



**LEADERSHIP & DIGITAL ADVOCACY FOR
GIRLS EDUCATION
TRAINING MANUAL**



DAY 1

Activity1- 'OBJECTIVELY SPEAKING' (45 Minutes)

Objectives:

To help participants **get acquainted** with each other.

Preparation:

None

Activity overview:

Participants are given 15 minutes to find an object that represents some aspect of themselves. Participants then introduce themselves through the selected object.

Instructions for facilitator:

1. Participants will have 15 minutes to search the surrounding area, both outside and inside if appropriate, for an object they feel represents some of their characteristics or who they are.
2. After the 15 minutes are over, participants will be back together.
3. Each participant will be given a turn to say her name, show the object she selected and explain what it represents. For example, "My name is I picked this rock because it is strong but smooth, like me."



Module I- INTRODUCTION TO LEADERSHIP (1 hr)

Objectives:

This session will enable participants to understand the basic concept of leadership and its fundamental attributes. It will allow participants to understand the characteristics of a good leader and various types of leadership styles.

Leadership:¹

Who is a leader?

A leader is *someone who influences and guides others toward the accomplishment of a goal*. Leaders have specific skills and attributes that enable them to lead others. Leadership is a process of influencing others to achieve a given task or goal in a specific period of time.

Qualities of a good leader:

A good leader should possess the following qualities:

- **Visionary:** Visualizes what can be done focusing on the bigger picture –looking ahead of others.
- **An energizer/charismatic:** Enthusiastic about what can be done and engaging the people they lead.
- **Responsible:** Accountable for their actions and observe high standard in whatever they do
- **Consults:** Seeks the opinion of others before making a decision.

¹ British Council (2015), ' Training Manual for Women Councilors on Leadership Development'



- **High sense of integrity:** Leads by example in whatever they do being mindful that their followers are likely to emulate their character.
- **Available and dependable:** Accessible and committed to serve those you lead
- Non-discriminating, treat people equally and is fair
- **Knowledgeable:** is informed and on top of every new development
- **Understanding:** appreciates and empathizes with people but not emotional
- **Self-control:** Reflects on self and is aware of the impact they make on others, manages emotions effectively, amplifies their strengths, and work on their shortcomings.

Functions of a leader

Getting tasks done

Initiating Planning Mobilizing Controlling	Process observation Delegating Coordinating clarifying
Group Maintenance Functions	
Encouraging Harmonizing Guidance/direction	Motivating Evaluation Conflict resolution

Leadership Styles

Leadership Style	Description	Strengths	Weaknesses
Authoritarian/dictatorship	Leader makes decisions and announces them to Followers	<p>This style saves time.</p> <p>Decision is usually clear and final.</p> <p>Leader is in control.</p>	<p>Other, better options May not be considered.</p> <p>Followers may lack commitment to the decision.</p> <p>Followers may be resentful or</p>

			uncooperative
Authoritarian, with some input	Leader makes decisions and announces them after receiving input from one or more staff members	Results in increased information for decision making. Approach produces decisions relatively quickly. Decision is usually clear and final.	Staff not asked for input may lack commitment or be uncooperative. Other, better options may not be considered.
Consensus-oriented	Entire group discusses and agrees to support group decisions. Leader maintains authority.	Involves others and creates commitment. Support for decisions made may be greater. Chance of implementation is good.	Approach is time-consuming and may require long meetings or multiple meetings. Compromise decisions may be unclear. Consensus may not always be possible.
Democratic	All members of the group vote for their preferred decision.	Followers feel involved. Decisions receive a high level of support. Chance of implementation is good.	Decisions may take more time. Most popular decision may not be best option available. Those on the “losing side” may feel resentful.
Delegating	Leader assigns decision-making task to another person or to a group.	Approach offers opportunity for developing leadership qualities in others (mentorship). Chance of implementation is high.	Leader sacrifices control. Decisions may take more time. Team may not have skills and knowledge to make a good decision.



Module II- LEADERSHIP IN GIRLS FOR EDUCATION (45 Minutes)

Objectives:

This session will enable participants to understand the basic concept of human rights, girl's education as a human right and why it is important to have young girls as leaders to advocate for their education. The session will also include videos and activity.

Girls' Education right is a 'human right'²

Human rights are those rights that belong to every individual – man or women, girl or boy, infant or elder – simply because she or he is a human being. They embody the basic standards without which people cannot realize their inherent human dignity.

Human rights are not granted by any human authority such as a monarch, government, or religious authority so they are not the same as civil rights, which are those enshrined in a country's constitution or bill of rights that citizens or residents of that particular country are entitled .

As women, one of the most important and widely ratified conventions we can learn about is the Convention on the Elimination of all forms of Discrimination Against Women, which has been signed by 180 countries. CEDAW, as it is commonly referred to, was adopted in 1979 by the

² UNFPA (2006), 'Empowering young women to lead change'



United Nations and is often described as an international bill of rights for women. The Convention provides the basis for realizing equality between women and men through ensuring women's equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election -- as well as education, health and employment. Signatory countries agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms

The right of everyone to education is a fundamental component of these human rights. Education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. Education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

It is therefore important to note that leaders who are campaigning for girl's education is not asking for a favor. Rather they are advocating a basic human right that is universally agreed and adopted by 180 countries

Why develop young Girl's leadership? How is it different from any other leadership?

This is important to realize that girl's leadership is far important and different from any other forms of leadership, especially in the context of a developing society. Arguably, girls are often seen as being followers and not as a primary agent of change. However the reality is different. Young girls and women should reject the label of victim and recognize that living with challenges makes the best qualified to lead change and provide solutions for those situations. They are the actual change agents and their leadership can bring vitality, creativity and courage for social change. They have the power to inspire and mobilize others for positive action. They can encourage the questioning of systems and beliefs that limit lives and choices. With courage they can confront even the injustices that have been in place long before their lives began. By women leadership, young women ensure that social change will not stop when the generation before them is no more, but only when education, peace, justice, health, human dignity and care for the environment has been achieved everywhere, and for everyone. By supporting each other, girls can ensure that their leadership remains strong in the face of unfair gender and age biases, and maximize their power to change. As they continue to develop and define their leadership, the advice and example of older, more experienced women are invaluable. By working together, women of all ages can help each other grow, maximize their strengths and fulfill their potential as change makers³

³ UNFPA (2006), 'Empowering young women to lead change'

Video



Activity II- CAR & DRIVER (45 Minutes)-

Leadership Vs Followership- which one does you like?

Objectives:

To explore the **emotional implications** of leading and following.

Material

An enclosed space for participants to walk around

Seats in a circle

Flip chart, paper and markers

Preparation:

To make the exercise more challenging you can scatter obstacles like chairs and tables throughout the space. Arrange seats in a circle

Activity overview:

Participants are paired off and assigned the role of car or driver. The car must keep her eyes closed and follow the instructions of the driver who stays behind



her giving instructions silently with a set of touch signals. It is the driver's responsibility to protect the car from collisions. Group discussions after the game explore the emotional implications of leading and blindly following.

Instructions for facilitator:

1. Group will be divided into pairs, and they will be asked to stand with their partner.
2. One participant from each pair will be assigned to be the car. The other participant will be the driver.
3. The role of the car is to keep his/her eyes closed and follow the driver's instructions.
4. The role of the driver is to keep his/her eyes opened and protect the car from collisions.
5. Talking is not allowed, and drivers will communicate to cars with the following touch signals:

- a. Touch on the middle of the back means walk
- b. Subsequent touches on the middle of the back mean walk faster
- c. Touch on right shoulder means turn right
- d. Touch on left shoulder means turn left
- e. Touch on head means stop

Please note that cars should be touched gently.

6. Once everyone understands their roles, and the signals, the exercise will be started.
7. After one or two minutes the exercise will be stopped and each pair will switch roles. Cars become drivers and vice versa.
8. The second round will be stopped after one or two minutes and the group will return to their seats.
9. Discussion will cover the following components
 - How did it feel being a car?
 - How did it feel being a driver?
 - Which did you prefer? Why?
 - What were some of the challenges of being the car?
 - What were some of the challenges of being the driver?
 - What did you enjoy most about each role?
 - What did this exercise teach you about leadership?
 - What does it mean to be an effective leader?
 - Is there any value in following?
 - Does following have a role in leadership? If yes, what role?



Module III- DEVELOPING THE SELF FOR LEADERSHIP (5 Hrs)

Objectives:

This session will be focused on discussing key requisites of a good leader. By the end of the session, participants will be able to identify key ingredients of a successful leader, their own leadership skills and tips to develop good interpersonal skills, public speaking skills and a leadership vision for girls' education. The discussion will be backed by case study, video and group activity.

Activity III- How am I A leader in my own life? Good Leader Vs. Bad Leader (1 Hr)

Objectives:

To explore the **qualities of good Vs bad leadership & identifying self-leadership skills**

Material:

- At least one blank sheet of paper per participant *(It is useful to have some extras)
- Pens or pencils for all participants
- Flip chart, paper and markers

Preparation:

Arrange seats in a circle and place flip chart paper where it will be seen by everyone in the circle

Make two columns on a sheet of flip chart paper. Write Good Leader at the top of one column and Bad Leader at the top of the other.

Activity overview:

Participants are asked to think of a leader they admire as well as one they dislike and write down three qualities they feel make them a good or bad leader.



Discussions explore what makes an effective leader and how to avoid negative leadership.

Instructions for facilitator:

1. Hand out paper and pencils or pens to each participant.
2. Participants will think of a leader they admire (e.g. mother, community leader, celebrity, politician) and write down three qualities they believe makes them effective leaders
3. Participants will think of a leader they dislike (e.g. Adolf Hitler, a teacher) and write three qualities that make them bad leaders.
4. Allow approximately ten minutes for this, and then each participant will share what s/he has written. Record the qualities listed on the flip chart paper under the column 'Good Leader' or 'Bad Leader'.
5. Discuss the similarities and differences in the qualities that came out.
 - Was anything surprising?
 - Are there any similarities with the qualities for a good leader and for a bad leader?
 - Do the leaders we do not admire have similar qualities to ones we do admire?
 - How can we avoid becoming bad leaders?
 - What can we do to be effective leaders?
6. Following the discussion ask each participant to reflect on all the qualities that the group has identified for both good and bad leaders and list:
 - a. Positive qualities participant believes that he or she already has
 - b. Positive qualities he or she would like to develop
 - c. Negative qualities he or she would like to manage or eliminate
 - d. Do you recall how you tackled a challenge in your life?
 - e. What qualities and skills did you use to overcome that challenge?
 - f. What role did support networks play in meeting your challenge? What steps did you take?
 - g. Are there family restrictions or community expectations that inhibit you from fulfilling your leadership potential?
 - h. Would you identify yourself as a leader? Why or why not?

Video



Building Successful Young Leader for Girls Education (1.5 Hr)

a) Competency Set

To become a successful leader and campaigner for Girls Education, there is a basic set of requisite skills that are vital. You should:

Be a Good listener	<ul style="list-style-type: none"> ✓ Captures what is communicated and provides feed back in time ✓ Respects other people's views ✓ Does not interrupt others while they talk ✓ Shows approval
Delegate power and responsibilities	<ul style="list-style-type: none"> ✓ Shares the work burden ✓ Support the followers to exploit their potential by giving them the opportunity to lead ✓ Mentors leaders for the next generation



Be a Good advocate and lobbyist	<ul style="list-style-type: none"> ✓ Defends the rights of his/her followers ✓ Sides with the marginalized ✓ Promotes equitable sharing of resources
Be a Decision maker	<ul style="list-style-type: none"> ✓ Takes decisions and stands by them.
Be a Good time manager	<ul style="list-style-type: none"> ✓ Respects time as a resource ✓ Responds to commitments in time. Respect other people's time
Negotiate and mediate conflict	<ul style="list-style-type: none"> ✓ Reach agreements from which both sides can benefit. ✓ Is a peace maker and does not take sides
Lead change	<ul style="list-style-type: none"> ✓ Enables his or her followers to confront the challenges, identify strategies for solutions and leads others to navigate through unstable conditions.

b) 4 Golden Keys for Young Leaders

Although all requisite skills that are mentioned in the table above are vital, however arguably 4 most important building blocks of a successful leader in this contemporary era are

- a) Interpersonal Skills
- b) Eloquent public speaking
- c) Setting up a clear vision
- d) Choosing 21st century channel of communication

i) Interpersonal Skills⁴

Interpersonal skills is a broad topic that includes a range of components. However in terms key behavioral aspects of such skills, a leader always have three choices

- ✓ Aggressive

⁴ Asikeit D and Kanyomozi G (eds) 2013, 'Training Manual on Improving youth participation in governance and development in Uganda, published by the British Council, Uganda



- ✓ Passive
- ✓ Assertive

Aggressive Behavior: X

- ✓ Denies other people of their rights
- ✓ May include anger, animosity, harassing, bullying, shouting, threatening language, non-verbal
- ✓ intimidation, abuse, chastisement and/or humiliation
- ✓ Often results in: conflict, low self-esteem, guilt, lost opportunities, frustration, loss of control, stress, unpopularity, isolation, anger. The above may be experienced by either the aggressor or the recipient.

Passive Behavior X

- ✓ Denies one's own rights; other person's opinions and needs more important
- ✓ May include incessant apologizing, inappropriate acceptance of blame, and body language such as eyes to the floor.
- ✓ The following phrases are commonly heard: "I wonder if . . .", "Would it be at all possible if . . .", "I don't mean to bother, but . . .", "Would you mind very much if . . ."
- ✓ Often results in: depression, low self-esteem, lost opportunities, stress, loss of control, isolation, self pity, interpersonal conflict, loss of respect

Assertive Behavior Thumbs Upppp!!!

