provides an opportunity for girls to draw their visions, followed by a dialogue reflecting on their imagined ideals. As a take-away assignment, girls are asked to observe relationships in around them and take notes on what they see.



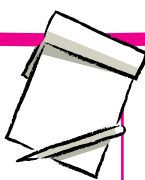
ALL AGES



1 HOUR
& 15 MINUTES

WHAT YOU NEED

- Sheets of paper
- Markers



LINKS TO KAPS

- Can envision if and how a relationship fits into her future– and what she would want such a relationship to be like.
- Regards herself as an agent in defining her priorities for if, when and whom she marries.



KEY MESSAGES

- **Discussing their vision for their future can help girls clarify their priorities.** These visions can act as a guide to what matters most for girls and point to key stepping stones to help realize their vision. These visions may change over time, so girls may want to return to their visions as they grow and further define their priorities.
- **Taking time to fully imagine and visualize their hopes for their future can strengthen a girl's sense self-worth and self-esteem.** The more concretely girls can envision key elements of their visions – including how they would like to see, feel, and experience shared power in their future relationships – the more likely they are to be able to realize this.



TIPS FOR FACILITATORS

- Be prepared to facilitate discussions on the importance of marriage in girls' vision of their future – and, related to this, how much they are able to picture other aspects of their future lives. Remember that this may be the first time some girls realize that marriage is a choice, not an obligation.
- For younger girls, you may want to consider a relatively greater focus on friendships, as compared to romantic relationships.
- Careful facilitation of the discussion questions is very important for this activity. Make sure you read the facilitation tips included within the activity thoroughly to prepare to guide girls through all the questions.



BEFORE YOU BEGIN

- Review **Activity BAS6: Imagining our Future** in the *Being Assertive* module. If it has been a long time since the girls completed that module, consider repeating the first part of that activity on understanding agency as an introduction to this activity.
- Prepare for the activity by carrying out the visualization for yourself and learning how it works – and what particular aspects of relationships surface in your own envisioning process. Feel free to amend the script to ensure girls will understand what you are asking of them. Remember that you can focus more on friendships if you are working with younger girls.
- Write out the activity's **Key Messages** onto separate flipcharts.
- Copy the discussion questions included in **Step #9** onto a flipchart.
- Copy the description of the **take-away assignment** onto a flipchart.
- Keep these flipchart sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (5 minutes)

1. Welcome the girls and check in on their experiences with the take-away assignment from the previous activity. Ask:
 - **How many of you had a chance to talk with others?**
 - **How was it to dialogue with others about their opinions of relationships and marriage?**
 - **Were you surprised by anything they said?**
2. Next, introduce the activity, explaining that envisioning what want for ourselves is one way to help us to define and realize our own priorities.

In Plenary and Individually: Envisioning my priorities (20 minutes)

3. Give each girl a sheet of paper and coloured markers. Ask them not to use them until you explain what they will be doing with them.
4. Then, explain that you will start by guiding them through a visioning process. Invite them to close their eyes and sit comfortably.
5. Read the following script slowly and with a calm voice:

Take a moment to notice how your body feels. Scan it from your head to your feet. Notice if there's any place you are feeling tension and send an extra breath there to help soften that area of your body. Take two or three deep breaths, in and out, just enjoying sitting where you are.

Now, keeping that relaxed feeling, allow the following images to float into your mind. Imagine that you are with someone who is an ideal, good friend for you. Take a moment to imagine the activities you might be doing, and how you treat each other. And take a moment to imagine what emotions you feel, and how you feel in your body as you experience these emotions.

Now, we are going to consider how you see your future – and how you see relationships in your future. Take a moment to add in the possibility of a romantic partner in your future – a romantic partner and relationship that would feel really good to you. Take a moment to imagine what that person looks like and what you look like in this relationship. Consider what you see yourselves doing together, and how it feels to be together.

Keep this picture in your mind, and now focus in a bit more. First, imagine in even more detail: Who are you as a person – what are your priorities in your life? What personal characteristics and resources do you have? What are your main hopes and dreams you are working towards? What resources do you have in your life?

Now imagine your partner: What are their priorities in their life? What are their hopes, dreams, and values? What resources do they have?

Think about how you and your partner interact with each other: What are the qualities of your relationship? What is similar to the qualities of a very good friendship? What additional or different qualities does your romantic partner have, if any, compared to a good friend?

Finally, think about how you envision who makes decisions, and who determines who does what in your future life? How does this affect the activities you want to do, and your dreams for your future?

Take one more moment to fully “see” your vision.

Now, slowly open your eyes, keeping your gaze soft.

STEPS TO FOLLOW:



6. Once all girls are back in the group with their eyes open, ask them to take the next 10 minutes to draw what they have envisioned for themselves. Girls should be working individually and silently, because this is their own personal vision.

TIP! Playing soft music will help the girls focus on their own drawing.



In Plenary: Sharing our priorities (15 minutes)

7. When time is up, ask if anyone would like to share their picture. Ask the girls who volunteer to take turns sharing the key elements of their visions, taking no more than a minute each to do so.
8. When all girls who wanted to share have done so, ask for a volunteer to read the activity's first **Key Message** from the flipchart you prepared ahead of time:
 - **Discussing our vision for our future can help clarify our priorities.** Our visions can guide us to what matters most for us and point to key stepping stones to help realize our vision. Our visions may change over time, so we may want to return to our visions as we grow and further define our priorities.

In Small Groups and Plenary: Discussing our priorities (30 minutes)

9. Use a fun way to divide the girls into four groups. Show them the flipchart with the following discussion questions which you prepared ahead of time, and ask them to take 15 minutes to discuss all the questions:
 - **How easy or hard was it to envision a future relationship? Why?**
 - **What are the main things you noticed about:**
 - **How you saw yourself?**
 - **What were your priorities for a partner?**
 - **What were your priorities for how a relationship should be?**
 - **How important is having a romantic partner for your vision of your future?**
 - **Is it OK for a girl to envision a positive future without a partner? Why or why not?**

STEPS TO FOLLOW:

10. Ask the first group to present what they discussed on the first question in two or three minutes. Then ask the other girls if they would like to add to this conversation.
11. Repeat for all the other questions, asking a different group to present each time.

TIP!

In facilitating the responses to these questions, and the girls' visions, it may be important to unpack what is – and is not – in girls' ideal visions. For instance, it may be that girls' visions include a range of elements that reproduce elements of unequal relationships and patriarchal norms. While validating the desires expressed by girls' visions, also invite the girls to consider what is and is not directly envisioned in their ideals. As much as possible, link back to the discussions girls' initiated in **Activity LCM1: Vote with Our Feet**. For instance, if girls do not explicitly envision shared power and equality in their relationship, consider asking: To what extent did shared power and equality feature into our ideals? Why or why not? What do we think about this?

Be sure to highlight what girls' envision as a good marriage both in terms of the quality relationship with a partner and other roles and assets they envision in their life (such as work and income; access to other friends, family and associations; sexual and reproductive health; their level of education. If these other roles and assets are not directly mentioned, ask the participants how do these elements relate to their vision for a good marriage? To what extent are these part of our ideals of a relationship? Why or why not? What do we think about this?



In Plenary: Wrap it up! (5 minutes)

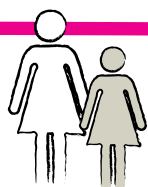
12. Conclude the activity by sharing the activity's second **Key Message** with the girls.
 - **Taking time to fully imagine and visualize our hopes for future can strengthen our sense self-worth and self-esteem.** The more concretely we can envision key elements of our vision – including how we would like to see, feel, and experience shared power in our future relationships – the more likely we are to be able to realize this.
13. Introduce the take-home assignment to the girls.



Write it out! Keep thinking about what a good relationship or marriage would be like for you. Take some time to observe relationships in your family and in your community, and consider if any of these relationships match your vision for an ideal relationship. If so, what do you think makes these relationships so strong? Write down your thoughts in your journal.

ACTIVITY LCM3: KEY STEPS IN DECIDING IF, WHEN AND WHOM TO MARRY¹³

This activity first invites girls to name the key steps – and people – involved in deciding a girl is to be married. It then asks girls to identify common scenarios that lead to child marriage and to prepare a skit to present one of these scenarios. Throughout the activity, girls are asked to consider who does and who should be able to determine decisions related to marriage. As a take-away assignment, girls continue to think about these topics and record their thoughts in their journals.



ALL AGES



50
MINUTES

WHAT YOU NEED

- Flipchart paper
- Markers



LINKS TO KAPS

- Can describe how the decision to enter into a marriage is made in her community, and who holds what power to influence this decision.



KEY MESSAGES

- **Knowing how decisions are made regarding marriages and who influences these decisions is key in supporting girls' right to decide if, when and whom to marry.** Understanding this information help girls – and their allies – to take action to end child marriage.
- **Very often, girls have little say in determining the decision to marry – even though they are the ones who have to live with its consequences.** In most communities, certain situations make it even less likely that girls' will be able to make or influence this decision. However, this can begin to change as girls work together to create awareness about the harmful effects of child marriage.



TIPS FOR FACILITATORS

- This is an introductory activity and it is meant to allow girls to express what they already know about how decisions about marriage are made. It is not meant as an in-depth look at the issues that support child marriage in the girls' communities – as these conversations will take place later in the module.
- Prepare for this activity by thinking about how decisions about marriage were made when you were the age of the girls, and on how you would present this as a skit. It will be especially useful to identify common scenarios in the communities where girls live where they may be forced to be married early.



BEFORE YOU BEGIN

- Copy the steps described in **Step #3** on a flipchart.
- Write out the activity's **Key Messages** on a flipchart.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep these flipchart sheets covered until you are ready to use them.

13. This activity is adapted from CEDPA (2010) Choose a Future: Issues and Options for Adolescent Girls.

STEPS TO FOLLOW:

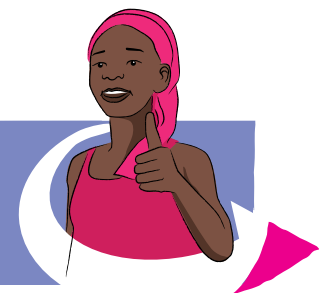
In Plenary: Introduction (5 minutes)

1. Welcome the girls to this session, and check-in on their experiences from the **take-away assignment** by asking:
 - **Did you identify any relationships that matched your vision or parts of your vision for the ideal relationship?**
 - **Did you notice any additional elements that you would want to include in your vision of an ideal future, whether you see yourself having a relationship or not?**
2. Introduce the activity, explaining that this activity focuses on understanding how decisions are made in their community or communities around if, when, with whom and how a girl enters into a marriage.

