

End Child Marriage Programme (ECMP): Guide for Training of Trainers

Introduction

Welcome. Thank you for agreeing to work with us to end child marriage. This Training of Trainers (ToT) Guide aims to support trainers and trainees to get the best use out of the Manual for School Clubs – Empowering Girls and Boys to End Child Marriage (ECM). The Manual for School Clubs contains activities and fact sheets to build the capacity of school clubs and to empower their members to end child marriage. This ToT Guide provides step by step advice on training the manual’s users and includes:

- Guidelines to achieving best practice in training and facilitation
- Facilitating the school clubs training
- Pre and post tests
- ECMP daily and final evaluation forms
- ToTs feedback form

Guidelines to achieving best practice in training and facilitation

Preparation: is the key to a productive and successful outcome for all. Take some time before the training to study the manual.

- Read through the whole school clubs manual first from start to finish to get a general feel about the layout, content, approach and sections.
- After that take a unit at a time. Put yourself in the position of the club facilitator. Think about each activity in the unit, and how that will work out in practice with a group of 8-12 club members. Look at the content and level of the fact sheets, and ask yourself who will be able to use them (teacher or peer educator?), when and how. At the end of each unit, look back and draw up a list of skills and knowledge that you think members will have learnt and achieved (life skills are embedded in every unit). Also list the participatory approaches used. Ask yourself how you would guide teachers and students to get the most from that unit.
- Be familiar with the structure and content of the pre / post tests and the daily/final evaluations. They are part of the learning process. Their administration is the WTA’s responsibility. Also be aware of the administrative procedures for ECMP training (session registration, per diem payments, etc).

Timekeeping: 4 days is the maximum time available for this training. The manual has six sections, so it is important to use the four days very effectively. Complete the administrative tasks thoroughly and quickly, keep to schedule’s times, set assignments in the evening and check they are done first thing the next day. Keep focused and every morning and evening ask yourself if participants are achieving the overall and daily objectives of the training.

Punctuality: Experience in this type of training demonstrates that punctuality comes from the trainers and facilitators. Start time means the start of training time which usually begins with the recap. Insist that the daily administrative tasks are done before the scheduled start time and ask trainees to arrive and complete these before the training start time. Always be there at least half an hour before start time and check the room is ready and materials are there. Ask the WTA/facilitator’s support on this. As long as half or more of the trainees are there, start the training at the start time. Please remember that if you wait you are supporting the behaviour of late comers, and you are penalising those who turned up on time ready to learn.

Certificates: Certificates are awarded to all trainees who attend all sessions and contribute positively. For those who are unable to attend all sessions, certificates will be considered on a case by case basis but 80% attendance is the minimum requirement.

Ground rules: Group members should set their own ground rules and establish how these are going to be kept. These might include:

- agree key roles for group members (see below)
- have equal respect, contributions and behaviour from teachers and students
- every group member takes a turn at feeding back
- no insults or negative comments while training
- democratic group decision-making
- only one person talks at a time - no interruptions from others
- group members share discussion times equally, no group member(s) dominate discussions
- group to restrict individual explanations to 3 minutes (at discretion of group)
- discussions/information given during training is confidential
- punctuality is observed by all, late comers to perform a forfeit (at discretion of group).

Key roles for group members: Roles usually selected are:

- Leader/spokes persons (hopefully one male one female) for the group;
- Two people - eyes and ears for group feedback in the morning recap session; agree the time limit for this feedback
- Daily time keeper(s);
- A welfare spokesperson (to communicate accommodation and other issues)
- Other roles as suggested by the group members (e.g. energiser person)

Don't lecture, but do facilitate: The golden rule is never to stand at the front of the room (and/or behind a teacher's table) and tell your trainees what they are just about to discover through their own learning. Guide them with the manual's activities to work it out for themselves. This is not a classroom, but a training environment for adults and school children together so it requires a wide range of participatory methods to meet the needs of trainees of different ages and abilities. Good facilitation means that everyone is actively learning, it's fun and rewarding for everyone. In this training it will be the trainees themselves who work out definitions, develop meanings, new behaviours and new skills. The facilitator guides them on this journey. The fact sheets usually come at the end of a training session and not at the beginning.

