



WorldYWCA

# Child Early and Forced Marriage Community Initiative **Implementation Toolkit**



## Acknowledgements

This implementation guide has been developed to guide the implementation of Child Early and Forced Marriage Community Initiatives.

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## Acronyms

|      |   |
|------|---|
| CEFM | Child Early and Forced Marriage           |
| MF   | Master Facilitators                       |
| SHRH | Sexual and reproductive health and rights |
| YWCA | Young Women's Christian Association       |

## Contents

|  |    |
|--|----|
| <b>Get Started</b> .....   | 5  |
| Map key stakeholders such as community and religious leaders, educators and health professionals.....                        | 5  |
| Physical Mapping.....  | 5  |
| Social mapping.....  | 6  |
| Meet with key stakeholders to understand knowledge, attitudes and perceptions.....   | 6  |
| Design the community initiative .....  | 7  |
| Organize community meetings to introduce the community initiative.....   | 8  |
| <b>Create Change</b> .....   | 9  |
| Develop safe spaces where girls who are married or may be at risk for CEFM can be empowered to make their own decisions..... | 9  |
| Organize trainings for girls, parents and other influencers to become change agents.....                                     | 9  |
| Find Master Facilitators who can help run the initiative .....   | 10 |
| Facilitate inter-generational mentorship .....   | 11 |
| Set up a referral system with useful links to health care providers, legal experts and educators..                           | 11 |
| <b>Measure Impact</b> .....  | 12 |
| Agree on and uphold change through social contracts with key stakeholders .....  | 12 |
| Document results continuously, such as number of girls served by Safe Spaces or community feedback.....                      | 12 |
| Evaluate knowledge, attitudes and perceptions through score cards at the beginning, middle and end of the initiative.....    | 13 |
| Document stories of the most significant change .....  | 13 |
| <b>Annex: YWCA Tool Kit CEFM Community Project</b> .....   | 15 |
| Safe Spaces documentation .....  | 15 |
| Referral system .....  | 15 |
| Trainings/dialogues/inter-generational mentorship initiatives .....  | 15 |
| Community Score Card.....  | 16 |
| Facilitator Score Card .....   | 16 |
| Knowledge Score Card.....  | 17 |
| Significant Change Score Card .....  | 18 |