In Plenary and Small Groups: Decision-making scenarios (40 minutes)

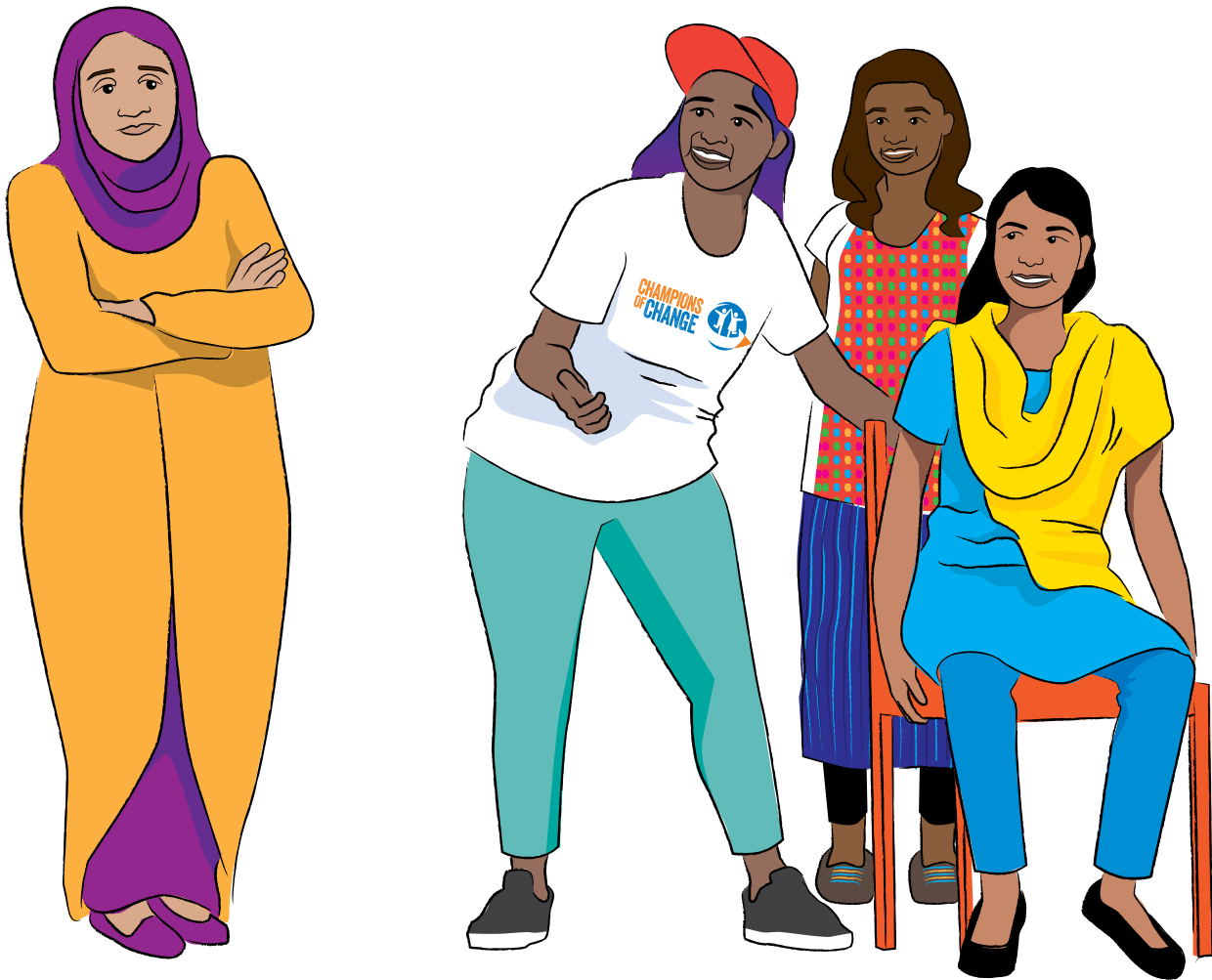
3. Divide girls into three groups and use the flipchart you prepared ahead of time to explain the steps that each group will follow:
 - Think about all of the steps that take place in your community before two people are married and make a list. For each step, discuss who is involved, how old they are, and how each decision is made. Write these details next to the step on the flipchart.
 - Prepare a short skit that demonstrates all the steps that are taken to decide on marriage. Ask the girl to specify whom everyone involved in the decision is, and how old they are.
 - You have 15 minutes to prepare your flipchart and practice your skit.

TIP! You may be working with girls from different social groups whose family or community do things differently. If this is the case, encourage girls to work with other girls from her same social group so that they can analyse the rules that are followed in their own traditions.



4. Walk around to each group to answer any questions or help girls come up with any missing steps.
5. Next, bring everyone back together and invite each group to share their skit.
6. After each skit is presented, ask the girls the following questions:
 - **Were the people getting married both 18 years or older?**
 - **If not, what happened? Why did this happen?**
 - **Who decided? How did this affect a girls' ability to influence the decisions being made?**
 - **How do we feel about this scenario?**
7. After all groups have gone, facilitate a brief introductory discussion on the issue of child marriage in their communities by asking:
 - **Are there other situations that were not described in these skits that also lead to child marriage?**
 - **What and who needs to change in order for girls to have greater influence in these situations? What can girls do?**

STEPS TO FOLLOW:



NOTE

Be sure that the discussion identifies common situations in the girls' communities that can lead to child marriage, such as an unplanned pregnancy, a girl reaching a certain age (deemed 'marriageable'), a girls' changing body, changing interest by men in her, and economic pressures.

In Plenary: Wrap it up! (5 minutes)

8. Explain that the rest of the module examines in more depth how situations related to child marriage come about, how they affect girls, and what can be done to strengthens girls' ability to influence decisions that affect their lives.
9. Introduce the **take-away assignment** using the flipchart you prepared ahead of time.
10. Conclude by sharing the activity's **Key Messages** with the girls.



Write it out! Continue thinking about how decisions to marry are made in your family or community, and about who the decision makers are that influence if, when and whom girls marry. Are there other steps in if, when and whom girls marry that you would like to include in our discussions? Write down what you observe in your journals.

ACTIVITY LCM4-A: THE HARMFUL EFFECTS OF CHILD MARRIAGE (FOR YOUNGER GIRLS)

This activity supports girls to work in small groups to fill in a worksheet the harmful effects of child marriage, before checking their answers against the facts. They go on to discuss why early marriage has these impacts. Finally, the take-away assignment is introduced with a brief discussion about girls' plans to initiate dialogue safely with others in their families/communities.



ALL AGES



1 HOUR
& 10 MINUTES

WHAT YOU NEED

- Flipchart paper
- Markers
- Tape
- **Handout LCM-A: Harmful Effects of Child Marriage Factsheet** (one copy per girl)
- **Handout LCM-B: Child Marriage Facts Worksheet** (4 copies)
- **Handout LCM-C: Child Marriage in Our Community** (two copies per girl)
- **Facilitation Sheet LCM4: Identifying Trusted Adults**



LINKS TO KAPS



- Can define child marriage, including which rights child marriage violates.
- Can clearly describe the harmful effects of child marriage on girls and young women.
- Believes that child marriage violates girls' rights and causes more harm than benefit to girls, families and communities.



KEY MESSAGES

- **Child marriage occurs when one or both spouses are younger than 18.** When girls know more about child marriage and its harmful effects, they can help to increase their and their peers' ability to shape their life choices.
- **Girls are most affected by child marriage.** Child marriage limits the healthy development and life options of girls. Girls' lack of power in child marriages is at the heart of these harmful effects.
- **Child marriage is a violation of girls' rights.** Child marriage is also a barrier to girls' right to education, health, life, safety and self-determination.

TIPS!

TIPS FOR FACILITATORS

- Prepare for this activity by carefully reviewing **Handout LCM-A**, and by reviewing other materials that describe the consequences of child marriage, such as those cited in the **Setting the Stage** section of this module.



BEFORE YOU BEGIN

- Prepare a flipchart with the definition of child marriage as presented in **Step #4**.
- Prepare a flipchart with list of harmful effects of child marriage presented in **Step #11**.
- Keep all sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (5 minutes)

1. Welcome the girls and check-in on their take away assignment by asking the following questions:
 - **Did anyone notice any additional steps in how decisions about marriage get made in your communities?**
 - **Did anyone notice any additional decision makers who are involved? Who are these?**
 - **What other reflections or feelings have you had since the last session?**
2. Introduce the activity, explaining that you will now start to look more deeply at one of the issues that can stand in the way of an ideal relationship: child marriage.

In Plenary: What is child marriage? (15 minutes)

3. Ask: **What key words, ideas or images come to mind when you hear the words “child marriage?”** Record each idea, word or image on a flipchart.
4. Share the following definition using the flipchart you prepared ahead of time, and clarify any questions the girls may have about this definition. Make sure to take some time to explain any word included in this definition that the girls may not be familiar with:

Child Marriage: Any marriage – whether under civil, religious or customary law, and with or without formal registration – where either one or both spouses are children under the age of 18.

5. Facilitate a brief discussion, asking the following questions:
 - **What do you think of this definition?**
 - **Is anything missing from this definition? Would you change anything?**
 - **Are these types of unions called ‘child marriage’ in your community? Who uses these words?**

In Small Groups and Plenary: Impact of child marriage on girls (20 minutes)

6. Explain that we are now going to consider the impact of child marriage on girls.
7. Divide the girls into four small groups and distribute one **Handout LCM-B: Child Marriage Facts Worksheet** to each group.
8. Ask each group to discuss and complete the “fill in the blank” statements on the handout, working together to complete one sheet per group. Explain that they will not know many of the answers, but ask them to guess what the answer may be. Allow 10 minutes for this work.
9. When girls have finished filling in the handout, facilitate a plenary discussion of each fact. Ask for one or two groups to share their answer and why they chose it. After each question, read the corresponding section of **Handout LCM-A** to share and agree with the girls on what the correct answer was. Repeat the process with each fact.



TIP!

Ask girls to volunteer to come up to the front of the room and to read some or all the corresponding sections of **Handout LCM-A** to involve them more in the presentation.

STEPS TO FOLLOW:

10. When you have reviewed all questions, distribute **Handout LCM-A**, and encourage the girls to paste it in their journals so they can keep these facts at hand throughout the rest of the module.

In Plenary: Our right to live free from child marriage (15 minutes)

11. Summarize the types of negative consequences of child marriage included in the handout by reviewing the flipchart you prepared ahead of time with this content:

Child Marriage can have negative effects on girls':

- Development, empowerment, and self-esteem
- Education
- Income and economic well-being
- Health
- Potential health of her children
- Safety and protection
- Social support

12. Next, facilitate a short discussion of the following points:

- **What stands out to you about these facts?**
- **How do you feel having learned these facts?**
- **Have you seen any of these harms from child marriage in the lives of girls and women in your community?**

NOTE

Be sure that the discussion identifies the role that differences in power within a marriage play in causing these harmful effects. Emphasize that girls who enter child marriages have very little power compared to others in their lives, including their husbands – and it is this lack of power that is at the root of all of these harmful effects.

Note that unequal power relations are also a cause, as well as effect, of child marriage, and that power imbalances tend to be greater the wider the age difference between a girl and her husband, and the younger a girl is when she marries.

13. Next, link the discussion directly to rights by asking: **Do girls have the right to live free from child marriage?**
14. Support the girls in understanding that choosing if, when and whom to marry is indeed a right! Also, explain that child marriage can lead to the violation of other rights.
15. Ask: **Which other rights does child marriage violate?** Take girls' responses and write them down them as they are named. Be sure that they have mentioned the following rights:
- Right to marry and establish a family (and to make this decision);
 - Right to education;
 - Right to life;
 - Right to freedom of expression;
 - Right to development and health;
 - Right to sexual and reproductive health and rights;
 - Right to equality;
 - Right to participation in decisions that affect one's life.
16. Refer the girls back to the end of **Handout LCM-A** where these rights are listed, along with some examples of how child marriage acts as a barrier to them.

