

Interim report

**on IMDi's efforts to combat forced marriage
in the period June 2008 to April 2010**



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INTRODUCTION

The right to choose one's own spouse is enshrined in international conventions. Forcing a person to marry is prohibited by law in Norway and is a violation of fundamental human rights, the United Nations Convention of the Elimination of All Forms of Discrimination against Women and the United Nations Convention on the Rights of the Child. Nevertheless, we are still seeing young people in certain groups in Norway being forced to marry against their will. Forced marriage is a social problem that the Norwegian authorities are making active efforts to combat.

In 2007, the Government approved the Action Plan against Forced Marriage (2008–2011). The aim is to combat forced marriage by preventing it and assisting people who are subjected to it. The Action Plan involves eight ministries and includes 40 measures. The Directorate of Integration and Diversity (IMDi) is responsible for four of these measures:

- 1) Measure no 4 Minority counsellors in upper secondary schools
- 2) Measure no 31 Integration attachés at foreign service missions
- 3) Measure no 19 The Expert Team for the Prevention of Forced Marriage
- 4) Measure no 17 Support for the preventive and awareness-raising efforts of voluntary organisations

We are now at the mid-way point of the Action Plan period. It is two years since IMDi counsellors began their activities at schools and embassies, and responsibility for the Expert Team for the Prevention of Forced Marriage was transferred from the Directorate of Immigration (UDI) to IMDi.¹ This interim report focuses on the first three measures in the Action Plan and summarises experiences to date.

The minority counsellors, integration counsellors and the Expert Team work on individual cases as well as preventive measures. What are the characteristics of the individual cases that they have worked on? Who is it that contacts them and how have they been followed up? How has the cooperation worked in these cases? Last but not least, how can schools, foreign service missions and other support agencies contribute to preventing and impeding this form of abuse? In the first part of the report, we summarise the experiences from the work on individual cases, while preventive work is covered in the second part. The report presents some good initiatives and gives examples of different approaches to combating forced marriage. We have chosen to highlight some of the main challenges involved in the work and draw attention to a number of areas where we envisage a need for greater efforts and more targeted measures in 2010.

1 IMDi has had administrative responsibility for the Expert Team for the Prevention of Forced Marriage since 1 January 2008 when it was transferred from UDI. The minority counsellors and integration advisers were stationed at schools and embassies in June 2008 after undergoing an eight-week training programme.

1. BACKGROUND AND OBJECTIVES

1.2 What is forced marriage?

As stated in the Action Plan against Forced Marriage (2008-2011), forced marriage is '(...) part of a broader range of issues related to authoritarian upbringing, control and violence. The term "honour-related violence" is often used when referring to this form of violence because it is linked to certain societies' notions of honour and shame. There is reason to assume that there is a connection between a strict upbringing and strong control in adolescence, and subsequent pressure to marry and forced marriage' (page 6 of the Action Plan).

In 'Efforts to Combat Forced Marriage – a Guide' (in Norwegian only – 'Arbeid mot tvangsekteskap – en veileder'), which was published by IMDi in 2009, honour-related violence is defined as a form of violence in close relations triggered by a family's need to protect or restore honour. Both women and men can be affected by honour-related violence, including external control, psychological pressure and threats, deprivation of liberty, abuse, forced marriage and murder.²

It is important to distinguish between arranged marriage and forced marriage. Arranged marriage, i.e. a marriage in which the families are involved in finding a spouse, is the most common form of marriage in the world. Arranged marriages are not illegal in Norway as long as they are voluntary for both parties. A forced marriage can be defined as a marriage that is organised in such a way that at least one of the spouses:

- Has no real possibility of choosing to remain unmarried without being subject to reprisals
- Has no real possibility of choosing another partner contrary to the family's wishes without being subject to reprisals
- Has consented to marriage after improper pressure, threats or other psychological or physical violence.

In the work on forced marriage cases, a great deal of importance is attached to the victim's own perception of what constitutes force.

1.3 Strategic goals of the work

The main goal of the Action Plan is to combat forced marriage by preventing it and assisting people who are subjected to it. IMDi has formulated the following objectives for the measures for which it is responsible and that it wishes to achieve by the end of the project period in 2012:

- Schools and foreign service missions at which minority counsellors and integration counsellors are stationed shall have expertise, procedures and instruments aimed at preventing, identifying and dealing with forced marriage cases.

² Efforts to Combat Forced Marriage – a Guide, IMDi 2009

- Relevant adolescent groups and immigrant milieus shall have an awareness and knowledge of forced marriage and relevant assistance.
- The first line (child welfare service, education sector, police) shall be familiar with forced marriage and know which authorities/agencies provide assistance in individual cases.
- New efforts and permanent measures based on documented experiences shall be proposed to the relevant authorities.

1.4 Minority counsellors and integration counsellors

IMDi employs minority counsellors who work at a selection of upper secondary schools in the following eight counties: Oslo, Akershus, Østfold, Buskerud, Vest-Agder, Rogaland, Hordaland and Sør-Trøndelag. The schools were chosen on the basis of two criteria: the proportion of pupils from a non-western minority background is higher than 20 per cent, or more than 100 of the pupils have a non-western minority background.³ The integration counsellors work at selected foreign service missions in areas where forced marriage occurs. The service is mobile and will be provided where the need is greatest. During the period covered by the report, integration counsellors have been placed at the following foreign service missions:

- Amman, Jordan (covers Iraq, Jordan, Syria, Lebanon and the Palestinian territories)
- Ankara, Turkey (covers Turkey and Iran)
- Islamabad, Pakistan (covers Pakistan and Afghanistan)⁴
- Colombo, Sri Lanka (covers Sri Lanka, Bangladesh and India)
- Nairobi, Kenya (covers Somalia and the Horn of Africa)
- Rabat, Morocco (covers North Africa)

Whether the measures are having an impact and whether the resources are being used optimally is assessed by IMDi on an ongoing basis. After consultation with school owners and school heads, the minority counsellors have been moved around in accordance with actual needs and possibilities. Some minority counsellors also cover lower secondary schools, while others target the system itself to a greater extent in order to enable different methods of reaching the target group to be tested.

After consultation with the Ministry of Foreign Affairs, similar changes have also been made with regard to the integration counsellors. The integration counsellor

3 A pupil from a non-western minority background is defined here as a pupil with a minority background from Asia, Africa, Latin America, Oceania excluding Australia and New Zealand, and Europe excluding the EU/EEA.

4 The integration counsellor in Islamabad is a special envoy from the Ministry of Foreign Affairs (UD).

in Morocco was moved to Syria on 1 May 2009, where she worked until 1 April 2010. This position no longer exists.

1.5 Assistance to those at risk and preventive work

The IMDi counsellors give advice and guidance to individuals at risk and to employees in the support agencies. They assist children, adolescents and adults who have been married against their will and need help to get out of the forced marriage or to deal with the situation. They offer advice and guidance to pupils or others who live in fear of being married or left abroad against their will. They have discussions with and follow up children and adolescents who ask for help because they are being subjected to threats and violence by their own family. One example of this is if they have a girlfriend/boyfriend that the family does not approve of.

In addition to providing advice and guidance in individual cases, the IMDi counsellors also carry out preventive work. Upgrading expertise and building networks at the foreign service missions and in the schools is a crucial part of this work. In 2009, IMDi also appointed several internal specialist groups and national groups. The specialist groups work within selected focus areas with the aim of gathering experience, building knowledge and testing different methods in the efforts to combat forced marriage. In the national groups, the IMDi counsellors exchange experiences in order to gather knowledge about conditions in countries of origin and in the diasporas that have a bearing on the forced marriage problem. This can include statutory frameworks and practice in the various countries, social, cultural, political and economical conditions, marriage patterns, women's position and any special characteristics relating to the exercise of control and force.

1.6 The Expert Team for the Prevention of Forced Marriage

The Expert Team for the Prevention of Forced Marriage is an inter-agency, national team that consists of representatives of the Directorate of Immigration (UDI), the Directorate of Police (POD), the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) and IMDi. Since around 50 per cent of the cases that the Expert Team works on involve persons over the age of 18, a representative of the Norwegian Labour and Welfare Administration (NAV) is also required to be part of the team.

The Expert Team also provides advice and guidance to the first line services in the work on specific cases of forced marriage or other forms of honour-related violence and control. Employees in the child welfare service, schools, the police and others can contact the Expert Team for guidance on identifying the best public sector agency to provide the necessary follow-up. Part of the Expert Team's mandate is to help improve existing frameworks and procedures for inter-agency cooperation in order to improve coordination and provide more effective assistance in individual cases.

Since March 2010, the Expert Team has had responsibility for coordinating and administering the allocation of places in the national accommodation and support service for young people over the age of 18 who are subjected to forced mar-

riage or threats of forced marriage.⁵ Accommodation and support is offered for up to six months pending a more long-term solution. The accommodation is suitable for young women, young men and couples. The accommodation service also provides accommodation for single parents. Persons at risk often need support and follow-up in various areas. The municipality in which the accommodation is located is responsible for following up the individual tenants after they move into the accommodation. The follow-up is adapted to the needs of the individual. Special emphasis is placed on psychosocial assistance and good personal security.

Persons who are subjected to forced marriage or attempted forced marriage abroad sometimes contact Norwegian foreign service missions for help. In some cases, the authorities in Norway are already in contact with the person in question. Some have problems paying the cost of the journey home to Norway. Special funds have been earmarked for the repatriation of such persons. This arrangement also applies to cases involving female genital mutilation. The refund scheme will be administered by IMDi's Expert Team from 2010. The relevant foreign service mission can apply to the Expert Team for funds to cover the cost of repatriation on behalf of the victim. In some cases, the support agencies have been known to help persons to return home from countries with no Norwegian foreign service mission or where it has not been possible to contact an accredited foreign service mission. This scheme also covers such cases.

