



TRAINING

PRO BONO LAWYERS ON
CHILD/FORCED MARRIAGE
LAW AND ADVOCACY

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PROJECT OVERVIEW

Unchained At Last is the only organization dedicated to ending forced and child marriage in the United States through direct services and advocacy, and strive to bring awareness to a human rights issue that is grossly overlooked. Child marriage is legal in all but 4 states, and most children are wed to adults significantly older than they are; at least 31 percent of child brides are married to a spouse aged 21 or older (Reiss 2017).

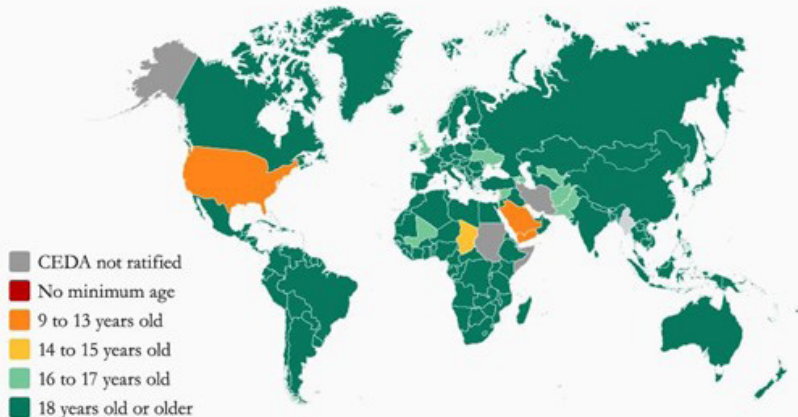
UaL provides free legal and social services to women and children who want to escape these marriages. Survivors are mainly women, but can also be young girls, LGBTQ individuals, and anyone from any cultural or religious background that has been “pressured, bribed, tricked, threatened, beaten, or otherwise forced into marriage—whether the person has been married for several decades and has children or is facing an imminent or eventual arranged/forced marriage” (Unchained At Last 2020).

People attempting to leave a forced marriage often have complex and expensive legal needs, but for children, obtaining legal representation is almost impossible. Children, even those forced into child marriage, are typically not allowed to file legal actions in their own names, and cannot consent to filing for divorce if they are not 18 (Reiss 2017).

To further the cause, part of UaL’s mission is to provide training and seminars to legal organizations. These in-depth training seminars provide insight to the laws surrounding forced and child marriages, details on UaL’s services, and specific tips on how to identify and respond to cases of this nature. UaL partners with a variety of legal organizations to ensure their mission is carried out and that they are able to help as many survivors as possible. It is vital that lawyers supporting these cases understand not only the laws governing these issues, but also the best way to provide advocacy and support to their future clients.

We hope to work with UaL to create a training program for their legal partners that delivers information and the hands-on practical experience necessary to successfully represent their clients. The goal of this training program is to empower UaL’s legal partners to safely and effectively provide advocacy for their clients, bearing in mind specific economic, social, and legal constraints relevant to the topic of forced and child marriage.

The minimum legal marriage age for girls worldwide



* USA – Several places, including the state of Massachusetts in the United States, allow girls as young as 12 to get married in “exceptional circumstances” with the consent of a judge

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Sources: World Policy Center,
State Department

INDEPENDENT statista

SUMMARY OF ANALYSIS



As Unchained at Last is a non-profit that relies heavily on volunteer work, it is not realistic for them to design a training program on their own, or coordinate too many in-person training sessions. Our goal was to take the burden of training new legal partners off their shoulders, and create a training program that was accessible online and easy to maintain should updates need to happen.

Throughout our analysis, we discovered the pro bono lawyers who expressed interest in working with UaL all have foundational legal skills and some trial experience, but no specific training in how Unchained at Last operates as an organization. These lawyers typically come from a variety of backgrounds, including corporate law, environmental law, or have just graduated from law school.

We found that these legal representatives may have extensive experience with Criminal or Corporate Law, but no exposure to child/forced marriage legal standards, and little knowledge of Civil Rights Law. Although they are experts in their current field, these representatives are searching for additional knowledge and information to be successful when representing clients with UaL. These individuals are extremely motivated to break into public service and are committed to the success of their clients.

