

End Child Marriage Programme (ECMP): Master Trainer’s Guide for School Training

Introduction

Thank you for agreeing to work with ECMP to end child marriage. This guide is for Master Trainers to use when training selected Training of Trainers (ToT) trainees on the school-based programme. It accompanies ECMP’s ToT Briefing Guide and School Clubs Manual. ECMP school-based training is structured through a cascade system. Master trainers will train ToTs and Elementary School Cluster Supervisors so that they can in turn train club facilitators (teachers) and peer educators (students who are club members) in joint sessions within their woredas. Key points to note include:

1. Both the ToT and school clubs training programmes last for four days.
2. The emphasis in the manual is on behaviour change, empowerment, and action planning to end child marriage. The majority of the training programmes for both ToT trainees and school club facilitators are focused on trying out school clubs activities and using the participatory approaches in the School Clubs Manual.
3. Each trainee will receive a copy of the School Clubs Manual during the training.
4. The ToTs training will cover the School Club Facilitators’ training in the first three days, and on Day 4 will focus entirely on how to deliver the school clubs training programme.
5. The ToT trainees will receive a copy of the School Clubs Manual on Day 1 and a copy of the ToT guide on Day 4.
6. The school club members will receive a copy of the School Clubs Manual on Day 2.
7. The qualities of a good trainer, good facilitation skills and other training quality matters are included on Day 4 of the ToT training. Materials to support this are in the ToT Guide.

Day 1 - Training for ToTs

At the end of Day 1, ToT trainees will:

- Know the aims of ECMP, where it is working and its various components.
- Understand the objectives of the 4-day workshop.
- Know the overall structure of the School Clubs Manual and its approach to ending child marriage.
- Complete selected activities in the Gender Unit and discuss how these will be delivered in the school clubs training.

Training Schedule: Day 1

Time	Day 1 Activity
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 pre-test is included in the appendix of this guide.
3.15-3.30	Goals and objectives of ECMP The WTA presents ECMP briefly and distribute programme leaflets. More information will be provided 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. The WTA will facilitate each smaller group during this activity. This is a verbal communication 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. • 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 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 the person they are partnered with. The facilitator should ensure everyone is listening and respecting the speaker. In the school clubs training 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>
<p>4.00- 4.30</p>	<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 outline their expectations from this 4-day workshop and list them on the flipchart (this will be reviewed on day 4). Briefly discuss the main objectives, which include:</p> <ul style="list-style-type: none"> • Create effective trainers, club facilitators and peer educators for ECMP. • Learn and gain from the workshop both professionally and personally. • Share best practices 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 facilitating some of the topics in the Manual. • 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. • Share ideas on affordable club resources.
<p>4.30- 5.00</p>	<p>BREAK</p>
<p>5.00- 6.30</p>	<p>Distribution of the school clubs manual (introduction section)</p> <p>Distribute copies of School Clubs 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 example to explain the structure of the units in the manual (first overview, then activities, followed by factsheets) and the format of an activity (session number etc.). In some units (e.g. child marriage, gender and campaigning) sessions run together; in other units (e.g. behaviour change) the sessions are more discrete. Draw attention to learner-led approaches and flexibility. Facilitate a discussion on the approach and purpose of the manual. Key points to cover include:</p> <ol style="list-style-type: none"> 1. The manual is written on the basis of feedback from schools during phase 1. The approach to CM and gender and the story of Alemnesh is popular. Clubs wanted discussion pictures, scenarios, plays, and more for ideas for mini-media. 2. The manual's activities aim to build the capacity of school clubs and members to: <ul style="list-style-type: none"> • Change the behaviour of boys and girls. • Empower both boys and girls to end HTPs and reduce gender inequality. • Enable empowerment and action planning to improve girls' performance with boys' support. • To give school club members the skills to reach out to communities and parents to