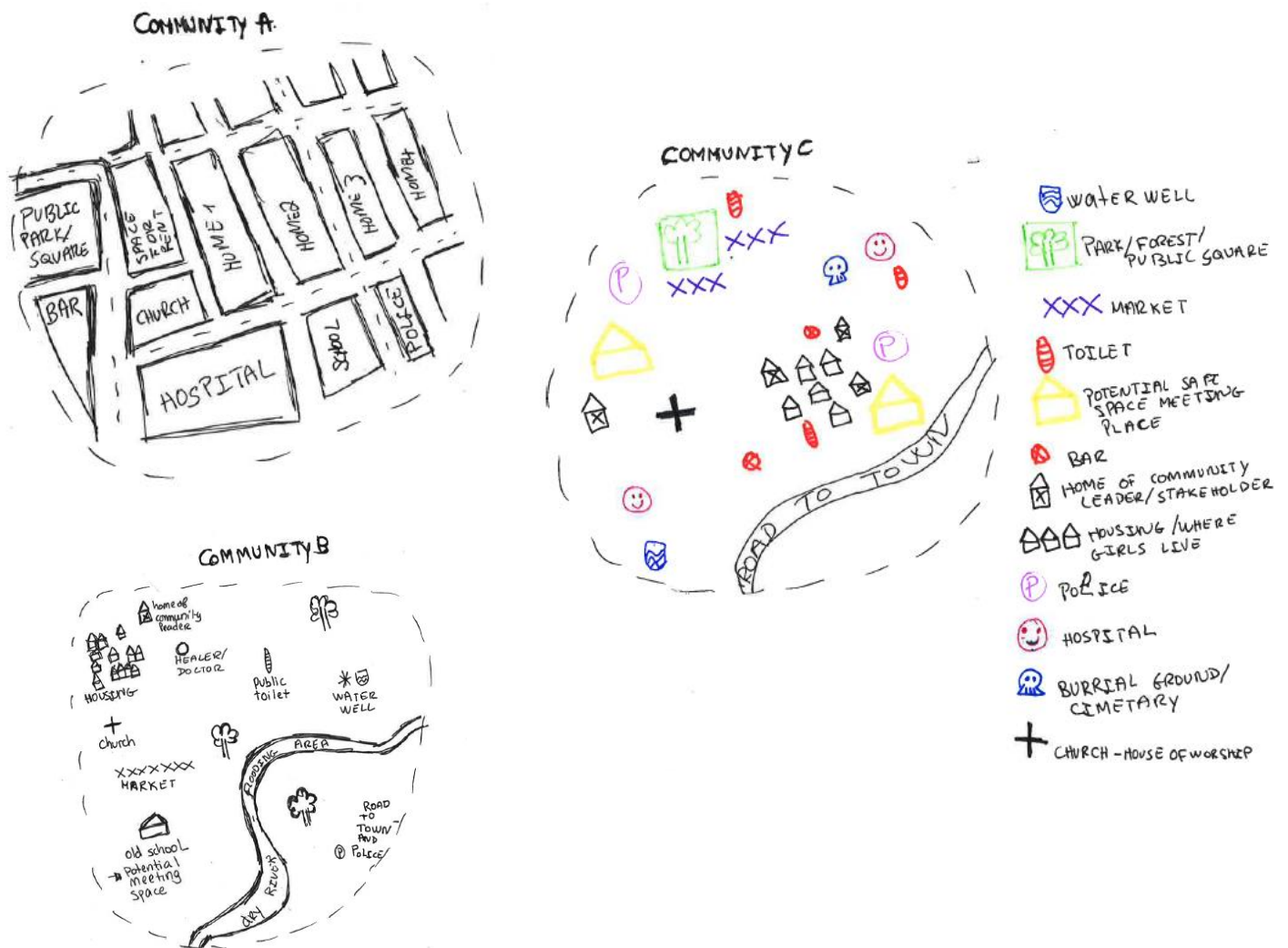
## Get Started

### Map key stakeholders such as community and religious leaders, educators and health professionals

#### Physical Mapping

A good place to start is by identifying the location of various places that may be critical to your initiative. The physical mapping shows where to find services which are useful to girls who are married or may be at risk for Child Early and Forced Marriage (CEFM). You can also map out key places frequently visited by young women and girls. Document the process by including at least one physical representation of the community and a short description of the services, to be used for referral at a later stage. Fill in the facilitator score card in parallel.

**Physical mapping examples**  
 Schools, churches, water wells, medical centers including bars/drinking spots



**Stakeholders** are people who share an interest and could be engaged in your initiative  
**Physical mapping** is the process of writing down or drawing all the places that can be helpful to your initiative and the populations you target  
**Referral** is the process of sending someone where the person can receive services that you cannot provide

## Social mapping

This is where you identify the key stakeholders in your community. Get to know **who** they are, **where** they are, **why** they are important, **when** you can get in touch with them and **how** you will get them interested in your project. Document the process by listing the potential stakeholders and their contact information.

### Questions to identify stakeholders:

- Which people in our community do we ask to help settle disputes or do we consider as role models? (These people are usually listened to by community members)
- Which people in our community do elders respect? (Elders are an important decision making group in the community)
- Which people in our community do young people respect? (Young people need to feel included and valued in the process)
- Which people in our community do we consider to be very knowledgeable about our history and traditions? (They can help showing the community that positive change doesn't mean disrespecting our history and culture)
- Which people in our community do we turn to when we have health issues? (Health services are important for girls)
- Which people in our community do we consider to have the most influence on the education of young people? (Education services are important for girls)

### Stakeholder examples

Girls and young women affected by CEFM or at risk, Religious leaders, Community elders; District officials, Health care workers at the local clinics, Teachers, Parents

## Meet with key stakeholders to understand knowledge, attitudes and perceptions

This is a critical step for the initiative. It is often helpful to gather several times to get a full picture of CEFM perceptions in the community and to allow for the community to lead the change. Key youth stakeholders may find it difficult to speak freely in a meeting with elders. To make all stakeholders feel free to express themselves during the discussions you may decide to organize separate meetings for each stakeholder group.