- ✓ Both parties' rights respected
- ✓ Usually includes confident body language - upright posture, direct eye contact, clear voice
- ✓ Language which welcomes open exchange of opinions, "So, what do you think . . .", "Have you got anything to add . . .", "I'd like to get your input . . ."
- ✓ Allows one to voice ideas in a confident, straightforward manner
- ✓ Increases likelihood of clear understanding
- ✓ Results include: effective problem solving, positive feelings about self and others, sense of satisfaction
- ✓ Creates and makes the most of opportunities, creates sense of personal empowerment.
- ✓ Significantly enhances team effectiveness and interpersonal communication

Example: Somebody asks you for a loan.

Aggressive: "No please. Am not a lending agency"

Passive: "I'm sorry, I can't. I have not received my salary for the last 2 months and I have many responsibilities at home. I am really sorry, may be next time."



Assertive: “Sorry, I’m not in position to do so.”

Sub Activity

You are addressing a community meeting advocating for girls education in your community; a member of the community shouts at you thinking and accusing you of being part of the group that is challenging community norms. You think you are not. How would you respond?

- ✓ Agg
- ✓ Pas
- ✓ Assertive

ii) Eloquent public speaking⁵

Good public speaking is an important quality that every leader should have. Effective public speaking attracts attention from both the followers and colleagues. Public speaking is improved through learning and practicing. There are three main areas to focus on while preparing to speak in public;

- ✓ your message,
- ✓ your audience
- ✓ yourself.

The following tips are useful to improve one’s skills in public speaking.

Your message

- ✓ Take time to prepare your speech/presentation. It should meet the needs/expectations of the audience
- ✓ Write down the main points of your speech or presentation and practice before hand.
- ✓ Stand before a mirror and practice how you will present it, if possible ask a friend to listen to you (acting as your audience) and give you feedback on how to improve.
- ✓ Observe the KISS principle (Keep it short and simple).
- ✓ The message should be clear using the language that is easily understood by the audience.
- ✓ Use personal experiences and local examples to tell your story

⁵ Adopted from British Council (2015), ‘ Training Manual for Women Councilors on Leadership Development’



Your audience

Know the room.

Be familiar with the place in which you will speak.

Arrive early, walk around the speaking area and practice using the microphone and any visual aids.

Know the Audience

- ✓ Greet some of the audience as they arrive. It's easier to speak to a group of friends than to a group of strangers.
- ✓ **Make first impression:** Grab the attention of your audience from the beginning; you need to intrigue your audience. For example, you could start with an interesting statistic, headline, or fact that pertains to what you're talking about and resonates with your audience.

Yourself

- ✓ Before making the speech or presentation visualize yourself giving your speech, imagine yourself speaking, your voice loud, clear, and assured. When you visualize yourself as successful, you will be successful.
- ✓ **Be smart:** You may never get a second chance to make a first impression
- ✓ **Relax:** Ease tension by doing exercises such as breathing in and out. Confidence is key in order to attract attention.
- ✓ **Body language:** Mind your posture; stand straight with your feet slightly apart. Use culturally sensitive gestures and dress appropriately (avoid over dressing because it may distract the attention of the audience) and smile. Maintain eye contact with those that appear positive to your address and for those that cause you to fear, look above their heads until you gain enough confidence.
- ✓ **Don't apologize:** If you mention your nervousness or apologize for any problems you think you have with your speech, you may be calling the audience's attention to something they hadn't noticed.
- ✓ **Concentrate on the message -- not the medium.**
- ✓ Focus your attention away from your own anxieties, and outwardly toward your message and your audience. Your nervousness will disappear.
- ✓ **The presentation:**
 - Greet the audience
 - Tell them who you are (introduce yourself)
 - Tell the audience what you are going to talk about -arrange your ideas in sequence, enumerate your points as you make them



- If possible and necessary use visual aids
- At the end of the presentation/speech, emphasize what you have told them in summary

Activity IV- CLOSING THE DAY- CATCH THE BALL

Objectives:

To identify learning's from participants

To close the session on a positive note

You will need:

A small ball

Space cleared to be able to stand in a circle

Activity overview:

Participants toss a ball to one another and each young woman who catches the ball shares one thing that she learned or can use from the workshop.

1. Participants toss the ball from one to another. Each person who catches the ball shares one thing she learned or can use from the workshop.
 2. Once this is complete, the facilitator thanks participants for their input for the day and summarizes some of the positive learning for the day.
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Day II

What is My Vision?⁶ (15 Minutes)

‘A vision is more than just setting a goal. It involves a picture of the good, an ideal, an idea of what the work we do would look like if we did it well’

Vision a realistic, credible, attractive future for a person, an organization, a project or a country. A **vision** is an image of something a leader truly hopes to create. An inspiring vision:

- ✓ Reflects a high standard of performance
- ✓ Represents future accomplishments (measurable results)
- ✓ Represents an image or picture

Properties of a vision

- ✓ Appropriate and realistic given the context and times
- ✓ Sets standards of excellence and reflects high ideals
- ✓ Clarifies purpose and direction
- ✓ Inspires enthusiasm and encourages commitment
- ✓ Well articulated and easily understood
- ✓ Reflects the uniqueness, competence, values and capacity of the organization
- ✓ Ambitions
- ✓ Unleashes energies and open up opportunities

Benefits of a vision

⁶ Adopted from British Council (2015), ‘ Training Manual for Women Councilors on Leadership Development’



- ✓ Attracts commitment and energizes people
- ✓ Creates meaning in our work
- ✓ Sets a common, shared goal
- ✓ Establishes a standard of excellence
- ✓ Bridges the present and future

"The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion." --Theodore Hesburgh, President of the University of Notre Dame

"There's nothing more demoralizing than a leader who can't clearly articulate why we're doing what we're doing." --James Kouzes and Barry Posner

"Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion." --Jack Welch⁷

Activity V- I HAVE A DREAM (1hr)

Objectives:

- ✓ To enable participants to **set vision, goals** and develop a plan for their leadership development
- ✓ To help participants **develop strategic planning** skills.
- ✓ To **promote** solidarity and **support** among young leaders

Material Required:

- ✓ A clean floor for participants to lie on the floor
- ✓ At least one large sheet of drawing paper per participant *(It is useful to have some extras)
- ✓ Pens, pencils, and other art supplies
- ✓ Flip chart, paper and markers

⁷ <https://www.thebalance.com/leadership-vision-1918616>



Preparation:

- ✓ **Arrange** seats in a circle and place flip chart paper where it will be seen by everyone in the circle
- ✓ **Write** out the acronyms SMART and SWOT on a sheet of flip chart paper.
- ✓ **Spread** sheets or blankets out on the area where participants will lie.

Activity overview:

Participants will be asked to lie on the floor and imagine a future for their communities. They then create a road map from their community's current reality to their final vision. The exercise helps participants develop practical steps to move from vision to reality.

Instructions:

1. Participants will be invited to lie on the floor and relax with their eyes closed.
2. They will be encouraged to take deep breaths and relax their minds and bodies completely.
3. Participants will be guided to think about their communities. Think of why they love them, and what they wish was different about them.
4. Next participants will be asked to think of girls overall condition and education in their communities in the next five years. This time they should not try to be realistic, but allow their minds to dream a wonderful future for their communities.
5. Participants will be asked to open their eyes whenever they are ready and return to their seats.
6. Once everyone is seated, paper and art supplies will be given.
7. Everyone will be asked to write down some quick notes about their current reality of girls overall condition and education in the community and their dream for the future. Encourage participants to think how they can work with men and boys to make their dreams a reality.
8. After five minutes participants will be asked to write down how they think that they can contribute to this dream future becoming a reality and draw a road map from the present to the dream future.
9. The map must include a personal SWOT analysis and SMART goals.
10. SWOT stands for Strengths, Weaknesses, Opportunities and Threats. Therefore, a SWOT analysis involves exploring the strengths to be maximized, weaknesses to be addressed, opportunities to be seized and threats to be avoided.
11. SMART goals are Specific, Measurable, Attainable, Realistic and Tangible.
12. Participants will be allowed 45 minutes to work on the road map individually.

13. When road maps have been completed participants will be asked to choose a partner to review their plan and share his/her comments. Ask both partners to take responsibility for helping each other carry out their plan.
14. All completed road maps will be displayed at the end of the session and give each participant a chance to share her SWOT analysis and SMART goals with the group.

Case study (15 Minutes)

Sakena Yacoobi: Leader for girl's education⁸



Sakena Yacoobi left Afghanistan as a young woman in the early 1970s to attend university in the United States where she studied biology and later received a Masters Degree in Public Health. Thousands of miles from home, Yacoobi observed with growing alarm the developing political unrest in Afghanistan. When the Soviet Union invaded Afghanistan in 1980, she lost contact with much of her extended family. Aware of the difficulties many Afghans were facing, Yacoobi was inspired to raise funds and collect clothing and basic essentials to send them. She teamed up with other foreign students and colleagues from Asia and the Middle East to bring relief to her compatriots struggling in refugee camps, while pressing U.S. immigration authorities to grant her parents and siblings political asylum.

⁸ Afkhami et al (2001) 'leading to choices', WLP



In 1988, Yacoobi secured the safe passage of her family to the U.S. but her concern for the fate of other Afghan refugees persisted. After four years of watching the suffering from the sidelines, Yacoobi, who was by then teaching science to university students in the U.S., decided to leave her position to work in the refugee camps in Pakistan.

She felt the time had come to use her abilities to empower her people through education. She found the camps' inhabitants handicapped by poverty, corruption, and pervasive hopelessness. She resolved to provide Afghans with the schooling and training they would need to rebuild their country. Yacoobi became the coordinator of the International Rescue Committee's female education programs for Afghan refugees, and developed teacher training projects aimed at helping teachers strengthen students' learning skills in and out of the classroom. Rather than relying on gaining knowledge through memorization, the curriculum emphasized independent inquiry and analysis.

The first fifteen women in the program in turn trained 50 additional teacher trainers, who trained others, culminating in over 3,000 participants. Yacoobi was particularly interested in the welfare of Afghan girls, who were suffering unique deprivation in the camps. She endeavored to establish teaching standards and to increase attendance in 25 local girls' schools. The effort led to an increase in the number of girls from 3,000 to 15,000 in just one year. In 1995, Yacoobi and two of her colleagues founded the Afghan Institute of Learning (AIL) in Peshawar, Pakistan. Her vision was ambitious: to plan and implement programs that would enhance the quality of education at all levels for every Afghan refugee. In its first year, AIL conducted four seminars that were attended by only 20 teachers. In the following year, 100 teachers were trained. Soon schools throughout the refugee camps were sending their teachers for training and today over 3,000 teachers have participated in the training courses. To better touch on the concerns affecting women's lives in the camps, special workshops were added to address human rights, violence against women, and health education issues.

Today, there are very few options for Afghan refugees seeking university or graduate level education in Pakistan. Yacoobi's dream now is to see accredited university courses in computer science, the health sciences, psychology, and education offered through the Internet to help provide the skills needed to create a healthy and prosperous Afghan society. Moreover, she hopes that one day education programs can be extended to women inside Afghanistan itself. Asked about what motivates her to empower others, Yacoobi replied,

"When you give something of yourself, give your best. Work with people and help people learn. I try to help people through community participation to become self-sufficient. . . . This way Afghans can get out. Out means to be released, to be free, and to speak their minds This is the way I am helping to rebuild our country"



Questions for Discussion

- What are Sakena Yacoobi's connections to and feelings toward the community that she seeks to empower?
 - What lessons does she learn from her constituency? How do its needs guide her?
 - How does Yacoobi capitalize on her personal experience and training?
 - What are her short-term goals? What is her long-term vision?
 - Why is learning through independent inquiry and analysis emphasized?
- What are the advantages or disadvantages of this approach?
- How does Yacoobi pass on her ideas and/or vision?
 - How does the educational model she uses empower women and Afghans in general?
 - What does empowerment mean to you?
 - Do you consider yourself to be empowered? How can you further empower yourself?
 - How do you or can you empower others? Why? What strategies would you use?
 - Is empowering others a component of principled leadership? Why or why not?

Module IV- ADVOCACY STRATEGY FOR GIRL'S EDUCATION- MOBILIZING FOR ACTION

What is Advocacy?

Participants will be asked to share words that come to mind when they think of advocacy. All responses will be noted. Participants will be divided into small groups and encouraged to develop their concept of advocacy, using the earlier shared terms.

Concept of Advocacy:

There are as many definitions of advocacy as there are groups and networks advocating. However, each definition shares common language and concepts. Advocacy is first and foremost a process, occurring over unspecified amounts of time, sometimes brief and often lengthy. Advocacy is also strategic and targets well-designed activities to key stakeholders and decision makers. And lastly, advocacy is always directed at influencing policy, laws, regulations, programs, or funding—decisions made at the upper-most levels of public or private sector institutions.

“Advocacy is speaking up, drawing a community's attention to an important issue, and directing decision-makers toward a solution. Advocacy is working with other people and organizations to make a difference.”

— CEDPA, Cairo,



Beijing and Beyond

“Advocacy is defined as the promotion of a cause or the influencing of policy, funding streams or other politically determined activity.”

— **Advocates for Youth, Advocacy 101**

“Advocacy is the art of influencing individuals or collective decision- or policy-making to affect a positive change in an issue or situation.”

— **POLICY Project workshop participants, March 1997, Accra, Ghana**

Advocacy is also an art. Successful advocates can articulate issues in ways that inspire and motivate others to act. Successful advocates are skilled negotiators and consensus builders who look for opportunities to win modest but strategic policy gains while creating still other opportunities for larger victories.

Advocacy is a set of targeted actions directed at decision makers in support of a specific policy issue.

Steps involved in Advocacy process:

Defining the issues

The first steps in any advocacy campaign are selecting the advocacy issue. An advocacy issue is the problem or situation that an advocacy group seeks to rectify. This requires an ability to analyze complex environments and interrelated problems, discern a policy solution for a selected problem, envision a long-term result, and articulate a short-term objective.

