

SERVICE PROVIDER TRAINING 2
Working with Parents



FORCED MARRIAGE PROJECT
AGINCOURT COMMUNITY SERVICES ASSOCIATION

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ABOUT FORCED MARRIAGE

What is a Forced Marriage?

Forced marriage is the “union of two persons at least one of whom has not given their full and free consent to the marriage.”

- UN Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriage, Article 1(1), 1964

“A forced marriage occurs when people are coerced into a marriage against their will and under duress, which can include both physical and emotional pressure. A forced marriage is very different from an arranged marriage in which the free and informed consent of both parties is present. Due to its confusion with the tradition of arranged marriage, forced marriage is often associated in developed states with South Asian immigrants, but it is important to remember that it occurs across many cultures and religions.”

- Department of Justice Canada, *Annotated Bibliography on Comparative and International Law relating to Forced Marriage*, 2007

Who Gets Forced into Marriage?

Forced marriage can happen to anyone, regardless of age or gender.

It can also happen anywhere in the world. It occurs in South and East Asian communities, in North African and Middle Eastern countries, in North and South America, and in Europe. It is not limited to any racial, ethnic, or religious group.

Forced marriage is an abuse of human rights.

Forced marriage is a form of violence against women and a form of domestic abuse.

Is it legal in Canada?

No. It is against the law in Canada to force someone to get married.

ABOUT THIS TOOLKIT

If you work with young people, this toolkit is for you. It is meant to help facilitate open discussion with youth who may be at risk, or survivors, of forced marriage. We recognize that many people work with young people outside clinical or case-management contexts, and that forced marriage is a sensitive topic. As such, this toolkit has games that can be incorporated into your youth programming – whatever shape it may take. These games and workshops address many of the values and issues surrounding forced marriage (e.g. healthy relationships) which may be used to kick-start discussions on forced marriage.

For service providers who have the opportunity to work one-on-one with young people, this toolkit also addresses how to safely and efficiently identify, prevent and intervene in forced marriage cases.

We encourage you to share and adapt this toolkit to suit your needs.

ABOUT FMP

The **Forced Marriage Project (FMP)** is an initiative funded by **Status of Women Canada** in partnership with **Agincourt Community Services Association**.

FMP raises awareness and provides information about forced marriage in Canada through interactive workshops, presentations to service providers and community groups, a website, newsletter, and through participation in both local and international initiatives.

Legal information presented in this guide is for information purposes only and does not constitute legal advice. Independent legal counsel should be sought for specific cases.

FMP is not responsible for any loss or damage caused by reliance on any statement, made negligently or otherwise, contained in this booklet.

ABOUT OUR PROJECT

The Forced Marriage Project (FMP) is an awareness and education initiative. Hundreds, possibly thousands, of women, girls, men and boys in Canada are affected by forced marriage; however it is an issue that has not yet been adequately addressed in Canada. As such, we approach the issue of forced marriage from an anti-oppressive, anti-racist position, viewing it primarily as a form of violence against women, which is sometimes used to control men and boys as well, and we seek to address it along with other forms of violence and domestic abuse.

ACKNOWLEDGEMENTS

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Written and Edited by:

Shirley Gillett, Sarah Hamdi, Sanjana Khan, and Amna Siddique

With Contributions from:

Hanifa Kassam

Designed by:

Franklin Heavy - <http://www.franklinheavy.com/>

Some of the resources in this toolkit are borrowed or adapted from:

South Asian Legal Clinic of Ontario. (2010). *Who/If and When To Marry, It's a Choice: Forced/Non-consensual Marriages - A Toolkit For Service Providers* (Toolkit). Toronto, Canada: SALCO.

"Young people and vulnerable adults facing forced marriage: Practice Guidance for Social Workers" booklet published by The Foreign & Commonwealth Office in the United Kingdom.

"Youth Policy Framework: Understanding Youth Development – Workshop in a Box: Facilitating Youth Dialogues across the Province" toolkit published by the Ontario Ministry of Children and Youth Services, 2011.

WORKING WITH PARENTS

This workshop is intended for people who work with parents and other adults. It includes facilitation tips and ready-made activities and games for issues related to forced marriage. Feel free to adapt activities in this section for your own programming needs, whatever they may be.

WORKSHOP BASICS

Why should I host a workshop?

Engaging parents on the issue of forced marriage is the best way to prevent it. Workshops are one way of doing this – by getting groups of people together to discuss and learn about forced marriage or issues related to it such as communication and healthy relationships.

Where can I host a workshop?

Workshops, information and discussion sessions can be held at the following venues:

- Community Colleges
- Health Clinics
- Community Agencies
- Community Events
- Parenting groups

Workshops need:

- A positive and energetic **facilitator**
- An **accessible safe space** where participants feel that they can share their opinions and comments, or ask questions, without judgement or hostile feedback
- An **anti-racist, anti-oppressive** approach
- **Arts-based and interactive activities** to keep the audience engaged
- Activities that **empower participants** so they can view themselves as agents of change
- Activities that are focused on creating a **positive dialogue** about the issue at hand.

WORDS TO CONSIDER »

We must remember the past, define the future, and challenge the present— wherever and however we can.

~ Jane O'Reilly

CONSIDER »

Are dialogues on violence prevention or healthy relationships a part of your work with parents?

Think of three ways you can integrate these topics into your work with parents, and three barriers you might face (e.g. from your organization or community), and how to overcome them.

HOW TO BE A GREAT FACILITATOR

Create a positive, safe and inclusive environment.

You can do this by:

- **Setting the tone**

It is the facilitator's responsibility to set the tone for the workshop. If you have enthusiasm and a non-judgmental attitude, it will reflect on the participants and they in turn will be encouraged to display these attributes in their interactions.