In order to better understand our learners, we asked UaL to put us directly in contact with their pro bono partners. We then engaged in interviews with the learners to determine their gaps of knowledge, as well as current life situations.

From this process, we were able to determine that our learners have various age ranges, generally from mid 30s-60s, are both male and female, and come from different legal backgrounds. The learners also have different knowledge gaps, with some understanding typical forced marriage laws, while others have had no previous exposure.

Learners also had different motivations, but all seemed emotionally invested in helping the survivors as much as possible. These various motivations came from either having daughters, or being invested in humanitarian causes and advocacy.

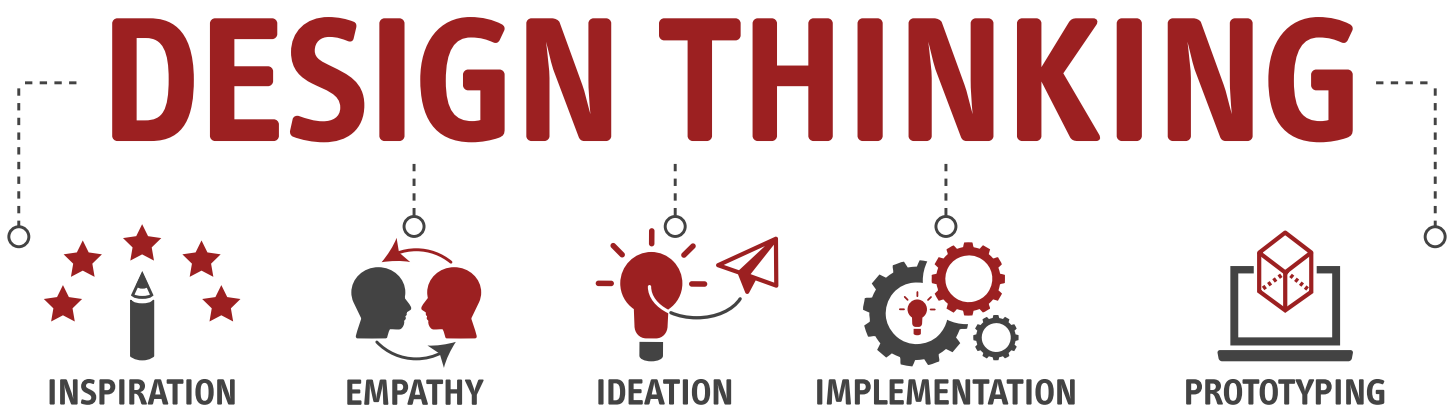
All learners have access to personal computers and are well accustomed to utilizing virtual resources. Since most learners will also be working full time while still going through the training program, as they are only providing pro bono services to UaL on a case-by-base basis, we also had to find a way to accommodate a variety of schedules. See appendix for more detailed information on two of our specific learners.

INSTRUCTIONAL DESIGN MODEL

BLENDED APPROACH

We utilized both the **Design Thinking** and **ADDIE** models of instructional design to guide this project. We intended for our learners to make specific behavioral changes, and because these models use a behavioral and human-centered approach to design, both seemed to be a good fit for our project.

Because our training program deals with sensitive and potentially upsetting information, we needed our learners to do more than retain facts and figures; we needed them to become empathetic individuals and deeply understand the value of human connection.