Sub activity: In this unit, participants identify an issue regarding girl’s education in Pakistan

Setting goal and objective

An advocacy objective is a short-term target (one to two years) that contributes toward achievement of the long-term goal (three to five years). A sound objective is specific, measurable, realistic, and time-bound. It is important that an advocacy objective identify the specific policy body with the authority to fulfill the objective as well as the policy decision or action that is desired.

Sub activity: In this unit, participants develop goal and objective for an earlier issue identified regarding girl’s education in Pakistan

Identifying target audience



Target audiences are determined for each advocacy objective and include the primary target audience—persons and/or institutional bodies that themselves have decision making authority—as well as the secondary target audience—persons and institutional bodies that can influence the decision makers.

Sub activity: In this unit, participants continue to develop the advocacy strategy around their issue, goal, and objectives. The participants create power maps to identify members of the target audience as sources of support or opposition for each advocacy objective.

Developing the message

In today's society, we are bombarded by messages every day. The intent of the message may be to sell us a product, inform or educate us in some way, or change our opinion about an issue. An advocacy communication strategy follows many of the same principles as an advertising or social marketing campaign. It is essential to know your audience thoroughly and to deliver a concise, consistent message that is tailored to your audience's interests. First, there should ideally be only one main point communicated or, if that is not possible, two or three at the most. It is better to leave people with a clear idea of one message than to confuse or overwhelm them with too many. Second, messages should always be pretested with representatives of the target audience to ensure that the message sent is the one received. Third, the message should not only persuade through valid data and sound logic, but it should also describe the action the audience is being encouraged to take.

Five elements of Messages:

- Content/ idea: The content refers to the central idea of the message. What is the main point you want to communicate to your audience? What single idea do you hope the audience will take away after receiving your message?
- Language: Language consists of the words you choose for communicating your message. Is the language appropriate for your target audience? Is the word choice clear, or could it be interpreted differently by various audiences? Is it necessary to use a local dialect or vernacular to communicate the message?
- Messenger/ source: Source refers to the person or people delivering the message. Is the messenger credible to your target audience? Is it possible to include beneficiaries as spokespersons or messengers? For example, you might include a member of the affected population, to send a more powerful message.



- Format/ medium: The format or medium is the communication channel you choose for delivering the message. What is the most compelling format to reach your target audience? Different channels are more effective for certain audiences.
- Time / place: When and where will the message be delivered? Are there other political events that you can link up with to draw more attention to the issue? Some advocacy groups connect their advocacy activities with events such as International Women’s Day / International Literacy Day etc.

Message Mediums:

- Face-to-face meetings
- Poster, flyers in public places
- Executive briefing packets
- Petition
- Public rallies
- Public debate
- Fact sheets
- Press release
- Policy forums
- Press conference
- Contests to design posters, slogans

Sub activity: In this unit, participants are encouraged to develop messages, with the help of Messages Development Worksheet.

Research:

To be effective advocates of girl’s education issues, it is important to accurately represent the needs, priorities, and interests of the communities and the challenges faced by them. Knowing the community means finding out how the policies are perceived and how people are personally getting affected them. Furthermore, data-based advocacy messages enhance the professionalism and credibility of the advocacy message in the eyes of decision makers and other influential persons.

Research Design:

First and far most it is imperative to initiate the research process with deciding on the type of data sources to be employed. Is it going to be primary or secondary data sources? Common sources of secondary data for social policy include; censuses, information collected by



government departments, organizational records and data that was originally collected for other research purposes. Primary data, by contrast, is collected by the investigator conducting the research.

Once the data source has been decided, the investigator must decide on the data collection methods. Data collection can involve qualitative or quantitative techniques or a combination of both. Qualitative data are descriptive or narrative and convey impressions or opinions. They provide information on what people think, feel, and do and are helpful in identifying issues of importance to a target group or community. Quantitative data can be counted or quantified to give numeric estimates and generate conclusive findings. They can tell us how many people of different demographic characteristics live in the target area, verify the number of times something happens, or document differences between things that can be measured in numbers, for example: Only 20% of all government schools provide higher education (Pakistan Education Statistics 2014-15).

Qualitative research techniques:

- Questionnaires
- Focus groups
- Interviews
- Observations

Quantitative research techniques:

- Surveys (Pakistan Social and Living Standards Measurement – PSLM/ USOC)
- Census of population
- Baseline studies

Sub activity: In this unit, participants develop their research design, based on the issue highlighted earlier. This will include qualitative and quantitative data collection techniques and their applications in developing a better understanding of community needs and priorities and communicating these needs and priorities to policymakers.

Developing an Action Plan:

This is the concluding phase of the advocacy process, where the entire theoretical framework is implemented. During the advocacy process the following steps have been completed:

- Identified one advocacy issue for action;
- Set the advocacy goal—a long-term change that they hope to contribute to;



- Set specific advocacy objectives that will contribute to
- Achievement of the goal;
- Assessed the support and opposition and identified primary and
- Secondary target audiences for each objective;
- Developed and practiced delivering advocacy messages to key members of their target audience;
- Reviewed data collection and analysis techniques to support their advocacy messages

At this stage, for each activity, resources needed to support the activity are identified, which may be material, financial, human (i.e., technical expertise), or technological. Responsible persons are identified for undertaking the activity and an appropriate time frame is assigned.

Activity – VI (45 minutes)

Develop action plan

Participants are encouraged to consolidate all the earlier activities, using the implementation – action plan matrix and identify resources and assign timeline accordingly.

Day III

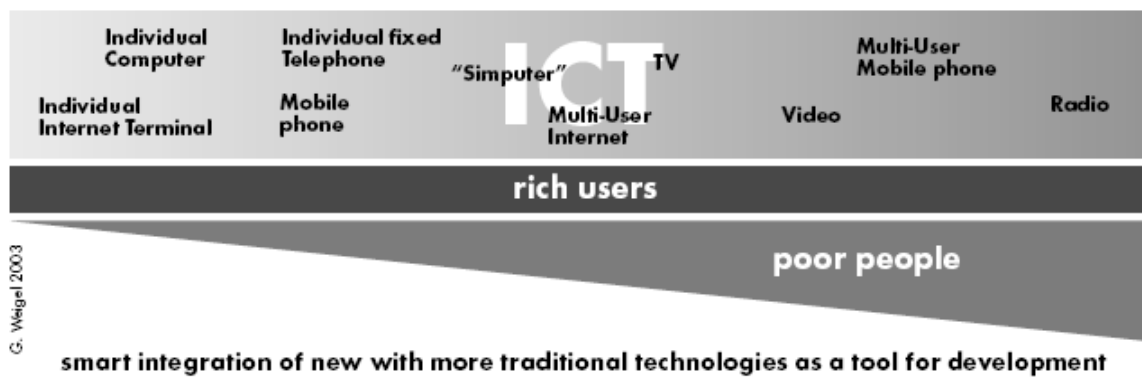
Module V- ICT AND GIRLS LEADERSHIP & DIGITAL ADVOCACY

Information and Communications Technologies (ICTs)

ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as

the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries

Fig. 1: ICT for Development: Range of Technologies and Users Relevance



Digital Advocacy & e-Campaigning

Traditional methodologies of advocacy have been transformed into new era advocacy. Digital Advocacy/e-Campaigning is the new buzz word in the development sector. Digital Advocacy/e-Campaigning designates the use of "new" communication technology to replace traditional face to face communication and extend extends into networked groups, in such a way that it can be shared, and signal others about the message. A range of digital tools are in use for this purpose. Following is a list of some of the mainstream tools

Digital Advocacy- ICT Tools

- SMS AND MOBILE PHONE CAMPAIGNING
- CHAT /CYBER DIALOGUING
- THE SOCIAL WEB
- EMAIL
- INTERNET VIDEO
- PODCASTS



- BLOGS
- WEBSITES
- COMMUNITY RADIO

Benefits of Digital Advocacy⁹

i) Reaching More People

Digital campaigns help you reach anyone with Internet access. You don't need people's addresses or phone numbers to reach them. The Internet also exposes your campaign to more demographics, particularly young people who have traditionally been difficult to reach. There are many ways to reach people electronically, including through campaign websites, email newsletters, social networking websites and blogs. Online campaigns make it easier to reach more people, and their messages can be targeted to the right audiences through "smart" online advertising and search engine optimization. These technologies display your campaign to the people most likely to be interested in it.

⁹ Chron (2017), 'Benefits of Online Campaigning', <http://smallbusiness.chron.com/advantages-online-campaigning-27595.html>