- **Creating ground rules**

Creating **ground rules** in collaboration with the participants is crucial to the success of any class or workshop. This will give participants a sense of ownership, and they will be more likely to respect the rules and each other. This activity also fosters a community-like feel because it is engaging and supportive. To set ground rules:

- (A) **Prepare your materials:** A large sheet; a marker to write the rules on the sheet; tape to attach the sheet to the wall when completed.
- (B) Ask participants to **brainstorm a few rules** for the workshop. For example: "respect others' opinions" or "be respectful when challenging someone" or "listen to others before responding"
- (C) **Write down all the rules** and tape the sheet somewhere where it is easily visible throughout the workshop

Prepare for your session.

This means:

- **Setting Clear Goals**

It is important for facilitators to have a **list of goals** to accomplish by the end of the workshop. Goals can include things you want participants to remember or understand, for example: the one-chance rule; what a healthy relationship looks like; where to go for help in an emergency...etc. Note: Some participants may be able to display their acquired knowledge in a large group setting, while others may not. Allow for one-on-one time with participants where possible to accommodate this.

- **Creating a Visual Presentation**

The use of visual presentation tools - such as **PowerPoint** and **Prezi** (www.prezi.com) - to highlight important information can complement your facilitation. These tools, if used well, can make your workshop more engaging, especially for visual learners. They may also serve as a guide for facilitators so that there is a flow in the delivery of a presentation.

WORDS TO CONSIDER »

Cautious, careful people always casting about to preserve their reputation or social standards never can bring about reform. Those who are really in earnest are willing to be anything or nothing in the world's estimation, and publicly and privately, in season and out, avow their sympathies with despised ideas and their advocates, and bear the consequences.

~ Susan B. Anthony

• Engaging Your Audience

The best way to engage your audience is to combine information-sharing with a wide range of activities and games. A presentation alone can make for a very boring workshop. However, when integrated with **interactive content** it can be memorable and effective.

• Planning, Implementing, Reviewing and Adjusting content

The key to a successful workshop is **advance planning** and **successful implementation**. There will always be room for improvement. As such, it is essential for facilitators to critically review and adjust content according to the feedback they receive from participants.

Multiple Intelligences

There are many ways that people learn and interpret information. You should be aware of this as a facilitator, and respond to participants needs before and during the workshop. Learners can possess the following intelligences:

- **Linguistic Intelligence** (word smart) example: journalist
- **Mathematical Intelligence** (number smart) example: engineer
- **Spatial Intelligence** (picture smart) example: architect
- **Bodily-Kinaesthetic Intelligence** (body smart) example: physical therapist
- **Musical Intelligence** (music smart) example: pianist
- **Interpersonal Intelligence** (people smart) example: salesperson
- **Intrapersonal Intelligence** (self smart) example: actor
- **Naturalist Intelligence** (nature smart) example: botanist

Always Leave Resources

Always leave participants a list of resources and places to go for help regarding the topics being discussed. Remember to also provide the name of someone they can contact with more questions – the facilitator, a counselor, a teacher or other type of service provider. **This is especially important in cases when there is no follow-up workshop.**

Parents Can Be The Change

It's strange to me that my mother and I once shared all the same moral certainties, many of which are so abhorrent to me now. For I too used to be morally certain that men were made to rule over women, weaker vessels, whose duty and pleasure it was to serve them. I too was once morally certain that I really was an "unworthy creature" and "God's mistake," because girls have many functions, but no value.... I am a mother of daughters and now I have a granddaughter. I refused to believe it was out of my hands to break the cycle.

~ Aruna Papp, *Unworthy Creature*, Freedom Press, St. Catharines, Ontario, Canada, 2012

THE ROLE OF PARENTS IN FORCED MARRIAGE:

Types of Forced Marriage

1. Forced Marriage by Parents, Families and Communities

This is the most common form of forced marriage and also the type in which parents have the most control. For these two reasons, this will be the main type of forced marriage which we will be discussing.

2. Forced Marriage by Religious Leaders

Parents within the religious community have little say in this type of forced marriage. However, dangerous though it may be, parents who stand up for the rights of their children will affect the way in which the child perceives the marriage, and may contribute to them leaving the religious community when it is safe to do so. Parents outside of the religious community have a greater capacity to challenge forced marriages within the religious community if they are aware that they are taking place. They can involve secular authorities if the child being married is underage, or if violence or coercion are being used against the child. If neither is the case, or if they are unable to prove it, they can still form alliances with organizations and groups working on behalf of those within these groups and can exert influence and raise public awareness from without.

3. Forced Marriage in Conflict Zones

When a woman escapes or is released from this type of forced marriage, she may be taken back by her parents and other family members. However, in some cases she is believed to have collaborated with the enemy, even if this is not true. If her family holds this belief she may be ostracized from the community or face death if she returns.

4. Trafficking for the Purpose of Forced Marriage

If women who have been trafficked are able to escape, or are rescued, they may be happily received home by their families. However, in some cases, if the women are viewed as "used goods" because they are no longer virgins, they may not be welcome and may even face violence or murder.

5. Kidnapping for the Purpose of Forced Marriage

The reaction of families to women and girls who have been kidnapped would be similar to that of the families of women or girls who have been trafficked.

6. Adoption for the Purpose of Forced Marriage

If the girls who are adopted abroad were sold by their families, returning them would pose a great danger that they might be resold. If they were kidnapped and sold by a third party, the reaction of families would be similar to those of families whose daughters had been kidnapped or trafficked.

7. Forced Marriage Through Hereditary Slavery

As the parents are themselves slaves, they would have little or no influence in the matter.

8. Forced Marriage by Partner

In this type of forced marriage the parents would likely react to the forced marriage as they would to the rest of the abuse against their daughter. If they support her in leaving the marriage because it was violent and emotionally abusive, they will also support her in leaving the marriage because it was forced.