2. EXPERIENCE FROM THE WORK ON INDIVIDUAL CASES

2.1 More people are making contact – including boys

In 2009, there was an increase in the number of cases dealt with by the IMDi counsellors and the Expert Team.⁶ The counsellors worked on a total of 438 cases in 2009 compared with 170 in 2008.⁷ The Expert Team received 276 new cases in 2009, compared with 248 in 2008. In addition, the counsellors and the Expert Team are still working on many cases from previous years. The Expert Team has discovered that many cases that are several years old (from before coordination of the Expert Team was transferred to IMDi in 2008) turn up again with a new problem after the case has been dormant for a period. These are not registered as new cases.

The majority of victims are aged between 16 and 23. In around half of the cases the person is aged over 18. Most cases involve persons with a background from Pakistan, Iraq, Afghanistan, Somalia or Turkey, but 35 countries are represented in total.

The focus of the efforts aimed at combating forced marriage has often been on young girls, but boys are also victims, and they are contacting the support age-

5 In connection with the establishment of the national accommodation service for young people over the age of 18 subjected to forced marriage or threats of forced marriage, (measure no 27 in the Action Plan against Forced Marriage), the Expert Team was given the task of coordinating and administering the accommodation service on behalf of Bufdir as from 1 March 2009.

6 When minority counsellors, integration counsellors or the Expert Team have given advice, guidance or other assistance to a person at least once, this is classified as a case.

7 The project was initiated in June 2008, and figures relate to the period June-December 2008.

cies more and more. Eighteen per cent of the IMDi counsellors' 438 cases in 2009 related to boys. This proportion has increased to 28 per cent in the first quarter of 2010. The increase in the figures may be an indication that the school counselling service, foreign service missions and Expert Team are now well established and known to the target group, and that the services cover an actual need.

2.2 Threats, fear and extreme control

Very few of the cases brought to the attention of schools and foreign service missions relate to forced marriages that have actually taken place. Most cases involve fear of forced marriage, fear of being left abroad, threats, violence and extreme control. Extreme control is defined as the social control and the violence that are exercised in some environments in order to ensure that family members act in accordance with the standards of the family/environment.

In the school context, this control can entail the young person being kept away from the school, having to go straight home from school and not take part in any leisure activities or meet friends, or not take part in events and trips organised by the school. Checks may be made of their mobile telephone use and computer access may be limited to the point that it affects their school work.

In cases of extreme control in the family, the aforementioned actions are often supplemented by strong social control of the young person's behaviour in the public sphere. The victim may be monitored on behalf of the family, and any breaches of 'honourable behaviour' – or rumours of such – are reported to the family. This can include how the person behaves on buses, trains or at the shopping centre, whether he/she is dressed 'correctly' or has any interaction with the 'wrong friends' etc.

The term 'extreme control' denotes a qualitatively different situation from what is normally considered 'strictness' or the clear setting of boundaries. Extreme control entails a violation of the individual's basic human right to self-determination and freedom of movement (in accordance with age and maturity), and is often achieved by using violence or threats of violence.

The table below shows the number of cases per case category. The category indicates the main problem at the time the case was registered. The content of the problem may subsequently change, for instance, if a fear of forced marriage during a trip abroad proved to be without foundation, or if a case changes from being about extreme control to being about a forced marriage that has actually taken place. In other words, the registration does not capture how cases develop.

Category	Minority and integration counsellors		MC/IC	The Expert Team		ET
	2008	2009	2010 Q1	2008	2009	2010 Q1
Occurrence of forced marriage	14	25	13	50	46	25
Fear of forced marriage	63	129	30	91	73	31
Left abroad	-	39	17	10	17	5
Fear of being left abroad	-	44	13		26	4
Threats/violence	-	70	27	44	77	23
Extreme control	-	122	35	18	19	4
Other enquiries	93	9	1	35	18	1
Total	170	438	136	248	276	93

Extreme control and fear of forced marriage are the categories involved in most cases dealt with by minority counsellors and integration counsellors. With regard to extreme control, there is a major difference in the number of cases between the minority counsellors/integration counsellors and the Expert Team (122 cases compared with 19). This may be an indication that the minority counsellors/integration counsellors enter the case process at an earlier stage than the Expert Team, which receives enquiries about cases from the first line services. This means they have a better opportunity to prevent abuse occurring, and to help young people in a way that is satisfactory for all parties.

2.3 More enquiries about occurrences of forced marriage

In 2009, the minority counsellors and integration counsellors dealt with a total of 25 cases of forced marriages that had taken place, while the Expert Team had 46 such cases.⁸ Figures from the first quarter of 2010 show that there has been a strong increase in the number of cases of forced marriages that have taken place. The IMDi counsellors have dealt with 13 cases of actual forced marriages in the first quarter of 2010, compared with five in the corresponding quarter in 2009. The Expert Team has had 25 cases of actual forced marriages in the first quarter of 2010, compared with two such cases in the first quarter of 2009.

The increase in the number of cases of actual forced marriages gives no indication of the extent of forced marriage in society and nor does it mean that more people are being subjected to forced marriage than previously. A review cases of actual forced marriage that the IMDi counsellors followed up in 2009 shows that most of the marriages were entered into more than two years before the person contacted the support agency. Children aged 14-16 when they were married have, for the most part, taken more than five years to contact the support agencies.

⁸ There may be an overlap in the reporting between minority counsellors/integration counsellors and the Expert Team.

The increase in the number of people contacting the support agencies may be an indication that there is greater awareness of human rights and opportunities for help, both to deal with the situation and to be released from a forced marriage.

2.4 Boys' various roles

The proportion of cases in which boys are victims is higher for minority counsellors and integration counsellors than for the Expert Team, which receives cases from the first line services. The minority counsellors have found that boys normally have more freedom during their adolescence and are not subjected to the same control as girls. The impression is that boys in a number of environments have a greater opportunity to live a 'double life', both when married and single. This may be one of the reasons why the support agencies 'see' boys to a lesser extent or are less aware of boys' problems as a result of the family's honour culture.

The experience from work on individual cases and measures aimed at boys indicate that boys can have several different and conflicting roles. Boys can also be subjected to forced marriage, they can be controllers of their sisters or other female relatives (both on their own initiative or under pressure), they can be abusers and they can be involved in cases because their girlfriend is being forced to marry someone else.

The fact that boys often have more leeway than girls (greater freedom to take part in leisure activities and meet friends, more opportunities to have an 'open' relationship with a girl etc.), can also play a role in creating scope for boys to be agents of change in their own and their sister/girlfriend's situation.

More knowledge is needed about boys' roles and attitudes to forced marriage and effective methods of reaching boys who, in different ways, are at risk in this context. IMDi therefore plans to initiate its own research and development project (the R&D project) in 2010. Boys' attitudes to and experiences of love, girlfriends, homosexuality, marriage, equality, extreme control, honour, violence and family, and other relatives' expectations and roles in choosing a girlfriend and spouse are some of the areas that will be examined. The project will propose methods and measures that the first line services can use in their work aimed at the target group.

Case 1

Nadim was in his first year at upper secondary school. He was 16 years old and the socio-educational counsellor was concerned about his frequent absences, resulting in him not being assessed in several subjects. The counsellor wanted to raise the question of adaptation and future plans. During the conversation, it emerged that Nadim had just become engaged to one of his cousins in his country of origin. The minority counsellor thus became involved.

Nadim told the minority counsellor that it had been decided he would marry his cousin in his country of origin. Nadim also said that he was the youngest family member and that he had a number of older brothers and sisters who were all married. Two of his sisters still lived at home. They are both married to cousins in their country of origin who will eventually move to Norway.

This was presented as a fact. It is seemingly not problematic and – according to Nadim – does not entail the use of any force. The minority counsellor is astonished by his indifferent attitude. He does not seem enthusiastic and has no clear opinion on his schooling, when he will marry or what the cousin in the country of origin thinks about the marriage. Because the problem is complex – Nadim's frequent absences, problems with his school work, lack of motivation and responsibility for his own learning – the minority counsellor involves a male milieu worker at the school. He has just started a group for boys. The group engages in sporting activities and various topics are discussed. The overarching goal of the group is to prevent pupils from dropping out of school. Part of the work entails increasing motivation for learning and making arrangements so that the participants can raise issues they are concerned about and discuss different topics together.

Nadim is closely followed up by a minority counsellor throughout the school year. The minority counsellor has regular conversations with him, both in private and sometimes together with the worker (leader of the boys group) and the class teacher.

The minority counsellor receives a visit from Nadim at the start of the next school year. This time he has brought his girlfriend, who is also a pupil at the school. They are both supposed to be marrying other people and don't know how to get out of it. They fear what will happen if their parents discover their relationship, but, at the same time, they would also like to be open about it. They ask for help and advice on how to handle the situation.

2.5 Low-threshold services offer possibilities

IMDi regards the system of minority counsellors in upper secondary schools as a low-threshold service that intercepts pupils who are in the danger zone before they are subjected to a forced marriage. Increasing control by parents, brothers or others can be a sign of an imminent forced marriage. The minority counsellor service makes it possible to intervene at an early stage and initiate preventive measures. This allows more scope to act than if the case is acute and the young person fears a forced marriage in the near future, and avoiding a painful split with the family is more likely. Where intervention takes place at an early stage, a dialogue can be entered into with the families. This is done by involving the relevant support agencies and authorities, and using coordinated and targeted efforts to deal with the problem. Which support agencies will be involved will depend on what the case entails and what the challenges are. In cases that involve extreme control, violence and force, the child welfare service and police must be notified.