**JAN
2016**

GLOBAL DIGITAL SNAPSHOT

A SNAPSHOT OF THE WORLD'S KEY DIGITAL STATISTICAL INDICATORS



TOTAL
POPULATION



**7.395
BILLION**

URBANISATION: 54%

FIGURE REPRESENTS TOTAL GLOBAL POPULATION INCLUDING CHILDREN

INTERNET
USERS



**3.419
BILLION**

PENETRATION: 46%

FIGURE INCLUDES ACCESS VIA FIXED AND MOBILE CONNECTIONS

ACTIVE SOCIAL
MEDIA USERS



**2.307
BILLION**

PENETRATION: 31%

FIGURE BASED ON ACTIVE USER ACCOUNTS, NOT UNIQUE INDIVIDUALS

UNIQUE
MOBILE USERS



**3.790
BILLION**

PENETRATION: 51%

FIGURE REPRESENTS UNIQUE MOBILE PHONE USERS

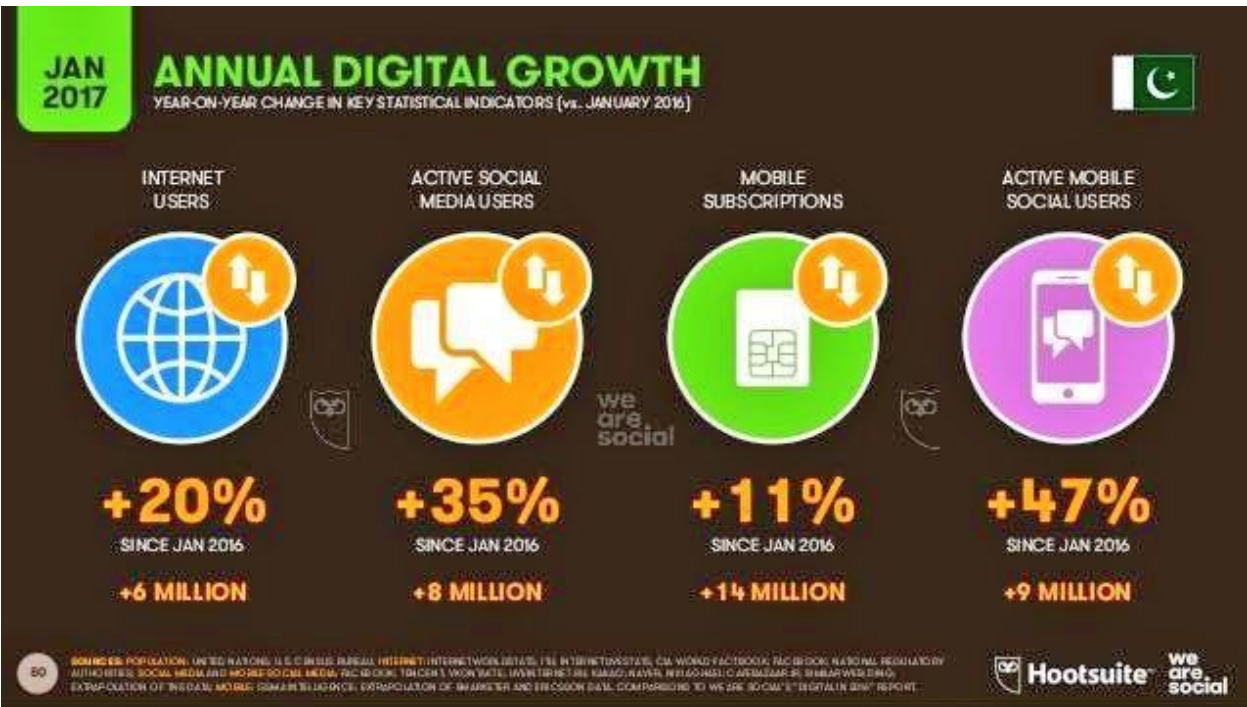
ACTIVE MOBILE
SOCIAL USERS

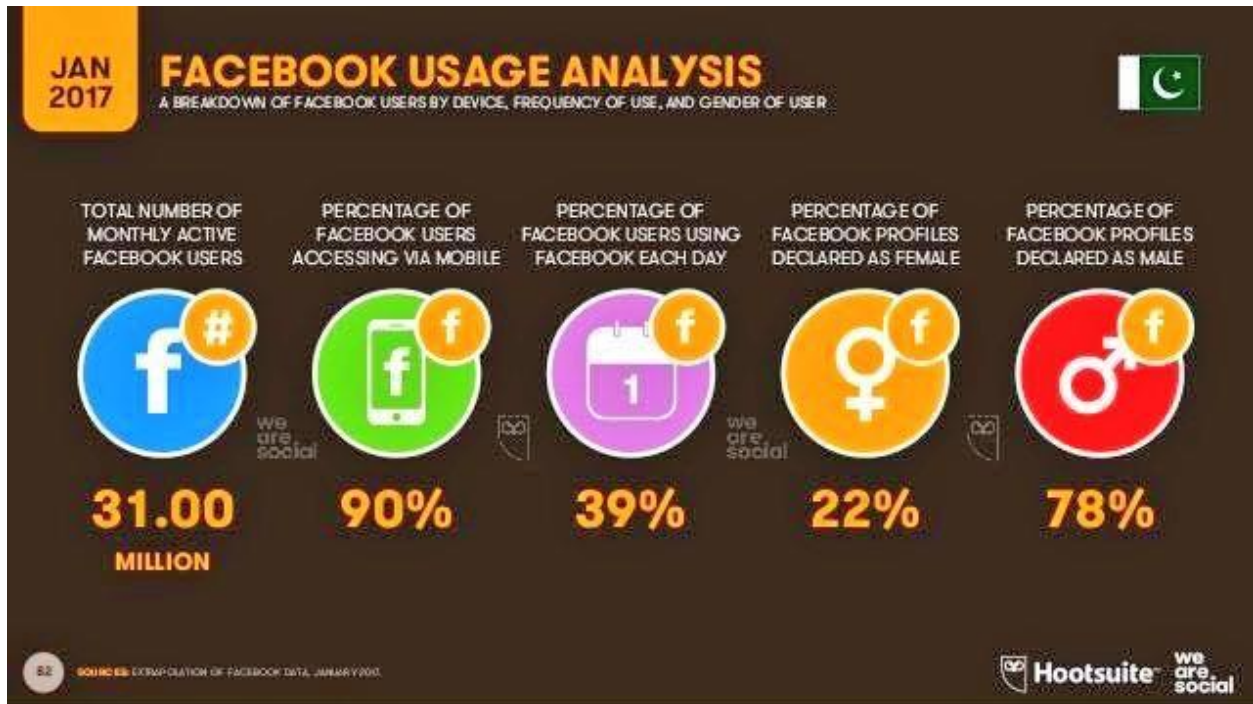


**1.968
BILLION**

PENETRATION: 27%

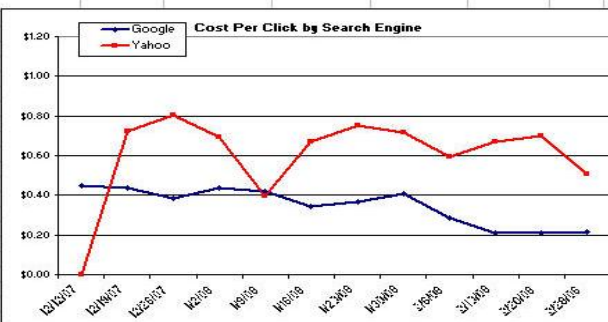
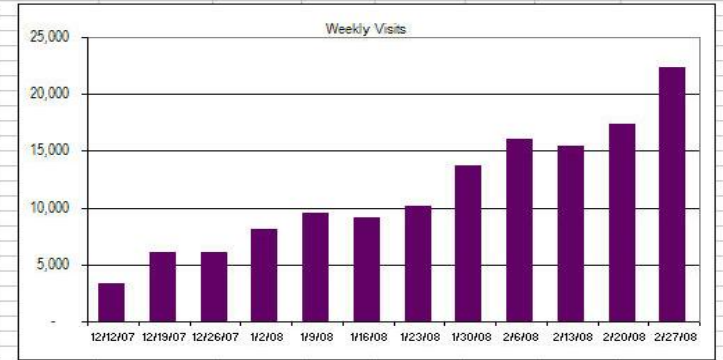
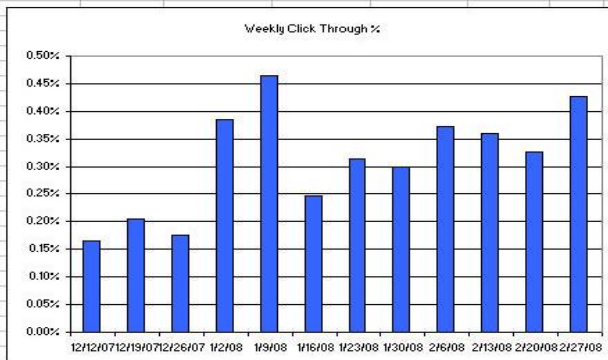
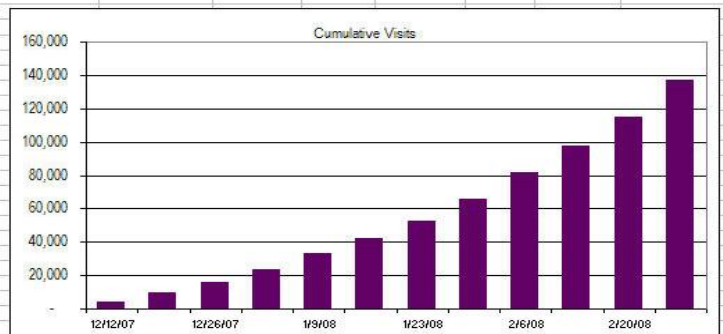
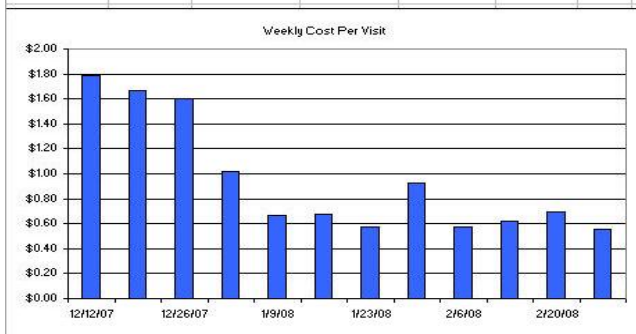
FIGURE BASED ON ACTIVE USER ACCOUNTS, NOT UNIQUE INDIVIDUALS





ii) Campaign Analysis

Whether you run a campaign website or reach people through other websites through advertising and social networking, website analytics help you track how well your campaign is going by determining what type of content is attracting the most web traffic. To analyze web traffic, you must subscribe to an analytics service or ask your site developer to build it into your website. Some social networking sites analyze trends such as user growth and demographics and consumption of content. With information such as what advertisements generate the most hits or in some cases which types of people click on certain types of links, you have the ability to run a much more effective campaign.

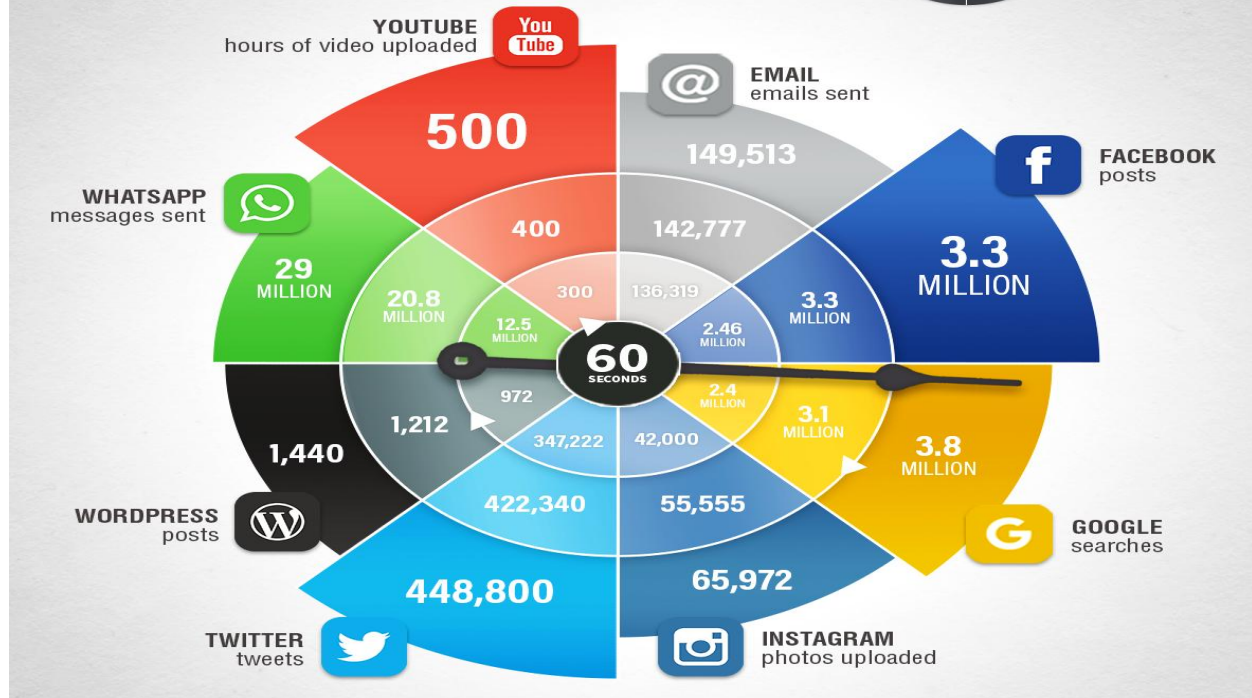


iii) Speed of Information

An online campaign enables you to update information instantly, whether through your campaign website, mass emails and texts, blog or social networking websites like Facebook and Twitter.

What Happens Online in 60 Seconds?

Managing Content Shock in 2017



iv) Cost Effectiveness

With an online campaign you save money on printing, paper and canvassing staff. It could hypothetically reach more people and cost less money. This possibility sounds promising; however, it isn't proven. Just because a group is campaigning online doesn't mean that it is effectively winning support. According to a Huffington Post article about the "Virtual Arms Race" in modern elections, 2010 elections results suggested that campaign dollars seem to make their way to the most compelling candidates regardless of the type of campaign infrastructure they have. Time and election results will tell whether online campaign strategies become the most efficient use of campaign dollars.

Digital Advocacy- Using ICT Tools as a Leader



i) WEBSITES¹⁰

A campaign website presents the campaign on the internet. Such websites can dramatically enlarge the audience and serve as a vehicle to make campaign materials available at little cost.

An effective website is the central *clearinghouse* for all electronic campaign tools: it advertises the message and campaign events, offers background information (e.g. research reports, documentary videos and links to other relevant websites), as well as precise advice for action (e.g. policy briefs, action alerts, etc).

Links to social media such as *Twitter* and *Facebook* relay the website and its messages to viewers' networks. One can also use the campaign website to raise money – there are numerous types of available software that can direct users to a secure site where they can make contributions via credit card or *PayPal* (a secure internet payment system that is widely used all over the world).

Basic Tips

- Take time to craft it carefully and pre-test it with members of the target audiences.
- Websites need to be frequently updated with accurate, attractive information. such as a chat room or comments stream
- Websites work best when combined with other media tools, e.g. e-mail updates that announce new content and invite your audience to visit the website. You can encourage users to subscribe to an e-mail messaging service, or to an RSS feed that relays news from your website to the subscribers' site.
- Many providers offer “free” website hosting and easy guidance on setting up your site or blog. Check carefully whether
- Take into account the targeted users' connection speed: if your target audiences are likely to have slow connections, avoid using large pictures and animations on the main pages of your website. Break up large downloadable documents (e.g. PDF files of your campaign reports) into several files with clear titles so that users can go directly to the chapter they wish to download.

Examples:

- CAMFED

¹⁰ <http://www.endvawnow.org/en/articles/1273-websites.html?next=1274>



<https://camfed.org/>

- BECAUSE I AM A GIRL

<http://plancanada.ca/because-i-am-a-girl>

ii) BLOGS¹¹

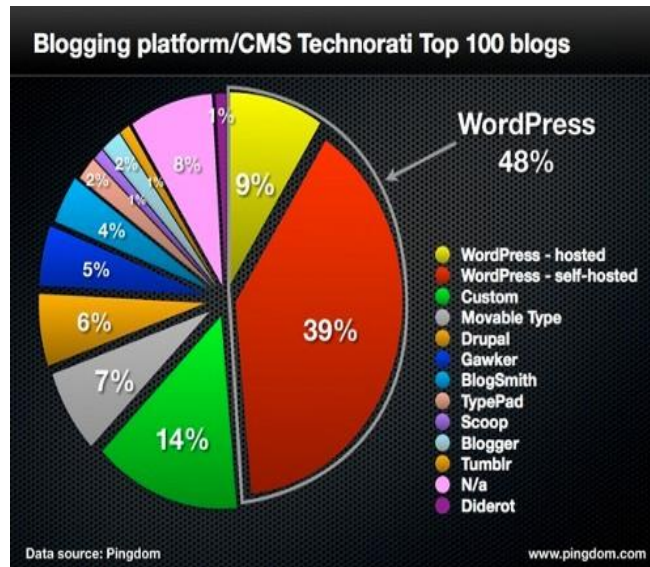
A blog is a more informal, less complex way to establish a presence on the internet. Functioning almost like a 'personal' website that can be easily updated, blogs tend to be much easier to build than full websites.

In fact many web-hosts and blogging software, such as *Blogger* or *Wordpress*, offer free platforms that do not require any knowledge in programming languages such as *html*. In the interest of time and money, more and more organizations are choosing to set up blogs rather than full-fledged websites.

Some websites also include links to blogs, e.g. the [Women Won't Wait Campaign to end HIV & Violence against Women](#) presents the campaign on its main page. More editorial-type, reflective articles are shared on the campaign blog, which can be accessed directly from the website.

A blog can also be used as a purely internal communication tool by restricting its use to authorized, registered users. That can work as an effective communication and monitoring tool where internet use is common and all campaigners have easy access to it.

¹¹ <http://www.endvawnow.org/en/articles/1274-blogs.html?next=1275>



Basic Tips

- It is however necessary to agree among activists as to what can be published on the blog and what cannot, and step-by-step instructions must be provided for those who have no experience in blogging.
- In large campaigns with many activists, it may be useful to designate one or two campaigners to act as blog administrators, who collect contributed information and upload these on the blog.

Examples

- In its roaming “Stop the Bus” Campaign in 2007 to inform rural communities in Western Cape, South Africa about laws protecting women’s rights and their application, the Rape Crisis Cape Town Trust used the activists’ daily blog posts as a monitoring tool. While on tour, activists posted some 600 digital photographs and related their experience to each other. The tool helped to keep up momentum among the campaigners and documented their activities.



iii) PODCASTS¹²

Podcasts are audio or video broadcasts that can be downloaded from a website and stored on a computer or other device to be listened to offline at the listener's convenience. It is different from a radio broadcast which happens in real time, via a 'live stream'.