Parents Can Be The Change

They've set up gangs to kill women and girls. They put a religious name on it but it's just a cover. It's a war, a war against the women. I lie in bed at night hearing her calling to me. It's not family honour; it's family shame.

~ mother of Hamda Abu Ghanem who was murdered by her brother after leaving an abusive marriage for a shelter. Her mother went to the police. Since then other female family members have spoken out and her father has also condemned the murder.

Forced Marriage by Parents, Families and Communities

Responsibility for finding their children an appropriate marriage partner

- Parents take this responsibility seriously.
- They need to be encouraged to do so in a way that respects their children's needs, rights, and future.

The right to choose their children's spouses.

- Parents need to understand that although they may play a part in choosing their children's spouses, they must respect:
 - Canadian Law
 - The UN Universal Declaration of Human Rights, and other international declarations to which Canada is a signatory
 - Their children's right to decide Who, When, and If they marry.

Responsibility for passing on community values to their children.

- Passing on community values is an important role for parents to play in their children's lives.
- Parents must learn to recognize that values should be:
 - Explained to their children
 - Altered due to different life circumstances without changing the core values.
 - Negotiated with their children.

Maintaining their reputation in the community.

- Parents need to learn how to:
 - Articulate what reputation means in their community.
 - Discuss community values and reputation with others from their community who have different ideas on what common values exist and how to negotiate cultural change.
 - Understand the malleability and constant change within culture, community values and community.
 - Understand the consequences to themselves, their children, the community, and the society, of pressuring children to adhere to values that infringe upon the children's rights to an autonomous life.

The goals set out for working with parents:

- Help them to understand the importance of International Human Rights Legislation to which Canada is a signatory, and how this affects their decisions and obligations regarding their children.
- Assist them in understanding the impact of Canadian Law on forced marriage and the ultimate validity of such marriages, as well as the illegality and possible punishments for breaching Canadian Law in forcing a marriage.
- Teach them how to negotiate and discuss issues with their children.

Parents Can Be The Change

It is the tradition, but if the family doesn't permit it, then it won't happen. My father, my brother, my mom didn't allow it.

~ Kainat Soomro, 17-year-old Pakistani girl whose family refused to kill her after she was kidnapped and gang raped by four men.

Survivors Speak

Mine was a lonely path. When I chose not to "put up and shut up" I was shunned by my own community; they assumed it was the woman at fault.

~ Sandeep - Canadian forced marriage survivor

ENGAGING PARENTS

The goal of engaging parents is **not** to judge their parenting skills. It is to enhance their communication with their children by discussing topics that may be considered difficult or taboo.

Topics to explore with parents:

• Intergenerational Issues

Discuss traditional role expectations regarding dating, sexuality, marriage, and gender roles within these relationships. Explore how these expectations fit into their lives in Canada, and their children's desires and expectations. Present cases of forced marriages to help parents relate, and to understand how families and communities are negatively affected by forced marriage. Strategize on when and how to approach children on these topics and how to keep communication channels open.

Activity: Dolphins and Killer Whales (SEE PAGE 28, **APPENDIX E** FOR ACTIVITY)

Activity: “Unveiling the Abuse” Video (SEE PAGE 23, **APPENDIX B** FOR ACTIVITY)

• Legal rights and responsibilities

Explore parent's legal rights and responsibilities towards their children. Discuss how these rights and responsibilities fit in with their own expectations for their children, and parenting styles.

Activity: Parenting and Legal Rights and Responsibilities Videos and “Unveiling the Abuse” video (SEE PAGE 22, **APPENDIX A** FOR ACTIVITY)

Activity: Toilet Paper Brainstorm (SEE PAGE 30, **APPENDIX F** FOR ACTIVITY)

• Post-migration stress

Examine how migration affects individual and family mental health. Discuss post-migration challenges that arise regarding parenting, expectations for children, and new social and cultural environments. Discuss parenting fears and challenges due to migration. Strategize how to manage this stress personally (self-care) and family-wide.

Activity: Marriage Spectrum (SEE PAGE 24, **APPENDIX C** FOR ACTIVITY)

Activity: Self-care Options for Newcomers (SEE PAGE 34, **APPENDIX I** FOR ACTIVITY)

• Parenting and Domestic Violence

Many parents grew up in environments where domestic violence was tolerated. They may even be in an abusive relationship now. Often, they have been taught that it is the woman's fault that the man is abusive. Even if that is not the case, it may be expected that she stay in the relationship regardless of the abuse, especially if there are children involved. Discuss the reasons that women stay in abusive relationships. Discuss how this can affect the woman and her future, as well as the children and their future. Expand upon the impact this has on the community and the society at large.

Activity: “Unveiling the Abuse” Video (SEE PAGE 31, **APPENDIX G** FOR ACTIVITY)

Activity: The Consequences of Forced Marriages (SEE PAGE 26, **APPENDIX D** FOR ACTIVITY)

Survivors Speak

I didn't want to be married but I didn't know how to get out of it. My dad said his heart attack was caused by me not being married. I wish he could just see what he's doing to his kids. It caused a bad situation when I got divorced but that never would have happened if he hadn't insisted that I do things his way. I don't talk to him. I don't want him in my life. When I do get married someday I don't want my kids around him. I don't want them influenced by him.

~ Neil* name changed at the request of the survivor

Parents Can Be The Change

It was like a bad dream. I mean, nothing comes above your children, does it? I ruined my own daughter's life and people are still doing this.

~ Mother who helped force her daughter into marriage

INTRODUCING FORCED MARRIAGE THROUGH ESL CLASSES

There are a number of ways to use ESL Classes as a way to introduce the subject of forced marriage to parents:

- Integrating information into ESL Classes or Conversation Classes presently in use at your agency.
- Bringing outside agencies or volunteers on site to conduct ESL Classes which include the subject of forced marriage.
- Referring parents to ESL Classes at other locations that include the subject of forced marriage.
- Allowing volunteers, youth, or students to create a special project for using ESL Classes to reach parents.