Participatory methodologies and good facilitation: There are many participatory methodologies in the School Clubs Manual including paired/group discussion and feedback, observations, using scenarios and discussion pictures, community mapping, tree analysis, planning, plays, poems, radio broadcasting, and others. Consider why the different participatory techniques have been chosen and how they give different ages and abilities the chance to join in and learn. Also read section on Learning Styles.

Good paired and group work: Schools will select 4 peer educators (students) and 3 club facilitators (teachers) to attend training. To encourage everyone in the group to be actively learning the ideal group size for this training is between 6-9. There is no rule about whether school participants from one school should train as a group but it may be better for some of the planning activities. Discuss this with them and be flexible.

For all group work, give very clear instructions about what the group work involves. Set a time limit and write the list of instructions on the flipchart together with the finish time. Check understanding

by asking trainees one of two questions to be sure everyone understands the tasks, the time they have, and the feedback they need to prepare (if any) before they break into groups.

Walk around and check each group has understood, but don't give them the answers! A good facilitator keeps all groups on task and supports them to complete the work within the time allocated. A poor facilitator sets group work and then either stands at the side of the room chatting to non-trainees, or worse still, leaves the room and returns when the time's up.

Energisers: Energisers are a way to liven up and bond the group, and can be used to deliver a message. Time them carefully so they come at a welcome time and don't disrupt learning – for example just before group work, before or after a break. Have two or three of your own prepared and ask group members to come up with their own ideas. Energisers should be short (1-2 minutes), simple, fun and inclusive. Consider how to include anyone who has a disability.

Pre-training meeting and daily review meeting: Usually on the evening before or at least an hour before the training start time, there will be a pre-training meeting between the trainer and the ECMP staff. This helps to give a smooth and positive start. There is also a daily review meeting with trainers and the ECMP teams. This should be brief, open and frank. Sort out each day's challenges, take action so that any problems identified don't harm the next day's training. A quick analysis of the evaluations, what went well, what didn't, new ideas and recommendations should be recorded by the WTA. Agree this record together because it will be fed into the training report

Pre and Post Tests, Daily and Final Evaluations: Be familiar with the structure and content of the pre / post tests and the daily/final evaluations. Their administration is the WTA's responsibility.

Feedback: Please give us your full and honest feedback for improvements. Use a copy of the form included in this guide. If ideas come to you after the training, let us know. You should be given the contact details of the WTA/facilitator, the zone and programme coordinator and the ECMP expert. Comments on the manual and training programme are welcome and taken seriously.

Learning Styles

We all learn in different ways. Some people find it easier to learn are through watching and seeing (visual), some prefer to listen (auditory), others learn better through touching (kinaesthetic) and feeling (tactile). People will use all these learning styles but tend to have a favourite way of learning. Also as we grow older our preferred learning style may change. Participatory learning means that everyone joins in the learning. Therefore, the materials in the School Clubs Manual include materials to meet these different learning styles. ToTs need to understand how the School Clubs training programme addresses all these learning styles.

Learning by looking:

- a) **Linguistic learners** like to learn through written language, such as reading and writing tasks. They like to watch the trainers while they are training and to write things down.
- b) **Spatial learners** may have difficulty with the written language and do better with pictures, maps, diagrams, demonstrations and other visual materials.

In our programme we support visual learning through using:

- Maps, diagrams, illustrations and other visual aids.
- Fact sheets to capture main ideas
- Rights cards, debating pictures
- Space left for club members to add their own ideas.