A small podcast library can be included on the campaign website.

Advantages

- Since podcasts can be created easily with some inexpensive audio equipment and access to the internet, they can be cost-effective ways of elaborating on campaign messages and issues with an audience (provided this audience has easy access to new media technologies).
- A major advantage of audio podcasts is that people can transfer them onto a portable player (e.g. an iPod or mobile phone) and listen to them when they are not near their computer, e.g. on their way to work.

Basic Tips

- The size of each podcast is displayed on the table of contents, so that users have an idea as to how long their connection will take to download it.
- **Tactical Technology Collective** provides step-by-step guidance on producing podcasts, blogs, video blogs and radio broadcasts in its *Message-in-a-box: Tools and tactics for communicating your cause* (updated 2009).

Example

The UN Women **Say NO-UNiTE to End Violence against Women** platform, which is a contribution to the UN Secretary-General's UNiTE to End Violence Against Women campaign, offers a range of *audio and video campaign podcasts* on its website broadcasting goodwill ambassadors' speeches and campaign activities around the world.

The campaign uses **Facebook**, **Twitter**, **RSS feeds** and commercial (but free-of charge) *iTunes* subscriptions to announce new podcast postings.

¹² <http://www.endvawnow.org/en/articles/1275-podcasts.html?next=1276>



iv) INTERNET VIDEO ¹³

With the increasing number of internet users and the ability to view visuals on mobile devices, internet video can be an effective and relatively inexpensive way to reach large audiences with key campaign messages and with critical information (e.g. available helplines and services, laws and rights).

Internet videos are digital videos posted on the internet, e.g. on a campaign website or blog, or on a video sharing site, such as *YouTube* or *The Hub (from Witness)* which publishes human rights videos. They can be used as powerful tools to appeal to viewers' emotions, and to reach out to, affect and/or inspire large audiences.

Advantages

In addition, using the internet for displaying video material can have two major advantages:

- Videos can be uploaded in real-time, i.e. events are shown while they are actually happening; and it is possible to add interactive elements.
- Digital video can also be used in podcasts.

Example:

The '**That's Not Cool**' campaign has developed stories with multiple action threads, i.e. internet videos that ask the viewer has to select among choices of actions the main protagonist can take. Further development of the story depends on the viewer's choices.

Basic Tips:¹⁴

a) Preparation – questions to be asked

- What are the **risks** related to producing the video? What is your **goal**? How will the video fit into **the broader campaign**?
- Who is your target **audience**?
- **Message**: what do you want the audience to do?
- What are the **ethical principles** that must be respected
- What **equipment** do you need? A digital camera and access to a computer can be sufficient.

b) Key ISSUES about filming

¹³ <http://www.endvawnow.org/en/articles/1276-internet-video.html?next=1277>

¹⁴ <http://www.endvawnow.org/en/articles/1269-digital-video.html?next=1270>



- **Tell A Story:** Where you are, what is happening, who is involved, why. Get the images you need
- **Get Details:** Move closer to capture the action
- **Special Situations:** In emergencies, e.g. when you chance upon an incident, protect your safety. After filming an incident, film witnesses who explain what happens. Filming secretly can be illegal and risky. Assess the risks carefully; if you decide to take them, practice secret filming until you feel competent.

c) Filming people

- **People** who tell stories are powerful vehicles to convey a message. Use eyewitness testimony.
- **Protect** the people you film by obtaining their **informed consent** and respecting **confidentiality**
- In **interviews**, ask open questions, such as “why?” and “how did it happen?”. Shoot additional footage to show what the interviewee talks about

d) Editing and distribution

- **REVISIT YOUR STRATEGY:** Has anything changed that needs to be taken into account when editing and using the video? Reassess risks: is it safe and appropriate to publicize the video?
- In editing, **LESS IS MORE:** to convey your message efficiently, keep it short. You do not need to show “everything”, but create a meaningful sequence.
- **ETHICS:** Report truthfully and do not distort the chronology of events.
- **DISTRIBUTION:** Use different venues to show the video, e.g. by posting it on different websites and at public events. Try to show it in the right place at the right time
- **TRACK VIEWERS:** Check websites where you have posted your video for comments and react swiftly if needed. On all-purpose video platforms such as YouTube, advertisements that contradict your campaign message may pop up next to it, for example videos with gender-insensitive content.



Examples

Illustrative music videos

The Bogota Mayor's office of Culture, Recreation and Sport with support from UN Women produced a video of famous music artists in support of the UNITE to End Violence against Women Campaign in Colombia.

Breakthrough (India) produced a music video **Mann ke Manjeere (Rhythm of the mind)** portraying a truck-driving woman who has escaped intimate partner violence. The music video ranked in the national "top ten" for six months.

v) EMAIL¹⁵

E-mail has become a simple, accessible and much-used tool in advocacy campaigns, e.g. for letter-writing and petitions. The campaign message can be sent directly to the persons that need to be contacted, from any computer, at any time. People can join the campaign quickly and easily by passing on the message to others. E-mails can be used to get a response from people and start virtual conversations. They can also be used to send out bulletins or action alerts to campaign supporters informing them of specific events taking place, or urging them to take urgent specific action (write to a newspaper, call a public official's office, etc). Emails disseminated through an email subscriber list are also good ways of sharing regular information like newsletters or bulletins.

Basic Tips

- Craft campaign e-mail messages as carefully. If they are well-designed and compelling, they are likely to be forwarded to other readers, potentially reaching a much larger audience than print materials.
- **Include deadlines**, i.e. precise dates, **on urgent alerts** so that people do not continue passing on the message beyond the required date.
- **Use simple text formats** – i.e., do not include images or animations – unless a large portion of the target audience has fast internet connections.
- **Include hyper-links** to the campaign website and additional sources of information.
- **Be aware of e-mail filtering systems**, often known as 'firewalls', which could block a message if it contains certain key-words (e.g. "sexual", "rape") that activate the filter. If

¹⁵ <http://www.endvawnow.org/en/articles/1277-email.html?next=1278>



your message is blocked, send another message that does not contain such key-words to inform recipients of the website/link where they can retrieve the necessary information.

- In addition, many email systems today, particularly free, internet-based ones such as Gmail, Yahoo, Hotmail, contain filters which may designate your message as ‘spam’ (junk mail) if it contains certain key-words, or looks like a suspicious, commercial advertisement.
- The best way to avoid this is to keep email messages short, succinct and free of typos; also avoid sending messages to too many people at once (break up your list into smaller chunks), since this can sometimes be an indicator of ‘spam’ for some filter systems.
- Use e-mail strategically and **sparingly** to avoid annoying the audience.
- Protect the privacy of e-mail recipients by using the “BCC” field in the message header, instead of the “TO” or “CC” field.
- Where appropriate, **encourage forwarding** to friends and colleagues to boost numbers of recipients.
- Newsgroups and list servers, which can be created free of charge via web-mail providers such as Yahoo or Google, allow for email conversations as a group, and archiving mails on the web.
- **Monitor your in-box** daily for urgent feed-back and queries related to your mails and **respond swiftly**.
- **Provide an opt-out function** for those who want to be removed from the list and remove them swiftly.
- **Collect e-mail addresses and update them regularly**, e.g. by removing addresses of people who ask not to be contacted, or addresses that do not work anymore.

vi) THE SOCIAL MEDIA¹⁶

Virtual social networks such as *Facebook* or the micro-blogging tool *Twitter* offer free platforms where campaign messages can be promoted. An increasing number of organizations are creating their own profiles or pages on these networks. These can be used to advertise for campaigns and related events by enrolling virtual “friends”, “fans” or followers, who may pass on the information to their own networks of “friends”. Many Facebook pages for example, also describe the key campaign messages, provide information about campaign activities, and give

¹⁶ <http://www.endvawnow.org/en/articles/1278-the-social-web.html?next=1279>

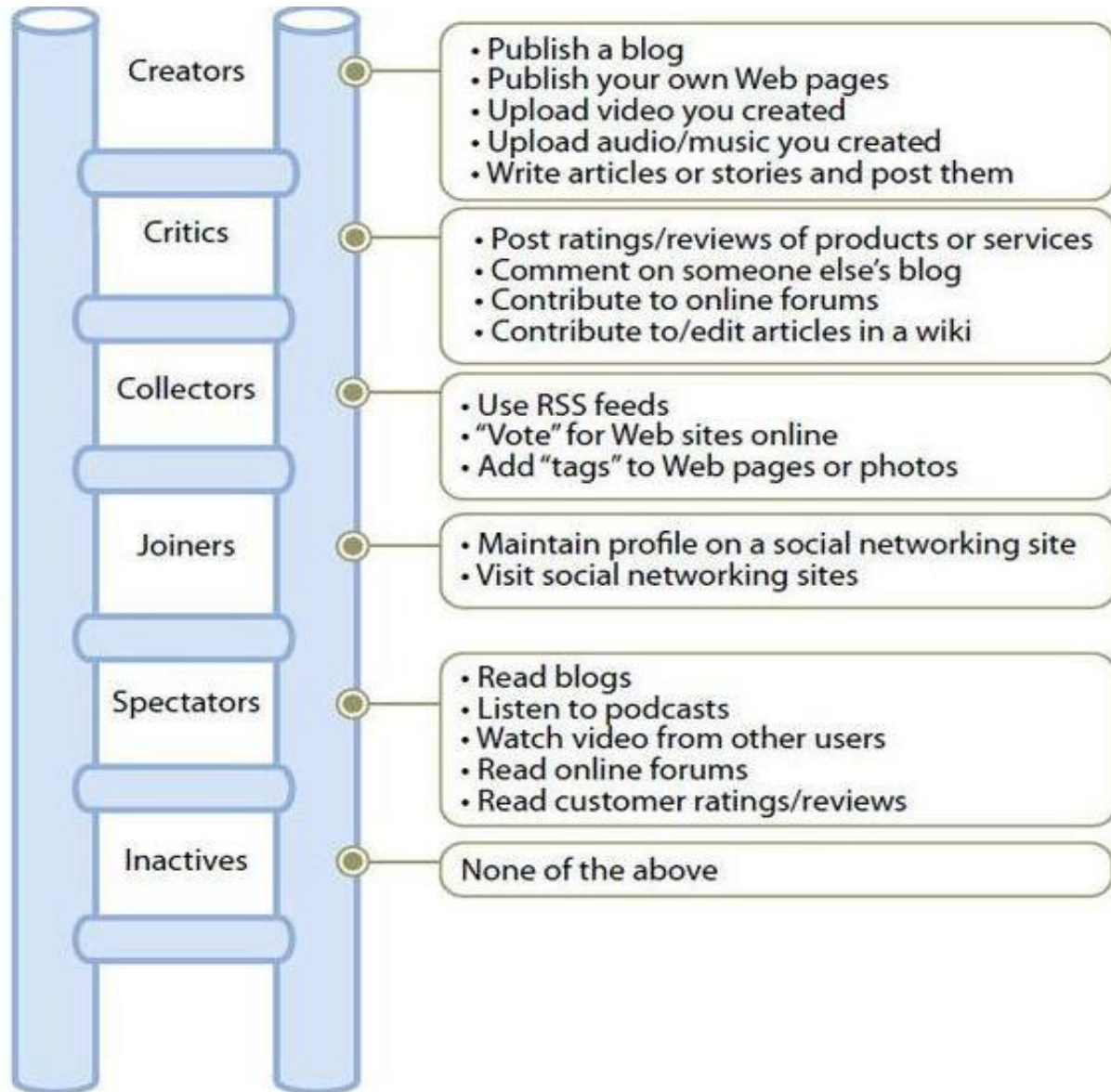


supporters opportunities to engage via ‘comments’ with other supporters on campaign-related issues. Twitter is increasingly becoming a tool to share up-to-the-minute information rapidly with large numbers of people – about upcoming activities, or to rally support or encourage immediate action (e.g. for demonstrations, to contact local politicians etc.) To choose the most effective platforms, find out which ones are most used by the campaign’s target audience(s).

Although little evidence is available on the contribution social media has made so far to ending violence against women and girls, its impact could potentially be significant. Social media is a convenient vehicle to reach an internet-literate, relatively young audience. Arguably, just as in “real life” community activism, virtual socializing on *Facebook* “friends” and *Twitter* “followers” can create a safe environment to discuss and experiment with “new” ideas and attitudes, e.g. to explore forms of masculinity that are more gender-equal than those in one’s “real-life” community. When combined with other communication channels – a high quality web-site, mass media announcements and community mobilization, for example – it may substantially broaden the reach of a campaign.

Social Media and Technology Ladder¹⁷

¹⁷ Santiago, D (2012), ‘Digital Advocacy & Activism, University of Rhodes Island



3 Gold Tips:

- **Creating a Plan Step 1**-You must have a clear definition of the problem and how it affects people in both positive and negative ways. You must take on the problem in manageable bites. You must be able to express and show in multiple ways the desired behavior. You must have a strategy and a measurable outcome
- **Creating a Plan Step 2**-Clarify your main goals and then choose your social media with those objectives in mind. Ensure that messages are interactive, collaborative, and easily shared. Establish partnerships and promote a centralized channel for



people to link back to you and join your advocacy efforts. Channel online interest into specific, targeted activities that further the campaign's goals.

- **Creating a Plan Step 3**
 - **Recruit**- How will your plan attract and get to people?
 - **Retain**- How will you keep them engaged?
 - **Reevaluate**- How will you respond to the data from your primary audience and opposing audience?
 - **Regroup**- How will you tap and partner with your audiences?
 - **Redesign**- Update the plan, measures, messages, media, responses to audiences, and ways to engage.