In some cases, it is the victims themselves who contact the minority counsellor at school and initiate discussions about their problems. In other cases, a teacher or other counsellor or employee at the school will refer pupils they are concerned about. Other pupils also contact the counsellors sometimes to notify them about friends and acquaintances they are concerned about. It may be difficult to talk to the minority counsellor or other employees at the school about problems at home and conflicts with parents, siblings and other family members. It can take time to build trust and reach the stage where children and adolescents are happy to talk about their home life. When people first make contact and open up about problems related to honour-related violence, it is vital that they feel that they are being protected and dealt with positively by the support agencies. The IMDi counsellors find that very few young persons they are in contact with want to break with their families. In some cases, however, a break with the family – at least for a period of time – is the best solution. In the longer term, the majority will wish to re-establish contact with their family.

2.6 Ambivalence of victims

IMDi has discovered that victims sometimes take many detours and have numerous conversations with various persons in the support agencies before they start talking about their problems at home related to control, violence and force. Many wait as long as they can and do not make contact until the problem is considered to be acute. The IMDi counsellors report that the classic enquiry often comes on a Friday afternoon. Someone in the family has either discovered a secret relationship or heard rumours. Consequently, the girl in question does not know what to do and is afraid to go home. However, the girl is ambivalent. She feels guilt and shame. By seeking help she feels she would be denouncing her own family and she considers the consequences. What will happen when the family finds out that she have gone to the authorities to ask for help? What will happen to her younger sisters? Does this mean that she will have to break with her family forever?

Case 2

Aida had waited as long as she could. During her last year at upper secondary school, just before her 18th birthday, she finally contacted a worker at the school, who in turn contacted the minority counsellor to ask for help. She spoke about an older brother who hit and controlled her at all times of the day and night, and about her parents, who let this happen. The violence at home had been going on for many years. She said that the child welfare service was involved with her family some years ago, but they concluded the case. The violence at home had worsened recently and now it had peaked. The family had discovered that she had a boyfriend, and they would not accept this. The day before she made contact, the police were called after her father had struck her boyfriend in the street. Now she did not want to go home.

The school contacted the child welfare service and Aida was offered an emergency place at an institution or in an emergency home on the spot, but she declined. She ended up going home. The child welfare service initiated an investigation. In the meantime, Aida turned 18. The police and crisis centre were involved and she was offered accommodation, but again she refused to break away from her family.

Managing the victim's ambivalence is a challenge for the support agencies. If a person has reached the age of 18 or declines the help that is offered, it is limited what the support agencies can do. However, it is vital that the helpers make it clear to the victim that he or she has rights and that help is available.

2.7 Need for low-threshold conversations

In IMDi's experience, many pupils in the relevant target group, both at lower and upper secondary school, need adults to talk to, and there is a need for low-threshold conversations in connection with the school. The minority counsellors act as a supplement to the ordinary school counselling service. Follow-up over time in the form of long and difficult conversations requires resources to be earmarked for this purpose, and this service needs to be included in the system. Many upper secondary schools have a separate department for pupil services or a milieu and counsellor team who cover these types of support functions. It is not unusual for the school health service and other external partners, also in mental healthcare, to be affiliated to these departments/teams.

2.8 Forced marriage is discovered via another problem at school

The minority counsellors in schools find that most cases are discovered, and gradually uncovered, via another problem. To start with, enquiries and concerns may be linked to a completely different situation, such as a high absence level, problems with school work, conflicts at school, changes in behaviour, health-related challenges, housing problems, poor living conditions etc. Many of the problems that adolescents in this target group face relate to factors that lie outside the school's primary area of responsibility. The problems will often be complex and require interdisciplinary and inter-agency cooperation in relation to the pupil.

In the minority counsellors' experience, adolescents who are subjected to honour-related violence can react in very different ways. Although the majority of cases are discovered via another problem, there are many that are not intercepted this way. Minority counsellors also report enquiries from conscientious, diligent and seemingly well-balanced pupils. They have no 'visible signs' that give rise to concern among the school staff. Unless the young persons themselves take the initiative to talk about their problems, it is difficult for teachers, counsellors or others to be aware that they need support, advice or assistance.

A need has been identified for more knowledge about adolescents who have had limited influence on their choice of spouse, and what distinguishes them from persons who have had a major influence on their choice of spouse. IMDi has therefore initiated an R&D project entitled 'Living conditions, family practice and equality among adolescents with varying degrees of influence over their choice of spouse'. This project is aimed at creating a clearer profile of the target group at risk of forced marriage. The project will be carried out by Fafo.

2.9 Few notifications despite duty to report

In order to be able to prevent forced marriage, it is vital that the schools have procedures in place for identifying and intercepting pupils who are subjected to control, violence and force as quickly as possible. Teachers and other staff must know what to look for, how to react and when to report their concerns to the child welfare service and/or police.

Pursuant to the provisions of the Child Welfare Act, public sector employees have a duty to report to the child welfare service any incidences of suspected abuse or gross neglect, including forced marriage. This provision is also specifically included in other statutes, such as the Education Act. The cases that the IMDi counsellors are involved in can be acute. When a person's life or health is in danger, the duty of confidentiality of school staff and other public sector employees is waived, and the case is reported by the school head to the child welfare service (for pupils under 18) or to the police (pupils aged over 18). The police are responsible for making a formal assessment of the threat.

Despite the fact that many of the cases involve violence and criminal offences, IMDi has found that cases of forced marriage are seldom reported. It also appears that the perpetrators are rarely charged in such cases. This is most likely related to the fact that the young victim does not wish to report and/or testify against his or her own parents or other family members. It can therefore be difficult to obtain a conviction, and a case may affect the victim's safety in the future and make further contact with the family – which most adolescents want to maintain – impossible.

This is a dilemma for the support agencies (including IMDi). The statutory framework must be enforced, and those who carry out the abuse punished. On the other hand, it is important that consideration is given to the victim in the case. It is therefore vital that the question of reporting the problem is raised and evaluated in each individual case.

2.10 Need for more focus on the situation of homosexuals

Experience from the minority counsellors' work in schools shows that there is a need for greater focus on homosexuals, lesbians and bisexuals' situation in the efforts to combat forced marriage. Coming out as a homosexual during adolescence is not easy, and many adolescents from minority backgrounds consider it to be impossible. Not only does it, in many cases, entail a total break with the family, relatives, the community and friends, homosexuality is also associated with shame and sinfulness in many communities, and the individual's life or health may be in danger.

Case 3

Ahmed is 16 years old and, due to major conflicts with his parents, lives voluntarily outside the home as part of a measure aimed at adolescents. During his placement, he has told the staff that he is homosexual and wants to live his life accordingly. This is something he has kept secret from his family. However, during a telephone conversation with his parents, Ahmed tells them in anger that he is gay. His parents' reaction is disbelief, and they blame the support agency, which they believe has led their son into having such thoughts. His parents refuse to accept that their son is homosexual and want him to move back home so that he can 'get well again'. It is also extremely important to the parents that this does not become common knowledge and that no rumours are spread. On his part, Ahmed is afraid of what his parents may do, but, at the same time, he also believes that his parents are not the same as other parents from his country of origin, i.e. they are not so committed to honour.

The child welfare service in the place in question contacts the minority counsellor because they want guidance on how to manage the case and advice on how they can talk to the boy in a way that ensures that he understands the seriousness of the situation.

The child welfare officer was advised as follows:

- Draw up a network map together with the boy. Let him speak about each family member briefly. Place a ring around those he thinks can harm him if it becomes known that he is homosexual. Ask him to identify who it is that makes the most important decisions in the family.*
- Talk to the boy about family members who are married and ask how they came to be married; was it arranged, a marriage of love or a forced marriage? Who decided that they would get married?*
- Ascertain whether his family is concerned about rumours; give examples of this. If not, give examples of when it has not made a difference.*
- Is the family concerned with honour? Give examples of this.*

– Talk to the boy about future dreams and how likely it is that he can realise them if surrounded by his family.

– Ask the police to assess his safety.

– It is crucial that the employees are in agreement during their conversations with the boy and that they give the impression of being secure in the situation.

After receiving this advice, the child welfare officer had a conversation with the boy at the institution. During this conversation, it emerged that the boy had more knowledge of the family's way of thinking than he was aware of himself. He arrived at the conclusion that his parents were more concerned with honour and rumours than he had first thought. It also emerged that he has family members who have been subjected to forced marriage. By guiding the child welfare officers on how to converse with the boy, important information was obtained in the case. This increased the boy's awareness and made him realise how difficult it is for the family to accept his sexuality, and what he risks if it becomes known in the community that he is homosexual.

2.11 Forced marriage cases at foreign service missions

Few people contact foreign service missions directly in order to get help while they are staying in their country of origin. Uncovering the use of force through the foreign service missions' work on cases related to the setting up of families has proved to be difficult. Particularly large age differences, deviations in marriage rituals, irregular previous marriage practice in the family etc. can all be indicators, but are difficult to 'prove'. Uncovering a forced marriage has proven difficult when interviewing visa applicants in their country of origin. It is only when the Directorate of Immigration compares the interview conducted by the foreign service mission with the interview conducted by the police in Norway that this becomes possible. An overall picture of the situation can then be established and checks can be made to ascertain whether information provided by both parties tallies. The reasons for this may be complex. For a number of applicants, coming to Norway is their overarching goal.