STEPS TO FOLLOW:

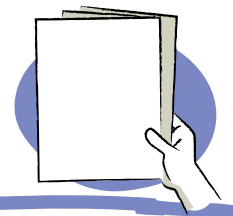
In Plenary: Wrap it up: Whom can we talk to safely? (15 minutes)

17. Begin to wrap up the activity by sharing the activity's **Key Messages** with the girls using the flipchart you prepared ahead of time.
18. Then, take some time to introduce the **take-away assignment**. Take the time to explain that you are asking them to learn more about child marriage in their own community by interviewing adult women they trust and that support them in being in this club.
19. Distribute and review **Handout LCM-C: Child Marriage in Our Community**. Explain that the goal is for them to identify two trusted adult women from their family or community with whom they can discuss these questions – and to record their responses to the questions.
20. Explain that it is important for the girls to choose women with whom they will be safe. To consider who might be safe, you are going to have a quick discussion now. Use **Facilitation Sheet LCM4** to facilitate this discussion.
21. Before concluding the session, ask if there are any final questions. Tell girls you will look forward to hearing what they learned at the next session!



Spread the word! Carry out interviews about child marriage in your community with 1-2 trusted family members or adults in your community, using **Handout LCM-C** to record what you learn. Attach these sheets to your journal and remember to bring them to the next meeting.

HANDOUT LCM-A: HARMFUL EFFECTS OF CHILD MARRIAGE FACTSHEET¹⁴



1. EDUCATION:

Education: Child marriage often means the end of education for girls. This denies girls the education they need for their personal development, their preparation for adulthood, and their ability to contribute to the family and community.

2. INCOME AND ECONOMIC WELL BEING

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

3. HEALTH:

HIV risk: Once married, girls are likely to feel, and in many cases are, powerless to refuse sex. They are likely to find it difficult to insist on condom use by their husbands, who commonly are older and more sexually experienced, making the girls especially vulnerable to HIV.

Unwanted pregnancy: Married girls are often under pressure to become pregnant immediately or soon after marriage, although they are still children themselves and know little about sex or reproduction. A pregnancy too early in life before a girl's body is fully mature is a major risk to mother and baby.

4. LIFE:

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

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

5. SAFETY AND PROTECTION:

Violence: Rape resulting in pregnancy is a risk factor for girls being forced into early marriage. Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex ('marital rape') than girls who marry later.

6. DEVELOPMENT, EMPOWERMENT AND SELF-ESTEEM:

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

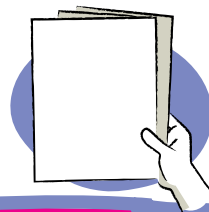
Development and empowerment: Child marriage robs girls of their childhood, and the opportunity to develop and realize their vision for their own lives and well-being. Linked to this, child marriage cuts girls off from the support to develop the resources and experiences of their own power within, and isolates girls from other peers and the related sense of solidarity that contributes to girls' power with others to realize their goals.

CHILD MARRIAGE VIOLATES THE FOLLOWING RIGHTS:

- Right to marry and establish a family – and to decide if, when and who to marry
- Right to education
- Right to life
- Right to freedom of expression
- Right to development and health
- Right to sexual and reproductive health and rights
- Right to equality
- Right to participation in decisions that affect one's life

14. These facts are drawn from UNFPA (2012) Too Young To Marry and the Girls Not Brides website, accessed at <http://www.girlsnotbrides.org/themes/health>

HANDOUT LCM-B: CHILD MARRIAGE FACTS WORKSHEET



EDUCATION

1. Child marriage usually leads to girls _____ their education.
(circle one: completing, taking a break from, ending)

LIVELIHOODS

2. For each additional year of secondary school that a girl completes, her potential for earning money _____.
(circle one: stays the same, increases by 10 %, increases by 15-25%).

HEALTH AND LIFE

3. Married girls are often under pressure to become pregnant immediately, even though their bodies are not ready for pregnancy. Girls under 15 are _____ times more likely to die in childbirth than women aged 20-24.
(circle one: two, three, four or five).

4. When a mother is under 20, her baby is _____ percent more likely to die in its first weeks of life than a baby born to a mother in her 20s.
(circle one: 10, 20, or 50)

SAFETY

5. Girls in child marriages are _____ likely to experience violence from their husband compared to women who marry later.
(circle one: more, equally, or less)

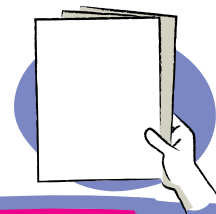
GIRLS' DEVELOPMENT, EMPOWERMENT, AND SELF-ESTEEM

6. Child marriage _____ a girl's right to enjoy childhood, develop fully, and shape her future.
(circle one: increases, decreases, does not affect)

POWER

7. These harmful effects of child marriage occur because girls in child marriage often have _____ power in their relationships with their husbands and in accessing key resources for their well-being.
(circle one: more, equal, less)

HANDOUT LCM-C: CHILD MARRIAGE IN OUR COMMUNITY



In the next week, try to carry out interviews with 1-2 trusted family members or female adults in your community. Make as many copies of this handout as you need, and use the back of the sheet if you need more space to record your answers.

Who did I interview? : _____

She is my _____ (aunt, mother, sister, neighbor, etc.)

1. Among the adult women you know, how many were married at age
 - a. 18 or older? _____
 - b. Under 18? _____
2. Please think of a woman who was married **before** she turned 18; this can be either you or someone you know. Can you tell me a bit more about this person, including...
 - a. How old was she when she was married?

 - b. Why did she marry when she did?

 - c. What particular challenges did she face because of her age?

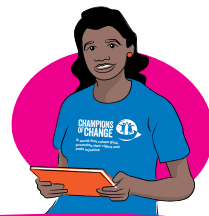
 - d. What might have been different if she had been able to marry later?

3. Think of girls in our community today:
 - a. Who decides when it's time for a girl to get married?

 - b. Is this different now than when you were a girl? How?

 - c. Are there any changes that you think would make things better for girls?

FACILITATION SHEET LCM4: IDENTIFYING TRUSTED ADULTS



Ask the girls the following questions. Take a few answers for each question, before moving to the next. After the discussion, let girls know that if anyone cannot identify anyone they feel comfortable talking with, she can answer the questions based on what she herself knows – the most important thing is to stay safe.

1. WHO ARE SOME SAFE, TRUSTED FEMALE ADULTS IN YOUR LIFE? WHY DO YOU CONSIDER THEM SAFE?

Encourage girls to think of concrete signs and experiences that let them know someone might be a good ally for conversation, while observing that some people are uncomfortable on some issues while not other.

2. HOW DO YOU THINK THESE ADULTS WOULD REACT TO BEING ASKED THESE QUESTIONS? WOULD THEY BE AVAILABLE AND ABLE TO SHARE THEIR IDEAS WITH YOU?

Help girls understand that these questions about child marriage may be very personal for some women. Others may not be in a position to have an open discussion because of unequal power relations in their own relationships. It's important to be aware of these dynamics in order to keep everyone safe.

3. WHAT ARE POTENTIAL RISKS OR HARMS THAT COULD RESULTS FROM TALKING WITH AN ADULT WHO IS NOT “SAFE”?

Examples might include: anger, shame and emotional abuse directed towards girls for talking about these matters; physical abuse directed toward the girls; threats or acts to prevent the girls from participating in the girls group or interacting with her peers.

4. WHAT CAN GIRLS DO IF THEY NOTICE AN ADULT STARTS TO SEEM “UNSAFE”?

Encourage girls to look for any hostility as it happens, and plan to thank the person and end their conversation. Let them know that they can come to you if they are especially worried about a situation.

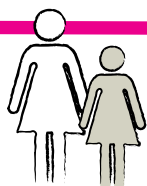
5. WHAT ARE THE THREE THINGS GIRLS LOOK FORWARD TO IN DOING THIS ASSIGNMENT?

It is important to end on a positive note, emphasizing girls' ability and right to ask questions and dialogue with others in their lives about issues that matter to them.



ACTIVITY LCM4-B: THE HARMFUL EFFECTS OF CHILD MARRIAGE (FOR OLDER GIRLS)

This activity supports girl to work in small groups to review facts about the harmful effects of child marriage and present these to the plenary group. Next, they discuss why early marriage has these impacts. Finally, the take-away assignment is introduced with a brief discussion about girls' plans to initiate dialogue safely with others in their families/communities.



ALL AGES



1 HOUR
& 10 MINUTES

WHAT YOU NEED

- Flipchart paper
- Markers
- Tape
- **Handout LCM-A: Harmful Effects of Child Marriage Factsheet** (from the previous activity)
- **Handout LCM-C: Child Marriage in Our Community** (from the previous activity, 2 copies per girl)
- **Facilitation Sheet LCM4: Identifying Trusted Adults**



LINKS TO KAPS



- Can define child marriage, including which rights child marriage violates
- Can clearly describe the harmful effects of child marriage on girls and young women.
- Believes that child marriage violates girls' rights and causes more harm than benefit to girls, families and communities.



KEY MESSAGES

- **Child marriage occurs when one or both spouses are younger than 18.** When girls know more about child marriage and its harmful effects, they can help to increase their and their peers' ability to shape their life choices.
- **Girls are most affected by child marriage.** Child marriage limits the healthy development and life options of girls. Girls' lack of power in child marriages is at the heart of these harmful effects.
- **Child marriage is a violation of girls' rights.** Child marriage is also a barrier to girls' right to education, health, life, safety and self-determination.

TIPS!

TIPS FOR FACILITATORS

- Prepare for this activity by carefully reviewing **Handout LCM-A**, and by reviewing other materials that describe the consequences of child marriage, such as those cited in the **Setting the Stage** section of this module.



BEFORE YOU BEGIN

- Prepare a flipchart with the definition of child marriage as presented in **Step #4**.
- Prepare strips of flipchart paper, one each with a child marriage fact from **Handout LCM-A**, you will use these strips in **Step #7**.
- Prepare a flipchart with list of harmful effects of child marriage presented in **Step #9**.
- Keep all sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls and check-in on their take away assignment asking the following questions:
 - **Did anyone notice any additional steps in how decisions about marriage get made in your communities?**
 - **Did anyone notice any additional decision makers who are involved? Who are these?**
 - **What other reflections or feelings did you have since the last session?**
2. Introduce the activity, explaining that you will now start to look more deeply at one of the issues that can stand in the way of an ideal relationship: child marriage.

In Plenary: What is child marriage? (10 minutes)

3. Ask: **What key words, ideas or images come to mind when you hear the words “child marriage?”** Record each idea, word or image on a flipchart.
4. Share the following definition using the flipchart you prepared ahead of time and making sure to clarify any questions the girls may have about this definition. Make sure to take some time to explain any word included in this definition that the girls may not be familiar with:

Child Marriage: Any marriage – whether under civil, religious or customary law, and with or without formal registration – where either one or both spouses are children under the age of 18.
5. Facilitate a brief discussion, asking the following questions:
 - **What do you think of this definition?**
 - **Is anything missing from this definition? Would you change anything?**
 - **Are these types of unions called ‘child marriage’ in your community? Who uses these words?**

In Small Groups: Impact of child marriage (35 minutes)

6. Explain that we are now going to consider the impact of child marriage on girls.
7. Divide the girls into pairs (or trios) for a total of 6 groups, and hand out one prepared child marriage fact strip to each pair/trio.
8. Ask each pair/trio to review the fact that you assigned to them, discuss why child marriage can have this effect, and be prepared to share their thinking. Allow 7 minutes.
9. Post a prepared flipchart that lists the broad types of impacts that child marriage can have:

Child Marriage can have negative effects on girls’:

 - Development, empowerment, and self-esteem
 - Education
 - Income and economic well-being
 - Health
 - Life
 - Safety and protection
10. Invite the first pair/trio to share their fact – and ideas about why girls in child marriages are likely to experience these harmful effects. Clarify any questions. When done, post the fact next to its category on the flipchart. Take no more than 2-3 minutes maximum to discuss each fact.