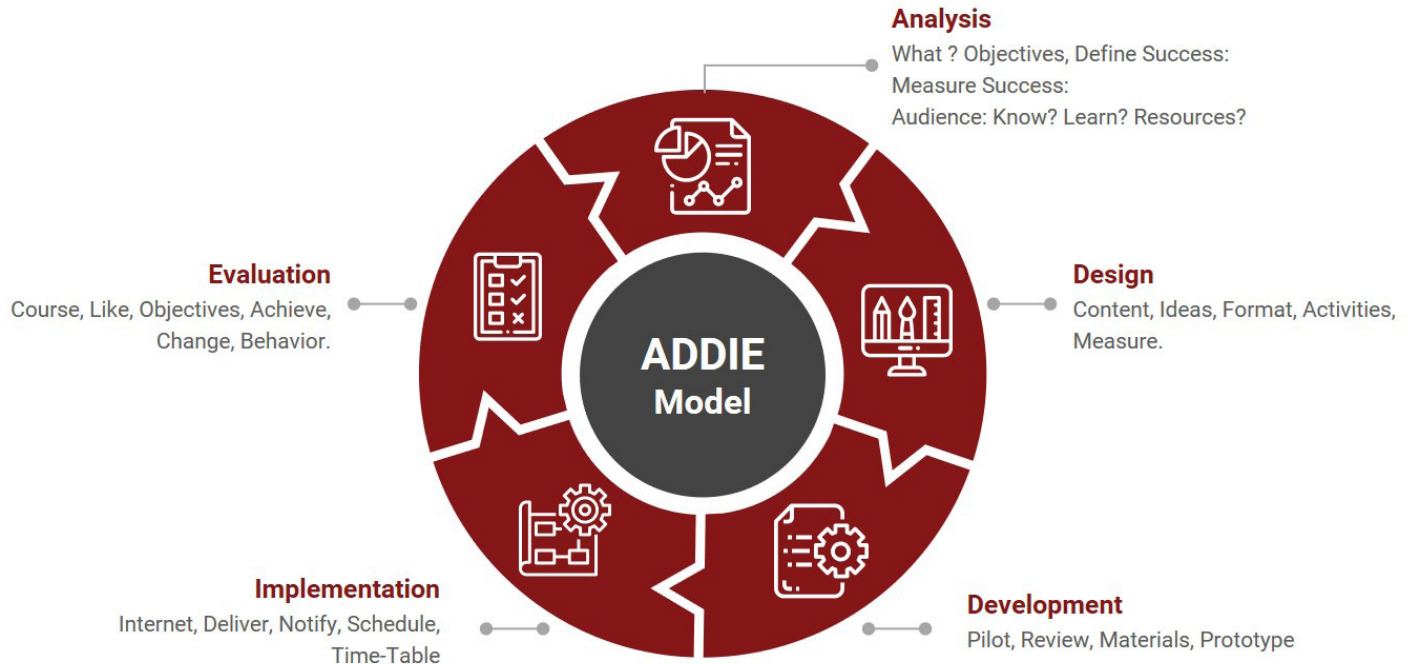
Analysis & Empathize/Design

During this phase of our project development, we identified the problem we wanted to address and got a better understanding of the gaps we needed to fill by identifying the learning gap for our learners. We also spent time researching child and forced marriage and listening to survivor stories to gain an empathic understanding of our learning problem. We watched survivor videos, TED talks, researched child marriage statistics, and read about survivors from all different backgrounds to gain a deeper personal understanding of all the issues involved.

Design & Ideate

We spent the longest amount of time in the design/ideate phase, reviewing all the information from our initial phase to generate ideas and make decisions about our learning program. We brainstormed and created blueprints for our training program during this phase, with lots of revising and determining exactly what knowledge and skills our learners would need to retain. Our goal was to come up with as many ideas as possible for our training program, so we could eventually narrow it down and pick the best possible solutions for our learners.

INSTRUCTIONAL DESIGN MODEL



Development & Prototype

The development and prototype phase is where we created and assembled all the content we had brainstormed thus far. However, the development phase in ADDIE tends to encourage one course or solution to the learning program, while Design Thinking encourages more than one answer and solution. We encountered more issues than we initially thought we would for during this phase, and we found ourselves needing to address and explain more than we intended; we leaned more on the prototype stage of Design Thinking to examine, improve and re-examine, and reject ideas during this phase.

Implementation/ Evaluation & Test

Normally, under the ADDIE model, you deploy your course right away then evaluate it afterwards. The test phase of Design Thinking, however, encourages earlier deployment to learners, so any issues can be worked out before full implementation. With our project, the evaluation phase is constant throughout all of our instructional objectives, so we used a blend of both models to implement/evaluate/test how effective our training program was, and if our learners performed how we expected them to.