Consequently, discussing force in an interview situation will not be an option, since it may mean their application for family immigration is denied. Other applicants do not consider it an option to oppose a marriage that has been decided by the family. In the integration counsellors' experience, matters relating to force must be considered in conjunction with women's position and situation in the different countries and the areas where they work. There will be major variations here. The integration counsellors have found that forced marriage must be regarded as part of the general oppression of women and women's lack of opportunity to influence their own situation and their own lives. Most cases that the integration counsellors have been involved in are reported by the first line services in Norway – including the minority counsellors – or the Expert Team. In IMDi's experience, the problem of forced marriage is easier to detect in Norway.

Nevertheless, it is crucial that employees at foreign service missions focus on forced marriage, and know how to identify and handle cases.

2.12 A broad approach is necessary

A broad approach is required in the efforts by the foreign service missions to combat forced marriage. IMDi has found that the incidence of force marriage is related to women's position and rights in their countries and areas of origin – and in the diasporas in Norway. The integration counsellors' focus has therefore shifted from consular and visa case processing to work related to women's issues and gender equality. This has proved to be a rational approach to the work in a number of ways. The focus on women's issues and gender equality has given the integration counsellors access to organisations and groups in countries of origin that are working to combat violence against women and children. These are organisations and networks that are key participants in preventive and awareness-raising efforts in relation to forced marriage in the country of origin. These organisations and networks can also be important partners in the work on individual cases where Norwegian nationals, or other persons with a connection to Norway, need help in connection with forced marriage in their country of origin.

The efforts to combat forced marriage can also be viewed in conjunction with the efforts to combat human trafficking and sham marriages. Article 3 of the Palermo Protocol describes human trafficking as a person gaining control over another by means of various forms of violence, threats, force, misrepresentation or abuse of a vulnerable situation. This also describes forced marriage. A sham marriage is a marriage that is entered into for a purpose other than marital relations. In the cases that the foreign service missions come into contact with, the purpose of the marriage is generally for the applicant to obtain a residence permit in Norway. Such marriages do not form the basis for family immigration to Norway. Sham marriages of this nature can also be forced on one or both parties. The foreign service missions and Norwegian authorities should be aware of this and know about such situations.

2.13 The importance of a holistic perspective and interdisciplinary cooperation in the support agencies

In order to be able to help a person who has been subjected to forced marriage or some other form of honour-related violence, the support agencies need to cut across boundaries in a number of ways. This does not just apply between sectors, entities and professions in Norway; the transnational nature of the cases makes it necessary to look beyond Norway's borders. As a counsellor or employee in the support agencies, this primarily entails being aware that this is the case and familiarising oneself with the social and cultural context in which the problems arise, in diasporas and in the country of origin. IMDi has found that these cases require a holistic perspective and interdisciplinary cooperation.

According to IMDi's integration counsellors, some of the forced marriage cases that the foreign service missions have been notified of could probably have been avoided if those handling the cases in Norway had had better transnational expertise. Some of the areas that are highlighted as being essential to have knowledge of in this context are: 1) Basic knowledge of the political, social and cultural conditions in countries of origin, and knowledge of marriage patterns and traditions in the family in question. 2) Awareness that the family of the person seeking help in Norway may be under strong pressure from other relatives in the

country of origin. Knowledge that important decisions in a family, for instance in relation to marriage, are not necessarily made in Norway, but by relatives in the country of origin. 3) Awareness that the Norwegian authorities' opportunities to help Norwegian nationals or others with a connection to Norway who are subjected to force, violence and control abroad are limited.

The majority of the cases received by the foreign service missions have a previous history in Norway. Schools, the child welfare service and the police have often been involved with families over a period of time without identifying forced marriage problems. IMDi's experience in several of the cases that the counsellors have been involved in is that the child welfare service and/or other support agencies have been involved at one time or another during adolescence with the families of the adolescent, but the person requiring assistance has not felt that it has helped.

2.14 Assistance with repatriation is difficult but possible

When a person is abroad and asks for help, it is limited what the Norwegian authorities can do, even if the person concerned is a Norwegian national. Where there is a fear of forced marriage, the main message is therefore that efforts should be made to prevent travel outside Norway.

The integration counsellors have found that it is particularly difficult to assist persons under the age of 18 to return to Norway, because they are still under their parents' (in many countries this relates only to the father) care and responsibility. Although the minors are Norwegian nationals, the Norwegian child welfare service is powerless to do anything as long as the minor remains outside Norway – provided that the child welfare service has not previously taken over care of the child. However, even in these cases, it can be difficult to help the minor to return to Norway, particularly if he/she has dual citizenship. A number of countries do not recognise the second citizenship, or changes of citizenship.

Ensuring safety in several of the countries where the integration counsellors work is extremely difficult and helping people to leave the country is associated with particularly high risk. Moreover, persons subjected to forced marriage abroad are often threatened by the family, which also complicates repatriation.

Since the project was initiated, a total of 18 persons have received repatriation assistance from the foreign service missions served by the integration counsellors. The success of these cases was due to having 'good helpers' in the country of origin, both within and outside the family. Integration counsellors have mapped relevant partners in the respective countries. These partners are local and international organisations, other countries' embassies and local authorities. The integration counsellors have used this network to collect information about local conditions, which is extremely important in order to be able to assist individuals.

Case 4

Fatima was 17 when she was taken to her father's native country together with the rest of her family. In her father's country, she became engaged to a much older cousin, who is an influential person. She did not want to marry him and contacted a friend in Norway to tell her what had happened. The friend notified the minority counsellor at the school, who then called the girl back. Fatima told the minority counsellor that she wanted to return to Norway, but that her father would not allow her to do so. The minority counsellor then contacted the integration counsellor at the embassy. No one could help her to return to Norway as she was still under 18 and needed her father's consent to leave the country. He would not give his consent.

Some months later, Fatima contacted the minority counsellor again. She was now 18. She said that she would soon be forced to live together with her cousin, who abused and threatened to rape her. She was now in a desperate situation and asked for assistance to get out of the country. Her situation was complicated by the fact that, although she was now 18, she still needed her father's permission to leave the country and return to Norway. After a while, when her father understood the situation that he had put his daughter in, he gave her permission to leave. The journey had to take place without her fiancé's knowledge. The embassy found someone who could help her with transport to the airport. The journey from the family home to the airport was complicated, with many military checkpoints on the way. There were also a number of bombing raids in the areas she had to travel through. No one knew whether her fiancé had discovered that she had fled or whether he had contacted any of the checkpoints or the airport. Fatima did not have a passport; her fiancé had taken it from her. She was therefore afraid that she would not be able to leave the country. The embassy had an emergency passport issued for her and booked a ticket to Norway. She was given it as soon as she arrived at the airport together with those who had helped her with the transport.

2.15 Religious marriages and premature marriages

Twenty-two of the 438 cases that the minority counsellors and integration counsellors followed up in 2009 were cases in which the person involved was under the age of 16. The majority of these cases involved children who had been left abroad, or where there was a fear of this happening. We know that forced marriages – in the form of religiously solemnised marriages – take place with children as young as 13-14 years of age in various places throughout the world. The Expert Team, integration counsellors and other sources have all reported such cases.

We also have examples of cases from Norway where minors have undergone a religious marriage to an older relative conducted by imams in Norway without a licence to perform marriages. Officially and legally, these children are not married, but, in practice, in their own and their relatives' consciousness, they are. The Expert Team's experiences show that these religious marriages are often referred to as a 'betrothal' by the family, but the person concerned perceives it

as a binding marriage contract because the families consider the marriage to be binding.⁹

IMDi has also found that a number of pupils get 'engaged' to persons in their country of origin while at lower secondary school. From what we know, there are grounds for concern in relation to a number of these 'engagements'. It is crucial that employees in the support agencies are vigilant in this context and aware that this can involve both religious marriages and the sexual abuse of minors.

The Expert Team also receives many enquiries from persons who have separated in accordance with Norwegian law, but are having problems obtaining a divorce from the religiously solemnised marriage. This is a problem that applies to women in particular because they do not automatically have the same rights as men to request the dissolution of a marriage. In practice, this means that the women believe they cannot re-marry because they will still be regarded as married by their family and in the family's country of origin.

2.16 Improved coordination and systematic efforts necessary

A large number of support agencies are often involved in the cases that the IMDi counsellors follow up. In our experience, interdisciplinary and inter-agency cooperation can be improved, and children and adolescents could have received better assistance if the efforts by the various agencies had been more coordinated.¹⁰ In IMDi's experience, early intervention and coordinated inter-agency efforts are the key to combating forced marriage.

In cases where minority counsellors, the Expert Team and/or other support agencies have initiated preventive measures at an early stage, we have been able to properly protect the adolescent and family. Preventive measures in this context refer to binding inter-agency cooperation in relation to the person in need of assistance (or his/her family). For example, responsibility groups, strategy groups or other forms of inter-agency meetings at which various support agencies are represented (the child welfare service, the police and other relevant agencies, depending on the nature of the case and who is involved).

IMDi has identified a need for more knowledge about how cooperation with the child welfare service and the other support agencies works in cases that the IMDi counsellors are involved in. One of the internal specialist groups in IMDi is examining experiences from individual cases. The aim is to identify effective measures and recommendations with regard to cooperation in cases.

9 Marriages entered into between persons under the age of 18 are illegal in Norway. Section 220 of the Penal Code on the marriage of minors came into force in September 2003 as one of several measures to combat forced marriage. The main point is that marriages with persons under 16 are regarded as forced marriages, regardless of whether or not the child perceives it as voluntary. Both the person entering into the marriage and complicit parties can face up to six years in prison.

10 ISF's follow-up evaluation of the Action Plan indicates the same. According to ISF's report, it is a characteristic of forced marriage cases that either no one actually coordinates the case or those involved do not know who is responsible for coordination.