11. Repeat the process with the additional facts until each pair/trio has gone.
12. After the girls have presented and discussed all facts, facilitate a broader discussion of the following points:
 - **What stands out to you about these facts?**
 - **How do you feel having learned these facts?**
 - **Have you seen any of these harms from child marriage in the lives of girls and women in your community?**
 - **How well-known do you think these harmful effects of child marriage are? Why or why not?**

NOTE

Be sure that the discussion identifies the role that differences in power within a marriage play in causing these harmful effects. Emphasize that girls who enter child marriages have very little power compared to others in their lives, including their husbands – and it is this lack of power that is at the root of all of these harmful effects.

Note that unequal power relations are also a cause, as well as effect, of child marriage, and that power imbalances tend to be greater the wider the age difference between a girl and her husband, and the younger a girl is when she marries.

13. Next, link the discussion directly to rights by asking: **Do girls have the right to live free from child marriage?**
14. Support the girls in understanding that choosing if, when and whom to marry is indeed a right! Also, explain that child marriage can lead to the violation of other rights.
15. Ask: **Which other rights does child marriage violate?** Take girls' responses and write them down them as they are named, being sure to cover:
 - Right to marry and establish a family (and to make this decision)
 - Right to education
 - Right to life
 - Right to freedom of expression
 - Right to development and the highest attainable standard of health
 - Right to sexual and reproductive health and rights
 - Right to equality
 - Right to participation in decisions that affect one's life

In Plenary: Wrap it up: Whom can we talk to safely? (15 minutes)

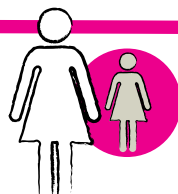
16. Begin to wrap up the activity by sharing the activity's **Key Messages** with the girls using the flipchart you prepared ahead of time.
17. Then, take some time to introduce the **take-away assignment**. Take the time to explain that you are asking them to learn more about child marriage in their own community by interviewing adult women they trust and that support them in being in this club.
18. Distribute and review **Handout LCM-C: Child Marriage in Our Community**. Explain that the goal is for them to identify two trusted adult women from their family or community with whom they can discuss these questions – and to record their responses to the questions.
19. Explain that it is important for the girls to choose women with whom they will be safe. To consider who might be safe, you are going to have a quick discussion now. Use **Facilitation Sheet LCM4** to facilitate this discussion.
20. Before concluding the session, ask if there are any final questions. Tell girls you will look forward to hearing what they learned at the next session!



Spread the word! Carry out interviews about child marriage in your community with 1-2 trusted family members or adults in your community, using **Handout LCM-C** to record what you learn. Attach these sheets to your journal and remember to bring them to the next meeting.

ACTIVITY LCM5: CHILD MARRIAGE IN OUR COMMUNITY

Older girls work in small groups to estimate the rates of child marriage in their community before reconvening to discuss national data and how the local experiences compare. Younger girls review the information they gathered through interviews about child marriage in their communities. Then girls reflect on key causes of child marriage, and how they feel about what they have learned. As a take-away assignment, girls are asked to look out for ideas or sayings that support child marriage in their communities.



FOR OLDER
GIRLS WITH
ADAPTATION
FOR YOUNGER
GIRLS



1 HOUR

WHAT YOU NEED

- Flipchart paper
- Markers
- Tape
- Scissors
- **Handout LCM-D: Estimating The Child Marriage Rate for Our Community** (5 copies)
- **Handout LCM-E: How may Girls Get Married?** (20 copies)



LINKS TO KAPS

- Understands how child marriage relates to her community's reality.
- Believes that child marriage violates girls' rights, and causes more harm than benefit to girls, families and communities.



KEY MESSAGES

- **Some girls are more vulnerable to child marriage than others.** Factors that make girls vulnerable include poverty, practices such as bride price and dowry, withdrawal from school, family and community traditions, fears about girls' sexuality, fears for girls' safety, underlying gender norms and inequalities that value girls less than boys. Being socially isolated and living in rural areas are additional risk factors.
- **Learning how common child marriage is in a girl's own community and in her country is an important first step in discussing what can be done to change this reality, and to support their peers who are already married.** This informational can also support girls in considering what they can do to influence change in their lives and in their communities.

TIPS!

TIPS FOR FACILITATORS

- Be sure to collect and review local data on child marriage for your country – and, if possible, to have identified additional information about the communities where girls live. See the **Setting the Stage** section for tips on where to find this data.
- Older Girls will complete all steps of this activity. Younger girls will skip the second section where they calculate prevalence in their community (**Steps #4 – 12**).



BEFORE YOU BEGIN

- Prepare four sets of 10 stick figures by cutting outlines of person shapes out of paper.
- Copy **Handout LCM-D** on a flipchart to use in a demonstration in **Step #6**.
- Prepare three identical flipcharts titled "Age of Marriage in our Community" and with two columns underneath, titled "Under 18" and "Over 18" for use in **Step #4**.
- Prepare a fourth flipchart with the same title and columns, and fill it with national child marriage rates for use in **Step #11**. Use national DHS data or another available source (see **Setting the Stage** for more information) to find the percentage, then multiply this by 10. For example, if the child marriage rates are 32%, divide the number by 10 to see that 3 out of 10 girls are married under the age of 18. Place the corresponding number of cutouts in each column, following the instructions the girls will get in **Step #8**.

- Prepare a flipchart sheet with the questions listed in **Step #13**.
- Prepare one flipchart with a picture of a girl who is younger than 18 years, and another flipchart with a picture of a young woman who is older than 18 years.
- Copy the activity's **Key Messages** on a flipchart.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep all flipcharts covered until ready for use.

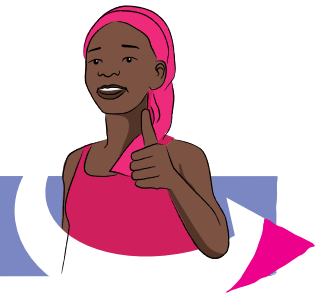
STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls and check-in on the previous take-away assignment by asking the following questions:
 - **Whom did you interview?**
 - **How was it to do the interviews – easy or hard?**
 - **What did you learn about *yourself* through the process of doing the interviews?**
2. Take a few responses, affirming girls' efforts and learning.
3. Explain that in this activity the girls will use the information that they've gathered to start building a *collective* picture of child marriage in their community.

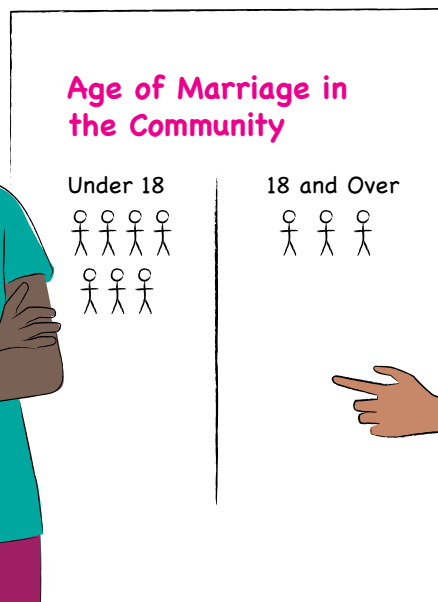
In Groups and Plenary: Child marriage in our community and country (20 minutes) (Note that younger girls will skip this section)

4. Divide the girls into three groups, and distribute the three flipcharts you prepared ahead of time.
5. Explain that each group will discuss the data collected by doing their take-away assignment to estimate the rates of child marriage in their community.



TIP! If needed, explain that an estimate is an approximate calculation of how common something is.

6. Distribute **Handout LCM-D** and explain how they can use it to find an estimate of how prevalent child marriage is by filling out the worksheet using the flipchart you prepared ahead of time using made up numbers.
7. Once the girls complete their calculation, distribute 10 copies of **Handout LCM-E** and a few scissors to each group. Ask them to cut out their 10 stick figures.



STEPS TO FOLLOW:

8. Next, ask them to post as many stick figures out of 10 marry over the age of 18 in the corresponding column, and as many girls out of 10 marry under the age of 18 in the other column.
9. When all groups have finished, ask each group to briefly present their flipchart estimates to the whole group.
10. After all groups have presented, facilitate a discussion about any differences in estimates among the groups. Explore the source of any differences. Reassure the girls that the aim of this exercise is for them to get a sense of what's happening in their community, and is not intended to be an official counting of what is happening in their community.
11. To put things in a national context, share the data for the country as a whole using the prepared flipchart titled "Age of Marriage in our Country." Underneath the two columns "Under 18" and "Over 18" show them how you have placed the cutout figures to show the child marriage rates in the country out of 10 girls.
12. If there is a difference in these numbers and the numbers the girls came up with, ask the girls:
Why do you think these rates are different than the ones in our community?
13. Take a few answers from girls, and make sure they understand that these are averages, and that many factors affect the rates of child marriage in a community. Therefore, specific communities may have very different patterns from each other.

In Plenary: Who's at risk for child marriage? (25 minutes)

14. Bring out the flipcharts you prepared with the pictures of a girl and a young woman, and explain that you will spend some time discussing what they learned about child marriage in their community from their interviews, and about what drives girls and women into marriage.

Ask: What girls are more likely to be married early?

TIP!

You can explain this question by offering examples, such as 'girls from poor families' or girls who look older' or by asking complimentary questions such as: **What did you learn about girls who are married under 18? And: Why did they or their families decide to marry her?**



15. Write the key factors or characteristics that lead to child marriage around the picture of the girl.
16. Next, ask: **Why do women over 18 get married? What leads to their or their families' decision to marry?** Take some time to write the factors around the picture of the woman.
17. Ask: **What are the similarities and differences between these two pictures?**
18. Help girls to identify any differences in factors for girls who are under 18, and make sure to offer the following points if the girls do not bring them up themselves:
 - Social isolation, including lack of access to the resources of other peers and supportive adults can lead to child marriage
 - Living in rural areas can play a role for girls and women of all ages.
 - Emphasize that not all girls with these characteristics will experience child marriage; but they place her more at risk.
19. Be sure also to probe for and write down any mention of root causes of child marriage:
 - Poverty (and specific marriage-related economic exchange such as bride price, dowry or other local customs); girls not being in school;
 - Fears of girls' sexuality; gender norms that devalue girl children;
 - Fears for girls' safety; and family, community and religious traditions and beliefs.
 - Gender inequality.

STEPS TO FOLLOW:

20. Continue the discussion of the information gathered by the girls by asking: **Did you learn about any girls who were married even younger than 15? Are there any additional reasons that led to their marriage?**
21. Invite the girls to think about their own lives, and how they may be affected by child marriage by asking:
 - **How is your community changing for girls?**
 - **How is the situation today for girls' compared to girls in your parents' generation? Are they better able to choose if, when and whom to marry?**
 - **What did the people you talked with think might need to change to make things better for girls? What do you think?**
 - **How do you feel about what we have learned?**

In Plenary: Wrap it up! (5 minutes)

22. Congratulate the girls on their research and hard work, emphasizing that their interviews and collective analysis is an important resource that helps to build their own internal power – and their power to act with others to promote justice.
23. Take some time to go over the activity's **Key Messages** with the girls.
24. Explain that the upcoming activities will focus on exploring how to increase support for girls to be able to live free from child marriage.
25. Introduce the **take-away assignment**.