PROPOSED LEARNING SOLUTIONS

UaL's pro bono legal partners are lacking necessary knowledge of child and forced marriage legal standards, and need appropriate training to provide services to clients. Without these resources, they will be unable to support their clients in the appropriate manner.

The goal of this proposed training program is to empower UaL's legal partners to safely and effectively provide advocacy for their clients, bearing in mind specific economic, social, and legal constraints relevant to the topic of forced and child marriage. These programs will be created with federal law in mind, and tailored to individual state statutes as needed.

UaL's legal partners would benefit from a four-part training program that provides tools and best practices related to fighting child/forced marriage. The training will be delivered in a hybrid format, with asynchronous virtual courses, job aids, in-person survivor testimonials, and role-playing simulations. The survivor testimonials can be arranged virtually, given the potential for social distancing norms in any given community or simply due to geographical separation of learners and clients.

Throughout this program, it's important for learners to build a human-connection with clients, to better represent them in a court of law, and truly understand and empathize with the hardships they have faced. Learners will gain experience here and develop their soft skills by talking about real-life encounters with clients, and participating in a mock-trial simulation. This is a facet of Human-Based Design that will be valuable in filling an emotional gap in client-lawyer interactions.

The four-part training program is broken down as follows:

1. Learners will complete an asynchronous e-learning course and take a final assessment to test their knowledge. Asynchronous modules are intended to be course-wide interactions that are available to the learners at any given time. Evaluation tools used throughout the online modules will allow for measurable progress and growth.
2. Learners will be presented with a pre-existing client job aid and learn to interpret and utilize all resources on the job aid to determine whether or not a person qualifies for legal services.
3. Learners will listen to in-person survivor testimonials to become familiar with different cultural, social, and religious backgrounds of forced/child marriage survivors. Learners will reflect on these testimonials by submitting mock case studies about the survivors they spoke with.
4. Learners will participate in a "mock trial" role-playing simulation at the end of their training, where they will demonstrate the following skills learned throughout the prior course modules: interviewing, counseling, advocating on behalf of clients, negotiating and drafting legal documents.

Upon completion of this four part program, legal partners will be able to advocate for child/forced marriage survivors in a legal setting by implementing best practices and utilizing the knowledge gained during training.

INSTRUCTIONAL OBJECTIVES

There are four main learning objectives in this program, created using Bloom's Taxonomy, and designed with the goal of providing learners with hands-on experience, relevant to how they will need to perform after their training is completed. Learners will progress through each module by earning a satisfactory score, with the opportunity to retake each assessment if a satisfactory score was not earned the first time.

Learning Objective 1

Legal partners will identify and recall legal standards for representing child or forced marriage survivors in a courtroom setting by completing end-of-course knowledge assessment. (*"Remember" layer of Bloom's Taxonomy*)

Learning Objective 2

Legal partners will be able to interpret and utilize all resources on the UaL client job aid to determine whether or not a person qualifies for legal services. (*"Understand/Comprehension" layer of Bloom's Taxonomy*)

Learning Objective 3

Legal partners will be able to reflect on testimonials by survivors by creating a case study on at least two clients. (*"Evaluating" layer of Bloom's Taxonomy*)

Learning Objective 4

Legal partners will be able to perform the following legal practice skills using actual or hypothetical-fact scenarios: interviewing, counseling, advocating on behalf of clients, negotiating and drafting legal documents. (*"Applying/Creating" layer of Bloom's Taxonomy*)

SOLUTION STORYBOARD

PLACEHOLDER

EVALUATION PLAN

PLACEHOLDER

ASSUMPTIONS

Below are the various assumptions that were made throughout the creation of this design document.