	<p>change behaviour.</p> <ul style="list-style-type: none"> Realise that cancelling child marriage is only the first step – success is when the community no longer supports any child marriage. <p>3. ECMP is focusing on girls, gender, reproductive health, HTPs and mini-media clubs in primary and elementary schools, but all clubs can adapt and use the materials in the manual.</p> <p>4. Teachers and students will be trained together as equals.</p> <p>5. How the manual is to be used (see introduction). Schools can divide up the manual into units. Not all units need to be used by the participating clubs. All clubs must complete the child marriage unit and at least one other.</p> <p>6. Demonstrate materials to be used by clubs: crop sack and mini media equipment (if available). 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 the list on the flipchart.</p>
6.30-7.30	LUNCH
7.30-9.30	<p>Gender or sex? A participatory approach</p> <p>Manuals are not allowed for this activity! Ask trainees to put them in a pile away from where they are working. 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 the activity and discuss active/participatory learning approaches with the group.</p>
9.30-10.00	TEA BREAK
10.00-11.15	<p>Gender mapping, safer schools and empowerment</p> <p>Guide participants to carry out the activity in the manual.</p>
10.00-11.30	<p>Groups present their gender mapping exercise</p> <p>(Maximum of 5 minutes per group). Briefly summarise the approach used and evaluate gender mapping in terms of behaviour change and learning. Move on to discuss action planning and safer schools (unit 2 session 4). Link activity with fact sheet “Tips for Protecting Yourself” – separate copies of this are required. Ask participants for any suggestions on how this could be improved for teachers and students together.</p>
11.30-11.45	<p>Daily evaluation</p> <p>Homework: introduction and unit 2. Day 1 team review meeting.</p>

Day 2 – Training for ToTs

At the end of Day 2, trainees will:

- Use tree analysis to identify the causes and consequences of child marriage and as the basis for action planning.
- Understand that action planning is important for girls’ and boys’ empowerment.
- Use and present selected activities from units 1 and 4.

Training Schedule: Day 2

Time	Day 2 Activity
2.30-3.00	Recap of day 1
3.00-4.00	<p>Child marriage and tree analysis</p> <p>Manuals are not allowed for this activity. Trainees need to put them away from where they are working. Ask participants for 10 facts about child marriage, note them on the flip chart and discuss (15 minutes). Ask participants for the main causes of child marriage and</p>

	the consequences for girls. Take all answers together and don't separate causes and consequences. Draw a tree on the flipchart and explain that the trainees are going to work in groups of seven to produce a tree analysis on the causes and consequences of child marriage. Also explain that the causes and consequences should be divided into social, health, education and financial categories. After each group has completed the task, ask each group to say how this approach could be used in the school, such as 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 plans.
6.30-7.30	LUNCH
7.30-9.30	Behaviour change and life skills, child rights, and reproductive health (units 1 and 4) Manuals are allowed for all other activities in the training. 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: <ul style="list-style-type: none"> • Describe what the activity is. • Present/perform the activity. • Lead a question and answer session on the activity. Group 1: Behaviour Change and Life Skills - session 1 and 2 (stages of behaviour change). Group 2: Behaviour Change and Life Skills - session 6 (acting responsibility). Group 3: Child Rights. Activities 2 and 3, and fact sheet on rights and responsibilities. Group 4: Reproductive Health – session 4 presentation time is very limited (say, 15-20 minutes per group).
9.30-10.00	TEA BREAK
10.00-11.30	Behaviour change and life skills, child rights, and reproductive health Groups give their presentations prepared in the previous session. This is followed by a winding-up session with a brief discussion on the strengths and challenges faced by each group.
11.30-11.45	Daily evaluation Homework: read units 1, 3 and 4. Day 2 team review meeting.

Day 3 – Training for ToTs

At the end of Day 3, ToTs will:

- Prepare and present a plan for a school campaign to end child marriage.
- Be familiar with the approach and content of Unit 5 and prepare a school campaign plan.
- Complete a brief plan for school clubs activities using best practice guidelines.
- Understand and be able to complete the agreed club reporting formats including most significant change stories.