Learning by listening: Auditory learners may have difficulty with reading and writing tasks and may do better by hearing what was said. Activities included to support auditory learning

- Debating topics, dramas, scenarios
- Many of the campaigning materials
- Behaviour change and life skills scenarios

Learning by touching and moving: Kinaesthetic learners tend to lose concentration if there is little or no external stimulation or movement. They may want to take notes for the sake of moving their hands rather than learning through writing. Examples supporting kinaesthetic learning include:

- Mapping activities that get the learners up and moving.
- Large scale drawing on crop sack where club members can move around the picture
- Collecting information from the community (oral history)
- Activities in the campaigning section - music, poems, plays
- Coloured markers to emphasize key points (gender mapping).
- Use energisers as short breaks

Good facilitation will support all learning styles during a session and ensure active learning by all.



*I choose a girl
who chooses
me!*

Day 1 - Training School Club Facilitator and Peer Educators

At the end of Day 1, trainees will:

- Know the aims of ECMP, where it is working and its various components
- Understand the objectives of the 4 day workshop
- Complete selected activities in the Gender Unit and discussed how these will be delivered in the school clubs training.

Time	Activity	Trainers notes
2.00 - 3.00	Registration and opening remarks	
3.00 - 3.15	Pre test This is facilitated by the WTA and ECMP staff. A copy of the pretest is included in the appendix of this guide.	
3.15 - 3.30	Goals and Objectives of the End Child Marriage Programme WTAs to present ECMP briefly and distribute ECMP leaflets. More information will come during the training.	
3.30 - 4.00	Finding out about each other Split the group into smaller groups of about 10-12 after the activity has been explained. WTAs will facilitate each smaller group during this activity. This is a verbal communications exercise, an icebreaker/ confidence builder that begins the training by focusing personally on child marriage. Group members pair themselves with another participant whom they do not know well, and have a 4 minute discussion with them asking for: <ul style="list-style-type: none"> • the person's name; • where they work / go to school; • what experience they have of working with school clubs; 	

	<ul style="list-style-type: none"> • what close experience they have of child marriage. <p>The person then introduces and describes his/her partner to the group using the information from their discussion. Then the other person does the same. Set a maximum time limit of 2 minutes per person. This session works very well when people are given the encouragement to share stories about themselves, and people they are close to who have experienced child marriage. Everyone should be supported to participate and to introduce their person. The facilitator should ensure everyone is listening and respecting the speaker. This exercise will be done with teachers and students together and at this early stage some students will be shy. Support them to be more confident - encourage eye contact, standing up confidently, etc.</p>	
4.00 - 4.30	<p>Ground rules, group roles and workshop objectives</p> <p>Bring groups back together into one large group to agree ground rules and group roles. Give 10 minutes (max) for participants to give their expectations from this 4-day workshop and list on the flipchart. (this will be reviewed on Day 4).</p> <p>Discuss briefly the main objectives which include:</p> <ul style="list-style-type: none"> • Create effective trainers, club facilitators and peer educators for the ECMP • Learn and gain from the workshop both professionally and personally • Share best practice and learn from each other • Gain good background knowledge on the topics in the school clubs manual • Gain additional practical skills in participatory facilitation techniques that engage club members • Try out some of the topics in the manual to facilitate in ECMP training with school clubs • Share ideas on how to strengthen school clubs and empower more young people in a positive way • Strengthen resolve to end child marriage and other harmful traditional practices 	
4.30 - 5.00	TEA BREAK	
5.00 - 6.30 School clubs	<p>Gender or sex? (Unit 2 Session 1)</p> <p>Just begin this session by saying “this session is about introducing gender to club members, and we will start by trying out one of the activities in the manual”. Then ask a male and female to volunteer to come to the front of the room and stand between them and start the activity. No explanations, no definitions! Complete activity and discuss active/participatory learning approach with the group.</p>	
	LUNCH	
8.15 - 9.30	<p>Gender mapping (Unit 2: Session 3)</p> <p>Guide participant to carry out the activity in the manual</p>	
9.30 - 10.00	TEA BREAK	
10.00- 11.30	<p>Groups present their gender mapping exercise (max of 5 minutes per group)</p> <p>Briefly summarise the approach and evaluate gender mapping in terms of behaviour change and learning.</p> <p>Move on to discuss action planning and safer schools (Unit 2 Session 4)</p>	