Learners:

- May not have a background in Civil Rights Law but has a law degree.
- Are tech-savvy and have access to a computer to complete required online modules
- May not have a lot of time to complete training, as they are providing pro-bono services to UaL and have other cases they need to work on outside of the organization
- Are highly motivated to give back to those less fortunate, and feel a professional and moral duty to provide pro-bono hours for those who cannot afford to hire a lawyer

Unchained at Last:

- Will provide access to first hand survivor accounts
- Already has a training knowledge base with relevant content
- Will outline the most pressing laws and bills governing child and forced marriage to be incorporated into the training curriculum
- Will provide criteria for whether or not a person is eligible for legal services through UaL
- Is responsible for the cost of any and all training materials

SCHEDULE

DUE DATE	ALLOTTED TIME	PHASE	OBJECTIVE	PERSONS INVOLVED
March 7	2 hours	Analysis and Empathize/Design	Designers meet with Unchained at Last via Zoom to determine wants and needs for training program	Designers, Unchained at Last's Executive Director, Director of Policy and Advocacy, and Case Manager
March 14	40 hours	Analysis and Empathize/Design	Designers complete research on child and forced marriage by listening to survivor stories, watching TED talks, researching child marriage statistics, and reading laws, bills, and court cases. Relevant materials provided by UaL's Director of Policy and Advocacy via email	Designers, Unchained at Last's Director of Policy and Advocacy
March 21	80 hours	Design and Ideate	Designers brainstorm, create training outlines and blueprints, make revisions to existing content, and determine what knowledge and skills learners need to retain	Designers
April 4	40 hours	Development and Prototype	Designers create the following: <ul style="list-style-type: none"> • Course curriculum • End-of-course knowledge assessment • Client Job Aid • Case study templates • Mock trial rubric 	Designers
April 11	40 hours	Development and Prototype	Prototypes of modules shared with UaL's team, who test modules and provide feedback. UaL team logs all feedback and makes concerns known by making comments on documents, offering suggestions, and providing additional materials as needed	Unchained at Last's Executive Director, Director of Policy and Advocacy, and Case Manager
April 18	8 hours	Development and Prototype	Designers used feedback to strengthen the proposed training curriculum. Modules revised, re-examined, rejected, or approved	Designers
April 19	2 hours	Development and Prototype	Designers meet with UaL team via Zoom to go over final prototype and get approval from team	Designers, Unchained at Last's Executive Director, Director of Policy and Advocacy, and Case Manager
April 20	1 ^{1/2} hours	Implementation	Designers meet with team via Zoom to review course curriculum, learning outcomes, and make sure staff knows how to login and access the LMS	Designers, Unchained at Last's Executive Director, Director of Policy and Advocacy, Case Manager, and necessary volunteers
April 21	1 hour	Implementation	Designers meet with team via Zoom to ensure evaluators are comfortable with LMS platform for grading and leaving feedback	Designers, Unchained at Last's Executive Director, Director of Policy and Advocacy, and Case Manager, and necessary volunteers

SCHEDULE

DUE DATE	ALLOTTED TIME	PHASE	OBJECTIVE	PERSONS INVOLVED
April 22	1 - 2 hours	Implementation	Designers meet with learners to ensure they know how to use LMS platform via a Zoom call	Designers, Learners
May 2	40 hours	Implementation	Training begins for learners on 4/26. Learners have one week to complete curriculum at their own pace, and must take end-of-course assessment by the end of the week	Learners
May 2	N/A	Implementation	End-of-course assessment must be completed by 6 PM EST. UaL will grade assessment by May 7th	Learners
May 3	3 - 5 hours	Implementation	Learners use LMS to access client job aid and determine whether or not 5 distinct individuals would qualify for legal services with UaL. UaL will grade assessment by 4/29	Learners
May 5	16 hours	Implementation	Learners will meet with in-person with UaL Case Manager to connect with survivors of forced/child marriage and hear their stories. They will meet with a number of survivors on May 4th. On May 5th, they will reflect on survivor testimonials by creating a case study on at least two clients. Learners will be provided with a case study template from UaL Case Manager. This module can be conducted via Zoom if learners are unable to travel to UaL office	Learners, UaL Case Manager, Volunteers (if needed), Survivors
May 7	16 hours	Implementation	Learners will participate in 4 mock trials against one another over the course of the next two days. This in-person module will test how learners interview, counsel, advocate, and negotiate clients and law officials, and also test how well they craft certain legal documents. Learners will provide peer feedback to one another after the end of each trial. Volunteers will be available if learners have questions and can also be used as participants in the mock trials as needed. This module can be conducted via Zoom if learners are unable to travel to UaL office	Learners, UaL Volunteers
May 7	Varies, but should only take an hour	Implementation	UaL will submit grades in LMK for end-of-course and client job aid assessments by 3 PM EST	UaL Volunteers or Director of Policy and Advocacy
May 11 (or longer, if needed)	2 hours	Evaluation and Test	Designers meet with UaL via Zoom to determine if revision is needed and review course outcomes	Designers, Unchained at Last's Executive Director, Director of Policy and Advocacy, and Case Manager, Volunteers (if needed)