Write it out! During the next week, please listen for any beliefs, statements or ideas that encourage early marriage. Write what you hear in your journals. We will use these during the exercises that we do over the next two weeks.

HANDOUT LCM-D: ESTIMATING THE CHILD MARRIAGE RATE FOR OUR COMMUNITY



STEP 1

Add up how many women you all interviewed who were married before they were 18 years old (as children), and write it here: _____

STEP 2

Add up how many women you all interviewed who were married after they were 18 years old (as adults), and write it here: _____

STEP 3

Add up the two numbers from Steps 1 & 2 and write the result here: _____

STEP 4

Make the following calculations:

1.
$$\frac{\text{Number from Step 1}}{\text{Number from Step 3}} \times 10 = \underline{\hspace{2cm}}$$

This is the number of girls out of 10 who marry before they are 18

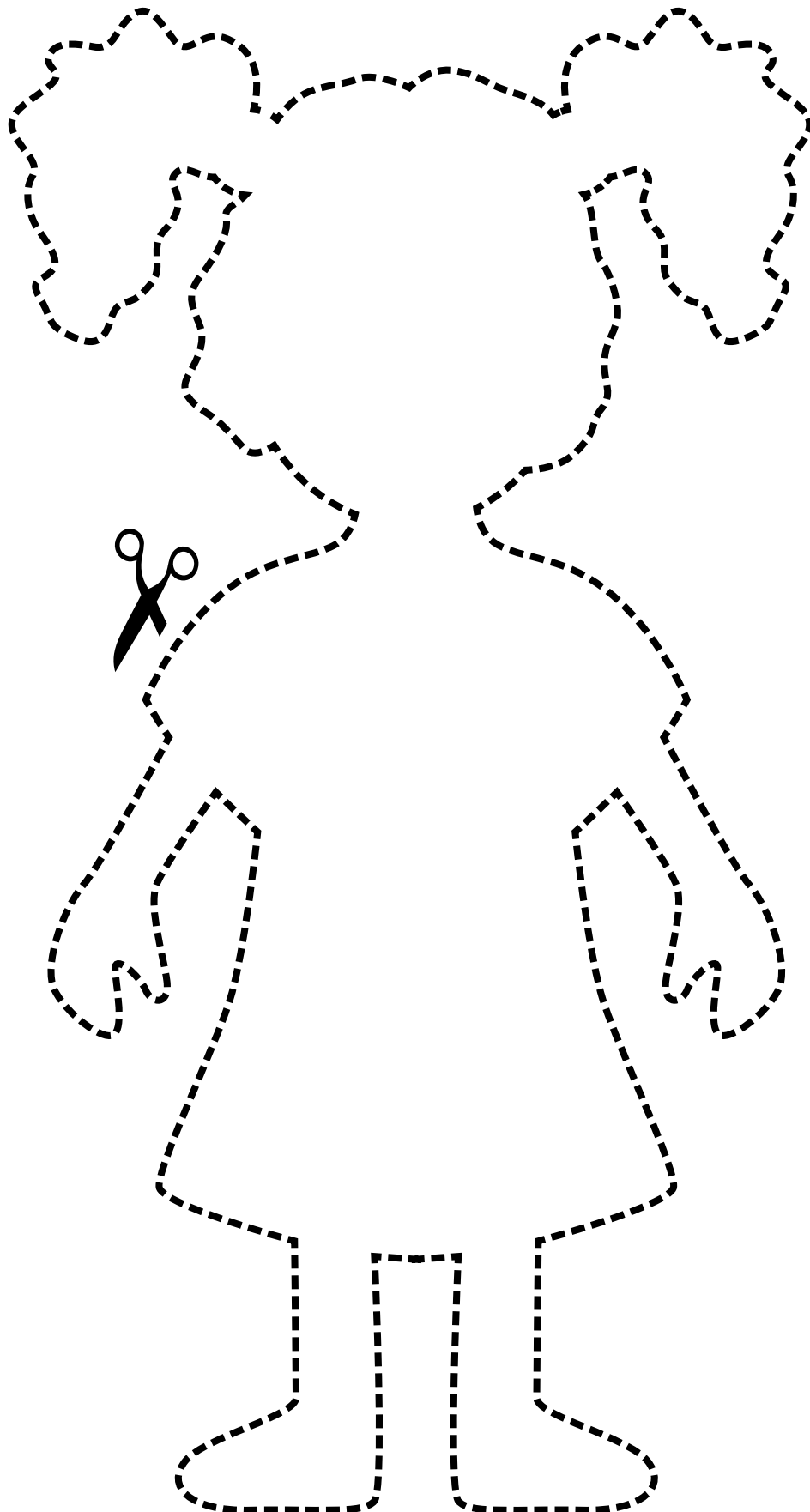
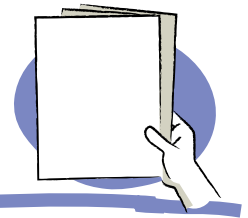
2.
$$10 - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

Number of girls out of 10 who marry before they are 18

This is the number of girls out of 10 who marry after they are 18

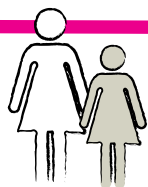


HANDOUT LCM-E:
HOW MAY GIRLS GET MARRIED?



ACTIVITY LCM6: COUNTERING MYTHS ABOUT CHILD MARRIAGE

Girls first consider myths in their community related to child marriage – and work to identify why these are false. Next, girls work in small groups to discuss these myths, and consider in what situations they would (and would not) feel safe and effective speaking up. Finally, girls practice countering these myths through role-playing. As a take away assignment, girls are asked to identify a woman in her family or community that was able to choose if, when and whom to marry, and to reflect on her experience.



ALL AGES



1 HOUR
& 25 MINUTES

WHAT YOU NEED

- Flipchart paper
- Markers
- **Facilitation Sheet LCM6: Myths about Child Marriage**



LINKS TO KAPS

- Can identify and counter beliefs that support child marriage in her community.
- Recognizes the tensions between family/ community norms and her ability to claim her rights
- Appreciates the potential risks as well as benefits of advocating for herself and her peers – and the need to apply safety planning as girls initiate dialogue and advocacy actions.



KEY MESSAGES

- **Although some beliefs that support child marriage seek to protect girls, early marriage actually causes many of the harms that these beliefs seek to avoid.** For example, some beliefs are based on protecting girls from sexual abuse, but almost all girls that marry before 18 suffer sexual abuse from their partner, especially if their partner is older.
- **Early and forced marriage violates girls' rights and causes more harm than benefit to girls, families and communities.** When girls know the harmful effects of child marriage, combined with actual examples of harms suffering by real girls in their community, they can help to counter beliefs that support early marriage.
- **Speaking-up to counter harmful beliefs that support child marriage is an important step towards making change.** Yet, girls need to be smart about how and when is best to do so to ensure girl's safety and maximize their influence and power.

TIPS!

TIPS FOR FACILITATORS

- To prepare for this activity, think about myths about child marriage that are common in your community or in the communities where girls live to use as examples throughout the activity.
- In this activity you will work with the girls to identify any risk that they could face in speaking up about child marriage. Prepare for this work by having a conversation with Plan's Child Protection focus point.



BEFORE YOU BEGIN

- Review **Facilitation Sheet LCM6**, and select up to four myths about child marriage that reflect local realities, and write each one onto a separate flipchart. Feel free to adapt the text to match actual beliefs or myths from the communities where girls live. Post these flipcharts in separate sections of the room before the girls come in.

- Prepare four flipchart with the questions for discussion listed in **Step #10** (one for each group, each one containing all questions).
- Prepare a flipchart with the activity's **Key Messages**.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep all flipcharts covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls and check-in on the take-away assignment, following-up on whether the girls noticed any beliefs or statements that seemed to support child marriage. Ask:
 - **What are some of the beliefs you noticed?**
 - **How did it feel to think about these beliefs?**
2. Take a few responses and record them on a flipchart. Make sure to congratulate the girls for identifying these beliefs.
3. Explain that in this activity, girls will identify how to counter some of the beliefs that support child marriage in their community, building on their knowledge of the harmful effects of child marriage and how child marriage is a barrier to their rights.

In Small Groups and Plenary: Reviewing child marriage myths (30 minutes)

4. Review the flipchart with the girls' examples of common beliefs about child marriage in their community. Ask girls if there are other key beliefs in their community, and if so add them.
5. Next, point out the flipcharts hanging on the walls throughout the room, each with one of four pre-selected statements about child marriage. Explain that you will split the girls into groups, and each group will have 10 minutes to work with one of the myths.
6. Divide the girls into four groups, and assign one of the statements to each group. Ask them to discuss whether they have heard this idea in their community and why it is false. Have them record their main ideas onto the flipchart and prepare to present their myth – and why it is false- to the larger group.
7. Visit each group to support the girls in exploring how to counter these beliefs by encouraging them to
 - Use what they know about harmful effects of child marriage based on the child marriage facts they have learned in this module
 - Use as what they have witnessed in their own community.
 - Apply their knowledge of their rights learned in other modules.
8. Allow a few minutes for each group to present their myth and why they believe it to be false. After each presentation, take sufficient time to discuss by asking: **Can you think of any other reasons why this statement is false?** Take a few responses and allow girls to ask questions to the presenting group.

NOTE

Girls should have had enough practice in the previous activities to understand why these beliefs are false, but some may still have trouble countering beliefs that have been instilled by their community and that they may hold as their own. Allow space to explore why some in the community, including themselves, may hold these beliefs. Acknowledge the power of these beliefs and their link to root causes of child marriage.

STEPS TO FOLLOW:

9. After all statements have been reviewed, briefly reflect on the process of countering harmful beliefs by asking:
 - **Were some statements easier to discuss than others? Why or why not?**
 - **What did you learn?**

In Small Groups and Plenary: Speaking up and Staying Safe (20 minutes)

10. Explain that you will now discuss what girls may be able to do to speak up about these false beliefs.
11. Ask participants to divide into three groups, and to take 10 minutes to discuss the following questions. Distribute the flipcharts you prepared ahead of time containing these questions. Encourage each girl to select one representative who will speak for the group in the plenary discussion.
 - **Can you see yourself speaking up about these beliefs to people in your life? Who would you feel comfortable speaking to? When and how?**
 - **How could you work with other girls and boys your age to speak up about these issues? Whom would you like to reach with your message? How could you do this?**
 - **Do you think something bad could happen to you if you spoke up, either individually or as part of a group? What can you do to avoid harm?**
12. When time is up, invite the groups to share their work. Have the first group focus on sharing their ideas about the first question. Encourage other groups to add on any new ideas they have for that question. Move on to the second group and second question, repeating this process.
13. When you reach the third question, make sure to support the girls in considering all potential harms they may encounter, and to consider how to avoid being harmed. Make the girls understand that you are not in any way asking them to do anything that can harm them.
14. Ask participants for any final reflections on myths in their communities, and their potential role in challenging these.