To consider when planning your meeting:

- Number of participants: 5-10 people
- Time needed: 1-1.5 hours
- Materials: paper and pens to note down key points of the discussion, the community score card template
- Location: a large enough area for all participants, for instance under a tree
- Roles: Facilitator to lead the discussion, Note taker to document the discussion

**Social Mapping** is the act of writing down the information of all the community leaders in a specific area

Before the meeting starts, designate a note taker to ensure the meeting is documented. The facilitator begins by thanking the stakeholders for their participation and explaining the overall goal of the initiative, which is to support girls who are married or may be at risk for CEFM in the community. To foster discussion, use the community score card template and ask the stakeholders to rate the basic statements regarding CEFM.

## Design the community initiative

Now that you have made the physical and social mapping, and met with key stakeholders you should have a good overview of the main CEFM issues in the community.

Steps for designing the initiative

1. Decide what to focus on. It can be the lack of education/health/financial services for girls or the lack of education and awareness about their rights.
2. Discuss with the target group about which activities could contribute to change for them.

Possible types of activities:

- Safe Spaces for girls who are married or may be at risk
  - Intergenerational dialogues and mentorship in the safe spaces
  - Helping girls, parents, and other stakeholders to be agents of change
  - Involving the community leaders/chiefs/elders for accountability by signing social contracts
  - Having a referral system for girls who are married or may be at risk for CEFM
  - Using the Community Score Card (CSC) at the beginning, middle, and end of the project as a way to capture shifts in community level perceptions of CEFM and demonstrate impact working together with local community leaders, the police and clinic or hospital.
3. Identify which groups of the community you should target with the trainings and other activities to facilitate the change you want to bring about.

Questions to identify targets for activities:

- **Why** do we have these interventions?
- **Where** will the activities be implemented? (Specific communities or neighborhoods)
- **When** will we do what?
- **How** can we ensure impact in our community?

**Intergenerational dialogues and mentorship** describes a relationship that emphasizes partnership, empowerment and mutual learning between a mentor and a mentee **Agents of change** are people in the community who work actively towards changing harmful traditions and practices.

## Organize community meetings to introduce the community initiative

Once the overall shape of the initiative has been developed it is time to involve the community by sharing the plan at a meeting.

When planning your meeting:

- Start by meeting with the community leaders to seek their input and guidance on the initiative and how to best organize a community meeting.
- Plan the meeting carefully and share the invitations in a timely manner. This might be your first time working with the community and it is important to give a good first impression.
- Invite actors from all stakeholder groups linked to the initiative. If you leave someone out, you may accidentally offend them and it will have a negative effect on the initiative.
- Depending on the size of the community, you can hold several smaller meetings or one large meeting
- Arrange the space, date and time, for the meeting(s) and spread the word well in advance to make sure people will be able to join.
- The time of the meeting should be adapted to the stakeholders you are inviting. Take into consideration market days, clinic and school hours, and religious and traditional holidays.
- Big community meetings can be announced via radio, flyers, banners, and news criers.
- Offer snacks and drinks at the event to encourage people to join.

During the meeting:

- Thank all of the attendees for being there.
- Introduce yourself and explain your role.
- Introduce the initiative by giving a short overview of the various activities within the initiative.
- Keep the wording open and neutral to facilitate dialogue, trust and collaboration.
- Make it clear to the community that their participation matters, that they can influence the initiative and that their thoughts are valued.
- Invite interested participants to speak with you after the meeting
- End by thanking the community, and repeating that their input is welcome.

### Introduction example

“We would like to explore what you as a community think about CEFM and the various way that CEFM impacts your lives”

After the meeting:

- Document the people who come to speak with you after the meeting (contact information, stakeholder group, interest in which activity) to be able to engage them during the initiative.
- Do not be discouraged if people are shy and do not approach you after the meeting. Some may need time to consider the initiative and you need to continue actively engage them.