General Tips

- Defining your target audience relates to how you develop your message and services so that what is being communicated causes your audience to recognize that you are talking specifically to them
- To maximize benefits from viewers' brief moments of attention, design a profile that is short and engaging.
- Provide information that catches the readers' attention and directs them to your campaign website.
- Whenever you post a new article or other important item on your website, advertise it with a link in your "status" bar (e.g. on Facebook) or via a tweet (on Twitter).
- Unlike websites and blogs, social web platforms are not suitable for complex, detailed content. The shorter and the more original the message, the better are the chances of attracting a large number of "friends" and "fans". Monitor success by counting the "friends" and "fans" that appear on your profile within a pre-determined timeframe. Examine their profiles so as to get an idea of the audience segment that feels attracted by your profile and message.

Examples:

- The Facebook presence of the [Center for Women's Global Leadership](#) is appealing and informative. It can be found by typing "Center for Women's Global Leadership" into the Facebook search bar, or by clicking on the Facebook icon on their site, which also include links to their digital video collections on YouTube. Twitter and RSS feeds invite



people to subscribe to regular updates they can receive on their mobile phone or via internet.

vii) **CHAT /CYBER DIALOGUING**¹⁸

Many social web platforms, web-based e-mail programmes and campaign websites include chat facilities for registered users. Such cyber dialogue can create a sense of community among users.

Case Study: Cyber Dialogues by Gender Links

To raise awareness and promote behavior-change in South Africa as part of the global Sixteen Days of Activism on Gender Violence (25 November – 10 December), *Gender Links* initiated the ***Cyber Dialogues*** project in 2004.

The cyber dialogues combined facilitated, interactive dialogues on the ground with a link to a central hub at the national level where experts and decision-makers were available at a fixed time each day to answer questions in a live "chat room". The interactive process featured a bulletin board to which individuals could post messages and a daily exchange of information between countries in Southern Africa, as well as a video link-up between all those who participated on the last day of the campaign. In addition, Gender Links produced a special bulletin of its Gender and Media (GEM) Opinion and Commentary Service featuring first-person stories by survivors of gender violence and perpetrators who have reformed their ways.

viii) **SMS AND MOBILE PHONE CAMPAIGNING**¹⁹

Short instant messaging (SMS) to cell phones potentially reaches a larger audience than e-mailing, as many people without easy access to a computer own a cell phone. Inexpensive technologies send bulk SMS to many phone users, e.g. via internet services. Specialized software such as Frontline SMS enables a computer to carry out simultaneous two-way SMS conversations with many users, without any internet connection. Freedom Fone is a type of software that provides audio information phone-based users can listen to, rather than written messages via the internet.

SMS tools can be used for:

¹⁸ <http://www.endvawnow.org/en/articles/1279-chat-cyber-dialoguing.html?next=1280>

¹⁹ <http://www.endvawnow.org/en/articles/1280-sms-and-mobile-phone-campaigning.html?next=1281>



- **Quick distribution of information** to mobile phone users whose numbers are accessible, or who know which number they can call for campaign information.
- **Gathering of up-to-date information** on events that are not documented by other media, and disseminating the information, e.g. via SMS, a website or other media.
- **Collecting virtual signatures** for a petition.
- **Fundraising**: in some countries, mobile phone banking services such as *MPESA* in Kenya make it possible to transfer money directly between mobile phone users. Some phone carriers or networks can also be fundraising partners (e.g. during humanitarian crises) by offering subscribers an SMS number to use to make a donation.

Basic Tips

- When deciding to run an SMS campaign, **weigh design and implementation costs against the benefits** you can realistically anticipate – i.e., what proportion of your target audiences will you reach, and what actions can you expect them to undertake as a result of receiving the SMS?
- **SMS is not likely to reach people who cannot afford mobile phones or who cannot read messages in the language displayed.** More women than men are in this situation, due to gaps in average income between women and men, and comparatively higher illiteracy rates among women. However, in Africa for example, women are more likely to regularly use a mobile phone than a computer (Ekine, 2010. SMS Uprising: Mobile Activism in Africa).
- SMS campaigns that call for support by sending an SMS to a designated subscriber are more likely to succeed in mobilizing the targeted number of supporters if they **provide a toll-free number** they can message without being charged for it. This is not possible in some countries.

Examples

The Kubatana Trust of Zimbabwe conducted weekly updates of civic and human rights information.



AWID used it to reach participants in its conference on Women's Movements in 2008 and explored using it to end sexual violence against women and women's rights defenders in the Democratic Republic of Congo in 2009.

Mobile phones in campaigns – examples from Africa

EASSI Women's Day SMS Campaign. As part of EASSI (Eastern African Sub-regional Support Initiative for the Advancement of Women) campaigning around International Women's Day in 2008, the Women of Uganda Network (WOUGNET) used SMS to send campaign messages and updates on campaign issues to people who subscribed to this free service.

SMS petitioning: The first mobile-phone based petition in Africa was devised by Fahamu and Solidarity with African Women's Rights (SOAWR) in 2004 to build public support for the ratification of the Protocol on the Rights of Women in Africa, a key regional instrument for the protection of women's rights.

ix) COMMUNITY RADIO²⁰

Community radio usually is a short-range, not-for-profit radio station or channel that caters for the information needs of people living in a particular locality, in the languages and formats that are most adapted to the local context. Community radio stations can be mobilized for campaigns, for example by announcing campaign events, hosting talk shows with campaigners, or playing the campaign radio jingle and songs.

Advantages:

As community radio is usually run by volunteers using low-cost technology, it tends to be easy to obtain free or inexpensive air time. It offers an opportunity for contributions by people whose voice is not much heard on national radio – e.g. "ordinary" women and youth – which can be highly empowering. Community radio reaches a large section of the locality it covers, as listeners tend to be interested in local issues. It is also an excellent way to communicate with communities whose main language is not the official national language.

Basic Tips

²⁰ <http://www.endvawnow.org/en/articles/1270-community-radio.html?next=1271>



In rural areas of low-income countries, it is often the adult men in the household who control radio ownership and use in households (UNIFEM, 2007: *Women Building Peace*). In that context, you need to reach out to women by using other channels, picking the times of day for broadcast when women are likely to be alone at home, or by recording and playing radio programs at places where women meet, e.g. as part of women's self-help and micro-finance group meetings.

If you consider creating your own radio station, e.g. for a community campaign lasting several years, find out about local regulations and organizations that can provide the necessary training.

Examples:

In Nepal, the NGO Equal Access, with support from the United Nations Trust Fund to End Violence against Women, in partnership with General Welfare Prathistan, trained rural women as community radio reporters. They collected stories from other rural women to create a radio program, "Changing our World", which reached two million listeners. It covered issues relating to women's human rights, peace-building, and violence against women. In parallel, sixty community listener groups were established to encourage grass-roots leadership and changes in attitudes and behavior (UNIFEM, 2007: *Women Building Peace*).



Case Study 1- International Day of the Girl²¹

A success Story of Digital Advocacy

Background

Plan Canada led initiative to claim an International Day to support girls. National and international days not only bring attention to a specific group (like young girls facing gender discrimination) but also enable governments to be held to task yearly on what they are doing for that group and their progress. It started from a petition and public awareness activities that helped to encourage the government to enact this day. The purpose was to have a bill submitted to the Canadian Parliament that would ultimately become Canadian legislation and allow us to petition the UN for an international day.

Digital Advocacy Tools and Approach

²¹ Plan Canada (2012), 'Digital Advocacy: Mobilizing the Girl Effect' Because I am a Girl'



Email / Newsletter

- targeted action alerts
- progress updates



Blog

- Q & A with MP
- What is advocacy all about?
- Speakers Bureau: Real Live Advocates for Girls
- Guest Post: Jenn Heil – International Day of the Girl
- 22 Facts About Girls' Rights
- The International Day of the Girl Takes the Hill!



Website

- e-petition
- downloadable letter to MP



Facebook

- e-petition
- Change profile photo to '22' logo
- Change status
- Updates



Twitter

- 22 Facts about Girls Rights

YouTube

- Video – Nobel Peace Prize Winner supports Day of the Girl



i) Facebook (Page and Community Engagement

- At least 75 people changed their profile photo to the '22' logo on Sept. 22
- Average Facebook user has 130 friends*– potential reach of nearly 10,000

Because I am a Girl Canada
Click to like this post if you've made the 22 graphic your profile picture today!
20,728 Impressions · 0.40% Feedback
Unlike · Comment · Share · September 22 at 3:47pm

You and 75 others like this.

View all 6 comments · View all 2 shares

YEYAH!
September 22 at 7:06pm · Like

Girls of today are mothers of the nation tomorrow. Therefore, we need to celebrate them to show how appreciative we are and how much we love our respective nations.
September 23 at

22 Emma Murray
22 Diana Fortier
22 Lukken Pruitt
22 Nancy Clifford
22 Linda Wamboldt-Sapp



Tomorrow is a big day! To launch our Community Engagement Program, all of tomorrow's posts will be chosen/written by Facebook group member Alicia!

Alicia is 18 years old, and currently studying Sociology at Carleton University in Ottawa. She plans to become an Occupational Therapist working with Children with Learning Disabilities, especially Autism.

Because I am a Girl is a very close to her heart. See More



2,757 People Reached · 33 People Talking About This



Alicia

Thank you everyone! Today was so great not only to see my posts but to read all your great comments! Thank you everyone for your support!

Unlike · Comment · Wednesday at 3:41pm · 🌟

You and Kire-Lynn Lombay like this.



Because I am a Girl Canada You did a great job! There is one more post coming up from you. Then it's time to get a volunteer for NEXT month!

Thanks so much, Alicia!!
Wednesday at 3:45pm · Like · 🌟2



Alicia It was my pleasure! Thanks for this great opportunity!
Wednesday at 3:46pm · Like

Write a comment...

Facebook community engagement program sees one volunteer a month choose the posts. Participants have found it rewarding and the community is very supportive

Results

Sept. 22 alone – 382% more new fans than daily average

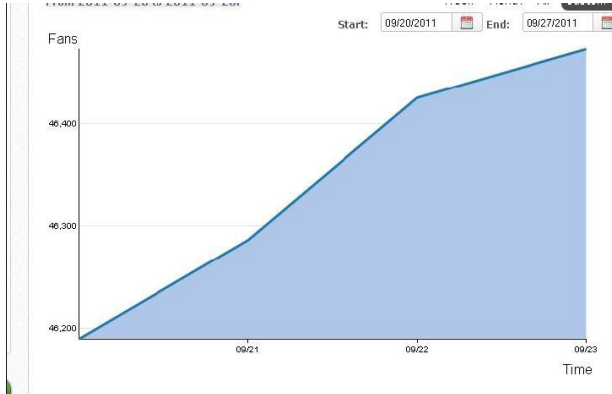


Figure 1 Facebook fan growth – September 20 – 27, 2011

ii) Twitter

- 22 facts tweeted throughout the day
- Supporting organizations like the YWCA and Girl Guides of Canada directed people to our facts all day (and Girl Guides retweeted them all)
- Members of Parliament also drew attention to our 22 facts
- Retweeted facts reached more than 50,000 people

- “ Happy to see that Minister Ambrose is wearing her Because I am a Girl pin today in the #HoC!
 @biaagcanada
 September 22, 2011 at 12:05
- “ Sept 22 is a special day! It's time to celebrate the proposed #DayofTheGirl! Follow @biaagcanada for #22 facts about #GirlsRights
 @girlguidesofcan
 September 22, 2011 at 9:57
- “ I wanna RT all of @biaagcanada 's tweets about #girls facts (in statistic)! But hey,it's better to follow and read it by yourself, friends :)
 @nikenologist
 September 22, 2011 at 11:15
- “ @carolyn_bennett Thanks for retweeting the link to our petition! It's so exciting that all parties support the Day of the Girl!
 @biaagcanada
 September 23, 2011 at 14:35
- “ Happy to stand up for Girls' rights. RT @biaagcanada: So exciting to hear @RathikaS speak in favour of the Day of the Girl today in #HoC!
 @RathikaS
 September 22, 2011 at 12:56
- “ @biaagcanada TY, we are checking it out right now! We just went on a sponsored 2 girls from your site in honour of the Int'l Day of the Girl
 @Divacup
 September 22, 2011 at 11:58





Results

Sept. 21-23 saw: 254% increase in followers 4300% increase in retweets 250% increase in mentions