In Small Groups and Plenary: Countering myths in our community (20 minutes)

15. Explain that you will now practice countering these myths and beliefs through role-play.
16. Begin by selecting two of the statements that the girls worked with, and identify two potential audiences for each statement (for a total of four role plays).
17. Divide in to four groups, and have each group prepare one of the role-plays. Allow each group 5 minutes.
18. Invite each group to present, and after each presentation facilitate a brief discussion about how it felt to do the role-play. Ask the girls: **What was easy about it? What was hard? What would they do differently next time?**

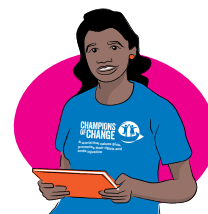
In Plenary: Wrap it up! (5 minutes)

19. Congratulate the girls on their hard work, emphasizing that they have important knowledge and skills that they can use to expand their voice and help to shape their own and their peers' lives.
20. Re-cap the activity's **Key Messages** using the flipcharts you prepared ahead of time.
21. Introduce the **take-away assignment**.



Spread the word! During the next week, based on conversation with trusted peers or adults, or your own observations: 1) Identify a woman from your family or community who was able to choose if, when and whom to marry; and 2) Think about why she was able to make or to influence that decision, and write your thoughts down on your journal.

FACILITATION SHEET LCM6: MYTHS ABOUT CHILD MARRIAGE



MYTH #1: EARLY MARRIAGE WILL INCREASE A YOUNG GIRL'S SAFETY.

Reality: Being forced into a marriage, especially if the husband is older, puts girls in relationship with an unequal distribution of power and puts girls at risk of domestic violence. Girls married before 18 are more likely to report being beaten by their husbands and forced to have sex than girls who marry later.

MYTH #2: EARLY MARRIAGE WILL PROVIDE A GIRL WITH ECONOMIC SECURITY.

Reality: Child marriage destroys a girls' ability to provide for themselves and their family with economic security. Combined with the end of their education, child marriage limits girls' access to the skills needed to earn income for themselves, and to make the decisions she would need to generate resources.

MYTH #3: EARLY MARRIAGE WILL ENHANCE A FAMILY'S ECONOMIC WELL BEING AND STATUS.

Reality: In many communities where families receive money or goods when they marry their daughter, the money they are expected to spend in the ceremony and in setting up a household for their daughter is greater than what they receive. Also, when girls are married early it is almost always their husband or their in-laws that decide how any income that a girl may make is spent, and it seldom will go to her family of origin.

MYTH #4: A GIRL'S EDUCATION WASTES A FAMILY'S ECONOMIC RESOURCES.

Reality: Girls who remain in school are more likely to avoid child marriage and to have the capacity to contribute to their own economic security and to her family's economic resources. One additional year of secondary schooling alone boosts girls' earning potential by 15-25 per cent.

MYTH #5: WHEN GIRLS SHOW SIGNS OF PUBERTY, IT IS DANGEROUS FOR THEM TO BE UNMARRIED.

Reality: Visible signs of puberty do not mean that a girl is ready for sex. However, when girls are married early, they are likely to feel, and in many cases are, powerless to refuse sex. They are likely to find it difficult to insist on condom use by their husbands, who commonly are older and more sexually experienced, making the girls especially vulnerable to HIV and unsafe and unwanted pregnancy. Therefore, a child marriage also exposes girls to sexual abuse, and is a violation to their right to their own healthy sexuality with full access to information and health services.

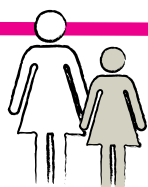
MYTH #6:

Use this space to describe a myth about child marriage that is common in the communities where girls live:

Reality: Use this space to describe why this myth is not true:

ACTIVITY LCM7: PATHS TO AVOID CHILD MARRIAGE

This activity focuses on one girl's story to support girls in understanding what factors can support a girl in avoiding child marriage. The activity then asks participants to create five key stepping stones that will support girls in being able to create paths that lead them to their envisioned futures. As a take-away assignment, girls are asked to reflect on their own lives to identify key stepping stones.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipchart paper
- Markers
- 15 larger paper circles
- **Handout LCM-F: The Story of Pearl** (one copy per girl)
- **Facilitation Sheet LCM7: Pearl's Stepping Stones**



LINKS TO KAPS

- Can name specific actions and resources that help to support girls and their families to choose alternatives to child marriage



KEY MESSAGE

- **Many girls and women have been able to decide or to influence if, when, and whom they marry.** Key elements that have helped girls to shape these decisions – and avoid child marriage - include 1) girls' own dreams and confidence to act on them; 2) supportive relationships in their lives; 3) access to key resources such as education and potential to generate income; 4) safe spaces and solidarity with peers; and 5) broader community support for girls' rights.



TIPS FOR FACILITATORS

- If you are working with younger girls, prepare to break Pearl's story into parts, and pause after each subsection to ask for details about what is happening after each part is read.

BEFORE YOU BEGIN



- Review **Handout LCM-F: The Story of Pearl** thoroughly. Feel free to modify it as needed to reflect the local context.
- Cut three sets of 5 larger paper circles for group work. The girls will use these as 'stepping stones', so make sure they are large enough.
- Write out the activity's **Key Message** on a flipchart.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep these flipchart sheets covered until you are ready to use them.

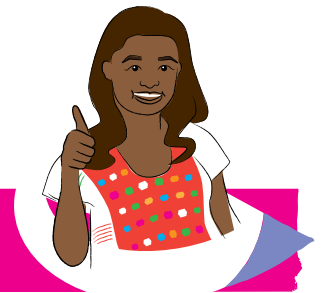
STEPS TO FOLLOW:

In Plenary: Introduction (10 minutes)

1. Welcome the girls and check-in on the past week, following-up on any observations the girls made and asking the following:
 - **Did you identify any women in your family or community who were able to choose if, when and whom they married?**
 - **How easy or hard was it to do this? Why or why not?**
 - **What did you learn? Did anything surprise you?**
2. Take a few responses, making sure to congratulate the girls for their efforts and learning.
3. Explain that in this activity the girls will continue to draw on the information that they have gathered to build a collective picture of alternatives to child – and important sources of support to achieve this.

In Plenary: Pearl's Story (20 minutes)

4. Introduce The Story of Pearl, explaining that it shares one girl's story of living free from child marriage.
5. Distribute **Handout LCM-F**, and invite girls to read along with you as they listen to you read the story out loud.



TIP! If girls feel comfortable reading in public, ask for a few volunteers to read portions of the story.

6. Next, facilitate a discussion of the story, asking the following questions one at a time, and allowing discussion of each question before proceeding to the next. Use **Facilitation Sheet LCM7** to support the discussion:
 - **What do you think about Pearl's story?**
 - **What are the key things that happened in Pearl's story?**
 - **How did Pearl feel? How did other people feel?**
 - **What are some of the supports that helped Pearl?**
 - **How does Pearl's story relate to experiences in our community? What is similar? What is different?**

NOTE

Support the girls in identifying all the supports that Pearl had, including: her own strengths, safe spaces and solidarity with peers, supportive relationships with others, access to educational and financial skills, and broader community mobilization. Make sure to mention any of these supports if girls don't identify them on their own.

In Small Groups and Plenary: Defining our Stepping Stones (20 minutes)

7. Explain that we can think of Pearl's story in terms of the key "stepping stones" that supported her in her path to making her own decision about marriage and to fulfilling her own hopes and dreams about her future.
8. Explain that a stepping stone can be any of the supports: It can be external like the ability to stay in school, or something more internal like confidence and knowledge to advocate to one's parents. It can also be a resource in a girls' community, such as a girls' club, a supportive sister, or getting her school fees covered.
9. Divide the girls into three groups and give each group their own set of five paper circles.

STEPS TO FOLLOW:



10. Ask each group to think about Pearl's story and to think about what girls need in their own communities, and to identify five key supports, or "stepping stones" for their path to achieving their desired future. Once they identify their top stepping stones, ask them to label each circle and arrange them on the ground to represent the stepping stones of her path. Allow the girls 15 minutes.
11. When everyone has finished, invite each group to present their five stepping stones to the rest of the group.
12. Come back together in plenary and facilitate a discussion, asking:
 - **Do we all have these stepping stones?**
 - **What can we do to make these stepping stones more accessible for ourselves? For our peers?**

TIP!

Support the girls in thinking about what they can really do in the context of their families and communities.



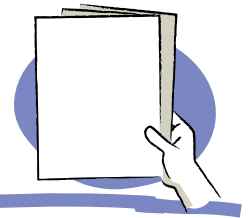
In Plenary: Wrap it up! (10 minutes)

13. Conclude the activity by going over the activity's **Key Message**, building on what girls have already shared.
14. Introduce the **take-away assignment**.



Write it out! During the next week, take some time to think about: What do you see as key stepping stones in your own life? Who and what will be key supports to accessing these stepping stones? Write your thoughts in your journal.

HANDOUT LCM-F: THE STORY OF PEARL



ON THE PATH TO HER FUTURE

Pearl is 18-years old. Just this past year she graduated from secondary school – a dream that she fought hard to achieve. Pearl is the first girl in her family to finish high school. She has been accepted to university with a scholarship. Pearl will start university next year, to study medicine.

Until next year, Pearl is focused on saving money for university. She will do so by helping her mother with at the market – using skills she learned in her girl's club and has shared with her mother. Pearl will also work as a mentor at the high school girls' club, assisting the girls' club leader.

Pearl has used the support of her close friends from her girls' club to map out her plan for university and her savings for the next year. At first she was discouraged about the cost of university, even with a scholarship. But her peers helped her to use her skills to help increase her family's income. They also encouraged her to plan with her family about what part of her earnings would help the family and what part would be saved for university. Pearl and her friends practiced what she would say, and how she could explain the long-term benefits of attending university for both herself and her family. Pearl, her peers, and her parents are all proud of her plans!

AN EARLIER, SERIOUS BUMP IN HER PATH

Pearl's path up until now had its hard moments. Three years ago, when she was just 15, she almost left school. She had started to miss an increasing number of days at school. That year most crops in her village had been lost due to draught, and her mother had had almost no yams to sell at the market. Pearl was staying home to help her mother gather other produce to sell – and to take care of her younger siblings while her mother spent longer days in the field. At the same time, her mother and father started to talk about looking for a husband for Pearl. They had married her older sister Esther when she was 15, and had been relieved to no longer pay school fees; they had also received a bride price.

When plans for her marriage at age 15 were raised, Pearl started to panic. She had a clear goal to finish high school and wanted to be a doctor. She knew this would be almost impossible to achieve if she married. She was also concerned for her health and safety. She had seen the experience of her older sister Esther who was married at 15; and she had also learned about child marriage in her girls club. Yet, she knew her family was in crisis.

RESOURCES THAT HELPED PEARL

Pearl identified two people she knew and trusted to try to help her: her sister Esther and her girls' club leader. When Esther learned of these marriage plans, Esther reached out to her parents, community leaders and a local authority to advocate against it. Now 18 years old, Esther had a healthy newborn child (after having lost an infant in its first month of life, and nearly lost her own life, when she gave birth at 16); since her first infant's death, Esther had been connected to a young mother's group where she had learned many things including the risks of early marriage and childbearing, how to use contraception, and how to invite her spouse to a men's group to learn the benefits of more equitable relations between men and women. Pearl's girls' club leader mobilized a group of allied parents who had learned of the benefits of education to a girl's and family's future; parents from this club met with Pearl's parents. Finally, Pearl's family learned of an emergency fund established by a local project to pay girls' school fees.