## Create Change

### Develop safe spaces where girls who are married or may be at risk for CEFM can be empowered to make their own decisions

The YWCA Safe Spaces model has been used with great success in many countries around the world. These are women-led spaces where women and girls can gather and safely discuss sensitive subjects without fear or judgment. Safe spaces also serve as a place where girls and women can go to form support networks, get advice on health, education, legal and empowerment services, and to learn about their rights. The safe spaces are a crucial aspect of the initiative. Find out more about the Safe Spaces [here](#).

A safe space should:

- Be in an accessible and safe location
- Encourage leadership and participation
- Be a place to receive accurate and reliable information
- Be a place where you can build trust
- Use a holistic approach
- Have intergenerational cooperation
- Be a place where you will find dignity and respect

### Organize trainings for girls who are married or may be at risk for CEFM, parents and other influencers to become change agents

The aim of the trainings is to facilitate a shift of perceptions regarding CEFM on community level. Initially people may be in favor or neutral and eventually move towards greater understanding of the harmful effects of CEFM. Once this shift in perceptions has taken place, the girls, parents and other influencers can become change agents within their communities. The trainings can also be an occasion to update the community on the advancement of the initiative.

**Training topic examples**  
 SHRH + HIV / AIDS  
 Maternal health and child care  
 Know your rights  
 Resources in the community  
 Leadership and self esteem  
 Financial literacy

The trainings are held separately for each stakeholder group in order not to break the safe space for the girls. Use an interactive format to encourage dialogue. The idea is to critically reflect on how CEFM is traditionally viewed in the community

and the various ways that CEFM may affect the community. During these trainings it is important to highlight the positive aspects of the communities' culture as well. Encourage community members to draw their own conclusions on CEFM.

## Find Master Facilitators who can help run the initiative

The Master Facilitators (MFs) should come from the communities in which they are active in order to anchor the initiative. Sometimes they need training before they can take on this role. Many of the activities within the community initiative require skilled facilitators and therefore it is important that the MFs receive an introduction to open communication and active listening. Other useful training for MFs are how to use the community score cards, keep records and handle reporting.

Ideally there should be two MFs per 30 participants. This is a way to ensure sufficient resources for managing the various aspects of the initiative, such as the community education meetings, community dialogues, and community score card activities.

### MF criteria:

- Being a young woman and only a few years older than the girls attending the safe space
- Member of the community she is serving
- Committed to supporting girls who are married or may be at risk for CEFM
- Ready to participate in training sessions and meetings, and to submit the reports the YWCA requires
- Person whom the community will respond to positively and respect
- Good understanding of the culture and communities in which she is working

### Useful skills:

- Participatory adult education methods
- Initiating dialogue
- Handling sensitive subjects
- Conflict mediation



### Responsibilities:

- Foster Safe Spaces
- Maintain mentorship relationship with girls
- Lead workshop on topics or invite professional in the field to do so (ensuring that the message is in line with YWCA)
- Document stories of significant change
- Submit reports to YWCA with pictures and stories
- Lobby for support of stakeholders to sign the social contract and hold them accountable

**Mentor** is someone who will serve as advisor, support system and example to the girls in the program and to the community leaders **Social Contract** is a symbolic contract that community stakeholders sign to show their support for your project - helping girls who are married or may be at risk for CEFM.

## Facilitate inter-generational mentorship

Inter-generational mentorship can have strong impact on both the development of girls and on the older generation's perception of the younger generation. Start by finding potential inter-generational mentors. Some of them may already have been identified during the mapping exercise. Do not hesitate to ask your potential mentors to recommend other people who would also be good in this role. You can also ask successful women from the community who serve as positive roles models to act as mentors.

You can foster inter-generational mentorship through interactions in the Safe Space or by including a circle of older women in the community who can act as mentors.

## Set up a referral system with useful links to health care providers, legal experts and educators

A functional referral system includes the following key elements:<sup>1</sup>

- Referral links should be made with at least one health, psychosocial, safety and protection, and legal and other support, in each community.
- The referral service providers understand how and who to refer girls at risk to for additional services.
- The referral service providers conduct data collection of girls at risk seeking referral services, including standardized intake and referral forms, in an ethical and safe manner. A major focus should be on the principles of confidential information sharing.
- The referral service providers have a space to coordinate the referral system and manage the cases of girls at risk who seek referral services.

