SIHA Curriculum for Girls

Inspire a Girl, Inspire a Nation

Module #1

Literacy & Leadership
SIHA Curriculum for Girls

*Inspire a Girl, Inspire a Nation*

*We desire to bequest two things to our children: the first one is roots; the other one is wings.*

-Sudanese Proverb

This curriculum is designed around the principle that to “inspire a girl child is to inspire a nation.” In these sessions, teachers will inspire girls to see themselves as leaders and advocates of their own rights, as well as the rights of their fellow community members. The curriculum is centred around the idea that girls can identify the problems facing their communities, then design, plan, and implement community projects that create solutions to these problems. The curriculum has two modules, each module consists of 4-5 learning sessions that cover topics such as leadership, shared vision, effective communication, sexual violence protections, community resource identification, project planning, reproductive health, and literacy, among others.

In the first module, girls will form teams and practice personal leadership. They will develop a personal vision for their communities and then work in their teams to use effective communication skills to draft a shared vision based on the personal visions of all team members. They will also explore the concept of building alliances and discuss the importance of alliances to the success of community projects.

In the second module, girls will investigate the problems that exist in their community. They will look at the roots of these problems and explore options for solutions. The girls will participate in a community mapping activity where they identify the various resources in their community. In their teams they will match members’ passions and skills to the team’s shared vision and the problems they’ve identified, to the resources that are available in the community. By creating a match between these four variables they will identify an opportunity for a community project. Once each team has identified their community project idea, the rest of the module’s sessions will involve project planning skills development.

**Module #1 Sessions:**

1. What does it mean to be a leader?
2. Who can be a leader?
3. Having a personal vision
4. The Importance of Communication & Having a Shared Vision
5. Building Alliances
Session 1: What does it mean to be a leader?

Objectives:
- Girls will understand the goals and expectations of the workshop
- Girls will agree on rules for the workshop and safe space
- Girls will identify characteristics of what makes a leader

Materials:
- 1 Empowerment Journal for each girl
- 1 pen for each girl
- 1 highlighter for each girl
- flipchart paper
- permanent markers of different colors

Preparation:
- Prepare a set of small pieces of paper (one piece for each workshop participant). On one piece of paper write a word and on a second piece write its opposite. For example, one piece of paper has LIGHT written on it and a second has DARK, a third piece has SHORT written on it and a fourth has TALL. OPEN and CLOSED, HOT and COLD, etc.
- Write out the objectives for this session on flipchart paper.

Session Outline:
(20 min) Meet my opposite
(15 min) Workshop introduction
(5 min) Lesson objectives
(60 min) Leadership case study: Literacy Strategies
(20 min) Leadership case study: Discussion
(45 min) What makes a leader?
(10 min) Learning Circle
(5 min) Homework

Meet My Opposite
(Energizer– 20 MIN)

As girls enter, welcome them to the workshop and hand them one of the “opposite” papers, folded over so they can’t see what it says. Tell them not to look at it yet. No peeking!

Once all participants have arrived, ask the girls to open their papers, read the word inside, and search for the person who holds the paper with the OPPOSITE word to theirs.

Tell the girls that once they find their partner they should learn as much as they can about them. For example:
- names
- favourite hobbies
- what they are good at (skills)
- what they care the most about (passions)

Give participants 10 minutes to find their opposite and learn about them. Call out a time check at 5 min to make sure that both partners are getting a chance to share about themselves.

After 10 minutes, bring all the participants together to stand in a circle. Ask each participant to introduce her opposite to the whole group, not herself.
Workshop Introduction
(Lecture, Q&A–15 MIN)

Explain the goals of this workshop.

Please emphasize:

- This workshop is designed to help you develop your communities to be happier, healthier, safer places for all community members.
- One of the most valuable resources in a community is the girl child. Therefore, in order to develop our communities to be better, we need to develop you as well. That is why we are holding this workshop.
- During these workshop sessions you will all have the opportunity...
  1. to improve your literacy skills and learn to be stronger writers and communicators!
  2. to explore the characteristics and values of strong community leaders!
  3. to identify problems in your community that need to be solved!
  4. to work in teams to plan a community project that will solve one of the problems and implement this project in your community.

Along the way we will also discuss some of the challenges that women and girls face in the world and how we can build networks and friendships to support each other in facing common challenges. This will be a very special journey!