Parenting and Legal Rights and Responsibilities

- This topic leads up to forced marriage gradually as it looks at parental rights and responsibilities under the law from early childhood through young adulthood.
- Use the **Parenting and Legal Rights and Responsibilities videos** and **“Unveiling the Abuse” video** (SEE PAGE 22, **APPENDIX A** FOR ACTIVITY) mentioned above with the accompanying discussion starters appropriately worded for the language level of the students involved. For use as an **ESL** resource visit: <http://www.nald.ca/library/learning/newguide/newcomer.pdf>
- Instead of the Toilet Paper Brainstorm use word games and vocabulary builders as exercises for students.

NOTE: Word games and vocabulary builders specifically created for ESL Classes will be available on our website in the Service Provider section.

Parenting and Intergenerational Issues

- This topic helps parents look at the events in the life of a young woman by taking into account the different perspectives of all the parties involved.
- Use the **“Unveiling the Abuse” video** (SEE PAGE 23, **APPENDIX B** FOR ACTIVITY) mentioned above with the accompanying discussion starters appropriately worded for the language level of the students involved.
- Instead of the Dolphins and Killer Whales activity use word games and vocabulary builders as exercises for students.

NOTE: Word games and vocabulary builders specifically created for ESL Classes will be available on our website in the Service Provider section.

Survivors Speak

They've never seen their grandchildren. These beautiful kids with such life and joy in them. My life is wonderful, wonderful friends, wonderful kids, wonderful career. I feel sorry for my parents. They tried to ruin my life. They didn't succeed so they shut me out. They're the losers in all this.

~ Janet* name changed at the request of the survivor

Parenting and Domestic Violence

- This topic is usually best discussed in a Women's Only ESL class as many newcomers will not discuss violence against women in a mixed environment.
- Use the “**Unveiling the Abuse**” video (SEE PAGE 31, **APPENDIX G** FOR ACTIVITY) mentioned above with the accompanying discussion starters appropriately worded for the language level of the students involved.
- Use the **Consequences of Forced Marriage** (SEE PAGE 26, **APPENDIX D** FOR ACTIVITY) activity with an emphasis on the language used to describe the consequences for all four categories.

NOTE: Word games and vocabulary builders specifically created for ESL Classes will be available on our website in the Service Provider section.

Parenting and Post-migration stress

- This topic can be used to introduce several issues that face new immigrants, including pre-arrival perceptions of Canada versus reality; homesickness; difficulty obtaining traditional food/medicine/clothing, etc.; issues related to immigration paperwork and difficulties accessing services; as well as navigating cultural differences and unexpected situations.
- Introduce **Self-care Options** (SEE PAGE 34, **APPENDIX I** FOR ACTIVITY) but make this a group activity so that the students can learn correct pronunciations and spelling together. Use a flip chart to record students' answers.
- The **Marriage Spectrum** (SEE PAGE 24, **APPENDIX C** FOR ACTIVITY) chart can also be used as an activity. It will be necessary to work on vocabulary throughout the activity. Some of the words to be discussed in terms of meaning, usage and pronunciation would be: mutual, potential, acceptance, rejection, options, agreement, involved, process, pressure, emotional blackmail, appeal, conform, accompanied, maneuvered

NOTE: Word games and vocabulary builders specifically created for ESL Classes will be available on our website in the Service Provider section.

“Women Only” ESL Classes

- Explain the advantages and the need.
- Discuss evaluation findings from Women Only ESL Classes.
- Discuss future possibilities of Men Only ESL Classes to compliment the Women Only ESL Classes and what these might look like - helping fathers to understand how to address issues related to forced marriage and domestic violence.

Parents Can Be The Change

I knew I couldn't offer [my daughter] up for something like that.

~ Debbie Palmer, formerly of Bountiful BC, home of a fundamentalist sect of the Latter Day Saints. Her daughter was slated to be forcibly married to her step father because he had sexually molested her. Debbie escaped from Bountiful with her eight children.

She may be lonely... but Debbie has the kids and pride in her belief that she got them out of Bountiful in time, that she has arrested the cycle of abuse.

~ The directors, Leaving Bountiful

Domestic Violence and Women New to Canada

Women new to Canada experienced both emigration (leaving everything familiar behind) and immigration (getting used to strange new surroundings).

Women new to Canada experience the same emotions and reactions as all women who are abused - fear, shame, hope for change - but seeking assistance from our social and legal systems may be a daunting task because of beliefs about the family, barriers to service, and concerns about immigration issues.

Beliefs about the Family that Make it More Difficult to Deal with Abuse

- focus on needs of the family unit as a whole over her own needs
- family matters are private and not to be discussed with others
- belief that a husband's behaviour must be tolerated by a wife
- divorce may lead to ostracization from the community
- traditional ideas of gender roles: women are compliant, men are in charge
- need to project image of "good woman" to the community
- strong prescriptions against divorce

Systemic Issues & Barriers

- language barrier prevents seeking advice and assistance
- fear of police rooted in experience of police as corrupt, or as an arm of state repression in their country of origin
- not wanting husband charged may prevent calls (or subsequent calls) to police
- fear of shelters and deep embarrassment if shelters are used
- fear that the Children's Aid Society may remove children
- going to a professional may be last resort after family or religious leader, or may not be considered at all (counseling seen as being for those who are "mentally ill").

Immigration Issues

- fear of consequences of divorce or criminal charge on her immigration status
- fear of deportation (and possibly having to leave children in Canada)
- belief they do not qualify for Ontario Works because of sponsorship

Language is a significant barrier, preventing many women from finding and using social and legal services, or calling 9-1-1. Women may have been discouraged or prevented from learning English. Limitations with English can make it difficult to read street signs, get on the right bus to your office, use the Internet as a resource, read the telephone book, and use the telephone to find assistance.

