

Gender A B C

Education Programme
for Secondary Schools



Early Forced Marriage

MODULE 2/12

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and implemented by



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for Secondary Schools

Early Forced Marriage

This educational module was developed by **TERRE DES FEMMES**
in the framework of the project GenderABC.

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Section I

INTRODUCTION

1. Purpose

Forced marriage is a harmful form of violence in the name of honour and it is internationally recognised as a violation of human rights and a form of gender-based violence. Girls and women are affected by forced marriage, but boys and men can also be affected, in particular - but not only - those who don't conform with heteronormativity and gender norms. Each year, around 12 million girls worldwide are getting married before they turn 18. Currently 650 million women have been married before the age of 18.

In the European Union the practice of forced marriage is widespread. Up until now, only 13 member-states¹ have introduced a specific criminal offence provision for forced marriages. There is a general lack of national data on forced marriages in the EU which can be partly explained by the fact that forced marriage has been criminalised only recently in some member-states. Moreover, many cases are not reported at all.

There are also other aspects hindering the prosecution of these crimes. There is a general lack of structures to support or assist those at risk or affected people and an absence of protection programmes. Overall, there is a lack of awareness of the existence of legal frameworks and support services.

It can be concluded that unfortunately, in most member-states forced marriage is not considered an issue and thus, the need for specific policies is not perceived.

2. Main topics

- Free partner choice
- Honour and honour-crime
- Forced marriage as a traditional harmful practice
- Self-esteem and concepts of own personal future
- Self determination

3. Keywords





Forced marriage • Early marriage
Arranged marriage • Honour-crime

¹ Denmark, Belgium, Bulgaria, Cyprus, Germany, Spain, Croatia, Luxembourg, Malta, Portugal, Sweden, Slovenia, United Kingdom (Emma Psaila, Vanessa Leigh, Marilena Verbari, Sara Fiorentini, Virginia Dalla Pozza, Ana Gomez; *Forced marriage from a gender perspective*; European Parliament: 2016)

4. Learning objectives

- Define and discuss ideas of honour
- Create awareness of gender-based violence
- Learn how to react and where to find help, if they may be affected by forced marriage

5. List of activities

				
	Activity name	Total duration	Materials	Importance ²
1	Planning the Future	35 minutes	<ul style="list-style-type: none">• Pens• Paper	☆☆☆
2	Honour	90 minutes	<ul style="list-style-type: none">• Cameras or mobile phones with cameras• Computer with beamer• Alternative: pens and paper	☆☆☆
3	Role play	45-60 minutes	<ul style="list-style-type: none">• Prepared handouts	☆☆☆
4	Artistic Approach to Early and Forced Marriage	45-60 minutes	<ul style="list-style-type: none">• Posters• Fabric• Brushes• Paint• Pencils	☆☆☆

²Activities are ranked from one to three stars, in increasing order of importance, i.e. three stars for “highly recommended”.

Section II
ACTIVITIES

Activity 1 Planning the future³ ★★★



Total delivery time

35 minutes
Preparation: 5
Delivery: 20
Follow-up: 10



Materials

- ☐ Pens
- ☐ Paper

→ BACKGROUND

In this activity, participants can **dream about their future** and learn to **tackle potential obstacles**.

→ SCENARIO



Educators hand out two sheets of paper and ask participants to write down what they wish for their future on the first paper. This can include many aspects, i.e. what occupation they want to learn, where they want to live, if and when they want to marry, if and how many children they want to have etc. It is important for participants to write down everything they want – even if it is not realistic.



On the second paper, participants are asked to write down what could prevent them from achieving their dreams.

³Adapted version from Terre des Femmes, *Mein Leben. Meine Liebe. Meine Ehre?*, S.16



Afterwards, educators lead a conversation where participants can voluntarily read from their writing. Topics like equality and self-confidence can be discussed, as well as early and forced marriage as one reason preventing children from realising their dreams. On this occasion, educators give an input and information about support services.

→ BRIEF

Tips for follow up:

In a trustful atmosphere, topics like free partner choice and forced marriage can eventually be discussed. Educators decide whether it makes sense to split the group between girls and boys for this activity, especially if there are people at risk of forced marriage.