Find out the girls’ goals for this workshop.

Ask participants their main goal for attending this workshop. Using a permanent marker, write down all of their ideas and when any idea repeats an earlier one, asks permission of the participant who stated the idea to make a checkmark after the similar goal.

Agree on guidelines/rules for the workshop sessions.

Explain to participants that some of the topics we will talk about are sensitive issues. People may have different opinions about topics and we might not always agree. Therefore, it’s important that here in this workshop area we create “safe space” where every girl feels valued and listened to, even if we don’t always agree!

Encourage participants to think of 3-5 guidelines that everyone can commit to following to create safe space and a positive learning environment for everyone.

Suggested workshop rules:

1. Arrive on time and attend all sessions.
2. Only 1 person talking at a time.
3. Listen respectfully to one another. Give your opinion kindly even when you don’t agree.
4. Complete all journal assignments on time.
5. Be an active team member! Share your ideas freely.

Once all participants have agreed on a list of 3-5 rules, have a volunteer write the list on a piece of flipchart paper. This paper should be posted on the wall for every workshop session as a reminder to all members.

Lesson Objectives
(Lecture, Q&A–5 MIN)

Share the lesson objectives with participants.

Read the objectives aloud. Ask:

? Which of these objectives have we accomplished already?
Leadership Case Study: Literacy Strategies
(Reading, Group work–60 MIN)

Case Study Read-Aloud
Direct girls to the case study “One Woman Can Make a Difference” in their journals. Explain that this is from an interview with Asma Khader, a human rights advocate who works to eliminate honor crimes in Jordan.

Encourage participants to follow along silently reading while you slowly and clearly read the case study aloud.

New Vocabulary Identification
After reading the case study aloud, divide the participants into 4 groups. Assign each group one paragraph of the case study, and ask them to do the following tasks:
1. Read through their assigned paragraph together two more times as a group.
2. Highlight/circle all the words that are new to them or hard to understand.

Give groups 15 minutes for these two tasks. After 15 minutes, have each group share their list of unfamiliar words.

Write the list on flipchart paper and as a group work to develop definitions for each of the words. You can use the glossary at the end of this manual for assistance, or a dictionary, but it’s important that girls fully understand the meanings. So, when necessary to improve understanding, include local language in the definitions.

Participants should record the definitions of difficult or new words in their journals.

Re-write the case study in your own words
Have participants return to their groups and read their paragraph again, using the meanings of the difficult words to increase their understanding. Direct them to re-write the paragraph together, in their own words. They will need to present their paragraph to the whole group so they must fully understand what it is talking about. In addition to re-writing it, they may choose to draw an illustration to help others understand. Groups have 20 minutes to re-read and re-write their assigned paragraphs.

After 20 minutes, bring all participants back together to the whole group. One at a time in order, have a volunteer from each group:
1. Read their assigned paragraph aloud to everyone (the original paragraph)
2. Explain what the paragraph means, and hold up their illustration if they drew one
3. Read their re-written paragraph to the whole group

Encourage appreciation after each group’s presentation (applause, thunder clap, flowers, etc)

After all groups have presented, invite one volunteer to summarize the whole case study for the group.

Leadership Case Study: Discussion
(Q&A, Discussion–20 MIN)

Use the following questions to lead a discussion about the case study. Feel free to ask any or all of these questions or even come up with your own questions to get girls thinking about how leadership is shown in this case study.

- How does Asma Khader define leadership?
- What qualities and skills does Asma Khader have that make her a leader?
How does Asma Khader become a leader? Does her leadership come from her own personal characteristics, or from the situation she is confronting? Or both?

What motivates the mother to visit Asma Khader’s office? What role did this woman play in Asma Khader’s life?

Is Asma Khader the only leader in this account? Why or why not?

Can a leader also be a follower? How?

What Makes a Leader?
(Q&A, Discussion– 20 MIN)

Activity Prep
Encourage girls to sit in a circle. Distribute one piece of paper, a pen, and three stones to each girl.

Identifying Leadership Traits
Ask each participant to think about someone who is a model of successful leadership. Girls can choose a leadership model from their own lives, from history, from a story, or from any other place.