COMMUNICATION PLAN

PLACEHOLDER

SUMMARY

A four step training program, including review and creation of case studies and mock trial environments, is proposed as a learning solution to Unchained at Last in an effort to educate and raise awareness of child/forced marriage in the United States and train pro bono legal partners on the best ways to advocate for and represent clients in a court of law.

This solution will also quickly bring legal partners up to speed on the mission and goals of Unchained at Last, and further their understanding of cultural, religious, and social situations where child/forced marriage occur.

As Unchained at Last is a non-profit that relies heavily on volunteers, it is not realistic for them to design a training program on their own, or coordinate too many in-person training sessions. The solution proposed combines the organization's wants and needs to create a fully-fledged training program that is easily accessible to learners and does not require too much upkeep from UaL's staff.

After completing the training program, UaL's legal partners will be better equipped to carry out the organization's mission. Legal partners will better understand the laws governing child and forced marriage, understand the services UaL can legally provide to clients, and learn specific tips on how to identify and respond to cases involving child and forced marriage.

REFERENCES

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APPENDIX A

TREVOR JAMES

AGE	55
OCCUPATION	Attorney
EDUCATION	The University of North Carolina at Chapel Hill, B.A., 1988 North Carolina Central University of School of Law, J.D. 1991, Law Science
STATUS	Married
LOCATION	Chicago, IL
ETHNICITY	Caucasian



“Educated, privileged lawyers have a professional and moral duty to represent the underrepresented in our society, to ensure that justice exists for all, both legal and economic justice.”

DISCOVERY

Trevor James is a father, professional, and a compassionate leader in his community. He earned his law degree in North Carolina, and now lives in Chicago, where he raises his family. Trevor and his wife have two beautiful daughters; one is a junior in high school, and one is a sophomore in college. They all live in the Chicago suburbs, while his eldest daughter lives on her college campus. He has spent much of his professional career as a Corporate lawyer and has always seen himself as the breadwinner of the family. Recently, with his daughters starting to find themselves in relationships, Trevor's views on Corporate law have changed. Watching his daughters grow up into young adults has opened his eyes to all the recent media coverage of civil injustices when it comes to women that may not be as fortunate as his children. Trevor began doing extensive research on the topic and grew passionate about altering his career focus to Civil Rights law.

Trevor prides himself on his compassion for his clients and recognizes that he needs to learn a lot about how to approach women as clients when they may be unable to fully advocate for themselves. He wants to learn methods and practices for this type of work, and has very little prior experience doing so, coming from an environment where clients were often corporate entities, not individual people in potentially violent living situations. Trevor is extremely eager to begin this learning journey and hopes to make a huge impact on his future clients.

IMMERSION

Trevor has recently been contracted by Unchained at Last (UaL) to offer Legal Representation to women seeking to exit their forced marriages. He has completed some onboarding modules, but has yet to have any formal training, face-to-face client interactions or present any cases in a courtroom. He was interviewed by the main HR Director as well as the Board of UaL to determine if he was the right “fit”. The Board bases these qualifications on a variety of factors, including but not limited to past cases

worked on, empathy of the individual, and motivations. The Board has provided documentation of their meetings with Trevor through the hiring process, which shows a person with great career accomplishments, but very little Civil Rights Law experience. Trevor shows a high degree of empathy and a willingness to connect closely with clients. Throughout this pre-employment interview, Trevor was able to feel a stronger sense of connection to UaL. Trevor feels he will be very well supported working with UaL and is hoping to be brought on to help shed light on these civil issues in the courtroom.