At first Pearl's parents were very angry with her for mentioning their family situation to anyone – and implying that she knew better than they what was best for her and her family; one of her older uncle's also made fun of her father, saying her father now relied on a little girl to manage his home. But Pearl's parents welcomed the new information and support from others – support that matched many of their own hopes for themselves and their children. Pearl returned to school – and continued to be able to study as well as learn practical life skills with other girls in her club.

At age 18, Pearl is not ready to get married yet. But she does have a special friend who is a boy from the next village. She enjoys spending time with him, and talking together about her hopes for the future. He will start university this year, and plans to train as a teacher in agriculture. He's excited about Pearl's plans to attend university and become a doctor. He sees her dreams and plans for her life as one of her most attractive qualities – and has said that he hopes at some point in the future her plans might include him. But he understands that her first priority now is focusing on her studies, and saving to be able to start university next year.

FACILITATION SHEET LCM7: PEARL'S STEPPING STONES



Key supports, or “stepping stones, in Pearl’s story include the following:

Pearl’s own
confidence,
dreams and
plans

Pearl’s
ability
to make
plans

Pearl’s
ability to
communicate
and advocate
with her
parents

Supportive
relationships with
her peers and
collective skills

Financial planning
and income
generation skills

Access to
education

Parents getting
support to realize
the benefits of her
education (and aid
from a local project
with school fees) and
the health risks of
early marriage

Supportive
sister who
could mobilize
other leaders
and influence
parents

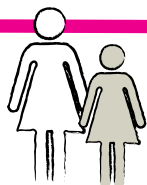
Supportive adult/
girls club leader
who could mobilize
other leaders to
influence parents

Broader community
resource to the support
benefits of alternatives
to child marriage,
including the support
group for young
mothers (her sister
accessed) and the
parents’ club (linked to
the girls’ club)

Girls’ club with safe
space for girls to
be together and
learn, and to link to
other community
mobilization efforts

ACTIVITY LCM8: IDENTIFYING POWER HOLDERS IN OUR COMMUNITY

Girls begin by working in groups to build power maps to identify people or groups in their family and in their community that have the power to influence decisions about girls' marriages, and how they use this power either to support girls, or to support child marriage. Next, they work in plenary to bring their work together and build a group-wide map. Finally, girls reflect on where power is concentrated, and how much access girls have to it in deciding about marriage. As a take-away assignment, girls are asked to start thinking about next steps for their club.



ALL AGES



1 HOUR

WHAT YOU NEED

- Blank paper
- Markers
- Tape
- Stepping Stones from the previous activity
- **Handout LCM-G: Who are our allies?** (10 copies)



LINKS TO KAPS

- Can describe how the decision to enter into a marriage is made in her community, and who holds what power to influence this decision.
- Collaborates with peers to identify potential allies and actions to advocate for their rights related to child marriage



KEY MESSAGE

- To enjoy their right to choose if, when and whom to marry, girls need to understand who are their allies and who oppose this right. An important first step is to develop a power map of who these people and groups are, and what power they hold over girls.

TIPS!



TIPS FOR FACILITATORS

- In this activity, girls will identify who holds power over the decision for girls to marry. Make sure you go through all the steps ahead of time, and prepare a power map by filling out **Handout LCM-G** based on your knowledge of who has power in the communities where girls live, and how they use it. If you need help filling out this worksheet, please contact your local Champions of Change Coordinator to ask for information.
- This activity talks a lot about 'power' – especially power 'over' somebody else. To better understand types of power, make sure that girls have completed **Activity BAS5: A Story About Power** first. It may be helpful to refresh girls' memory of the types of power for this activity: power over, power with, and power within.

BEFORE YOU BEGIN

- Post the **Stepping Stones** from the previous activity on a wall where all the girls can see them.
- Write out the activity's **Key Message** on a flipchart.
- Copy the description of the **take-away assignment** on a flipchart.
- Keep these flipchart sheets covered until you are ready to use them.

STEPS TO FOLLOW:

In Plenary: Introduction (5 minutes)

1. Welcome the group and check-in on the past week, following-up on observations the girls made by asking:
 - **Did you think about additional stepping stones in your life? Which ones?**
 - **Did you have other thoughts about the last activity?**
2. Take a few responses, congratulating girls for their efforts and reflections.
3. Explain that in today's activity the girls will have the opportunity to look more closely at the potential sources of support and opposition to their right to choose if, when and whom to marry.

In Small Groups and Plenary: Who are our allies? (and who are not) (40 minutes)

4. Explain to the girls that one way to look at this information is by building a power map. Explain that a power map is a useful visual tool for figuring out who holds power over a situation, and how they can support or prevent them from reaching a specific goal.
5. Tell the girls that they will work in groups of three to construct their power maps to identify people or groups in their family and in their community that have the power to influence decisions about girls' marriages, and how they use this power either to support girls, or to support child marriage.
6. Distribute one copy of **Handout LCM-G** to each group, and review it with the girls to make sure they understand the instructions.
7. Ask the girls to take 15 minutes to discuss who has power over decisions to marry girls, and to fill out the worksheet. Ask them to be prepared to present what they discuss to the plenary.
8. Bring the girls back together, and invite one of the groups to briefly present their power map. Then, ask if other groups identified these same actors, and if they have anything to add to what the first group already said, and if they have anything to add to it..
9. Next, ask other groups to present actors that have not been named already, always following with the opportunity for other girls to add what they think about a particular actor.
10. Ask the groups are presenting, make notes of the actors, the type of power they have, and how they use it on a flipchart to present as a group-wide power map.
11. Take some time to summarize the group map you built as the girls were speaking, and point out any gaps they may have missed. Make sure all key actors that you know are involved in decisions about marriage where girls live are included in the group-wide map.
12. After all groups have presented, facilitate a discussion by asking the following:
 - **Was this activity easy or hard? Why?**
 - **Where does most power lie in these maps related to child marriage?**
 - **What can girls do to get the support of the actors that they marked as 'maybe' in their power map?**
 - **What are the key sources of support for girls' right to determine if, when, and whom they marry?**

In Plenary: Wrap it up! (10 minutes)

13. Thank the girls for their hard work, and invite them to review the activity's **Key Message** using the flipchart you prepared ahead of time.
14. Explain that in the final activity for this module we will focus further on next steps that girls want to take.
15. Introduce girls to the **take-away assignment** using the flipchart you prepared ahead of time.



Write it out! Over the next week, take some time to reflect on key aspects of your vision for your future, including your vision for an ideal relationship, and the key stepping stones to making this vision come true. With this in mind, think about what this girls clubs might be able to do about child marriage once this module is over. Please make notes of all your thoughts in your journal.

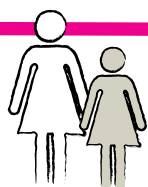
A simple illustration of a white rectangular sheet of paper being held by a right hand from the bottom right corner. The background consists of a light blue circle above a horizontal wavy line representing water or a surface.

- Make a list of all people or groups of people in your families or in your community that have the power to influence decisions about girls' marriages. Write these down in the first column. If girls themselves influence this decision, make sure to add their name too.
- Then, for each person or group, discuss what their role is in the decision for a girl to marry or not to marry. Describe what they do in the second column.
- Finally, discuss if this person or group can support girls in avoiding child marriage, and check the corresponding box.

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ACTIVITY LCM9: PLANNING FOR ACTION

In this final activity, girls discuss possible ideas for action, and choose one that they can all work on together. Next, they brainstorm next steps, make a plan, and identify the key resources they will need. The activity ends with a closing exercise that invites girls to reflect on what they have earned and to commit to continue working together.



ALL AGES



1 HOUR

WHAT YOU NEED

- Flipchart paper
- Sheets of paper
- Markers
- Large coloured circles
- Tape
- Refreshments and snacks for the closing celebration
- **Facilitation Sheet LCM9: Planning for Action**
- **Handout LCM-H: Key Messages about Living Free from Child Marriage** (one copy per girl)



LINKS TO KAPS



- Can plan concrete steps and resources that will support her in realizing her vision for her future, including realising her right to determine if, when and whom she marries.
- Is confident that she and her peers have the knowledge, skills and support to take actions to advocate for ending child marriage.
- Can plan collective actions.



KEY MESSAGE

- **Girls can create action plans to promote girls' right to decide if, when and whom they marry.** Girls have the ability to make personal commitments to continue working with each other, and they can also work together with their allies and supporters to end child marriage.



TIPS FOR FACILITATORS

- This activity assumes that the girls will continue to have the support of the 18+ or the Champions of Change programme in carrying out at least one collective outreach action. Make sure you know how you will continue to support them so that you can share this information with them in **Step #19**. If this information is not clear to you, make sure to discuss this with the 18+ or Champions of Change Coordinator before facilitating this activity.
- Prepare to share exemplary actions taken by other girls around child marriage. For examples and ideas, please see the Girls Not Brides website: <http://www.girlsnotbrides.org/girls-voices> or watch this video about the 'Wedding Busters' campaign in Bangladesh: <https://goo.gl/274NxN>. You will present these examples to the girls in **Step #12**.
- Prepare to end this activity with a closing celebration for the module. Make sure to get some refreshments and snacks that the girls like to congratulate them for their good work.



BEFORE YOU BEGIN

- Copy the table included in **Facilitation Sheet LCM9** on one or more flipcharts, and be prepared to support the girls in filling it out.
- Write out the activity's **Key Message** on a flipchart.
- Prepare the room for the end of module celebration.

STEPS TO FOLLOW:

In Plenary: Introduction (5 minutes)

1. Welcome the girls and check-in on the past week, following-up on reflections the girls may have had by asking them if they would like to share anything they have been thinking about or feeling about the topic of child marriage.
2. Explain that this will be the last training activity for this module, so the activity will focus on marking what's most important for girls as they move forward – and making plans for future actions that the girls might want to take as a group.

Individually and In Plenary: Our visions and stepping stones (15 minutes)

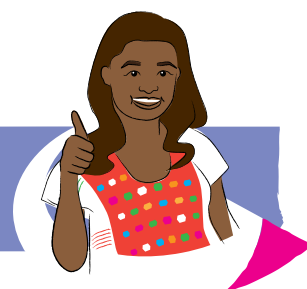
3. Ask the girls to sit around a circle and to close their eyes and think about everything they have learned about child marriage over the last few weeks. Ask them to think about their vision for their future, and to identify what one thing stands out most clearly. Explain that this could be a strong feeling, a wish, an image, some words or anything else.
4. Ask the girls to open their eyes, and go around the circle asking each girl to share the one thing that stood out in her vision.
5. After all have shared, lead a brief discussion using these questions:
 - **How did it feel to speak about your vision with everyone in the group?**
 - **How did it feel to hear about everyone else's vision?**
 - **How will hearing each other's thoughts help us to move forward?**
6. Support the girls in understanding that they now hold each other's hopes and dreams, and so they can support each other in working towards these visions.

Individually: Initial planning for action (30 minutes)

7. Explain that you will now turn to setting individual and group goals and to plan an action that they can all work on together.
8. Invite girls to begin by thinking about what they can do at the individual level. Distribute the large coloured circles and markers, and ask: **What is one thing that you can and will do to increase your own personal ability to influence decisions related to if, when and whom you marry?**
9. Encourage them to take a few moments to think about this and to write some key words of what they will do on a coloured circle.
10. When they are done, ask them if they would like to share with the other girls. If they do, ask them to read their circle out loud, and to post it on the wall. Make sure to point out that these are stepping stones that will support them in realising their vision.
11. Congratulate the girls for their intentions, and invite them to turn to an action that they can all take on together.
12. Share some examples of actions that girls clubs and other local organisations have taken to end child marriage.