- How did you feel talking about your future dreams?
- Why is it important to talk about your dreams and expectations for the future?
- How did you feel talking about reasons why you may not achieve these dreams?
- Are there any differences/similarities between the dreams boys and girls have?
- Are there any differences/similarities in the obstacles boys and girls are facing?
- What can be done to eventually increase chances of achieving your dreams?
- In case obstacles are caused by the community/society, what can be done to overcome them?
- What does marriage mean for you? Why are there different conceptions of marriage (socialisation, culture etc.)?

Activity 2 Honour⁴ ★★★



Total delivery time

90 minutes
Preparation: 10
Delivery: 60
Follow-up: 20



Materials

- ☐ Cameras or mobile phones with cameras
- ☐ Computer with beamer
- ☐ Alternative: pens and paper

→ BACKGROUND

In this activity, participants **gather perceptions of honour and discuss them critically**.

→ SCENARIO



Educators invite participants to ask people about “honour” (“What do you understand by “honour”?”) and record the answers with their phones⁵.



Participants can ask friends and possibly family. In case they don’t want to film, they can also write down the answers.



Afterwards, the films are screened (or answers read) in plenary and the statements are discussed (is the term “honour” rated positively or negatively? Is it perceived as individual or collective? etc.).

⁴Adapted version from TERRE DES FEMMES, *Mein Leben. Meine Liebe. Meine Ehre?*, S.20

⁵Important - Consider data privacy: a pre-printed data privacy statement could be signed for the film to be shown

Alternative:



Educators ask participants to bring the lyrics of songs in which the terms “honour” and “respect” are used.



Educators collect definitions of the terms: “honour”, “respect” and “human dignity” and lead a discussion about the lyrics in context.

→ BRIEF

In the wrap-up, educators can ask the following questions:



- How did you feel while interviewing people?
- What does “honour” mean for you and why?
- Do your families and friends have a similar view? Have you been influenced by that?
- Is the term “honour” the same for women and men and if not, why?
- What would it mean for your family and friends if you were acting dishonourably? What would they do?
- Is your sense of honour involving violence in any way?
- In case your sense of honour is involving violence, what would have to be changed for it to be non-violent?
- In case your sense of honour is involving violence, what could help you form a positive non-violent sense of honour only concerning your own actions?

Activity 3 Role play⁶ ★★☆☆



Total delivery time

45-60 minutes

Preparation: 5

Delivery: 30-45

Follow-up: 10



Materials

☐ Prepared handouts

→ BACKGROUND

On the one hand, participants learn to **adopt someone else’s perspective**, whereas on the other hand, they **help themselves and each other to find ways out of a situation** that might seem hopeless.

→ SCENARIO



Educators divide participants in groups of approximately 7 people for a role play. In each group participants play one of the following roles: father, daughter, cousin, brother, friend of the daughter, teacher. One participant acts as the observer.



Educators explain the rules beforehand, e.g.: listening to each other; no interrupting; laughing with each other is allowed but not laughing at each other; it is allowed to be silent on certain questions.



Educators introduce a situation to participants and write it on the board for everyone to read it.

⁶Adapted version from Terre des Femmes, *Mein Leben. Meine Liebe. Meine Ehre?*, S.18

For example:

16-year-old [Name of participant A] is supposed to marry her 21-year-old cousin [Name of participant B] in a religious ceremony in [your country]. She does not know her cousin and does not want to marry him, but she doesn't know how to tell her father. That's why she feels alone and does not know who could help her. [Name of participant A]'s brother [Name of participant C] is 17. He has always had to take care of his sister, watch her, make sure she comes home early and behaves "honourably". He is torn: on the one hand, he feels responsible for the family's "honour" but on the other hand, he understands his sister and wants to help her.

Different scenes can be acted out after each other or at the same time (nevertheless, all "actors" listen to the others):

- **Participant A** tries to convince her father of not having to marry her cousin.
- **Participant A** gets to know her cousin, they talk about the situation and realise that neither of them wants to marry and discuss how to tell their families.
- **Participant A** confides in her best friend and they go talking to a trusted teacher about a way out and sources of help.
- **Participant C** noticed **Participant A** talking to her best friend and raises the issue with her.
- **Participant C** talks to his father about the wedding. He says he does not want to be the one watching after **Participant A** anymore.