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<sup>1</sup> From 'Minimum Standards for Prevention and Response to Gender-based Violence in Emergencies' UNFPA 2015

## Measure Impact

### Agree on and uphold change through social contracts with key stakeholders

Explain the social contract and lobby for stakeholders to sign it. Make time to discuss each aspect of it with the stakeholders and explore how it can affect girls and the community as a whole. Training sessions or community dialogues are occasions when beliefs around CEFM may shift, and it can be

#### Examples of people to sign the social contract

Traditional leaders  
Local civil and security personnel  
Community religious leaders  
Health professionals  
Community elders (men and women)  
Community business men  
Leaders of civic organizations  
The people you select as MFs  
Young men who are not yet married

a good time to approach community leaders about the social contract. Another approach is to have the MF facilitate a discussion among stakeholders regarding the social contract, with the possibility to sign the social contract at the end. If one or several stakeholders agree, the act of signing the contract can be set up as a formal public event in order to reinforce the commitment and to inspire other community members. Once the social contract is signed, the MFs should meet with the stakeholder at least once every three months in order to hold accountable. The Social Contract template can be found at the Annex of this toolkit.

### Document results continuously, such as number of girls served by Safe Spaces or community feedback

Actions and results need to be measured in qualitative and quantitative data during the whole initiative. By collecting and evaluating information continuously, you can identify patterns and can make adjustments to the initiative. It is important that the information is kept confidential. Names and other personal information must always be protected. You can find templates for data collection in the Annex of this toolkit.

Data to capture during an activity:

- Date, start and end time of the training
- How many MFs are facilitating the training
- Type of training
- Types of participants (girls/women/boys/men/parents)
- Number of participants
- Main outcomes of the activity
- Quotes on thoughts, attitudes, and perceptions the participants express

**Impact** is the effect and influence the project has on the girls and the community. The changes can be observed and measured in testimonies or numbers **Qualitative data** is the information that cannot be measured in numbers. It can be testimonials, behaviors, stories and pictures gathered during the activities of your project **Quantitative data** can be measured in numbers such as the number of girls participating in your workshops and how many (%) of them hold certain beliefs or have lived through certain experiences.

## Evaluate knowledge, attitudes and perceptions through score cards at the beginning, middle and end of the initiative

The purpose of the Community Score Card (CSC) is to document the knowledge, attitudes and perceptions of the participants regarding CEFM in their community. It is also to track the significant changes that the initiatives bring to the community. The CSC includes three different templates: Input tracking, Knowledge and Significant change. Each of them should be completed at the beginning, mid-point, and end of the project. You can conduct the CSC with different stakeholder groups and compile them to get a better understanding of the community as a whole.

To consider when filling in a Community Score Card

- Size of group: 5-15
- Materials needed: Flipchart, template and pens/pencils
- Space needed: a large enough area for all participants to see the flipchart



Start by filling in the Input indicators score card while you are conducting the mapping and key stakeholder identification. Make sure to note down the contact information of the various civil servants and key stakeholder that provide you with the information. This way you can easily reconnect them to conduct the input indicators at the mid-point and end.

## Document stories of the most significant change<sup>2</sup>

Collecting most significant change stories is an ongoing process. You can start collecting stories at the midpoint of the initiative and should not wait to do it until the end. It is important that the people who share their stories have given their consent. You should let participants know why you are collecting the stories and that the information you collect will be kept confidential.

Ask stakeholders to reflect on the past month(s) and to tell you what they think was the most significant change in regards to the issue of CEFM for them and in their community. When you document the stories, make sure to use the exact same wording as they do. To maintain confidentiality, you should not note down the name of the stakeholder but document gender, age, and possibly their position in the community, such as 'young girl aged 12' or 'respected male elder aged 65'. Once you have gathered a number of stories it is time for a core staff and MFs to select

<sup>2</sup> Adapted from the methodology developed by Rick Davies and Jess Dart. 'The Most Significant Change (MSC) Technique: A guide to Its Use'. Davis, R and Dart, J, 2004

the ones that best highlight the change the community has seen throughout the course of the project.