Case 5

Shezeen (19 years old), who is in her last year at upper secondary school, contacts the minority counsellor and says that she is in despair because she is being controlled by her parents, brother and other relatives. Her mother calls her several times a day during school hours in order to check that she is at school. They expect her to take the call every time. Her parents have a full overview of when she starts and finishes school. She has to go straight home after school and her parents have calculated exactly how long her journey home from school takes. Her father sometimes turns up unexpectedly at the school and takes her home. Her school bag is regularly searched. Her brother, father and mother are given to checking her mobile phone at any time for messages and calls. Shezeen's brother and cousins attend the same school as her. Shezeen feels like she is being constantly monitored.

After several conversations with the minority counsellor, it emerges that Shezeen was engaged a year ago to a person in the country of origin whom her parents chose for her. She says she wants to get out of it but that she doesn't want to report her parents. Shezeen asks for help to deal with the psychological pressure and find a way to get out of her situation without breaking with her family.

Her final term at school and the summer holidays are approaching. She has been given advice and guidance throughout the school year. She has applied to a university college in another part of Norway in the hope that her parents will accept that she moves away from home. The minority counsellor does not believe she will be permitted to do this and believes there is a high risk that the forced marriage will be performed abroad during the summer holidays. Together with Shezeen, the minority counsellor devises a contingency plan. An inter-agency group is set up for Shezeen, which can prepare her for the summer and initiate preventive measures. The group includes representatives from NAV, the police, the Conflict Resolution Board (Konfliktrådet), and the minority counsellor.

If she is not given permission to move away and the issue of travelling abroad is raised, the plan is for her to be moved to safety. When she is safe (at a crisis centre or in emergency housing), the police or Mediation Board can then initiate a dialogue with the parents. The plan is to get the parents to enter into an agreement with the local authority and police in the form of a written declaration that their daughter will not be forced to marry. In serious cases like this, securing the victim's safety is of paramount importance before entering into a dialogue about possible agreements or the like.

3. EXPERIENCES FROM PREVENTIVE WORK

In addition to providing advice and guidance in individual cases, the IMDi counsellors also carry out preventive work, e.g. with girls groups and boys groups for school pupils. The goal is to raise awareness of a person's right to make his/her own choices. The integration counsellors initiate projects in the countries they cover, which can help change attitudes and prevent forced marriages in the countries of origin.

Another important part of the work in schools and at foreign service missions is to contribute to raising expertise among service providers and in the first line in general. This is also a crucial part of the Expert Team's work. The IMDi counsellors take part in established interdisciplinary and inter-agency forums, and help the service providers to introduce procedures for dealing with these types of cases.

3.1 Procedures in the efforts to combat forced marriage

Based on an established need to strengthen expertise and cooperation, both internally and between different support agencies, IMDi drew up a proposal in 2009 for procedures for the efforts to combat forced marriage for use in schools.¹¹ The minority counsellors have presented the proposal to their schools, and the procedures are now available at www.imdi.no/tvangsekteskap.

The aim of the procedures is to help clarify responsibilities and roles, and increase school staff's knowledge and expertise in dealing with forced marriage issues. The procedures recommend who should do what

- in an acute case
- in a non-acute case
- when travel abroad is involved.

The proposal for procedures needs to be adapted to the conditions in the individual schools. Some schools already had procedures before the minority counsellor was appointed, and together with the minority counsellors' experiences, these form the basis for the recommended procedures. At the end of 2009, seven schools had approved procedures for the efforts to combat forced marriage, while 23 schools had the procedures under consideration. The aim is for all schools with a minority counsellor to have implemented procedures in 2010.

In order for the procedures to be useful, they need to be used and be known to school staff. IMDi therefore recommends the following:

- The procedures should be announced by the school's management.
- The procedures should be viewed in conjunction with the school's other procedures in cases that involve violence.

¹¹ IMDi's procedures are inspired by the procedures used in the Drammen project, but differ insofar as they are primarily aimed at use in schools.

- The procedures should be easily accessible on pages on the school's website that only employees have access to.
- Employees must receive training/guidance on applying the procedures.

The Directorate of Immigration's guide for foreign service missions' efforts to combat forced marriage is now under review in close cooperation with the integration counsellors. As a supplement to the UDI guide, the IMDi integration counsellors are devising routines and checklists for the foreign service missions locally, such as tools for identifying cases that may relate to forced marriage.

3.1.1 Procedures for fears of forced marriage in connection with travel abroad

Where a person fears forced marriage in connection with travel abroad, the minority counsellors follow the recommendation in the procedures to make it clear to young people that there is very little the Norwegian authorities can do in another country's territory. Escape and assistance to return to Norway are extremely risky. Where there are serious concerns, the person in question is advised not to travel.

If the person's life and/or health are threatened, the school head teacher must report the case to the child welfare service (for those aged under 18) or the police (over 18). It is recommended that the person who talks to the victim discusses the case anonymously with the child welfare service and police. Emphasis is placed on threats always being assessed by the police in each individual case.

Despite advice to the contrary, some adolescents who fear forced marriage nevertheless choose to travel. In such cases, several schools have offered a type of follow-up over the summer, as recommended in the procedures. Some of them have offered the adolescent contact by phone, SMS or e-mail during their stay abroad. A total of 12 young people accepted this offer in 2009. Together with a minority counsellor, these adolescents completed a 'form for follow-up during foreign travel'¹² and provided details of where they would be staying while abroad, the name and address of the person they would be visiting, and where they would be living (see Appendix 1). The pupils were then given information about the Norwegian foreign service mission and the telephone number to use if assistance was needed. What would happen if the person did not return to Norway as expected was also agreed. When the form was completed, it was signed by the child, the counsellor and head teacher.

3.1.2 Positive experiences with agreements on follow-up during foreign travel

There are several examples that illustrate how an agreement on follow-up has been crucial in averting a forced marriage during foreign travel. In some cases, it has played a part in getting the child to contact the integration counsellor and receive assistance to get away from the family and back to Norway.

¹² Some local authorities use their own 'self-declaration forms' issued by the local authority and police. These forms carry the logos of the local authority and police.

Boys and girls who have taken up the offer of follow-up before travelling abroad, and who have given feedback on their experience, say that the signed agreement made them feel safer and more protected. Several of the girls also said that they regarded contact with a follow-up person during their stay abroad as extra support and security.

In a number of the cases dealt with by the minority counsellors, the parents took a positive attitude to using the agreement on follow-up, and to the written information in their native language that forced marriage is forbidden and a punishable offence in Norway. These parents believed that the agreement – which was stamped by the police/child welfare service – could help them to argue against pressure to marry from the community in their native country. Although there were some concerns before the trip, no one experienced problems during their stay abroad.¹³

It is important to be aware that the agreement on contact and follow-up during travel abroad is in no way a guarantee that everything will go well. It is therefore vital that the conversation with the child about the imminent journey is conducted in a way that makes them understand what could actually happen, so as not to create a false sense of security.

3.1.3 A conversation tool with a positive preventive effect

In IMDi's experience, the conversation about travel abroad has an important preventive effect in itself, and the 'form for follow-up', which the child and counsellor fill out together, serves as an effective conversation tool. Experience shows that completing the form seems to raise the child's awareness. In IMDi's experience, what starts off as diffuse fear can develop into a more concrete understanding of what is at stake during the process, and result in the child choosing not to travel.

3.1.4 Preventive preparations for summer holidays – an example

The summer holidays are the main season for forced marriages. Many adolescents fear what can happen in connection with travelling to relatives abroad. Prior to the summer holidays in 2009, the minority counsellors at Ulsrud upper secondary school therefore produced a brochure based on the recommendations in IMDi's procedures. The brochure was distributed to pupils at the school, and interested parties could easily obtain a copy. Entitled 'Are you worried about being engaged, married or left in another country against your will?' (in Norwegian only – 'Er du bekymret for om du kan bli forlovet, giftet bort eller etterlatt mot din vilje?'), the brochure is pocket size and includes recommendations for adolescents who are afraid of what might happen when they travel abroad:

1. Contact an adult you trust at the school before travelling.
2. Leave a copy of your passport and ticket with the person you have agreed follow-up with.

¹³ These were cases in which Drammen local authority's self-declaration form was used.

3. Agree regular telephone calls or contact via the internet with someone you trust in Norway, so that you can tell them about your situation during the holiday.
4. Pay-as-you-go mobile telephones do not work abroad. You need a local subscription when you reach your destination.
5. Take extra money and a copy of your passport. Hide them well!
6. Obtain the telephone number, address, e-mail address and fax number of the Norwegian embassy in your destination country. Learn them by heart. Notes you have written could be lost, and you could lose your mobile telephone, or it may be checked or confiscated. All embassies and telephone numbers can be found at <http://www.norway.info>
7. Any written or verbal contact with the embassy should be in Norwegian, which will ensure that the information is not read/heard by unwanted parties.

If you are certain that something is going to happen – do not travel. Seek help!

It is difficult to quantify the effect of such a brochure. It is only one of many information and awareness-raising measures organised by the minority counsellors. The brochure is now being made into a product that all minority counsellors can make available at the schools where they work, as part of the preventive efforts.

3.2 Major need to upgrade expertise

The feedback from IMDi's minority counsellors shows that there are major differences between schools with regard to knowledge and expertise. Additionally, there are often major variations internally within the individual schools in the employees' knowledge about honour-related violence and about the school and employees' own responsibility for identifying and following up pupils who are subjected to such violence.

IMDi report 10-2008¹⁴ shows that 'many pupils are afraid that a lack of expertise will lead to the school counsellors not handling the situation properly and making things worse. They are not sure whether the counsellors will understand the situation that they and their family are in, or whether they will act on the basis of a stereotyped understanding of migrant families. The pupils interviewed would like to see more expertise among the counselling service aimed at minority adolescents and minority families' circumstances, and different cultural and religious traditions.'