Encourage participants to visualize their chosen leader in their mind. What is that leader’s most important trait? Tell participants to write the most important trait on the piece of paper in large letters BUT NOT the leader’s name or their own name.

Ask participants to put their papers on the floor in the center of the circle where everyone can see all of them. Choose a volunteer to read each card aloud.

Leadership Traits: Round 1
Ask the participant to your left to take one of her stones and put it on the paper that she thinks is the most important character trait of a leader. Encourage participants to be open-minded and not choose the trait that they put in the circle for this first round. After the first participant puts her stone on the card of her choice, continue around the circle until everyone has put down one stone (including you as the facilitator).

Leadership Traits: Round 2
Repeat the above activity but this time instruct each participant to place a stone on the second most important leadership trait. Again, make sure all girls get a turn and put down their second stone.

Leadership Traits: Round 3
Repeat the activity one last time with the girls choosing their third most important leadership trait.

Putting it all together
Ask for two volunteers to count the stones on each paper and write the total number of stones for each trait in large numbers on each piece of paper. Then volunteers should put the papers in order, from the highest total to the lowest.

Encourage 3-4 girls to share their thoughts on the three leadership traits with the top scores. How are these three traits important to leadership?

Open the discussion to encourage all girls to share. The following questions may be helpful:

Are people born with these traits or do they learn them during their lifetime?
? Is it important that every leader has ALL these traits to be a successful leader?
? Do people your age have some of these traits?
? Are any of these traits related to gender?

Reflection Circle
(Share out– 10 MIN)

Introduce the Reflection Circle
Explain to participants that at the end of every session we will conclude with a Reflection Circle to show appreciation and thanks to each other for sharing our thoughts and ideas.

Encourage participants to stand in a circle. Ask each participant to share:

- one new thing they have learned today
- one leadership trait that they recognize in themselves

NOTE: You as the facilitator should also share!

Homework
(Assignment– 5 MIN)

For homework after this session, think about a woman whom you consider a leader. This woman might be a typical leader such as a political official or she may be an ordinary person—someone who saw a basic problem in her community and worked to solve it. This leader could be a member of your family or one of your friends.

At the beginning of the next session, we will each share our leader’s story with the group. Try to focus on the challenges your chosen leader has overcome as well as on their leadership qualities and skills. Be ready to share your leader’s story and include:

- the leader’s traits and skills
- challenges the leader faced
- support networks that helped the leader succeed
“Being a leader means that you see a problem and are dedicated to solving it. Leaders work for solutions by designing activities, campaigns, and programs that focus on specific issues in their communities. When people in your community truly believe that you are filling a need and solving urgent problems, then they will support you. They will trust you and follow you, they will look to you to be their leader and help them to reach their own goals.

About twenty years ago, a sad and scared young woman came to my office requesting my help. She told me that her husband had murdered their fifteen-year old daughter who was pregnant as the result of a rape. Her husband was sentenced to only six months in jail, claiming that he killed the girl to vindicate the family’s honor. Yet this woman revealed the truth to me— that her husband was in fact the rapist, and that he had murdered their daughter because the pregnancy had begun to show. But the court believed her husband, not her, and did not bother to investigate the crime.

Sadly, this woman came to my office only once and then disappeared, I never saw her again. However, thanks to her, I learned a lot about how women and girls suffer due to specific laws. She made me realize that I could not be an effective lawyer if I did not work to change laws that cover up and even sanction crimes against women. This woman challenged me to address a problem that I could not ignore—crimes of honor.

And so it happened that I became one of the leaders in the campaign to eradicate honor crimes. Yet I think that this woman who trusted me, who was brave enough to visit my office and inform me about this reality, she was true the leader. She overcame her own fears to expose her husband’s crime and seek my assistance. People like her challenge us to examine issues that we had not previously considered. We must follow such people and try to serve.”

Asma Khader, an attorney, human rights advocate, and former president of the Jordanian Women’s Union, has spearheaded campaigns to eliminate honor crimes and violence against women and girls in Jordan.