### **Examples of significant change stories<sup>3</sup>**

Local Iman: 'In our community for a long time we thought it was best that a girl gets married young so her husband and she can build a strong marriage and the family honor is protected. Now we understand that it is better for our community if a girl waits before getting married. If the girl waits to get married she can stay in school longer and help with her family more'

Father of 4, aged 34 'At first I was thinking that it would be better if I decide who my daughters will marry. Now I am thinking that it is better if the girls themselves can decide who they want to marry. Of course I still want to make sure they will marry a good man who will provide well for them, but the choice of husband should be theirs to make.'

Juliet (names have been changed) is a 12 year old girl. Her parents and other community elders decided that Juliet should be married to Emmanuel, a man who runs a local shop. The marriage was arranged to happen when Juliet turned 15. After attending the training and community discussions on CEFM, Juliet's parents started questioning if it was best that Juliet get married to Emmanuel. Juliet's parents decided to speak with the community elders, and they agreed that it was not best for Juliet to stay in school and not get married to Emmanuel. Juliet says that she is very happy that she is able to stay in school and she wants to study to become a nurse.

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<sup>3</sup> <http://www.worldywca.org/YWCA-News/World-YWCA-and-Member-Associations-News/The-YWCA-of-Zambia-Makes-History>; <http://www.worldywca.org/YWCA-News/World-YWCA-and-Member-Associations-News/Religious-leaders-play-key-role-in-ending-child-marriage>

## Annex: YWCA Tool Kit CEFM Community Project

The templates below are intended as guidance. Each community is different and you can adapt the templates to best serve the documentation needs of your initiative.

### Safe Spaces documentation

| Data collection for area:<br>Data collection date range:      |         |         |         |       |
|---|---------|---------|---------|-------|
| Total Girls served  | Month 1 | Month 2 | Month 3 | Total |
| Married girls attending the safe space for the first time     |         |         |         |       |
| Married girls return visit to the safe space                  |         |         |         |       |
| Girls aged 10-14 attending safe space for the first time      |         |         |         |       |
| Girls aged 10-14 return visit to safe space                   |         |         |         |       |
| Girls aged 15-18 attending safe space for the first time      |         |         |         |       |
| Girls aged 15-18 return visit to safe space                   |         |         |         |       |
| Girls and young women 18+ attending safe space for first time |         |         |         |       |
| Girls and young women 18+ return visit to safe space          |         |         |         |       |

### Referral system

| Data collection for area:<br>Data collection date range: |   |                 |                       |                               |                              |                                    |                             |
|--|---|-----------------|-----------------------|-------------------------------|------------------------------|------------------------------------|-----------------------------|
| Age  | Number of girls seeking referral services | At risk of CEFM | Girls who are married | Referrals for Health services | Referrals for Legal services | Referrals for Educational services | Referral for Other services |
| Girls aged 10-14   |   |                 |                       |                               |                              |                                    |                             |
| Girls aged 14-16   |   |                 |                       |                               |                              |                                    |                             |
| Young women aged 18+                                     |   |                 |                       |                               |                              |                                    |                             |

### Trainings/dialogues/inter-generational mentorship initiatives

| Data collection for area:<br>Data collection date range: |   |                               |  |                        |   |                           |                             |
|--|---|-------------------------------|--|------------------------|---|---------------------------|-----------------------------|
| Date of training   | Type of training (example: girls empowerment, parent education) | Number of Master Facilitators | Target group (for example girls aged 10-14, parents) | Number of participants | Length of training (example 1 hour, 1.5 hour) | Held at safe space? (Y/N) | Other (number of hand outs) |
|  |   |                               |  |                        |   |                           |                             |
|  |   |                               |  |                        |   |                           |                             |

## Community Score Card

The Community Score Card (CSC) is used to facilitate the implementation, monitoring and evaluation of Community Initiatives to Address Child Early and Forced Marriage. It is a tool to generate community buy-in, self-assessment and monitoring in the shift away from CEFM practices.