The IMDi counsellors and Expert Team have helped to upgrade such expertise in a number of ways in schools since start-up in 2008. They have provided ongoing individual guidance of school employees and held courses and given talks for all

14 IMDi report 10-2008. 'Adolescents with an immigrant background. Values, formation of standards and life choices – status of knowledge' (Norwegian only – 'Ungdom med innvandrerbakgrunn. Verdier, normdannelse og livsvalg – en kunnskapsstatus'). Written by ISF on behalf of IMDi.

or part of the school staff. Likewise, the integration counsellors have carried out various forms of expertise upgrading among embassy employees and employees in the Ministry of Foreign Affairs.

Minority counsellors, integration counsellors and the members of the Expert Team have all held a number of talks for employees of the child welfare service, the police, employees of the refugee service and other support agencies. Together with VOX, the IMDi counsellors took part in coordinated and systematic training of employees in adult education in 2009. They have also contributed to and organised workshops at several RVTS seminars on honour-related violence.¹⁵

'Efforts to Combat Forced Marriage – a Guide' serves as the basis for the IMDi counsellors' expertise upgrading programme for first-line employees.¹⁶ The guide is based on the experiences from the Expert Team's efforts to combat forced marriage in the period from November 2004 to May 2008, and provides information that can lead to better understanding, concrete and practical advice on how to assist those in need of help, as well as an overview of possible partners. In talks, the guide is supplemented by more information aimed at the target group, often illustrated using examples of specific cases. Talks and other forms of expertise upgrading are thus moving from the general to the specific in order to better address the problems and challenges that the relevant target groups for expertise upgrading meet in their work with adolescents.

3.2.1 Topics highlighted in the efforts to upgrade expertise

- Various types of psychological pressure, control, threats, violence and forced marriage can be the result of a family's need to maintain or restore honour. What honour and shame in different cultures entail is therefore covered in the IMDi counsellors' training and expertise upgrading.
- Families outside Norway can have a great deal of power and influence over families in Norway, and may plan and carry out part of the abuse. Knowledge of the culture, tradition and local conditions where the victim's family come from can be crucial in terms of obtaining a good understanding of a case and being able to help the adolescent. The integration counsellors possess such knowledge and can provide valuable assistance in connection with cases. The IMDi counsellors emphasise this as one of several points in talks and training.
- Through their efforts aimed at raising expertise, the IMDi counsellors have discovered that it is important not to put too much focus on the specifics of forced marriage cases, since this can create a fear of having insufficient knowledge and thereby lead to a refusal to take on cases of this kind. They have therefore stressed that knowledge about honour and collectivistic family traditions is crucial. However, it is also important to know where such knowledge can be obtained, and to know that the Expert Team and others can be contact-

15 Regional Resource Centres for Violence, Traumatic Stress and Suicide Prevention (RVTS) help upgrade expertise through teaching, guidance, consultation and networking across sectors, government agencies and administration levels. RVTS is responsible for following up measure no 20 in the Action Plan.

16 http://www.imdi.no/Documents/BrosjyreHefterHaandbook/Arbeid_mot_tvangsekteskap_nett.pdf

ed for advice on how to follow up adolescents who are subjected to extreme control or violence.¹⁷

- Adolescents who are subjected to honour-related violence also struggle with other types of problems. In their talks, the IMDi counsellors have therefore emphasised the importance of taking a holistic approach and being able to view the adolescent's challenges as a whole (cf. Section 2.8 'Forced marriage is discovered via other problems').
- IMDi has identified a need for more interaction and cooperation between different activities and government agencies. This requires knowledge about each others' statutory frameworks and clear procedures for cooperation. The IMDi counsellors have highlighted this in talks and training, and have challenged the individual service providers to reflect on their own responsibilities in such cases, to introduce internal procedures and collaborate with other service providers to develop a procedure for cooperation. The minority counsellors have assisted the schools and other service providers in the process of developing and implementing procedures.

3.2.2 Following up cases is the best learning experience

IMDi has found that learning primarily takes place in connection with the follow-up of concrete cases.¹⁸ It is therefore important that the minority counsellors and integration counsellors do not take over or are left with the forced marriage cases, but that they involve employees at schools or foreign service missions in the work on individual cases. By doing so, the employees can learn from what happens in connection with the follow-up of cases. A great deal can also be learned by reviewing cases at interdisciplinary meetings. Such meetings will often be a suitable arena for clarifying roles and responsibilities in the follow-up of the adolescent, which, in turn, will be beneficial in connection with future cases and provide an opportunity to meet and follow-up adolescents in an appropriate manner.

The IMDi counsellors have discovered that a great deal can be learned from reviewing a case after it has been concluded. Evaluation meetings are held at which everyone who has been involved in the case takes part in a review of the case with regard to the individual's role and the quality of each individual's follow-up of the adolescent, and in order to assess the strengths and weaknesses of the cooperation between those involved in the follow-up.

Employees at schools and foreign service missions need to maintain and 'top up' their knowledge. New employees also have to be trained. Training/expertise upgrading in relation to honour-related violence is therefore something that

17 The Expert Team is made up of representatives from the Directorate of Immigration (UDI), the Directorate of Police (POD), the Norwegian Directorate for Children, Youth and Family Affairs (Bufdir) and IMDi. IMDi took over administrative responsibility for the Expert Team on 1 January 2008. The Expert Team can be contacted via e-mail: kompetanseteamet@imdi.no or telephone (+47) 47 80 90 50.

18 This is in line with ISF report 2009:9. Evaluation of Action Plan against Forced Marriage (Norwegian only -Evaluering av handlingsplan mot tvangekteskap). First interim report, June 2009. Kari Steen-Johnsen and Hilde Lidén. The report notes that the level of expertise increases in line with the follow-up of cases, where-by an increase in the number of cases also entails the upgrading of expertise of those following up the cases.

should take place regularly and within the framework of the school/foreign service mission/Ministry of Foreign Affairs' ordinary system for training and expertise upgrading, so that relevant employees have sufficient expertise at all times. This requires the work to be well supported.

3.2.3 County authority support for the efforts to upgrade expertise – an example

Together with Buskerud county authority, the minority counsellors in Drammen have developed a plan for upgrading the expertise of counsellors at all of the county's upper secondary schools, which incorporates 'Procedures for the efforts to combat forced marriage'. The project is run under the auspices of the county authority's Education Department.

According to the minority counsellors, support at county authority level has led to the efforts aimed at upgrading expertise having a greater impact than if they had approached the individual schools themselves. Their experience is that the county authority's involvement indicates to the schools that upgrading expertise in relation to forced marriage is important, and that procedures should be introduced. Working at system level and through school owners raises awareness of the problem and will help to ensure that the efforts to combat forced marriage and associated problems continue after the conclusion of the Action Plan. Cooperation with the county authority has been positive and expedient because expertise upgrading and implementation of the procedure have been carried out systematically and in accordance with a plan that the county authority and minority counsellors have devised jointly.

3.3 Parental cooperation in prevention

Since autumn 2009, parental cooperation has been a focus area in the minority counsellors' preventive efforts to combat forced marriage. This is partly related to the schools' own desire to strengthen cooperation with parents who speak minority languages. It is also partly related to the Action Plan against Forced Marriage, which highlights the preventive effect of cooperation between schools and parents:

'Cooperation between parents and schools could help raise awareness of the parents' role in relation to Norwegian schools, to society and to their children. Correspondingly, it is crucial that teachers' awareness is raised so that parents are used as a resource in relation to children's learning. Cooperation between the home and school generally takes the form of quality development work, which could include questions on subjects such as forced marriage and honour-related violence. Minority counsellors with special expertise in forced marriage could help strengthen the dialogue on such subjects.'¹⁹

The minority counsellors' measures aimed at parents have been based on the challenges experienced by the schools in relation to issues such as linguistic and cultural barriers to effective interaction: language can impede effective communication, and cultural differences can add to misunderstandings and to parents' expectations of the school not being met. This in turn can lead to dissatisfaction

¹⁹ Action Plan against Forced Marriage 2008-2011, page 15.

and a low participation rate at parent meetings and other parent-oriented measures organised by the schools.

The IMDi counsellors have therefore been a driving force for correct and sufficient use of interpreters, and have brought www.tolkeportalen.no to the attention of the schools they work at. Cultural barriers have in some cases been dealt with by minority counsellors involving persons from minority language resource networks²⁰ and other personnel resources in the planning and holding of parent meetings and other measures relating to cooperation between the school and home.

In the IMDi counsellors' experience, minority parents wish dialogue. They appreciate information from the school about their own child (adolescent), but would like to be met with openness and be valued as a resource. In many cases, minority parents give the impression that they want to be heard and understood by the school's employees, so that communication can be a two-way process. The minority counsellors have focused on the latter in particular, through various forms of parental cooperation. Trust, mutual respect and understanding have been key 'ingredients' in preventive work aimed at parents, in which dialogue has been pivotal. Some examples of this are given below.

Example 1 – In the parents' own arena

The minority counsellor at Bjørnholt school has had positive experiences of actively seeking out minority parents/mothers on their own territory, in their own arenas and on their own terms. Instead of inviting parents to the school, she turned up at associations that the parents attend, and used this arena to provide information and to initiate discussions. By seeking out parents in their own arenas it has also proven possible to talk about arranged marriage and forced marriage – subjects that are difficult to discuss in a school environment.