Paraphrased, based on a videotaped interview with Asma Khader on June 1, 2000 by Women’s Learning Partnership.
**Session 2: Who can be a leader?**

**Objectives:**
- Girls will explore the difference between sex and gender
- Girls will discuss the significance of gender and sex in styles of leadership and objectives of leaders
- Girls will share how they have exercised leadership themselves

**Materials:**
- 1 Empowerment Journal for each girl
- 1 pen for each girl
- flipchart paper
- permanent markers of different colors

**Preparation:**
- Write out the objectives for this session on flipchart paper
- Write out the table for the Leader Story Sharing activity on flipchart paper

**Session Outline:**
- (10 min) Who’s the Leader game
- (30 min) Leader story sharing
- (30 min) Leadership discussion
- (60 min) Gender in leadership role-play
- (30 min) Build-the-person relay race
- (15 min) Learning Circle
- (5 min) Homework

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**Who’s the Leader game**

*(Energizer – 10 MIN)*

As girls enter, welcome them to the session and encourage them to stand in a circle.

Send one scholar outside the classroom, but instruct them to remain nearby. However, they shouldn’t be able to see or hear what is happening in the circle. While the participant is away, the group should choose a “leader” of the circle group. The leader will choose some kind of motion to do (waving their arms, jumping up and down, clapping their hands, dancing, etc) and the whole group will follow their lead and mimic them.

Call the participant who went outside back in to the circle. Ask her to stand in the middle and observe the actions of the whole circle group. Occasionally the leader should change whatever motion the whole group is doing.

The goal of the girl in the middle is to determine who the leader of the group is. The leader needs to make her motions obvious enough that all the followers know when she has changed the motion, but she needs to be secret enough not to be identified by the girl in the middle.

Once the girl in the middle of the circle correctly identified the “leader,” then the leader is the new girl in the middle and has to move out of the classroom while the group decides who the new leader will be.

Ask participants:
- What is the lesson of this game?

Share the objectives of this session with participants.
Leader story sharing
(Share-out – 30 MIN)

While still in the circle, ask participants to share the stories of the leaders they chose. Encourage them to share the leadership traits and skills that their chosen leaders have, and ask them to describe what kinds of challenges the leader faced and what support networks helped her to succeed.

As the participants share, record their responses on the flipchart paper, as shown below:

<table>
<thead>
<tr>
<th>Leadership Traits &amp; Skills</th>
<th>Challenges the Leader Faced</th>
<th>Support networks who helped</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Discussion
(Discussion – 30 MIN)

After each girl has shared the story about a leader she admires, lead a discussion with the participants using any of the questions below.

Suggested discussion questions:

• Are there similar challenges or situations that occurred in many of the stories? What kinds of events led the women to take action?
• What leadership traits or skills did many women have in common?
• Did the women become leaders in response to the challenges they encountered? Or did they have the leadership traits and skills even before the challenges took place?
• How do support networks assist women leaders to accomplish their goals?
• Are there family restrictions or community expectations that prevent women from fulfilling their leadership potential?
• What steps can YOU take to encourage yourself or others to nurture leadership traits and skills?
• Do YOU feel a personal responsibility for addressing any specific community problems?
• Would you identify yourself as a leader? Why or why not?

Gender in Leadership
(Role-plays – 60 MIN)

Does gender make a difference?
Ask for 10 volunteers to help with the two role-plays (Scene I and Scene II). Five volunteers will act out Scene I (acting as the characters Fatima, Amina, Sajeda, Farah, and the narrator). The other five volunteers will act out Scene II (acting as the characters Osman, Abed, Amir, Ahmad, and the narrator).

NOTE: Emphasize to the girls acting out the second role-play to really embrace their roles as MEN in the second role-play.

After both role-plays have been acted out, discuss the significance of gender in the characters’ conversations. Ask the girls who were the audience how the gender of the characters shaped their perceptions of the
characters’ social standing, integrity, and power. The questions below may help get the participants to share.

**Suggested discussion questions:**

- Were the conversations in Scene I and Scene II believable? Which parts were not and why?
- Do you think Amina, the older woman, could still get married? Why or why not?
- Do you think Abed, the older man, could still get married? Why or why not?
- Both Sajeda and Amir are wondering about how to balance marriage and their education? What advice would you give Sajeda? Would you give Amir different advice? Why or why not?
- If you were Fatima, the local women politician, how would you counsel your daughters to be effective leaders and women with morals?
- If you were Osman, the local man politician, how would you counsel your daughters to be effective leaders and women with morals? Do fathers pass on different lessons than mothers do? Why or why not?
- Do women and men demonstrate different models or styles of leadership? Are there ways in which women make better leaders than men? Are there ways in which men make better leaders than women?
- How do women’s life experiences affect their leadership traits and morals? How do men’s life experiences affect their leadership traits and morals?