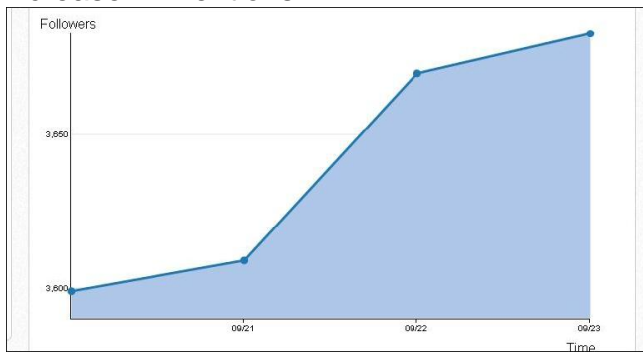
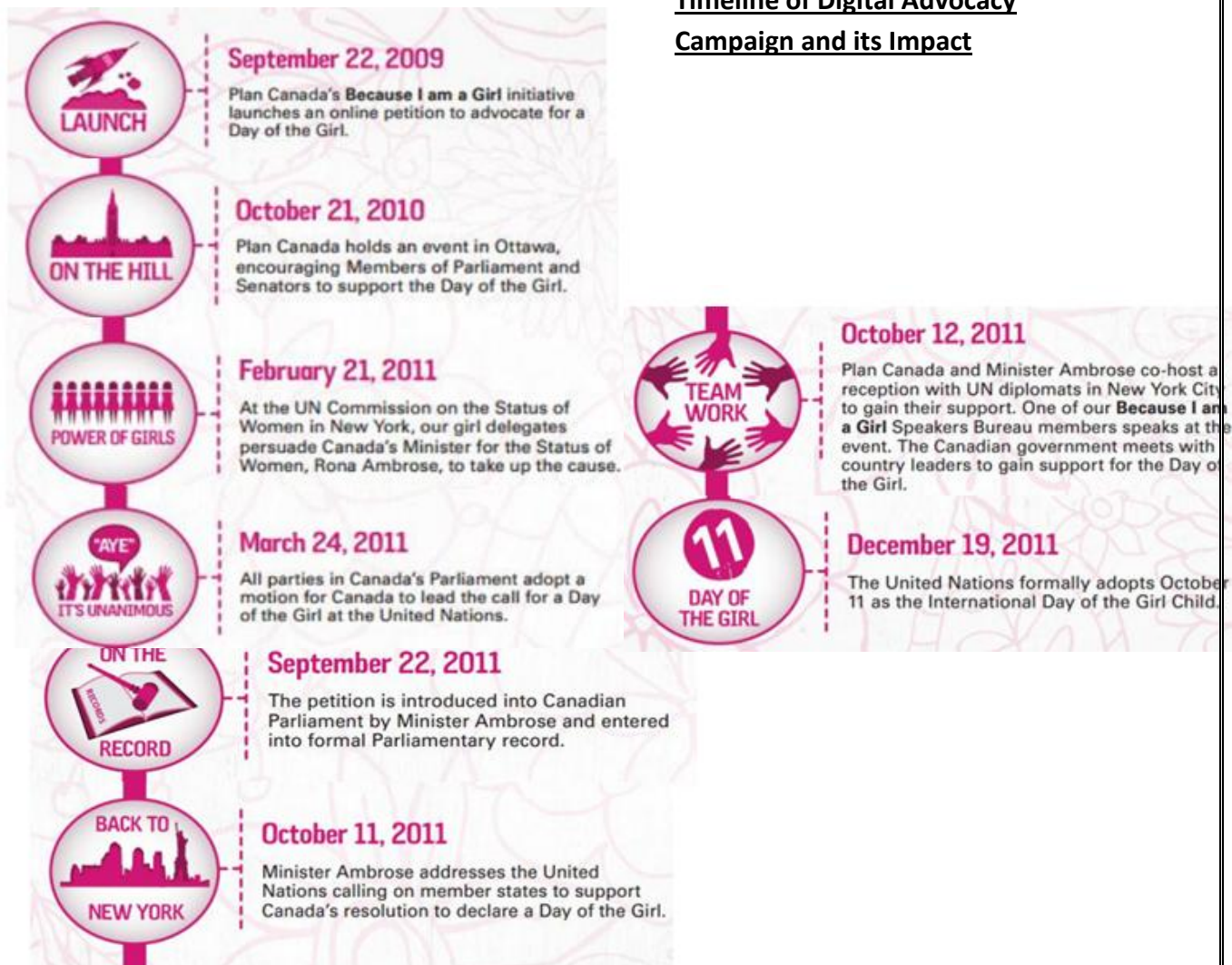


Figure 2 Twitter follower growth – September 20 – 23, 2011

Timeline of Digital Advocacy Campaign and its Impact





Subsequent Campaign- Raise Your Hands for Girls Education Initiative

To keep the momentum of success in terms of International Girls Day going, Plan International launched a petition asking girls, boys, men and women around the world to raise their hand and support the call for a firm focus on Girls education in the United Nations' post-2015 development agenda, which will replace the current Millennium Development Goals. The following photo montage acted as a visual petition and will be unveiled at the UN On International Day of the Girl (October 11)



In response, **2,395,266** hands were raised – demonstrating overwhelming support for girls' rights from all corners of the globe!

Impact

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Target 4.1- By 2030; ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes



4.5 By 2030 eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations

Case Study II- Alif Ailaan

Background/Introduction²²

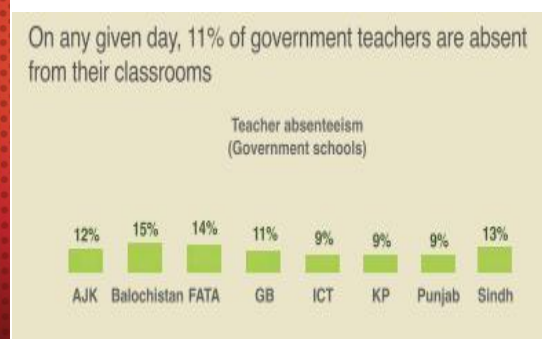
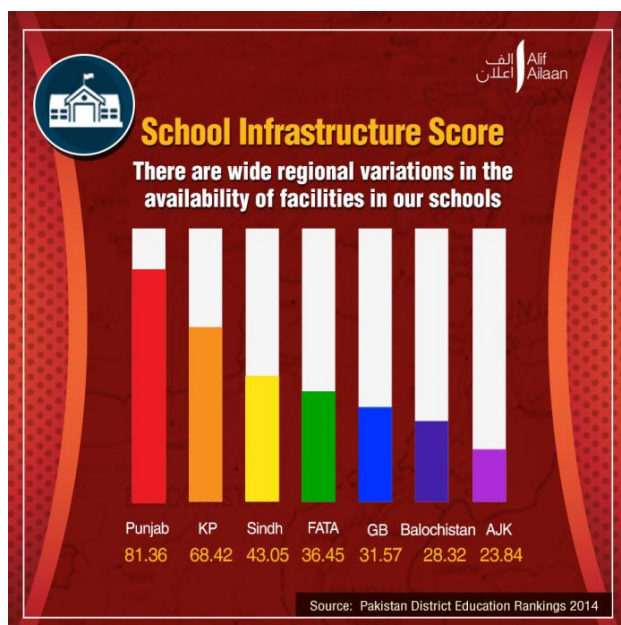
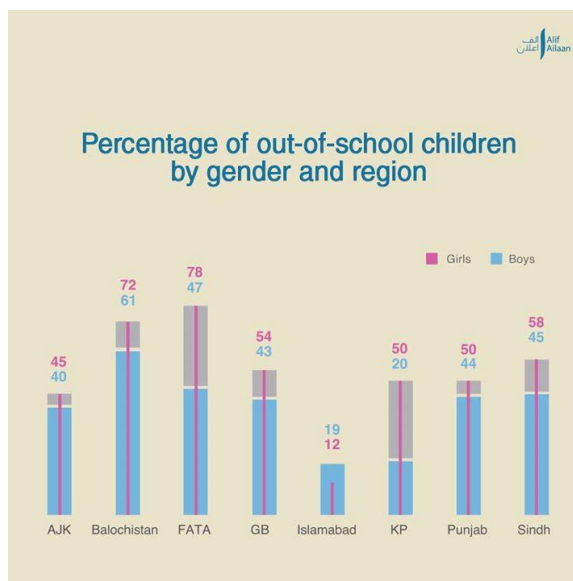
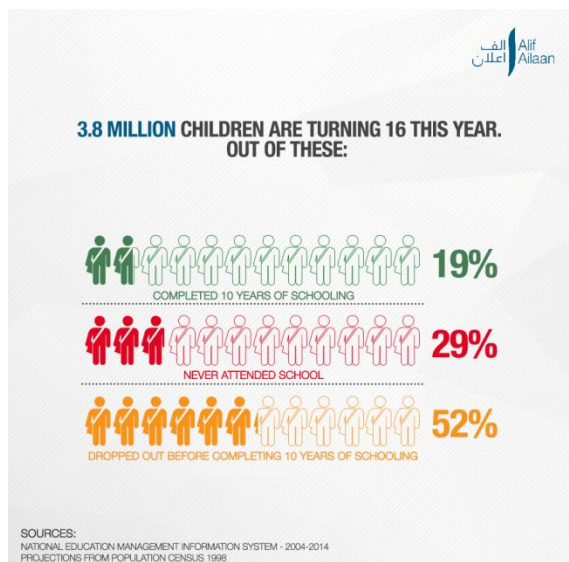
Pakistan today faces an education crisis of unprecedented proportions:

- There are 24 million boys and girls out of school—that’s nearly half of all children in the country.
- Of those children who do go to school, the vast majority receive an education of poor quality.
- On any given day, 11% of teachers are absent from the classroom.
- Corporal punishment is widespread and remains unchecked.
- Budget allocations for education are insufficient and funds that are available are not spent effectively.

To rise and resolve these problems to the government, Alif Ailaan is a campaign Launched in February 2013 that aims to make education a top priority for all citizens of Pakistan. Its goal is to ensure that every child in this country—rich or poor, boy or girl, whether they live in a village or a big city—is in school. It works with politicians, education officials, teachers, parents and communities, and civil society organizations to make sure children are enrolled in school, stay in school and receive a good quality education.²³

²² http://www.alifailaan.pk/pakistan_education_crisis

²³ http://www.alifailaan.pk/frequently_ask_questions



Objectives ²⁴

- It exists create and sustain political will and support for education in Pakistan
- It wants the federal and provincial governments to fulfill their obligation under Article 25-A of the Constitution

²⁴ http://www.alifailaan.pk/what_does_alif_ailaan_want



- This means, at the very least, that every Pakistani child between the age of 5 and 16 is enrolled in and attending school
- It means that once in school, children stay in school until the age of 16
- It means that every child is in a classroom with a teacher, and that every teacher is able to help children learn
- It means that when attending school, children have working classrooms and school buildings

Alif ailaan's job is to help raise the profile of education within Pakistan's political discourse by highlighting the key issues

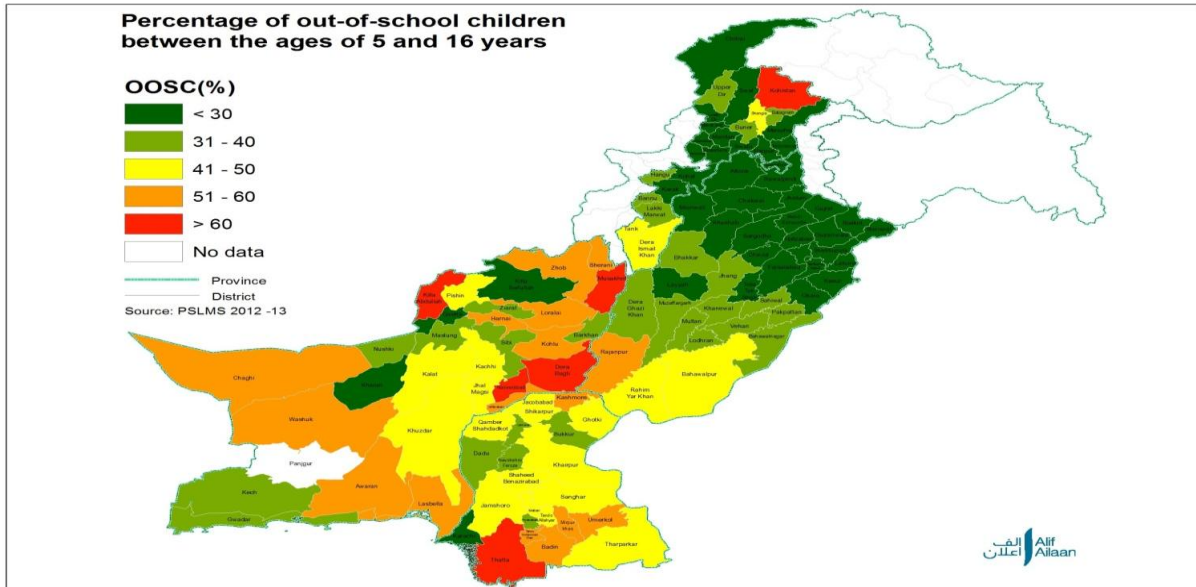
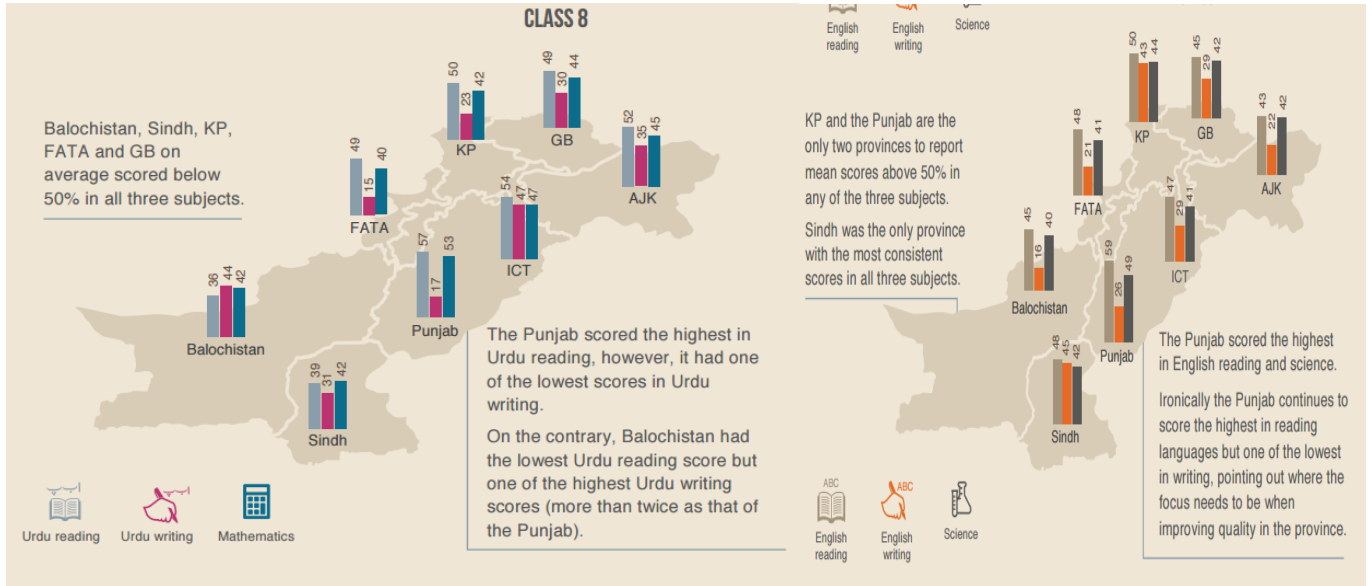
Key Issues to be addressed²⁵