	Link activity with fact sheet “Tips for Protecting Yourself”. Ask participants for any suggestions on how this could be improved for teachers and students together.	
11.15 - 11.30	Daily Evaluation Homework: Complete safer schools action plan. Day 1 team review meeting	

NOTES

Separate copies of ‘Tips for Protecting Yourself’

Day 2 - Training School Club Facilitator and Peer Educators

At the end of Day 2, trainees will:

- Use tree analysis to identify the causes and consequences of Child marriage as the basis for action planning
- Understand that action planning is important for girl and boy empowerment
- Know the overall structure of the school clubs manual and its approach to ending child marriage
- Use discussion pictures and facts sheets

Time	Activity	Trainers notes
2.30 - 3.00	Recap on Day 1	
3.00 - 4.30	Tree analysis Tree analysis a very visual way to analyse causes, consequences and taking action, and can be used for a range of topics. It is another example of participatory group work learning to analyse the causes and consequences of child marriage, and drawing up an action plan. Ask participants for 10 facts about child marriage note on the flip chart and discuss (15 minutes). Ask participants for the main causes of child marriage and the consequences for the girl. Take all answers together and don't separate causes and consequences. Draw a tree on the flipchart and explain that they are going to work in groups of 7 to produce a tree analysis on the causes and consequences of child marriage. Explain also that the causes and consequences should be divided into social, health education and financial. After each group has completed, ask each group to say how this could be used in the school, for parents’ days and in the community. Discuss the approach of using diagrams for creating a message to change behaviour. Display diagrams in the training room.	
4.30 - 5.00	BREAK	
5.00- 6.30	Child marriage - Action planning and empowerment Unit 3 (Session 5) Explain that having accurate knowledge and understanding is the first stage in behaviour change but to stop child marriage, young people need to plan together to be empowered to act . Using the sample action plan in Session 5, ask groups to use their tree analysis to draw up sample action plan.	
6.30 - 7.30	LUNCH	
8.30 - 10.00	School clubs manual (Introduction section) Distribute copies of Schools Manual and give 5 minutes for trainees to look through. Bring them together and focus on the Purpose and Approach of the School Clubs Manual. Use the gender or child marriage unit as an	

	<p>example to explain the unit’s structure (first overview, then activities, followed by factsheets) and the format of an activity (session number, etc). In some units (eg child marriage, gender and campaigning units) sessions run together; in other units (behaviour change) the sessions are more discreet. Draw attention to learner-led approaches and flexibility.</p> <p>Facilitate a discussion on the approach and purpose of the manual</p> <p>Key points to cover:</p> <ol style="list-style-type: none"> 1. The manual is written on the basis of feedback from schools during phase 1. The approach on CM and Gender and the story of Alemnesh is popular. Clubs wanted discussion pictures, scenarios, plays, more for ideas for mini media. 2. The manual’s activities build the capacity of school clubs and members to: <ul style="list-style-type: none"> • Change the behaviour of boys and girls • To empower both boys and girls to end HTP, and reduce gender inequality • Empowerment and action planning to improve girls’ performance with boys’ support • To give school club members the skills to reach into the communities and to parents to change behavior • Cancelling child marriage is only the first sign – success is when the community no longer supports any child marriage. 3. ECMP is focusing on Girls, Gender, RH, HTP and Mini media clubs in primary and elementary schools, but all clubs can adapt and use the materials in the manual. 4. Teachers and students will be trained together as equals. 5. How the manual is to be used (introduction, page). Schools can divide the manual into units. Not all units need to be used by the participating clubs. All must complete child marriage unit and at least one other. 6. Demonstrate materials to be used by clubs – crop sack, mini media equipment (if available) <p>For the last half an hour ask participants to look through Unit 3 Child Marriage section. Initiate a discussion on the activity “Evaluating our School” and discuss how this could be done. Invite other suggestions on the unit and list on flipchart.</p>	
10.00 - 10.30	TEA BREAK	
10.30 - 11.15	Story of Alemnesh (Unit 3, Child Marriage - Session 3)	
11.15 - 11.30	<p>Daily Evaluation</p> <p>Homework: Read Introduction and Units 1 and 4.</p> <p>Day 2 Review meeting</p>	