Example 2 – Parent courses

The minority counsellors at Sofienberg upper secondary school organise courses for parents and guardians with a Somali background and a brief period of residence in Norway. The course is intended as an arena where parents can get to know the school and each other. Experience shows that this helps them become secure in their role, and to understand and learn to better manage cooperation with the school.

The project is organised by the school's management, and interpreters are used at the meetings. The course is organised into theme evenings with speakers and discussions. Each theme evening is concluded with an evaluation round.

The topics covered are the Norwegian school system, differences and similarities between the school systems in Norway and Somalia, the challenges of being a parent from an immigrant background, crime among adolescents (covered by the police), experiences, exercises and follow-up by the district's street team,

20 <http://www.foreldrepraten.no/cgi-bin/fug/imaker?id=24847>

the child welfare service – exercises and measures, the challenges of bringing up children and challenges relating to the Somali clan system.

The meetings have had a good turnout, with positive discussions and feedback.

Example 3 – Minority language parent meetings

The minority counsellors at Sogn upper secondary school have organised minority language parent meetings for parents whose native language is Urdu, Somali or Arabic. The aim is to create a forum where parents can meet and discuss issues and challenges they face in relation to Norwegian schools. The parent meetings are also aimed at encouraging minority parents to attend ordinary parent meetings, and to improve cooperation between the school and minority parents. A third aim of the project is to strengthen the dialogue with and commitment to the school among parents and to create a mutual understanding between the school and minority parents.

Experiences to date indicate that it is important to follow up invitations to meetings with telephone calls. The parents who have attended have been very active and shared a great many of their experiences of life as a parent of children who are relatively new to Norway. The meetings take the form of a dialogue as opposed to information meetings.

Teachers, counsellors and department managers who took part all reported a better understanding of the pupils' home situation and why certain aspects of their time at school can be challenging. They also reported learning a great deal from the speaker's introduction when he spoke of differences and similarities in the school system and the parents' role in Norway and the relevant country of origin.

Parents who took part at the meeting said they would like to attend further meetings and supported having a forum where they can speak about their expectations of the school and also receive information about the opportunities afforded by the Norwegian school system. They also gave the impression that they enjoyed talking to other parents in their own language about issues that concern them in the school. One Pakistani parent said 'The Norwegian school system is a shock to many of us parents. We need to be able to talk about our experience of this, not just listen to all the rules.' They were all interested in the opportunities their children have in the Norwegian school system. Several of the parents were able to make agreements with teachers or counsellors who attended the parent meeting.

3.4 Preventive work aimed at pupils

The minority counsellors have also carried out awareness-raising efforts and disseminated information aimed at pupils in the schools in general. This has partly taken the form of a teaching plan during school hours and discussion groups, i.e. boys groups and girls groups, mixed groups and mother/daughter groups.

3.4.1 Forced marriage incorporated into studies

The minority counsellors have a variety of experiences of providing input to lessons. Whether they are asked to prepare something in a specific subject

together with the subject teacher or are invited to make brief contributions on forced marriage and their own work at the school varies considerably from school to school. In one case, the minority counsellors helped formulate an exam question in the subject 'Music, dance and drama', where the topic was forced marriage.

The minority counsellors have used a broad range of methods. One used role play and another 'dialogue' and questions aimed directly at the pupils about how they understand concepts and what they think of them. Some counsellors have reviewed a case and discussed it afterwards, so that the pupils do not need to use themselves as a reference. Others have used films, entries on You Tube and video clips.

In information dissemination efforts aimed at pupils, the counsellors' challenges and experiences form the basis for the following recommendations:

The topic of forced marriage should be placed in a larger context and linked to equality, discrimination against women, violence in relationships, marriage and migration patterns, human rights and the United Nations Convention on the Elimination of All Forms of Discrimination against Women, to name but a few. Placing the topic of forced marriage in such contexts will enable it to be included in more subject areas in upper secondary education.

Teaching about forced marriage should be the teachers' responsibility and it should be adapted to the competence aims of the individual subjects. The minority counsellors' experience of discussing teaching plans and goal achievement with the subject teachers about how forced marriage can be taught has been positive, and this has provided input in the form of points and perspectives that should be included. The counsellors have also recommended relevant teaching material and made reference to the experiences of others in teaching methods etc.

3.4.2 Tools and methods in the efforts to raise awareness and create independence

The teaching experiences of the IMDi counsellors are that the subject of forced marriage can trigger strong and varied reactions among adolescents. Some young people perceive the topic itself as stigmatising. The approach to the subject and what methods are used can be vital in relation to achieving a positive response. The measures below are examples of alternative methods aimed at raising awareness, promoting reflection and building knowledge that the IMDi counsellors have tested in cooperation with the schools they work in.

Minority counsellors have established discussion groups for girls and boys, mixed groups, mother/daughter groups and mother groups. The aim is to promote reflection on various topics, including freedom and force, and to help raise awareness of laws and rights relating to marriage. Another aim has been to strengthen the participants' argumentation in relation to their own family and to create awareness of the alternatives that exist.

The experiences from the boys groups to date are that the boys respond positively to having an opportunity to discuss topics such as equality and marriage.

The discussions can be heated at times, and a certain degree of internal justice is sometimes registered. However, their involvement shows that the topic is something they are interested in.

Example 1 – Boys group

One of the boys groups run by a minority counsellor has met every week since it was established in September 2008. The group consists of boys aged 15-18 with different countries of origin. The number in attendance has varied between five and 10. Minority counsellors recruited some participants during discussions in the school canteen. The boys group meets on a weekly basis to discuss various topics, including human rights, choice of girlfriend/spouse and how to deal with conflicts.

The minority counsellor believes that the group has developed and that the boys have become more aware of different problems, more vociferous and more comfortable about discussing difficult subjects. Through the discussions, it has gradually become possible to confront the boys with their own attitudes, what they say compared with what they would actually do in a specific situation, by using more personal examples. The boys have shown a positive development since the group started, both with regard to educational and social development. Several of them have formed friendships with each other.

In order to make such a group work, the minority counsellor believes it is important that the boys are aware that they can be open and be themselves without being judged on their opinions. This has been partly helped by the fact that the meetings have been informal and adapted to the relevant participants in the group. The boys have participated actively in the planning and holding of the meetings and suggested topics that can be discussed. Thus, the minority counsellor has succeeded in giving the boys a sense of belonging and ownership of the groups they are in. Leadership at the meetings and the ability to deal with disagreement between the boys in the discussions have also been key success factors.

Based on past experiences, IMDi plans to compile advice and recommendations for anyone wishing to start a discussion group. Recommended methods for recruitment, language, role distribution and topics will all be covered.

Example 2 – The photo dialogue project 'The right to a self-determined life' (in Norwegian only – 'Retten til et selvbestemt liv')

'The right to a self-determined life' is the title of the photo exhibition that the minority counsellor at Sogn upper secondary school organised together with some of the school's employees and 10 girls (pupils) from minority backgrounds. In addition to photographs, they have interviewed families from different countries. The photos and the exhibition were in themselves a major event in the project, but the most important aspect was what actually took place during the process. According to the minority counsellor, the discussions and awareness-raising were the most important parts of the entire project. The project has given the pupils better insight into different traditions relating to marriage, and increased their awareness of the possibility of making choices across traditions.

The exhibition is now showing at several of the schools served by a minority counsellor, and it forms the basis for discussion about people's right to make their own choices. There are also plans to show the exhibition at the Norwegian embassy in Islamabad in Pakistan.

Example 3 – Digital knowledge game

Experience from numerous schools and feedback from pupils shows that forced marriage is still a taboo subject. Methods are required that will enable learning and awareness-raising to take place without the subject being regarded as intrusive. Methods other than just the spoken word can be useful.

This is part of the reason why a digital knowledge game has been developed on forced marriage and honour-related violence, which the minority counsellor at Ulsrud upper secondary school took the initiative for. The game is in the form of the TV programme 'Who Wants to be a Millionaire?', with questions and answers. The experience from Ulsrud school is that the game is helping to make the subject of forced marriage less of a taboo. This has led to more knowledge about the topic among adolescents and given them an opportunity to test their own level of knowledge.

3.5 Cooperation and network building

The integration counsellors provide information about cultural conditions and marriage traditions in the relevant adolescent's country of origin, which is useful in the follow-up of cases by minority counsellors and other parties. In IMDi's experience, such information and knowledge creates trust among adolescents and forms a better basis for giving advice and implementing suitable measures. Cooperation with the integration counsellors has proved to be particularly beneficial in clarifying local conditions in the country that a pupil is going on holiday to. In the event that children 'disappear', the minority counsellor or others can contact the integration counsellor, who can use his network and local knowledge to try to trace the pupil. In addition to cooperation with the integration counsellors, the minority counsellors cooperate with the child welfare service, the police and other agencies in the municipality or district, not just in connection with individual cases, but also in relation to prevention, through knowledge about each others' roles and expertise on how to work together when it is appropriate.

Similarly, the integration counsellors work together with both national and local authorities and organisations in the countries in which they are stationed.

The aim of cooperation and network building is to obtain information that is relevant to follow-up and cooperation in individual cases, with a view to more long-term prevention of forced marriage. A great deal of time has therefore been devoted to identifying organisations that work for women's rights and against forced marriage, and establishing cooperation with them. Employees at embassies/foreign service missions in other countries have shown great interest in the integration counsellors and Norway's efforts against forced marriage. This has formed the basis for cooperation between the embassies.

It is important for minority and integration counsellors that contacts and networks are not too personal, but are contacts and networks for the schools and foreign service missions that can be used independently of the IMDi counsellors.