INTRODUCING FORCED MARRIAGE THROUGH PARENTING WORKSHOPS

If your agency already holds Parenting Workshops, you already have the perfect vehicle for introducing the subject of Forced Marriage along with other challenges parents face in raising their children.

If your agency does not presently present Parenting Workshops, there are several ways to utilize them on an intermittent basis:

- Assess the interest among parents in groups your agency already works with, such as ESL classes, Financial Literacy programs, or among the parents of children for which your agency runs programs, such as arts classes, homework clubs, youth groups, or youth counselling.
- Plan a series of Parenting Workshops with a facilitator from an agency experienced in dealing with parents in collaboration with a facilitator experienced in handling cases of forced marriage. If you contact FMP, we can work with a parenting facilitator to create a series of Parenting Workshops for your agency.
- Promote the Parenting Workshops as addressing a number of concerns that parents have around their adolescent children, including drinking, drug use, dating, youth sexuality, career choices, and other issues.
- Conduct a debrief after the workshops and if parents share positive changes they've experienced through the workshops, ask if you can share these comments anonymously in newsletters, on your website, or even on a colourful comments board in your foyer.

COUNSELING FOR PARENTS

The following are examples of how Cognitive Behaviour Therapy Tools can be altered to reflect the needs of parents who are at risk of forcing a marriage. Whether you are conducting individual or group counseling, you can adjust other therapy tools in a similar way.

NOTES:

The following are examples. If you only suspect that a particular parent is at risk of forcing a marriage, or if you are conducting group therapy with varied clients, make sure that you alternate between examples that are focused on forced marriage and examples that treat other issues.

It is of particular importance that you do not downplay the seriousness of a particular case. Therapy is for clients who need help dealing with emotions, with stress, and with assistance in thinking more clearly so that they are able to alter their behaviour. If you suspect that someone is at immediate risk of forced marriage or other forms of violence or abuse, you must take action. (See the **Intervention** segment in the **Service Providers** section of our website).

Thought Record

Situation #1:

Step 1: Complete the first 6 columns of a thought record.

Hints:

1. Remember to circle the hot thoughts
2. Do the hot thoughts contain an evaluation of self, other or the world?
3. Does the evidence address the hot thoughts?

(SEE PAGE 32, **APPENDIX H** FOR BLANK WORKSHEET)

WORDS TO CONSIDER »

If there is anything that we wish to change in the child, we should first examine it and see whether it is not something that could better be changed in ourselves.

~ Carl Jung

SITUATION	MOOD (RATE 1 – 10)	BEHAVIOUR	AUTOMATIC THOUGHTS CIRCLE THE HOT THOUGHTS
Situation #1 Brother in another country has suggested a potential marriage partner for our daughter. She wants to continue school rather than get married.	Frustrated (70%) Angry (85%) Afraid (90%)	Have angry arguments with daughter.	<ul style="list-style-type: none"> • She doesn't understand that we are trying to help her. • She will marry someone completely unsuitable. • She will have a terrible life. • People will think we are bad parents because we could not control our daughter

HOT THOUGHT

EVIDENCE FOR	EVIDENCE AGAINST
Many of her friends are dating. She will want to date too.	She has shown no interest in dating. She concentrates on her studies.
Some of her friends are dating young men with poor morals.	She has expressed concerns over some of her friends' choices of partners
People keep asking when we will be getting her married.	Some people have said it's a good decision for her to finish her education first so she has something to fall back on if her husband should ever die or be out of work.
Many friends have already got their daughters married by her age. There will be no one left for her.	There are many women in our community who have married after they completed their education. A good husband would probably prefer an educated wife.
Some people make remarks about us allowing our daughter too much freedom.	It is more important that we make the right decisions for our daughter than that people THINK we are making the right decisions.

Step 2:

Pick two questions from the list below and answer them.

QUESTIONS TO HELP ARRIVE AT ALTERNATIVE OR BALANCED THINKING

Based on the evidence I have listed in columns 4 and 5 of the Thought Record, is there an alternative way of thinking about or understanding this situation?

Write one sentence that summarizes all the evidence that supports my hot thought (column 4) and all the evidence that does not support my hot thought (column 5). Does combining the two summary statements with the word "and" create a balanced thought that takes into account all the information I have gathered?

If someone I cared about was in this situation, had these thoughts, and had this information available, what would be my advice to them? How would I suggest that they understand the situation?

If my hot thought is true, what is the worst outcome? If my hot thought is true, what is the best outcome? If my hot thought is true, what is the most realistic outcome?

Can someone I trust think of any other way of understanding this situation?

Incorporate your answers from Step 2 into your thought record, adding any other balanced thoughts that occur to you.

ALTERNATIVE OR BALANCED THOUGHT (RATE EXTENT TO WHICH YOU BELIEVE)	PRESENT MOOD (RATE EACH MOOD)
Some of her friends are dating young men with poor morals <u>and</u> she has expressed concerns over some of her friends' choices of partners.	
Some people make remarks about us allowing our daughter too much freedom <u>but</u> it is more important that we make the right decisions for our daughter than that people THINK we are making the right decisions.	

In addition, rate the extent to which you believe the balanced thought is accurate and your mood subsequent to completing the thought record. (SEE PAGE 33, APPENDIX H FOR BLANK WORKSHEET)

CASE STUDIES

Guidelines for Exploring Case Studies

Read each study carefully. For each case study, think about how you would handle or intervene in that situation.