Day 3 - Training School Club Facilitator and Peer Educators

At the end of Day 3, trainees will:

- Be familiar with the approach and contents of Units 1 and 4, including the facts sheets
- Use and present selected activities from Units 1 and 4
- Be familiar with the approach and content of Unit 5 and prepare a school campaign plan

Time	Activity	Trainers notes
2.30 - 3.00	Recap on Day 2	
3.00 - 4.30	<p>Behaviour Change and Life Skills, Child Rights, and Reproductive Health (Units 1 and 4)</p> <p>Explain that in the Behaviour Change and Reproductive Health units, learning themes are continuous but the activities don't overlap as they do in the Child Marriage and Gender units. Therefore, for group work in this session, each group is to take a different activity, work through it, and present the following:</p> <ul style="list-style-type: none"> • Describe what the activity is • Present/Perform the activity • Lead a question and answer session on the activity. <p>Group 1: Behaviour Change and Life Skills - Session 1 and 2 (stages of behaviour change)</p> <p>Group 2: Behaviour Change and Life Skills – Session 6 (acting responsibility)</p> <p>Group 3: Child Rights. Activities 2 and 3, and Fact sheet on rights and responsibilities</p> <p>Group 4: Reproductive Health – Session 4 Presentation time is very limited (15-20 minutes per group)</p>	
4.30 - 5.00	TEA BREAK	
5.00 - 6.30	<p>Behaviour Change and Life Skills, Child Rights, and Reproductive Health</p> <p>Groups give their presentations prepared in the previous session. Wind up session with a brief discussion on strengths and challenges faced by each group.</p>	
6.30 - 7.30	LUNCH	
7.30 - 9.30	<p>Campaigning: Planning a school campaign to end child marriage</p> <p>Groups to use “A guide in planning and running a campaign” and suggested ideas from the unit to prepare their own campaign.</p>	
9.30 - 10.00	TEA BREAK	
10.00 - 11.15	<p>Campaigning: Planning a school campaign to end child marriage</p> <p>Presentations from each group. Wind up session with a brief discussion on strengths and challenges faced by each group</p>	
11.15 - 11.30	<p>Daily Evaluation</p> <p>Homework Units 5 Most Significant Change and Unit 6 planning. Day 3 Review Meeting</p>	

Day 4 - Training School Club Facilitator and Peer Educators

At the end of Day 4, trainees will:

- Complete a brief plan for school club activities using best practice guidelines
- Complete a plan to cascade ECMP training and activities across school clubs and members
- Understand and be able to complete the agreed club reporting formats including most significant change stories
- Gain a higher score in the post test and complete the final evaluation