3.5.1 Forced marriage as part of crime prevention work

Experience from the Drammen project, which the IMDi counsellors have been involved in, shows that basing the efforts against forced marriage on the SLT model, which entails coordination of local crime prevention measures, has been essential in achieving the project's aims and objectives.²¹ In Oslo, contact has therefore been established between IMDi at the central level and the central SaLTo secretariat through participation in the SaLTo network 'Ethnic minorities and crime prevention'. Part of the network's mandate is to assist in the development of measures and methods to promote crime prevention, diversity and integration, develop information and information strategies, and to help develop cooperation with ethnic minorities and organisations etc. Agreements on cooperation with SaLTo coordinators have been signed in all districts with schools served by a minority counsellor. This has led to improved results in the efforts aimed at combating forced marriage, both with regard to upgrading expertise and in relation to support, prevention and follow-up of specific cases. A specific example is given below.

3.5.2 Example of support and prevention through SaLTo

In autumn 2009, IMDi entered into an agreement with Stovner City District and Rommen school concerning the placement of a minority counsellor at Rommen school, with a SaLTo coordinator as the appointed contact person.²² Minority counsellors now form part of SaLTo's working group, which, in addition to the SaLTo coordinator, consists of representatives from Stovner police, Stovner outreach team, the child welfare service and a representative from Stovner City District's Office for adolescents, culture and the local environment. The working group has approved a separate strategy and activity plan, which, among other things, pursues the goal of 'Increased focus and expertise to prevent forced marriage, honour-related violence and extreme control in the school and in the services'.²³ Efforts here to combat forced marriage are institutionalised and supported by a permanent cooperation forum linked to SaLTo.

Minority counsellors also have a permanent place in the group 'Adolescents in focus' together with the child welfare service, the health service, the district psychologist, NAV social, the Office for adolescents, culture and the local environment and SaLTo. The situation of adolescents who are particularly vulnerable is discussed anonymously when the 'Adolescents in focus' group meets each month. Cases involving various forms of honour-related violence have been discussed numerous times. The minority counsellors' participation has undoubtedly contributed to greater awareness of the issue and helped to improve understanding of

21 Cf. Half-yearly report July-December 2008. 'Honour-related Violence in Drammen – A Joint Project between Drammen Local Authority and Drammen Police Station'

22 On 19 January 2006, the City Government decided to establish the SLT collaborative model between Oslo local authority and Oslo police district throughout the city. The collaborative model was given the name SaLTo, where SLT in Norwegian stands for working together to make Oslo safe.

23 SaLTo's action plan Stovner City District 2010

roles and responsibilities and how to follow up adolescents who are subjected to this type of violence.

3.5.3 Cooperation with voluntary organisations

A number of organisations have received support for work within their own milieus and for mobilisation of their members in the efforts to combat forced marriage – both adolescents and adults.²⁴ The measures include information, dialogue and debate at seminars, theme evenings and in network groups, as well as courses to boost self confidence and to enable participants to make their own decisions, particularly young girls. In order to strengthen cooperation and ensure the exchange of experience with the organisations, the minority and integration counsellors have professional follow-up responsibility for the projects.

In addition to organisations in Norway, projects have also been initiated and established in some countries of origin with a view to raising awareness and preventing forced marriage. The integration counsellors report that this is particularly important in relation to imams and religious leaders, since the forced marriages that are solemnised in countries of origin are mainly religious ceremonies. Two of the projects are financed by IMDi and are established in Iraq (Norwegian People's Aid) and Pakistan (Minhaj). A further project has been initiated in Iraq (Unicef/Norwegian Church Aid) with financing from the Ministry of Foreign Affairs.

A project on forced marriage has also been initiated by Norwegian Church Aid in Pakistan, with the focus on the Punjab area, where a large proportion of Pakistani immigrants to Norway come from. The embassy in Islamabad is also working to formalise cooperation with a voluntary organisation in Islamabad that can offer safe housing to women who need protection from honour-related violence.

4. THE WAY FORWARD

The period covered by the Action Plan will end in 18 months. In this report, we have highlighted some of the main challenges and indicated a number of areas where we have identified a need for increased efforts in future. We have considered what characterises the individual cases dealt with by the IMDi counsellors in 2009, and how schools, foreign service missions and other support agencies can help to impede and prevent forced marriages and other honour-related violence.

In that connection, we have highlighted some 'good efforts'. Firstly, we see that minority counsellors and integration counsellors intercept adolescents at risk at an earlier stage than the Expert Team/first line services. We believe this is related to the fact that the counsellors provide a low-threshold service for adolescents. Their presence in schools makes it possible to intervene early and implement preventive measures before the adolescent is in an acute crisis and before a break with the family is the only alternative. In order to impede and

²⁴ In 2009, 22 organisations in Norway received support under item 651/71t of the national budget for preventive and awareness-raising activities: <http://www.imdi.no/no/Tvangekteskap/Stotte-til-frivillige-organisasjoner/>

prevent forced marriage, we therefore need to be better at identifying adolescents at risk. Extreme control appears to be an important precursor of forced marriage.

Many 'helpers' are involved in the cases our counsellors follow up. In addition to being extremely complicated, the cases also have a traditional perspective. IMDi understands the importance of the experts involved seeing beyond Norway's borders in order to be able to provide correct and effective assistance. We have noted that interdisciplinary and inter-agency cooperation can be improved and that children and adolescents could have been better served if the efforts by the various agencies had been more closely coordinated. Unfortunately, we have also learned that, in some cases where assistance was given, it was given too late. We have found that the support agencies may have been involved with families over a long period of time in several of our cases without discovering and intervening in forced marriage problems. Since there is a limit to what the Norwegian authorities can do when a person is already abroad, it is vital in cases where there is a fear of forced marriage that the person in question does not travel abroad.

Through our work on individual cases, we have identified a need for more knowledge and expertise on forced marriage, extreme control and other honour-related violence in the first-line services. The spotlight must be on the specifics of this type of violence in close relations, but it is also important not to make this so specific that no one dares approach the problem. There is a need for better clarification of roles and responsibilities between the different sectors. What is the school's role and area of responsibility and authority in relation to the child welfare service, the police and other support agencies?

In 2010, the spotlight will be on raising expertise and supporting the efforts to combat forced marriage together with partners. The main challenge in this work is how to ensure that knowledge and expertise is retained and does not disappear when the counsellors are withdrawn?

It must also be clarified in 2010 whether, and if so how, the efforts to combat forced marriage will be continued in 2011 after the end of the period covered by the Action Plan. IMDi will involve schools, embassies and 'sister directorates' in the preparation of proposals for continuation of the work. ISF's follow-up evaluation of the Action Plan will be conducted in parallel, and will constitute important input to this discussion and the subsequent recommendations to relevant authorities.

Sources and literature

The interim report is based on information from various sources. IMDi documents the experience from the project on an ongoing basis in quarterly quantitative surveys for which the IMDi counsellors and the Expert Team for the Prevention of Forced Marriage are responsible. We also document experiences through narrative reports, depersonalised descriptions of case progress from IMDi counsellors and experiences from the internal specialist groups/national groups.

Action Plan against Forced Marriage (2008-2011)

Efforts to Combat Forced Marriage – a Guide (in Norwegian only – Arbeid mot tvangsekteskap – en veileder), the Expert Team for the Prevention of Forced Marriage, 2008

Kari Steen-Johnsen and Hilde Lindén, Evaluation of Action Plan against Forced Marriage. First interim report, June 2009. Institute for Social Research (ISF report 2009:9)

Monica Five Aarset, Hilden Lindén and Idunn Seland, Adolescents with an Immigrant Background. Values, formulation of standards and life choices – status of knowledge (in Norwegian only – Ungdom med innvandrerbakgrunn. Verdier, normdannelse og livsvalg – en kunnskapsstatus), (IMDi report 10-2008)

Appendix 1 Form for follow-up for use in schools

FOLLOW-UP FORM for travel abroad

_____	_____	M	F
Name of pupil	Date of birth (Personal ID no.)	Gender	
_____	_____		
Citizenship	Basis for residence in Norway		

PARENT/GUARDIAN

_____	_____
Name, person 1:	Date of birth (Personal ID no.)
_____	_____
Citizenship	Basis for residence in Norway
_____	_____
Name, person 2:	Date of birth (Personal ID no.)
_____	_____
Citizenship	Basis for residence in Norway

REASON FOR FOLLOW-UP

Reason for my need for follow-up:

Fear of unwanted engagement or marriage

Fear of not returning to Norway

Fear of involuntary school attendance

Other in country of visit

I/WE WILL STAY WITH/VISIT THE FOLLOWING PERSONS

Name

Relationship

Name

Relationship

I am/we are travelling to (country)

City/district

Street name

Post code, town

Tel. no.

TRAVEL ROUTE

Depart Norway (date, place)

Return to Norway (date, place)

PURPOSE OF JOURNEY

Holiday

Illness of close relative

School attendance in country visited

Agreement on future marriage/engagement

Marriage

Relocation/stay abroad beyond holiday period

Other:

FOLLOW-UP POINTS DURING STAY, e.g. timing of telephone contact while the pupil is abroad

.....

CONTACT PERSON IN NORWAY

Name

Relationship

Street name

Post code, town

Tel. no.

ASSISTANCE FROM PUBLIC AUTHORITY

In the event of not returning to Norway by (date);

I request contact with the Norwegian authorities in order to clarify my situation

INFORMATION PROVIDED

Information on legislation relating to forced marriage, translated into:

Information on legislation related to circumcision, translated into:

Other:

STORAGE

This form shall be stored at the school and can only be withdrawn when the principal party attends in person for a concluding meeting.

Signature of counsellor

Date

CONSENT OF PUPIL

I confirm that I have read and understood this form, and give my consent to the information being shared with those involved in the follow-up of my travel abroad.

Signature of pupil

Date