Questions to think about:

- **What would you do to help someone in this situation?**
- **What are some issues that need attention?**
- **What obstacles can you foresee?**
- **How could you ensure this person's safety?**
- **What other supports can be set in place?**

Case Study #1

A mother approaches you after an ESL class. She is divorced with three children. Her former husband is very wealthy and has custody of all the children. She is on social assistance. Her daughter has told her that her father is planning to take her abroad to get her married, which she does not want. The mother is frightened. She has no money and no way of stopping it. She asks for your help.

Case Study #2

A father asks to see you privately. He wants to know if there is anywhere he can send his son for help. He is clearly embarrassed but admits that his teenage son has been "doing things" with other boys. When you ask if he believes that his son is gay, he replies that "he can't be gay because there is none of that in our family" and states that he believes his son has been influenced by western ideas. He says that if he can't find help for his son he will have to get him married to "cure him of this nonsense."

Case Study #3

A father has been attending your agency in a program for adults with mental health issues. He is divorced and his wife has remarried. He approaches you and says that he has become concerned since hearing that his fifteen-year-old daughter's stepfather is planning on marrying her to his cousin. He asks you if there is anything he can do to stop the marriage. He does not believe that he will have any standing in the matter because he has a history of mental illness.

Case Study #4

A mother has come to see you because her husband is planning to marry their daughter against her will. The mother is frightened that if word gets back to her husband that she has been to see you, she will be beaten and he will speed up the marriage. Her daughter is eighteen years old and in her first year of university. Both mother and daughter want her to continue her education. She asks you what can be done without putting her and her daughter's safety at risk.

APPENDIX A—ACTIVITY: PARENTING AND LEGAL RIGHTS AND RESPONSIBILITIES VIDEOS AND “UNVEILING THE ABUSE” VIDEO

“**Life in the Family**” – (3 videos) “**Unveiling the Abuse**” (short version)

This involves using 3 videos from “**Life in the Family**,” and “**Unveiling the Abuse**” (**short version**) to illustrate family issues in the different stages of childhood (early childhood through adolescence). After each video, discuss as a group. Alternatively, the group can be broken up into smaller groups who then report back to the main group.

With each video:

- Use to open discussion about Canadian law and the family, as illustrated in each video.
- Discuss consequences for parents who refuse to adhere to Canadian laws.
- Discuss options for parents faced with these dilemmas. What could the parents do differently?
- Discuss why the particular law involved is formulated in this way. What might be the history?

(Videos are available on www.fmp-acsa.ca under the Service Provider Resource Section)

APPENDIX B—VIDEO ACTIVITY #1—“UNVEILING THE ABUSE”

Before the video - Ask participants' to think about the actions of all those involved in the marriage and in the other events in Sandeep's life.

After the video - Ask participants' to discuss the events in the video from the vantage point of:

- The protagonist (Sandeep - daughter)
- The father
- The husband
- Sandeep's friends
- What were the motives behind each person's actions? (What was in it for them?)
- Did they have a choice in their actions?
- What could they have done differently to affect a different outcome?
- Why do you think they did not make those choices?
- What would have been the effect on the other people involved if they had made different choices?

(Videos are available on www.fmp-acsa.ca under the Service Provider Resource Section)

APPENDIX C—ACTIVITY: MARRIAGE SPECTRUM

Objective:

For parents to better understand the difference between an arranged marriage and a forced marriage.

Materials Needed:

- Marriage spectrum (see next page; one copy per participant)

How to play:

Pair off parents and have them decide at what number on the **marriage spectrum** the marriage becomes “forced.”

Re-group and discuss:

- **At which point did you decide a marriage was forced (on the spectrum)?**
- **Why did you decide this was the point at which a marriage was forced?**
- **How did your personal experiences and preconceptions affect your decision?**

During and after the discussion, take the opportunity to address myths and facts about forced marriage (**see Definition**).

MARRIAGE SPECTRUM

1

Parents start to think about their child getting married

2

Parents begin to talk about their child's marriage, perhaps suggesting or looking for potential partners

3

The topic of marriage is freely discussed, resulting in a mutual acceptance or rejection of ideas or options.

4

An agreement to marry is made. Whilst the families of those who are marrying are involved in the process, the final decision lies with those who are to be married. Arranged marriage takes place.

5

Marriage is discussed, but with no mutual acceptance or rejection of ideas.

6

There is pressure to marry, which may take the form of emotional blackmail or appeals to conform to traditional family roles and values.

7

Demands to accept a marriage proposal are accompanied by physical mental and/or emotional pressure and violence.

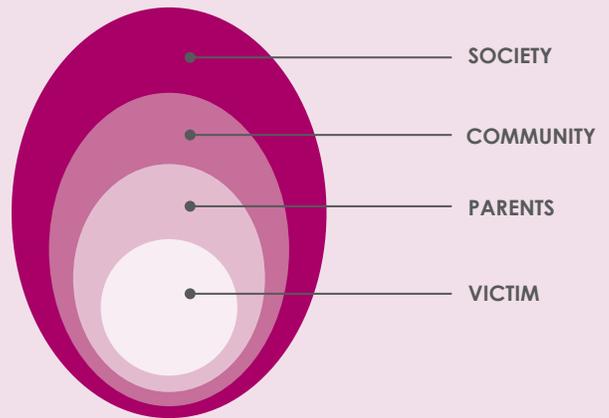
8

The person concerned is manoeuvred into going through the marriage ceremony against their will.