The CSC process is community led and flexible. It can be used to improve quality of services, generate evidence for advocacy as well as a tool for monitoring and evaluation. The process has been used successfully in several countries such as Malawi and Vietnam to facilitate community engagement and various types of interventions (Mwanza & Ghambi, Ministry of Planning and Investment of Viet Nam & UNICEF).

## Facilitator Score Card

This scorecard is to be filled in by the facilitator at the beginning, midpoint and end of the initiative. Please fill in one copy of the form for each phase.

Indicate phase: Baseline, mid or final: \_\_\_\_\_

Date administered: \_\_\_\_\_

Name of administrator: \_\_\_\_\_

| Input   | Intervention site 1 | Intervention site 2 | Intervention site 3 |
|---|---------------------|---------------------|---------------------|
| Number of functioning committees, taskforces, groups for early child marriage prevention  |                     |                     |                     |
| Number of community conversation forums at community level                                |                     |                     |                     |
| Number of girls clubs, youth centers, and safe spaces                                     |                     |                     |                     |
| Number of credit services available for married adolescent girls                          |                     |                     |                     |
| Number of female students attending school  |                     |                     |                     |
| Number of girls who are married being legally registered with the appropriate authorities |                     |                     |                     |
| Number of girls who are married illegally   |                     |                     |                     |
| Include number of girls who are married with children                                     |                     |                     |                     |



## Knowledge Score Card

To be administered to each stakeholder group at the beginning, midpoint and end of the initiative. Answers can be Strongly agree/ Agree/ Disagree/Strongly disagree. If the group has low literacy the answers can be Happy to Not at all happy faces. Leave time for the group to discuss why they feel the way they do about the indicators.

Indicate phase: Baseline, mid or final: \_\_\_\_\_

Date administered: \_\_\_\_\_

Name of administrator: \_\_\_\_\_

| Indicator<br>Strongly agree/<br>Agree/<br>Disagree/<br>Strongly<br>disagree        | Community<br>leaders | Parents<br>Male | Parents<br>Female | Married<br>adolescents | At risk<br>adolescents | Single<br>men<br>seeking<br>to get<br>married |
|--|----------------------|-----------------|-------------------|------------------------|------------------------|---|
| There are many girls at risk for early marriage in our community                   |                      |                 |                   |                        |                        |   |
| It is better if a girl waits to get married until 18 years of age or older         |                      |                 |                   |                        |                        |   |
| A young girl has better educational opportunities if she does not marry before 18  |                      |                 |                   |                        |                        |   |
| It is a good thing if married girls and women go for health services               |                      |                 |                   |                        |                        |   |
| It is a good thing if married girls and women continue their education             |                      |                 |                   |                        |                        |   |
| It is a good thing if married girls and women have chances to earn their own money |                      |                 |                   |                        |                        |   |
| It is a good thing if a girl who is married is legally registered                  |                      |                 |                   |                        |                        |   |

## Significant Change Score Card

To be administered to each stakeholder group at the beginning, midpoint and end of the initiative. Each group estimates the number that corresponds to each indicator.

Indicate phase: Baseline, mid or final: \_\_\_\_\_

Date administered: \_\_\_\_\_

Name of administrator: \_\_\_\_\_

| Indicator  | Community leaders | Parents Male | Parents Female | At risk adolescents | Single men seeking to get married | School teachers | Total numbers |
|--|-------------------|--------------|----------------|---------------------|-----------------------------------|-----------------|---------------|
| Number of girls at risk for early marriage in our community                            |                   |              |                |                     |                                   |                 |               |
| Number of child marriage cases averted   |                   |              |                |                     |                                   |                 |               |
| Number of social contracts signed  |                   |              |                |                     |                                   |                 |               |
| Number of community dialogues held in the communities to discuss ending child marriage |                   |              |                |                     |                                   |                 |               |
| Number of cases reported to schools  |                   |              |                |                     |                                   |                 |               |
| Number of girls re-entering school   |                   |              |                |                     |                                   |                 |               |