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**Build-the-Person Relay Race**  
**(Hands-on activity – 60 MIN)**

**Introduce the relay race**

Tape up two pieces of flipchart paper to different walls of the room. One flipchart should be labelled MAN and the other should be labelled WOMAN. Divide the participants into two teams and assign each team to one of the flipcharts. Explain that the relay race is a drawing competition of the images of a woman and a man. One team will draw a man and the other will draw a woman. Each team will have to sketch their drawing as fast as possible, including all the details of what makes a man a man, and what makes a woman a woman.

**Directions:**

1. Both teams line up in a single file row about 2 meters in front of their flipchart paper
2. This is a relay! The first person in line receives a marker and draws one detail on their flipchart (a hand, the head, a smile, a pair of earrings, a skirt, breasts, eyes, a watch, a pair of shoes, carrying a baby, wearing a backpack, holding a briefcase, etc).
3. After the first person has drawn their detail they pass the marker to the person behind them and then move to the end of the line.
4. The next person steps up to the flipchart and draws one detail on their flipchart, then again passes the marker to the person behind them and moves to the end of the line.
5. Continue taking turns drawing details until your team is satisfied that you have a COMPLETE drawing, a visual definition of a man or woman.
6. This is a race! Go as fast as you can! When your team is finished, return the marker to the facilitator to signify that your team’s drawing is complete.

After explaining the directions, give the START signal to begin the race!

After 3 minutes or so, announce that there are only a few minutes left to keep the pace fast and keep spirits up.

Drawings will be considered complete once both groups’ sketches show several clear biological and social characteristics of a woman and man.

Once teams have finished congratulate them on their teamwork and creativity. Ask both teams to walk over to both posters and take a minute to analyse the drawing of the other team.
Prompt participants to reflect:

- Are the images clear?
- What are the differences between the man and the woman in the drawings?
- Which differences relate to biological roles and features, and which relate to social roles? (Circle the biological and social roles with different colours as participants point them out)
- Which biological features belong to one sex only? (Examples: women give birth; men grow a beard)
- Which roles can both women and men carry out? Can these roles also be carried out by the opposite sex? Why or why not?

Emphasize that some roles and features are biological and determined by nature/God, whereas other roles and features are social and determined by culture and our society. Sex refers to traits that are given by God and gender refers to traits that are defined by other people and the community.

Gender expectations come from society and other people, such as:
- Girls should be obedient and beautiful and are allowed to cry.
- Boys should be brave and strong and never cry.

OR
- Women are better housekeepers
- Men are better leaders

Is it sex or gender?
Designate one end of the room as SEX and one end of the room as GENDER. Read the following statements aloud and ask girls to move to either end of the room to indicate whether the role is a SEX role or a GENDER role.

- Women can get pregnant (S)
- Women are responsible for the household and children (G)
- Men have short hair; woman have long hair (G)
- Women earn less money than men (G)
- Women breastfeed (S)
- In some countries women are most of the accountants and shop owners; but in other countries these jobs are mostly done by men (G)
- Men usually have lower voices than woman for example when singing or making public speeches (S)

Now you try!
Ask for 2-3 volunteers to provide a few more examples of their own of sex versus gender.

Reflection Circle
(Share out– 15 MIN)

Gather participants into the Reflection Circle
Ask each participant to share:
- one new thing they have learned today
- one example of how they’ve been a leader in their own lives

NOTE: You as the facilitator should also share!

Homework
(Assignment– 5 MIN)

For homework after this session, answer the following questions in your Empowerment Journal:
- Can you see yourself being a leader? What leadership traits do you already have? As a leader, what problem do you see in your community that you could solve?
Role-play: Does Gender Make A Difference?

Scene I

Characters: Fatima, Amina, Sajeda, Farah, and the narrator

Narrator: It is a warm weekday afternoon in town. Four women sit together in the shade of a tree. Amina is the eldest. Today is her sixtieth birthday and her niece, Sajeda, is visiting her. Farah works for Amina in her grocery store and Fatima, who is involved in local politics and was elected to the town council, is Farah’s best friend. The women are eating their mid-day meal and talking.