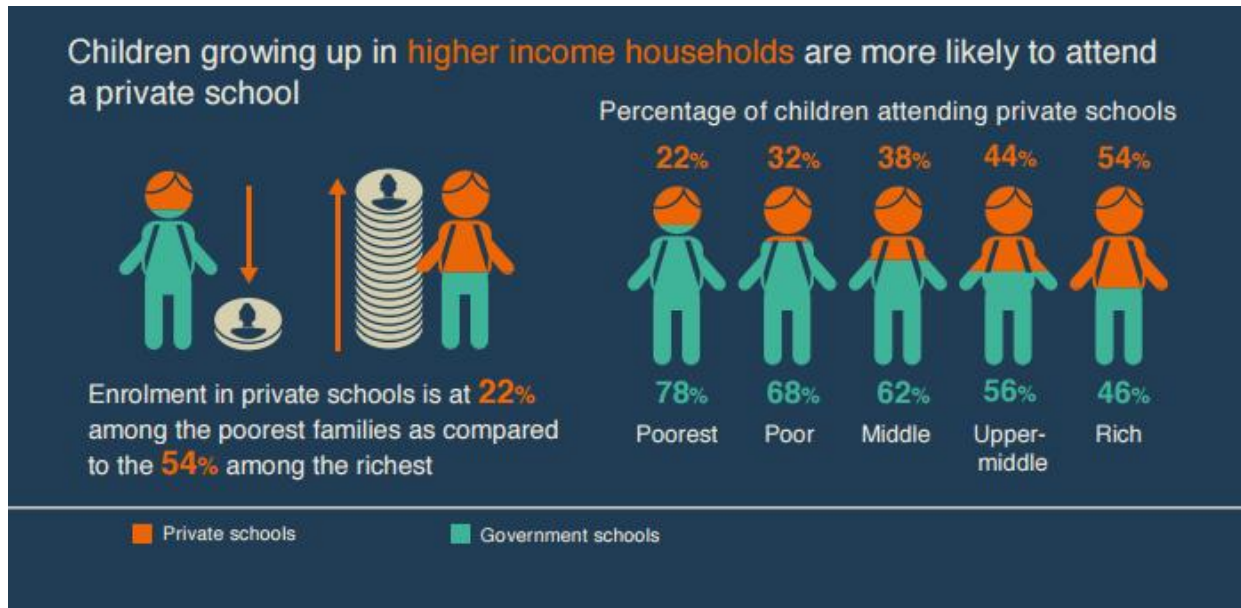
- There is not enough political and media attention on education. There is not enough money for education
- The utilization of money allocated to education is poor and must be improved
- Too many of our children are out of school, too many out-of-school children are girls, and there are not enough classrooms or schools
- Too many children who go to school receive a low-quality education, and too many children are malnourished and unable to learn
- Too many teachers are completely unaccountable to anyone, which undermines the efforts of the majority of government school teachers who are good, decent Pakistanis trying to teach their students well
- There is not enough government data on education and much of the data that does exist is out dated and unreliable

²⁵ http://www.alifailaan.pk/what_does_alif_ailaan_want



PAKISTAN YOUTH
CHANGE
ADVOCATES





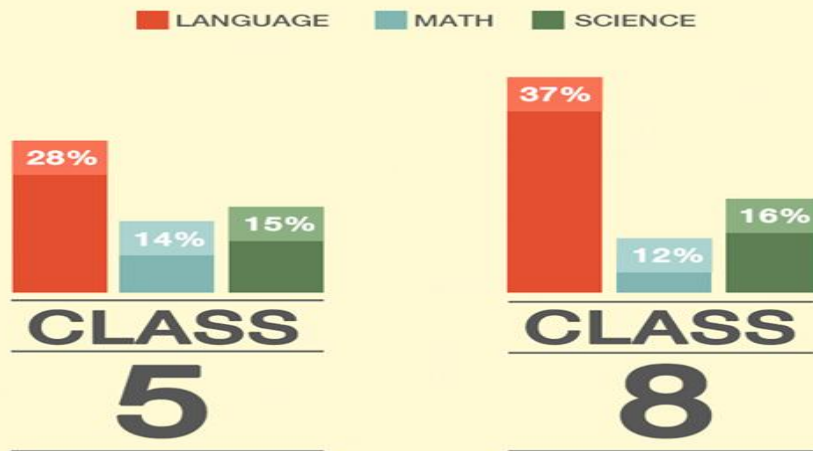
MATHS AND SCIENCE- Special Initiative

Alif Ailaan's Maths and Science campaign is about putting the issue of learning outcomes at the core of the education conversation, and, crucially, about giving Pakistan's students the building blocks of a sound education. It is devoted to getting all of Pakistan's children in school, staying there and learning well. Maths and Science are crucial subjects for a child to learn and can be inspirational when they are taught well. Its Pakistan's first calendar of what's happening in the world of Maths and Science

Objectives of Maths and Science Initiative

The National Maths and Science Calendar is a pioneering effort to bring national spotlight to the quality of Maths and Science education in Pakistan. The intent is to provide a public-facing platform for all interested individuals and organizations to find out what is happening in the world of Maths & Science in Pakistan.

QUALITY OF EDUCATION AVERAGE SINDH ACHIEVEMENT TEST SCORES



Stakeholder: Alif Ailaan works with all provincial governments and regional administrations, education secretaries and chief ministers, as well as the federal government and Minister for Education.²⁶

Impact

In a unique and innovative way to advocate for education and provide monitoring and evaluation mechanism, Alif Ailaan project has pioneered various score cards, such as education score and school infrastructure scores etc.

Education Score

For the fourth consecutive year, Islamabad has ranked highest amongst all provinces and regions in the country in second and third place are Azad Jammu and Kashmir (AJK) and the Punjab, respectively. This remained similar to last year. Gilgit-Baltistan remained steady at fourth position third time in a row, although its Education Score did increase by three points

Khyber Pakhtunkhwa (KP) and Sindh remained at the same ranks they were last year, with KP at the fifth rank and Sindh at the sixth. However, both provinces suffered a decline in their

²⁶ http://www.alifailaan.pk/frequently_ask_questions

Education Scores of almost two points each. Federally Administered Tribal Areas (FATA) and Balochistan round up the bottom of the rankings at rank seven and eight respectively

Overall, Pakistan's Education Score fell from last year (by 4.05 points) after consecutive years of modest improvement mainly because of a drop in the retention score (from 67 to 59)

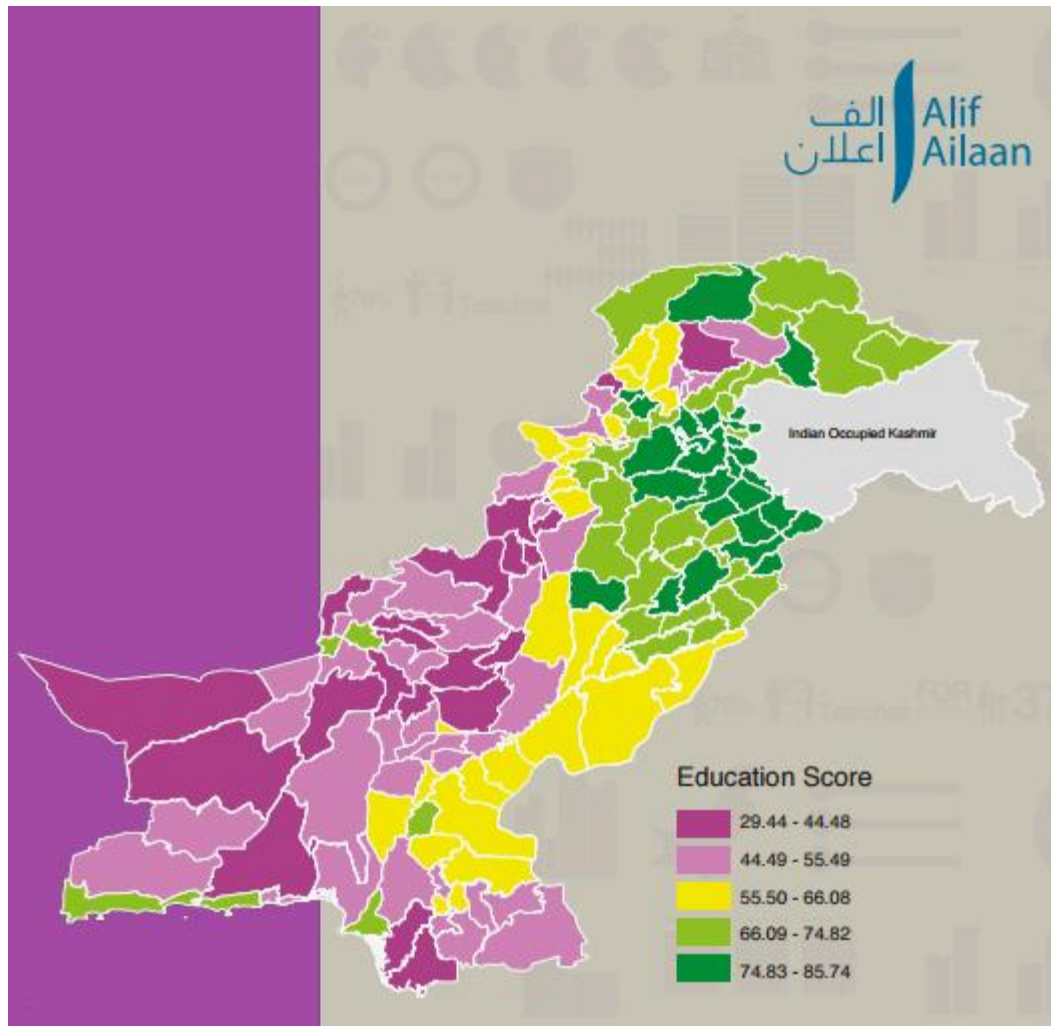
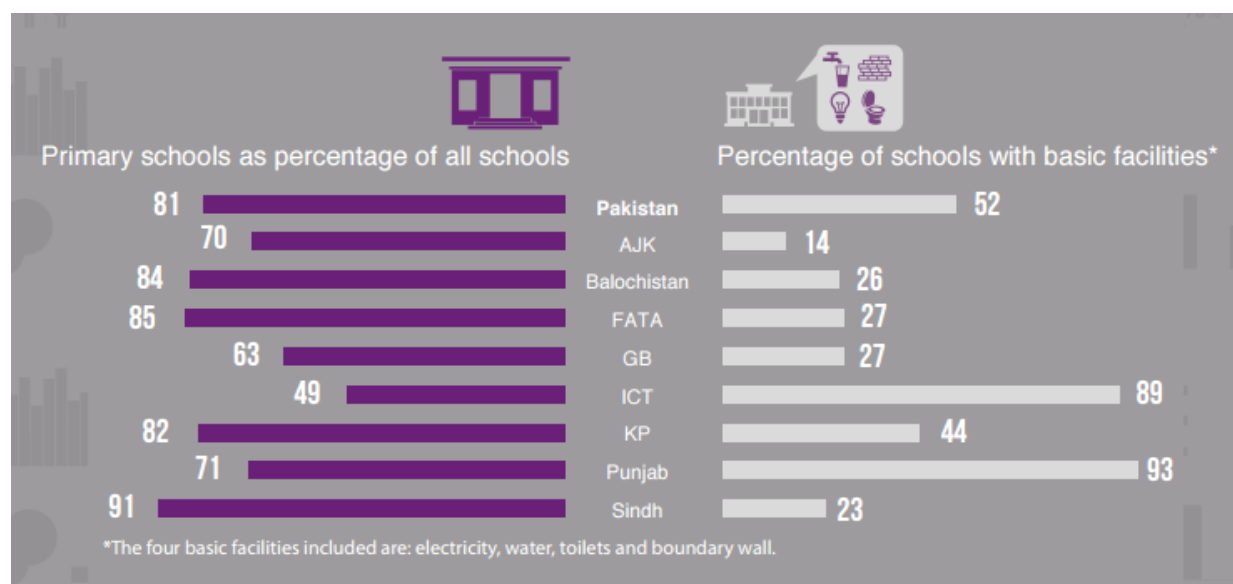


Table 1: Provincial and national Education Scores (primary school)

Rank		Change	Province/ Region	Education Score	Enrolment Score	Learning Score	Retention Score	Gender Parity Score
2016	2015							
2016								
1	1	↔	ICT	85.74	89.52	71.13	87.50	94.82
2	2	↔	AJK	81.68	73.42	66.60	92.00	94.70
3	3	↔	Punjab	73.56	70.33	62.73	66.00	95.18
4	4	↔	GB	73.21	58.55	60.30	87.00	86.99
-	-	-	Pakistan	66.54	64.40	54.78	59.00	87.98
5	5	↔	KP	65.32	70.85	49.48	65.00	75.96
6	6	↔	Sindh	60.44	60.87	41.25	50.00	89.65
7	8	↑	FATA	54.05	62.10	50.80	31.00	72.30
8	7	↓	Balochistan	51.04	55.56	42.68	28.00	77.93



School Infrastructure Score

The School Infrastructure Score of Pakistan is 60.17, down from 62.22 last year. Punjab is ranked highest followed by ICT and KP. AJK is ranked at the bottom of School Infrastructure rankings. Five of the eight regions' scores are less than 50: AJK, Balochistan, FATA, GB and Sindh

The top 22 districts are all from the Punjab, with KP breaking in at the 23rd rank with District Mardan. The lowest ranked district is Dear Bugatti at 146th rank. Only 24 of the 146 ranked districts scored more than 90 in School Infrastructure Score