Training Schedule: Day 3

Time	Day 3 Activity
2.30-3.00	Recap of day 2
3.00-4.30	Campaigning - planning a school campaign to end child marriage Groups to use "A guide in planning and running a campaign" and suggested ideas from the unit to prepare their own campaign.
4.30-5.00	TEA BREAK
5.00-6.30	Campaigning - Planning a school campaign to end child marriage Presentations from each group. Winding-up session with a brief discussion on strengths and challenges faced by each group.
6.30-7.30	LUNCH
7.30-9.30	Club planning - unit 6. Groups to complete a brief plan for school club activities, linking with school improvement plans and using best practice guidelines. Each group then presents their plan and initiates a discussion on different planning approaches used by the groups.
9.30-10.00	TEA BREAK
10.00-11.30	Planning monitoring and evaluation – unit 6 Explain that this session is about the monitoring and evaluation that clubs will have to do. Reporting will be to the woreda, supported by ECMP. 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. Groupwork: 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). Each group will discuss and prepare feedback that includes: <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. Bring the groups together and ask for recommendations on planning.
11.30-11.45	Daily evaluation Homework: units 5 and 6. Also study most significant change stories in unit 5. Day 3 review meeting.

Day 4 – Training for ToTs

At the end of Day 4, ToTs will:

- Receive the ToT briefing guide and be familiar with its contents.
- Understand the link between good facilitation, participatory approaches and different learning styles.
- Analyse the similarities and differences between the ToT training and the school clubs training.
- Gain a higher score in the post-test and complete the final evaluation.

Training Schedule: Day 4

Time	Day 4 Activity
2.30-3.00	Recap of day 3
3.00-	Delivering training as ToTs

4.30	Distribute ToT guide. Go through the introduction and guidance for best practice and learning styles. Initiate a discussion on training approaches needed when teachers and students are training as equals. Facilitate a session on what constitutes good facilitation.
4.30-5.00	TEA BREAK
5.00-6.30	Go through the schedule for school clubs training, and invite questions and comments. Group work: ask participants to go through the daily details and activities and list the differences between the ToT training and the school clubs training schedules. Ask for contributions on how they will manage the school clubs activities in the time given. Ask trainees to study the pre/post-tests for school clubs, and then the daily and final evaluations. Point these out in the daily schedule. Ask the WTA to describe the other administrative requirements.
6.30-7.30	LUNCH
7.30-9.30	Post-Test and evaluation Evaluation of the School Club Manual and ToT guide. Post-test for trainees, and completion of the final evaluation.
9.30-10.00	TEA BREAK
10.00-10.30	Certificate presentation and close

Annex 1: ToT Training Schedule

Time	Agenda	Manual Reference
Day 1		
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 leaflets
3:30 - 4.00	Participant Introductions - Finding Out About Each Other	
4.00 - 4:30	Objectives of the Workshop. Ground Rules	
4.30 - 5.00	Tea Break	
5.00 - 6.30	Distribution of Manual, approach, structure, units and content	Introduction
6.30 - 7.30	Lunch	
7.30 - 9.30	Gender and Sex – A Participatory Approach	
9:30 - 10.00	Tea Break	
10:00 - 11:30	Gender. Mapping and Action Planning: Safer Schools, Empowerment	Unit 2
11.30 - 11.45	Daily Evaluation. Homework – Unit 2:	Unit 2
Day 2		
2.30 – 3.00	Recap on Day 1	
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	Reproductive health, Behaviour change, life skills and child rights	Units 1 & 4
9:30 - 10:00	Tea Break	
10.00 - 11.30	Reproductive health, Behaviour Change, Life Skills and Child Rights	Units 1 & 4
11.30 - 11.45	Daily Evaluation. Homework – Read Units 1, 3 and 4	Units 1, 3 & 4
Day 3		
2.30 - 3.00	Recap on Day 2	
3.00 - 4.30	Campaigning – Planning a School Campaign to End Child Marriage	Unit 4
4.30 - 5.00	Tea Break	
5. 00 - 6.30	Campaigning – Planning a School Campaign to End Child Marriage	Unit 5
6.30 - 7:30	Lunch	
7.30 - 9.30	Club Planning	Unit 6
9:30 - 10:00	Tea Break	
10.00 - 11.30	Planning, Monitoring and Evaluating	Unit 6
11.30 - 11.45	Daily Evaluation; Homework – Units 5 & 6	Units 5 & 6
Day 4		
2.30 - 3.00	Recap on Day 3	
3.00 - 4.30	Delivering training as ToTs	ToT Guide
4.30 - 5.00	Tea Break	
5. 00 - 6.30	Timetable and content for school clubs training	