APPENDIX D—ACTIVITY: CONSEQUENCES OF FORCED MARRIAGES—WORKSHEETS

For the Victim

- Increased vulnerability to domestic violence
- Physical, emotional, financial and/or sexual abuse
- Continued coercion, possibly related to immigration or finance
- Estrangement from family
- Isolation
- Stigmatized by the community
- Mental health concerns related to trauma, depression, anxiety, self-harm, eating disorders or suicidal thoughts



For the Parents

- Estrangement from child and future grand-children
- Increased chance of divorce within the family
- Increased isolation in old age

For the Community

- Stigmatization and stereotyping of communities in which incidents of forced marriage are noted
- Increased homophobia
- Strained family relationships and family breakdown
- Increased incidence of violence in the community
- Lowered family reunification due to tightened immigration controls
- Increased need for services addressing domestic violence and violence against women, including shelters, counselling services and health care services

For the Society

- Decreased social cohesion and increased strife
- Increased violence
- Increased health care costs

CONSEQUENCES OF FORCED MARRIAGE

For Victim

For Parents

For Community

For Society

APPENDIX E—ACTIVITY: DOLPHINS & KILLER WHALES

Objective:

To improve communication by helping parents become aware of listening responses that stop communication (“stoppers”) and listening responses that encourage communication (“openers”).

Materials Needed:

- 24 sheets of paper for responses
- 2 sheets of paper for signs (Killer Whale and Dolphin)
- Tape
- A wall

How to Play:

Write the following types of “**Killer Whale**” and “**Dolphin**” verbal responses on sheets of paper (one response per sheet – see next page for list). Do not include the hidden meaning; this is for your information only.

Mix up the sheets. Make two signs – Killer Whale and Dolphins – and post them on either side of the wall. Divide people into 2 groups, and give each group half of the response sheets.

Introduce participants to the concept that some of our listening responses stop communication and some encourage communication. Suggest that listening responses which stop communication be called **Killer Whales** and that listening responses which encourage communication be called **Dolphins**.

Ask each group to classify their response sheets as Killer Whales or Dolphins, and tape them under the appropriate heading on the wall.

Re-group and discuss:

- **Why are some responses Dolphins or Killer Whales?** You can use the hidden meaning to aid in this discussion.
- **What Killer Whale and Dolphin responses are you most aware of in your own communication skills?**

Adapted from: Martin, R.R.; Weber, P.L.; Henderson, W. E.; Lafontaine, K. R.; Sachs, R. E.; Roth, J.; Cox, K. J.; Schaffner, D. (1987). Dolphins and killer whales. (Section p.19). Laser d.i.s.k. Columbus, OH: Ohio State University Extension

Killer Whales

VERBAL RESPONSES

You must work together...
Ordering You will do your...
Directing You better...

If you don't...
You ought to...
It is your responsibility...
If I were you...
You are still too new...inexperienced...
You are bad...
Why did you...?
Where did you...
You are a good...
That's a nice thing...
You're a spoiled brat...
Cry baby...
What you need is...
Your problem is...
There, there, ... it will be all right
We don't talk about that...

HIDDEN MEANING

Warning

Threatening
Moralizing
Preaching
Advice-Giving
Judging
Belittling Communication
Questioning
Interrogating
Praising
Evaluating
Name Calling
Ridiculing
Interpreting
Analyzing
Reassuring
Withdrawing

Dolphins

VERBAL RESPONSES

In your shoes...
I think I understand your viewpoint...
That's an interesting point...
Yes. "Mmmm hmmm."

Let me see if I understand what
you're saying...
Sounds as though you feel cheated...
Tell me more about what happened...

HIDDEN MEANING

Empathy

Acceptance

Reflective or Active
Listening
Door Opener

APPENDIX F—ACTIVITY: TOILET PAPER BRAINSTORM

Objective:

To brainstorm ideas on how to advocate on behalf of those in forced marriage situations.

Materials Needed:

- Roll of toilet paper

How to Play:

Pass a roll of toilet paper around the room. Ask participants to take as many squares as they wish.

When everyone has had the chance to take a piece of toilet paper, ask the participants to form groups of 3-4 people.

Let them know that for every square of toilet paper, they will have to brainstorm either:

- One **responsibility** they have to their children (e.g. responsibility to provide shelter)
- One **right** their child has (e.g. the right to get an education)
- One **expectation** they have for their child (e.g. that they get a university degree)

Re-group and discuss:

- What are a parent's legal rights and responsibilities towards their children?
- What are your expectations towards your children?
- How do these expectations fit in with your children's expectations or goals for themselves?
- How do you communicate these expectations to your children?
- How do they communicate their expectations and goals for themselves to you?
- What kind of parenting style do you have?

APPENDIX G - VIDEO ACTIVITY#2: “UNVEILING THE ABUSE”

Before the video - Look for signs before the marriage that might make abuse within the marriage unsurprising.

After the video - What signs were there before the marriage that made abuse within the marriage unsurprising?

How did the following individuals enforce the marriage?

- The father
- The husband
- The husband's family

How did the following individuals cope with the forced marriage and the subsequent abuse?

- Sandeep
- Sandeep's father

Why are forced marriages more likely to end in domestic abuse?

Why is it more difficult for those in forced marriages to escape domestic abuse?

(Videos are available on www.fmp-acsa.ca under the Service Provider Resource Section)

APPENDIX H—WORKSHEETS: THOUGHT RECORD

(i)

SITUATION	MOOD (RATE 1 – 10)	BEHAVIOUR	AUTOMATIC THOUGHTS CIRCLE THE HOT THOUGHTS	EVIDENCE FOR	EVIDENCE AGAINST
Situation #1					
Situation #2					
Situation #3					
Situation #4					
Situation #5					
Situation #6					

(ii)

ALTERNATIVE OR BALANCED THOUGHT (RATE EXTENT TO WHICH YOU BELIEVE)	PRESENT MOOD (RATE EACH MOOD)

APPENDIX I—SELF-CARE OPTIONS FOR NEWCOMERS

Divide participants into small groups.

Give each a set of index cards and ask them to brainstorm about ways to take care of yourself physically, emotionally, mentally and spiritually.

Bring the groups together and ask each group for their self-care tactics.