Fatima: Amina, your niece is so smart and so attractive. Do you ever regret not having a family?

Amina: Hurrumph. She is not so smart! And I am not so old that I cannot still have a family! Just ask Farah. Mothers and fathers come to my shop all the time to suggest that I meet their son... and so on and so forth. I choose not to be married and I like it that way!

Sajeda: Oh come on Aunt. You are too old to get married now. Anyone who would want you would be ugly and old anyway.

Fatima: That’s not true Sajeda. Your aunt is a prosperous woman. I know several men who would be very happy to have her as their wife. You would be lucky to be so popular.

Sajeda: I am afraid I am too much like my aunt. I don’t want to marry either. Men are too much work and they just eat and eat and spend and spend. They want too many children. I like my freedom. Besides, it would be impossible to continue my studies if I had to take care of a husband and children.

Farah: Sajeda, you are a smart girl indeed. Your education should come first. Look at me. I have to take care of my husband who is ill. I work hard every day in your aunt’s shop and I think I do a good job.

Amina: Of course you do.

Farah: But I have no way to advance myself with my small amount of education. Although I can read and write well enough to work in the shop, I must be content with where I am. And of course I am very grateful to Amina for giving me the job, and for being so understanding when I must work short days or skip work to take care of my husband.

Fatima: Moan, moan, moan. That’s all I hear from you women about men and work. I love my husband. I adore both of my daughters. Having a family and taking good care of them is what life should be about.

Farah: Ah Fatima, you say that now when your daughters are young. But wait until they are old enough to marry and leave your home. They won’t be around to take care of you in your old age. They will be taking care of their husbands and their own children. My son? He is a gift.
Fatima: My daughters are gifts to me! They are so helpful around the house and are very gracious hosts when my husband is away visiting his parents and I must bring home local officials to discuss politics.

Sajeda: Ha ha! Are you training them to follow in your footsteps to run for political office?

Fatima: It would not be impossible. . . (Deep sigh.) But you know, politics can be very ugly. I am not sure I would want them subjected to the same treatment I have undergone in my political career. The town council is a very unfriendly place for women.

Amina: Fatima you are dreaming anyway. Your daughters would never get the votes to serve in the town council. Who would vote for them? You only won the election because your father was a hero during the war. Men would not vote for them, and women will vote as their husbands demand.

Fatima: You are too old-fashioned, old woman. Times are changing. You’ll see. There is a great deal that my daughters could contribute to politics. They are full of ideas about ways to improve the town, and particularly the business community!

Farah: Fatima my friend, now you are being disrespectful to a wise and wonderful woman. Enough of this conversation. Come on, let’s wish Amina a happy birthday, and much happiness and prosperity in the coming year.

Sajeda, Farah, and Fatima: Yes, yes, yes!!

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Scene II

Characters: Osman, Abed, Amir, Ahmad and the narrator

Narrator: It is a warm weekday afternoon in town. Four men sit together in the shade of a tree. Abed is the eldest. Today is his sixtieth birthday and his nephew, Amir, is visiting him. Ahmad works for Abed in his grocery store and Osman, who is involved in local politics and was elected to the town council, is Ahmad’s best friend. The men are eating their mid-day meal and talking.

Osman: Abed, your nephew is so smart and so attractive. Do you ever regret not having a family?

Abed: Hurrumph. He is not so smart! And I am not so old that I cannot still have a family! Just ask Ahmad. Fathers and mothers come to my shop all the time to suggest that I meet their daughter . . . and so on and so forth. I choose not to be married and I like it that way!

Amir: Oh come on Uncle. You are too old to get married now. Anyone who would want you would be an ugly old maid anyway.

Osman: That’s not true Amir. Your uncle is a prosperous man. I know several women who would be very happy to have him as their husband. You would be lucky to be so popular.

Amir: I am afraid I am too much like my uncle. I don’t want to marry either. Women are too much work and they just eat and eat and spend and spend. They want too many children. I like my freedom. Besides, it would be impossible to continue my studies if I had to take care of a wife and children.
Ahmad: Amir, you are a smart boy indeed. Your education should come first. Look at me. I have to take care of my wife who is ill. I work hard every day in your uncle’s shop and I think I do a good job.