Time	Activity	Trainers notes
2.30 - 3.00	Recap on Day 3	
3.00 - 4.30	Club planning – Unit 6 Discuss different formats used for club planning.	
4.30 - 5.00	TEA BREAK	
5.00 - 6.30	<p>Planning monitoring and evaluation – Unit 6</p> <p>Explain that this session is about monitoring and evaluation that clubs will have to do. Reporting will be to Woreda supported by ECMP. Discuss with all participants if they wish to split into teacher group and a student group. If so, arrange all students in one room and teachers in the other. Students will use the time to make additional resources for their clubs and to prepare a small presentation on child marriage to be performed at the end of the day when certificates are presented. For planning and monitoring brainstorm on golden rules and good practice in club planning. Ask for examples of missions in clubs that they know. Discuss the club planning and reporting cycle in Unit 6. Group work:</p> <p>Group 1: Focus on club planning form Group 2: Focus on reporting sheets for mini media Group 3: Reporting on cancelled child marriages Group 4: Most significant change stories (from campaigning section)</p> <p>Each group will discuss and prepare a feedback that includes:</p> <ul style="list-style-type: none"> • The purpose and format of the form • advantages and challenges of using the form • experience of using these in school. <p>Bring groups together and ask for recommendations on planning monitoring and reporting from participants.</p>	
6.30 - 7.30	LUNCH	
7.30 - 8.30	How to cascade clubs training in schools Initiate a discussion on this and ask each school to prepare and present a brief plan to take back to their school directors for discussion.	
8.30 - 9.00	Post test, Final evaluation	
9.00 - 9.30	TEA BREAK	
9.30 - 10.00	Certificate presentation and close	

Annex: Schedule for Schools Club Training

Day	Time	Agenda	Manual Reference
Day One	2.00 – 2.30	Registration	
	2.30 – 3.00	Opening Remarks by Invited Guest and Introduction to the Workshop	
	3.00 – 3.15	Completing the Pre-Test Questionnaire	
	3.15 – 3.30	Goal/Objectives and Components of End Child Marriage Programme	ECMP Leaflet
	3.30 – 4.00	Participant Introductions - Finding Out About Each Other	
	4.30 – 5.00	Tea Break	
	5.00 – 6.30	Gender: Gender and Sex – A Participatory Approach	Introduction
	6.30 – 7.30	Lunch	
	7.30 – 9.30	Gender. Mapping and Action Planning. Safer Schools and Empowerment	Unit 2
	9.30 – 10.00	Tea Break	
	10.00 – 11.15	Gender: Discussion Pictures	Unit 2
11.15 – 11.30	Homework and Daily Evaluation		
Day Two	2.30 – 3.00	Recap on Day One	
	3.00 – 4.30	Child Marriage: Tree Analysis	Unit 3
	4.30 – 5.00	Tea Break	
	5.00 – 6.30	Child Marriage: Action Planning and Empowerment	Unit 3
	6.30 – 7.30	Lunch	
	7.30 – 9.30	Distribution of Manual: Participatory Approaches	Introduction
	9.30 – 10.00	Tea Break	
	10.00 – 11.15	Story of Alemnesh	Unit 1
	11.15 – 11.30	Homework (Read Units 1, 3 & 4) and Daily Evaluation	
Day Three	2.30 – 3.00	Recap on Day Two	
	3.00 – 4.30	Reproductive health, Behaviour Change, Life Skills and Child Rights	Unit 4
	4.30 – 5.00	Tea Break	
	5.00 – 6.30	Reproductive health, Behaviour Change, Life Skills and Child Rights	Unit 1 & 4
	6.30 – 7.30	Lunch	
	7.30 – 9.30	Campaigning: Planning a School Campaign to ECM	Unit 5
	9.30 – 10.00	Tea Break	
	10.00 – 11.15	Campaigning: Planning a School Campaign to ECM	Introduction
	11.15 – 11.30	Homework (Read Units 1, 3 & 4) and Daily Evaluation	
Day Four	2.30 – 3.00	Recap on Day Three	
	3.00 – 4.30	Club Planning	Unit 6
	4.30 – 5.00	Tea Break	
	5.00 – 6.30	Planning, Monitoring and Evaluation	
	6.30 – 7.30	Lunch	
	7.30 – 8.30	Cascading Training in School Clubs	
	8.30 – 9.30	Post-test, Final Evaluations & Feedback from Participants	
	9.30 – 10.00	Certificate Presentation and Close	