Write these on a flip chart

Add a few of the suggestions from "Self-care Options" in the text that were not listed by any of the participants.

Hand out copies of Self-care Options for Newcomers to participants after the activity. If you wish, you may have participants read the ideas aloud and discuss them.

Self-Care Options for Newcomers

1. Prepare some favourite recipe from your childhood.

- Eat it alone in a quiet, peaceful environment so that you can savor every bite.
- Or, invite friends over to share it with you.

2. Watch a Movie or Read a Book that will make you cry.

- Cry.
- Crying releases stress hormones and relaxes you at a deep level.

3. Take a virtual holiday.

- Pick a destination you would like to visit. It could be somewhere you've never been, the place in which you grew up, or a place that you have visited that has great memories for you.
- Plan a time and place for your mini vacation.
- Gather some items for the vacation.
 - A travel DVD of the destination
 - Music from the destination city or country
 - A drink that you associate with the destination
 - A snack that you associate with the destination
 - Some symbols of the destination (a flag, a poster, a memento, some postcards, etc.)
 - A piece of clothing associated with the destination (a hat, scarf, jewelry, shirt, etc.)
- Make sure you will have no distractions. Surround yourself with the symbols, don the clothing, and prepare the DVD and music for activation.
- Get into a comfortable position and relax.
- Take your mini vacation. You can even send a few postcards to friends.

4. Find your “Special Place” in your new city.

- It could be a garden, a corner of a park, an art gallery or a bench with a view of the skyline or lake. Go there regularly to breathe deeply and make yourself at home.

5. Go to local festivals and events.

- Go with the purpose of learning as much as you can.
- If it's a cultural festival, ask questions about the clothing, the music, the food, the traditions. Most people enjoy explaining their traditions to others.
- If it's an event or festival with a theme: gourmet food, arts and crafts, gardening, music, or animal show, talk to the participants about their art, their animal or their products. People love to talk about their passion. You will learn something and they will get a chance to talk about something they love.

6. Plan a Potluck Dinner.

- Invite neighbours or friends from work or school.
- Have everyone bring a dish from their cultural background or a recipe that they have created themselves.
- Have everyone bring a little card with the name of their recipe and the ingredients in it. Place that beside the dish.
- Enjoy a great afternoon or evening of conversation and sharing a variety of dishes.

7. Attend a Farmers' Market.

- Learn about the different kinds of food grown in the area.
- Try a vegetable or fruit that is new to you. Ask the seller how best to prepare it.

8. Watch a Movie or Read a Book that will make you laugh.

- Laugh - a lot.
- Laughing massages your muscles and organs. It can heal you from the inside out.

9. Take a long bath in scented water.

- Close your eyes, lay back and imagine you are in:
 - Your favourite childhood haunt.
 - Your dream vacation spot.
 - A special time in your past.
 - Where you want to be in the future.
- Choose your scent carefully as scent can evoke strong memories and reactions.

10. Practice the Serenity Prayer

- The Serenity Prayer is used by people of all religious and spiritual traditions. If you are an atheist or agnostic, you may substitute “May I have” for “God grant me.”
- **“God grant me the serenity to accept the things I cannot change, the courage to change the things I can, and the wisdom to know the difference.”**
- **“the serenity to accept the things I cannot change”**
 - No parent wants to see their son or daughter using drugs or dating someone who is not good for them. Often, the parent wants to control their child, not to hurt them, but to help them. Unfortunately, we have no control over the behaviour of others, only over ourselves. When we try to control the behaviour of others we often drive them away or push them even further into the unwanted behaviour.
 - When we accept the fact that we can't change others, we have peace and we can concentrate on changing the things over which we do have power.
- **“the courage to change the things I can”**
 - What is within your power to change? Yourself. Look at the problems you are having with your children or in life. Ask what you can change about yourself. If your children are making poor decisions, how can YOU change? Have you tried becoming less judgmental and controlling, more understanding and open? When your children can trust you to listen to them and tell them that you love them no matter what, they are more likely to confide in you and share their problems. When you can say, “I'm worried about the choices you are making because I love you and want the best for you” instead of, “What you are doing is terrible and I will not stand for it,” they will hear your concern and they will begin to open their hearts and listen to you. They may not always do what you want but they will be less likely to do things out of spite or to assert their own control.
 - When we change ourselves, others will change their responses to us. We are less likely to have our children, our spouse or our friends leave us and end all contact. We will have peace because we are changing what is within our control, not attempting to control things we never can.
- **“the wisdom to know the difference”**
 - This is where prayer or meditation or mindful thought come in. Sometimes we even need to receive feedback from people of different backgrounds. When we become willing to do the right thing, we will soon learn what it is.

APPENDIX J: EMERGENCY RESOURCES

Emergency Links

If there is an emergency situation, immediately **call 911** for assistance.
Emergency and Police Services

911

Assaulted Women's Helpline

This helpline is open 24 hours a day, 7 days a week. Services are available in over 100 languages. Free crisis counselling and referrals for legal advice, shelters and other supports.

1-866-863-0511
(416) 863-0511 (Greater Toronto Area)
1-866-863-7868 (TTY)
#SAFE (#7233) (cell)

www.awhl.org

Femaide (Francophone)

1-877-336-2433
1-866-860-7082 (TTY)

Department of Foreign Affairs and International Trade (DFAIT)

Contact: 1-800-267-6788
(North America)
1-613-996-8885 (Call Collect
from abroad)

www.travel.gc.ca
sos@international.gc.ca

For a more detailed list of resources visit
our website: www.fmp-acsa.ca



fmp-acsa.ca

FORCED MARRIAGE PROJECT
AGINCOURT COMMUNITY SERVICES ASSOCIATION

1911 Kennedy Rd. Unit 105, T 647.457.6914
Scarborough, ON M1P 2L9 F 416.321.6922