CONNECTION

This past year, Trevor has seen increased media coverage of forced and child marriages. When he was approached by UaL to contract and assist, he simply could not refuse. Trevor is brand new to UaL and does not truly understand the backgrounds and needs of the women he will be representing. He has been looking for ways to expand his practice and knowledge and believes that learning more about the organization will assist in doing so. He is curious to find out how, when, where, why, and to whom forced, and child marriages happen in the USA. Trevor wants to immerse himself in this learning so he can best serve his future clients. He is especially interested in specific tips to help service providers identify and respond to cases for forced and child marriage. Without these tips, Trevor will not be able to successfully represent the women who need it.

DETACHMENT

Trevor would learn best from a hybrid learning environment, both self-paced and group meetings. He is dedicated to expanding his knowledge base, so retaining this information in a self-learning environment should be no issue. The group meetings would bring in previous survivors that UaL have assisted, to share their experiences. Due to potential time differences and locations, these meetings would best be held over Zoom.

APPENDIX B

TATYANA LEWIS

AGE 38

OCCUPATION Attorney

EDUCATION Princeton University, B.A., 2005
University of Miami School of Law,
J.D. 2009

STATUS Single

LOCATION Atlanta, GA

ETHNICITY Black/African American



“Service to those in need is central to my identity as an attorney. My work provides opportunities for me to do something that invokes my passion to fight for justice for others that the system has failed.”

DISCOVERY

Tatyana Lewis is a strong, socially aware, empowered millennial. She completed her law degree at the University of Miami in 2009, immediately after receiving her bachelor's from Princeton. She has moved around the country and has no fear in taking on new adventures. Since moving to Atlanta, she has dedicated her career to helping those who cannot help themselves. Tatyana's friends would describe her as a workaholic - she really does believe that her work never stops, that there are always more people that need her. She grew up in a big family, surrounded by sisters, one older and two younger, and watched her parents work long hours to provide for their family. Seeing her parents strong work ethic has instilled a similar one in her. In her spare time, when she is not engrossed in a case, Tatyana can be found participating in local community outreach events. Her outreach usually revolves around supporting local struggling families, single mothers, and women's equality. Tatyana is extremely outspoken and loves to share her views and takes on the world and social issues to anyone who asks.

Tatyana has been in and out of a few romantic relationships in her life but is currently single. Now, she wants to spend time focusing entirely on her career. Recently, she has become more and more involved with women's rights and stumbled upon the topic of forced marriage. She feels that with all her community outreach and legal expertise she has a wider range of knowledge in this area than most, but she still recognizes her knowledge gaps - she didn't even know child marriage was legal in most US states. She loves to learn and is eager to discover what more she can do to help those that need it most.

IMMERSION

Tatyana is partnering with the organization to help support those in need from a legal perspective. She is here to learn the warning signs of potential forced/child marriage victims and the best practices to assist them from a legal perspective. Tatyana has been provided with casework from previous clients to review and will be meeting 1:1 with survivors of forced marriage, to expand her knowledge of this specific situation in a legal setting.

CONNECTION

Last year, Tatyana was able to co-represent a survivor supported by UaL. This drew her closer to the organization and their powerful mission. She became passionate about helping these women and wants to dedicate more time advocating for them. She is aware that she doesn't know how to best go about helping these women and wants to understand what they have been through, so she is going through this training program to better understand the needs of these future clients, their backgrounds, and life experiences. Tatyana is most interested in the practical experience and real-world accounts that go along with UaL.

DETACHMENT

Tatyana is extremely excited and dedicated to dive into this new learning adventure. With her previous understanding of the organization and these civil rights issues, Tatyana would benefit best from virtual, self-paced learning. Using learning formats such as presentations and follow-up quizzes would not engage her or be best for her learning. UaL has pre-recorded seminars of survivor's accounts that Tatyana will also be viewing to better understand the impact UaL has. Through the self-paced learning modules, she will be able to quickly get up to speed on how best represent her future clients.