After each scene, there should be a short break during which the actors can disclose how they felt and what they thought of the respective scene. The observers also talk about their perception of the scenes and make sure no one breaks the rules.

Additional proposition: after each scene, the actors change roles into the opposite/ corresponding one.

→ BRIEF

Tips for follow up:

- How did you feel in the different roles?
- In which role did you feel most comfortable? Why?
- How did your arguments change playing the different roles? Why?
- Where could you find help if you were in Participant A's situation?



Activity 4 Artistic Approach to Early and Forced Marriage ★★



Total delivery time

45-60 minutes
Preparation: 5
Delivery: 30-45
Follow-up: 10



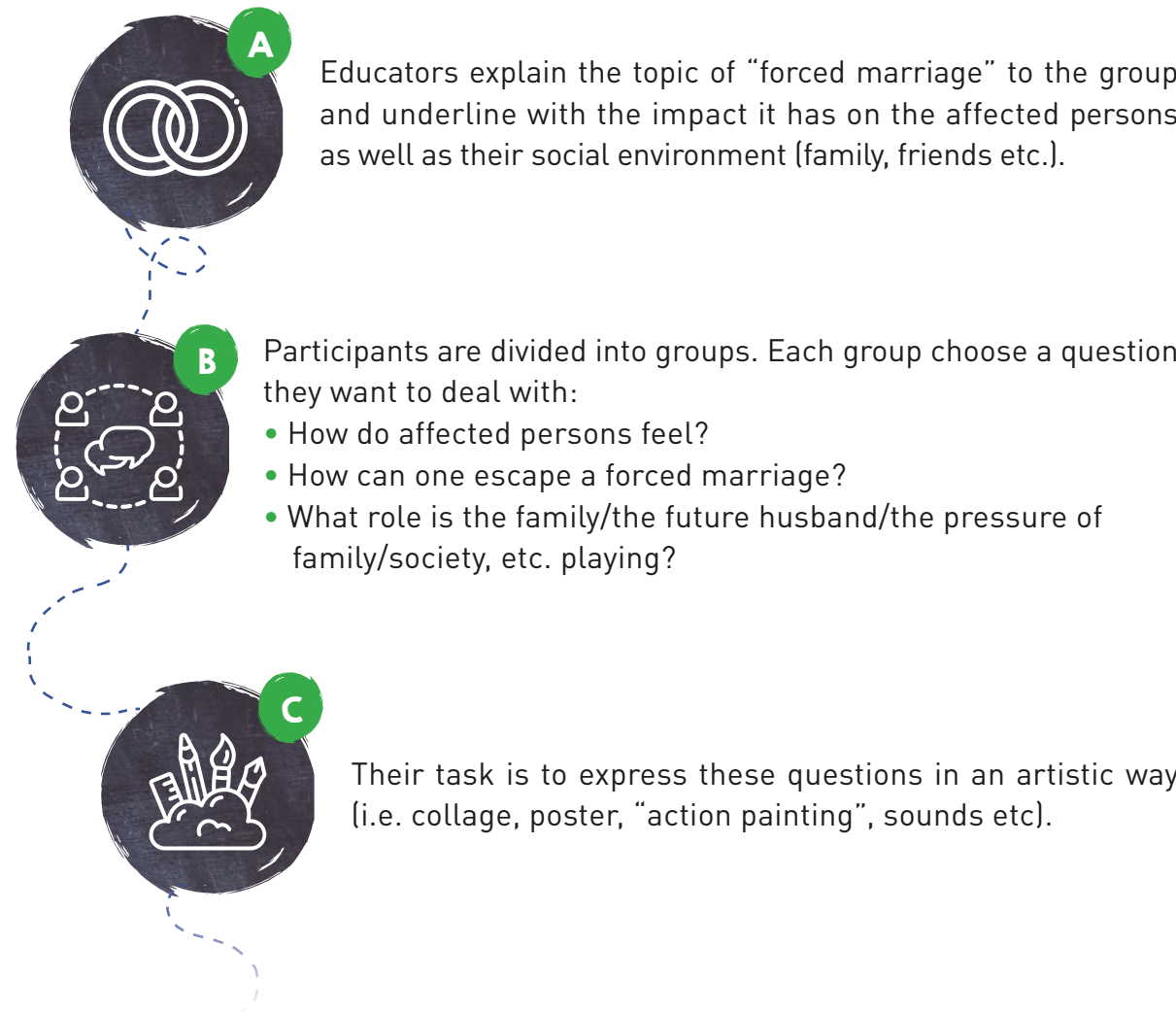
Materials

- ☐ Posters
- ☐ Fabric
- ☐ Brushes
- ☐ Paint
- ☐ Pencils

→ BACKGROUND

The goal of this creative project is for the participants to **artistically present the themes of forced marriage and honour crimes/violence in the name of honour.**

→ SCENARIO





The artworks are displayed in plenary. Each group presents its work and explains what it wanted to express. Either the group or the other participants can title the artworks. At the end, the outcomes are discussed.

★ Additionally, the artworks can be displayed in an open session with parents, with every group standing next to their picture and explaining them. They try to spark conversations with parents regarding forced marriage. In preparation, participants could create a poster with the most important facts regarding forced marriage, including [your country's] legal situation and contact points for persons affected by forced marriage. It should be displayed in the most visible possible way.

→ BRIEF

Before the artworks might be displayed in public, educators ask participants the following questions:



- How did you feel talking about forced marriage?
- How would you feel being affected by forced marriage?
- What did you like/dislike about compiling this topic artistically? Would you have preferred to approach this topic theoretically?
- What did you learn about forced marriage and violence in the name of honour?
- Why did you choose the question you have chosen? How did you decide to present the question the way you did?
- What do you think about the other artwork?
- In case you are affected by forced marriage, who can you talk to and ask for help?
- How can an affected person be helped?

Session Plan

Name of the module: Early Forced Marriage

Venue / school: _____

Focal point / teacher: _____

Class (grade and reference): _____

Nº of participants: _____

Date: ____/____/____ **Duration:** _____

Activity/(ies) chosen: _____

Materials (all checked): ☒ yes ☒ no

NOTES:

[illegible]

[illegible]

MODULES LIST

Secondary School Modules

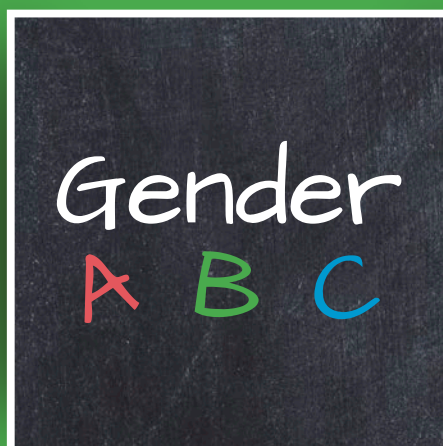
- 01 Cyber Violence
- 02 **Early Forced Marriage**
- 03 Empowerment and Communication
- 04 Female Genital Mutilation
- 05 Gender-Based Violence
- 06 Gender Social Norms and Stereotypes
- 07 Group Building
- 08 Human Rights and Children's Rights
- 09 Intimate Partner Violence
- 10 Sexual Orientation and Gender Identity
- 11 Sexual and Reproductive Health and Rights
- 12 Sexual Violence

Primary School Modules

- 01 *Body Safety / Female Genital Mutilation*
- 02 *Empowerment and Communication*
- 03 *Gender-Based Violence*
- 04 *Gender Social Norms and Stereotypes*
- 05 *Human Rights and Children's Rights*
- 06 *Sexual Orientation and Gender Identity*

Support Documents

- 01 Risk Assessment
- 02 General Methodology
- 03 General Glossary



A project by:



End FGM
EUROPEAN NETWORK



ASSOCIAÇÃO PARA O PLANEAMENTO DA FAMÍLIA



AIDOS
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