TIP!

If you are able to project a video on community work to end child marriage, such as the examples suggested in this activity's **Tips for Facilitators**, this is a good time to do it.



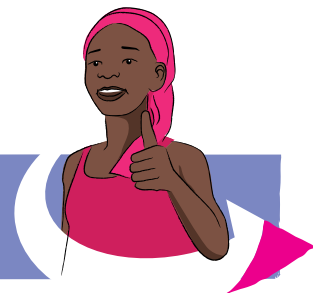
13. Ask: **What actions can this club take to promote girls' and women's right to determine if, when and whom they marry?**
14. Lead a brief brainstorming session and note each action suggested by the girls on a flipchart. Before moving on, make sure to ask if there are any others they would like to consider.

STEPS TO FOLLOW:

15. Go through the list, and group together any activities that refer to the same actor in the community, or are similar in other ways. Come up with up to three options that represent the girls' contributions, and write them out on a different flipchart.
16. Lead a brief discussion on which action girls want to take on first. Ask them to keep in mind what resources are available to them and who can support them.
17. Bring out the flipchart with the table you prepared ahead of time with the contents of **Facilitation Sheet LCM9**, and walk the girls through each section. Once the table is completed, the girls will have identified a realistic goal to work towards, a rough timeline, as well as sources of support from other peers, from their facilitator and from other adults.
18. Invite the girls to look over their plan, and check back with their own vision and with the stepping stones they have been discussing over the last few activities. Ask them if they would like to adjust anything.
19. Before you close this section of the activity, make sure to share with the girls your own plans for supporting them moving forward, and agree on when you will meet next to work on their action.

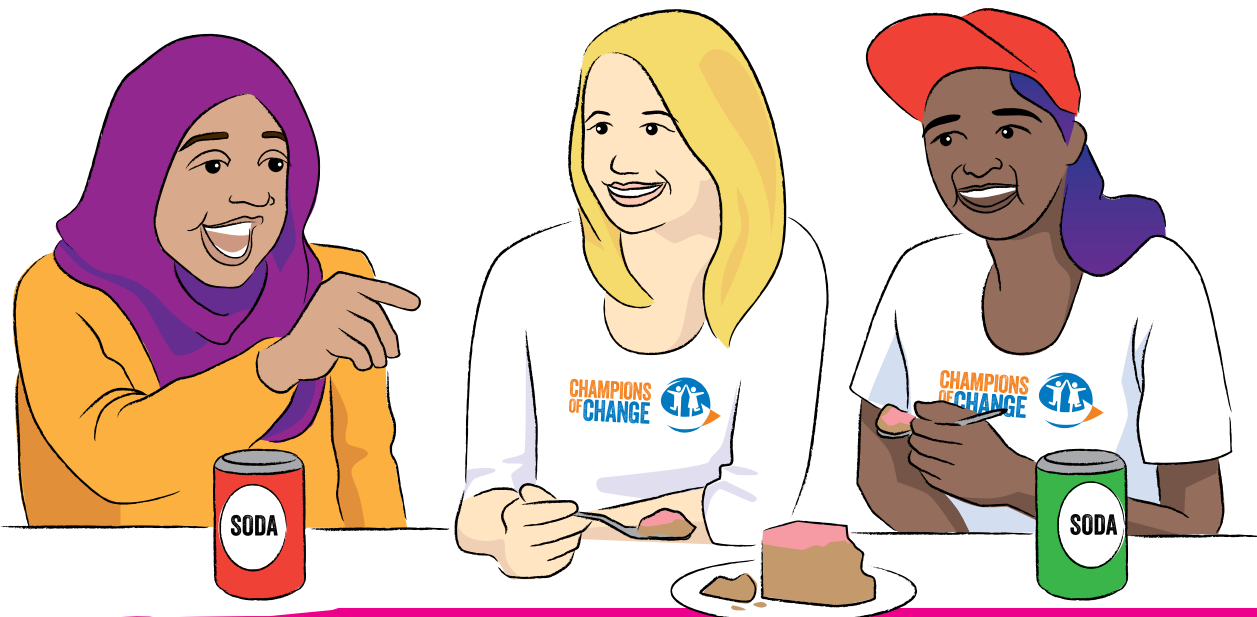
In Plenary: Wrap it up! And Celebration (10 minutes)

20. Invite the girls to join you in standing around a circle.
21. Use a ball of string, explaining that one girl holds the string and says a key word, throws the ball of string to another who catches the ball and says another key word, who throws the ball to another girl, and so forth.
22. Ask each girl to say one word that comes to mind, as they think of what they wish for themselves and each other related to the right to determine if, when and whom to marry.
23. After all have gone, ask them: **What does the web symbolize?** And support them in seeing the web as the support they need to make their wishes come true.
24. Distribute **Handout LCM-H**, and encourage the girls to paste them in their journals so they can refer back to the key messages of this module.
25. Congratulate them on their work through the entire module!

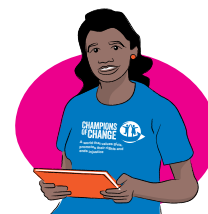


TIP! If the girls have done the web activity recently, feel free to replace with another exercise that invites them to reflect on what they have learned throughout the module.

26. Invite the girls to start the small celebration you prepared for them.



FACILITATION SHEET LCM9: PLANNING FOR ACTION



Use this table to guide girls in planning their next action to promote girls' and women's right to determine if, when and whom they marry.

WHAT IS OUR GOAL?

Support the girls in describing what they want to achieve, and to define it as a realistic goal. Write it down here.

WHAT ARE THE KEY STEPS WE NEED TO TAKE TO GET THERE?

Support the girls in identifying the steps they need to take to reach their goal and list them here. Feel free to suggest additional steps that are not suggested by the girls:

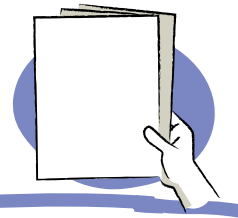
- 1.
- 2.
- 3.
- 4.
- 5.

HOW WILL WE TAKE ON THE STEPS?

Support the girls in discussing each step to determine who will be responsible for doing it, when it will take place, available and needed resources, and who can support them. Add lines as needed if the girls defined more than 5 steps. Make sure to make suggestions as needed by the girls.

STEP #	WHO IS RESPONSIBLE AND WHO WILL SUPPORT?	WHEN DO WE START? BY WHEN DO WE NEED TO FINISH THIS STEP?	WHAT RESOURCES DO WE HAVE?	WHAT RESOURCES DO WE NEED?	WHO CAN SUPPORT US?
1.					
2.					
3.					
4.					
5.					

HANDOUT LCM-H: KEY MESSAGES ABOUT LIVING FREE FROM CHILD MARRIAGE



Discussing their beliefs and values about relationships and marriage can help girls to clarify their own priorities. Girls' priorities may or may not match those of others in their families, among their peers, or in their community. Recognising and understanding the range of beliefs and priorities that girls have is an important first step in this process.

Girls have the right to determine if, when and whom they marry. They also have the right to define how they want their relationships to be. While girls may not always have the power to fulfil this right, knowing that there are millions of people that believe in her right to choose may support her in believing that change is possible.

Discussing their vision for their future can help girls clarify their priorities. These visions can act as a guide to what matters most for girls and point to key stepping stones to help realize their vision. These visions may change over time, so girls may want to return to their visions as they grow and further define their priorities.

Taking time to fully imagine and visualize their hopes for their future can strengthen a girl's sense self-worth and self-esteem. The more concretely girls can envision key elements of their visions – including how they would like to see, feel, and experience shared power in their future relationships – the more likely they are to be able to realize this.

Knowing how decisions are made regarding marriages and who influences these decisions is key in supporting girls' right to decide if, when and whom to marry. Understanding this information help girls – and their allies – to take action to end child marriage.

Very often, girls have little say in determining the decision to marry – even though they are the ones who have to live with its consequences. In most communities, certain situations make it even less likely that girls' will be able to make or influence this decision. However, this can begin to change as girls work together to create awareness about the harmful effects of child marriage.



TAKING TIME TO FULLY IMAGINE AND VISUALIZE THEIR HOPES FOR THEIR FUTURE CAN STRENGTHEN A GIRL'S SENSE SELF-WORTH AND SELF-ESTEEM.

Child marriage occurs when one or both spouses are younger than 18. When girls know more about child marriage and its harmful effects, they can help to increase their and their peers' ability to shape their life choices.

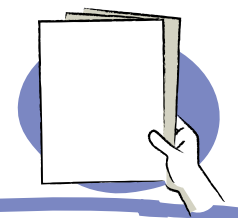
Girls are most affected by child marriage. Child marriage limits the healthy development and life options of girls. Girls' lack of power in child marriages is at the heart of these harmful effects.

Child marriage is a violation of girls' rights. Child marriage is also a barrier to girls' right to education, health, life, safety and self-determination.

Some girls are more vulnerable to child marriage than others. Factors that make girls vulnerable include poverty, practices such as bride price and dowry, withdrawal from school, family and community traditions, fears about girls' sexuality, fears for girls' safety, underlying gender norms and inequalities that value girls less than boys. Being socially isolated and living in rural areas are additional risk factors.

Learning how common child marriage is in a girl's own community and in her country is an important first step in discussing what can be done to change this reality, and to support their peers who are already married. This informational can also support girls in considering what they can do to influence change in their lives and in their communities.

HANDOUT LCM-H: KEY MESSAGES ABOUT LIVING FREE FROM CHILD MARRIAGE



Although some beliefs that support child marriage seek to protect girls, early marriage actually causes many of the harms that these beliefs seek to avoid. For example, some beliefs are based on protecting girls from sexual abuse, but almost all girls that marry before 18 suffer sexual abuse from their partner, especially if their partner is older.

Early and forced marriage violates girls' rights and causes more harm than benefit to girls, families and communities. When girls know the harmful effects of child marriage, combined with actual examples of harms suffering by real girls in their community, they can help to counter beliefs that support early marriage.

Speaking-up to counter harmful beliefs that support child marriage is an important step towards making change. Yet, girls need to be smart about how and when is best to do so to ensure girl's safety and maximize their influence and power.

TO ENJOY THEIR RIGHT TO CHOOSE IF, WHEN AND WHOM TO MARRY, GIRLS NEED TO UNDERSTAND WHO ARE THEIR ALLIES AND WHO OPPOSE THIS RIGHT.

Many girls and women have been able to decide or to influence if, when, and whom they marry. Key elements that have helped girls to shape these decisions – and avoid child marriage - include 1) girls' own dreams and confidence to act on them; 2) supportive relationships in their lives; 3) access to key resources such as education and potential to generate income; 4) safe spaces and solidarity with peers; and 5) broader community support for girls' rights.

To enjoy their right to choose if, when and whom to marry, girls need to understand who are their allies and who oppose this right. An important first step is to develop a power map of who these people and groups are, and what power they hold over girls.

Girls can create action plans to promote girls' right to decide if, when and whom they marry. Girls have the ability to make personal commitments to continue working with each other, and they can also work together with their allies and supporters to end child marriage.



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