6.30 - 7:30	Lunch	
7.30 - 9.30	Evaluation of club manual and ToT guide Post-test, Final Evaluations and Final Feedback from participants	
9:30 - 10:00	Tea Break	
10.00 – 10.30	Certificate Presentation and Close	

Annex 2: Pre- and Post-Test Questionnaire for ToTs

Code: _____ Woreda: _____ Tsota: _____

Instructions: Put a V (tick) in the box to indicate whether you agree, partially agree or do not agree with the statements.

S/N	Statement	Agree	Partially Agree	Do Not Agree
1.	East and West Gojam have some of the highest rates of child marriage in Ethiopia	√		
2.	Legally girls and boys of 16 are no longer children			√
3.	Good peer educators are not always the most able academically	√		
4.	Gender is made by society	√		
5.	Schools club trainees should be given relevant definitions before an activity starts			√
6.	Child marriage reduces the chance of HIV for the girl			√
7.	Some loving parents give their children up for marriage	√		
8.	Kinaesthetic learners prefer to learn through listening and seeing.			√
9.	Club members should know what is in the school improvement plan	√		
10.	HIV/AIDS can only be transmitted through blood			√
11.	Most significant change stories are part of monitoring and evaluation	√		
12.	Reproductive health rights are only concerned with decisions about one's own body		√	
13.	Assertive behaviour is always a good way to behave		√	√
14.	Community Conversation is one of the means of communication used for changing attitudes and behaviour	√		
15.	There are four stages to behavioural change			√
16.	Action planning only empowers girls			√
17.	Different key messages are designed for different audiences	√		
18.	Tree analysis only counts the numbers of trees in a community			√
19.	Clubs should plan together to run campaigns to stop child marriage in school and in the community	√		
20.	The post-training effect should not only be seen within the school but in the entire community	√		

Annex 3: Trainers Evaluation Form

Title of Training Event		Duration (Days)			
Woreda/Zone		Number of Participants	M	F	Total

Please take time to complete the following questionnaire:

	Questions	Strongly agree	Agree	Neither agree nor disagree	Disagree*	Strongly disagree*
1	The training was well planned by ECMP					
2	The venue was appropriate for the training					
3	The duration of the training was appropriate					
4	The objectives of the training were fully met					
5	The supply of materials to support the training was adequate					
6	Before the training I was given all the information I needed to train effectively					
7	During the training I was given all the information and support I needed to train effectively					
8	The training guides and resources I received from ECMP supported me to train well					
9	The administration and staff support during training was good					
10	I would like to be invited back to be a trainer with ECMP					
11	The overall success of the training was very good					

*Please give us further information and/or reasons in the space below if you disagree or strongly disagree with any of the statements in the questionnaire.

Additional comments based on your answers from the questionnaire
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Please give us your views on the strengths of the training and challenges faced, as well as your recommendations to improve our training work to end child marriage.

Strengths of the training programme

Challenges faced

Recommendations

Please use this space to add any additional comments.

Thank you for working with ECMP to end child marriage.

Education Before Marriage: Give Girls a Chance