Abed: Of course you do.

Ahmad: But I have no way to advance myself with my small amount of education. Although I can read and write well enough to work in the shop, I must be content with where I am. And of course I am very grateful to Abed for giving me the job, and for being so understanding when I must work short days or skip work to take care of my wife.

Osman: Moan, moan, moan. That’s all I hear from you men about women and work. I love my wife. I adore both of my daughters. Having a family and taking good care of them is what life should be about.

Ahmad: Ah Osman, you say that now when your daughters are young. But wait until they are old enough to marry and leave your home. They won’t be around to take care of you in your old age. They will be taking care of their husbands and their own children. My son? He is a gift.

Osman: My daughters are gifts to me! They are so helpful around the house and are very gracious hosts when my wife is away visiting her parents and I must bring home local officials to discuss politics.

Amir: Ha ha! Are you training them to follow in your footsteps to run for political office?

Osman: It would not be impossible . . . (Deep sigh.) But you know, politics can be very ugly. I am not sure I would want them subjected to the same treatment I have undergone in my political career. The town council is a very unfriendly place for women.

Abed: Osman you are dreaming anyway. Your daughters would never get the votes to serve in the town council. Who would vote for them? You only won the election because your father was a hero during the war. Men would not vote for them, and women will vote as their husbands demand.

Osman: You are too old-fashioned, old man. Times are changing. You’ll see. There is a great deal that my daughters could contribute to politics. They are full of ideas about ways to improve the town, and particularly the business community!

Ahmad: Osman my friend, now you are being disrespectful to a wise and wonderful man. Enough of this conversation. Come on, let’s wish Abed a happy birthday, and much happiness and prosperity in the coming year.

Amir, Ahmad, and Osman: Yes, yes, yes!!

(Source: Leading to Choices – A Leadership Training Handbook for Woman by Mahnaz Afkhami, Ann Eisenberg, and Haleh Vaziri)
Session 3: Having a Personal Vision

Objectives:
- Girls will discuss how a person’s dream or vision motivates her to become a leader
- Girls will discover the power of formulating a concrete statement or mission that explains one’s vision
- Girls will develop a personal vision statement and break it down into goals and actions

Materials:
- 1 Empowerment Journal for each girl
- 1 pen for each girl
- flipchart paper
- permanent markers of different colors
- 1 ball of threads for the whole workshop

Preparation:
- Write out the objectives for this session on flipchart paper

Session Outline:
(25 min) Line-ups Game
(60 min) Visionary leaders case studies
(25 min) Our visions are tied together
(50 min) Make your vision real!
(15 min) Learning Circle
(5 min) Homework

Line-ups! game
(Energizer, Q&A–25 MIN)

As girls enter, welcome them to the session.

Directions
Tell participants that you are going to time them to see how long it takes them to line up by height, shortest to tallest. Indicate where the shortest person should stand and where the tallest person should stand (with the rest of the participants in the middle, arranged by height order).

Run the activity
After giving the directions, tell them “One, two, three, GO!” and time them as they line up by height order. After they have finished, tell them their time and congratulate them for working quickly and efficiently together.

Ask participant “If you all lined up again, could you do it faster? Now’s your chance!” Tell participants that now they are going to line up alphabetically by name, using their family name. Time them.

Have the girls line up ONE LAST TIME, and try to beat their best time but in this instance they will need to line up by their birthday month (January to December). This time they are NOT allowed to speak as they line up. Time them.

Reflect as a group
Ask participants if it were easier to line up when they could talk.

Being able to talk is easier of course! The ability to communicate clearly in a group leads to groups that work more effectively at getting actions accomplished.

Throughout these sessions we will work together in teams. When we work in teams, it is important to express
your thoughts and opinions clearly...and also to respect the thoughts and opinions of other team members!

When participants are still in line by birthday month, have them count off in order to form teams so that teams have 3-5 team members each.

**Team Names & Logos**

Instruct participants to sit with their team members and come up with an inspirational team name and logo! Give each team a piece of flipchart paper and markers to write down their team name and sketch out their team logo.

Give teams 10 minutes to think of their team name and logo, then have each team present to the whole group. Each team should take no more than two minutes to present their name and logo.

**Share the objectives of this session with participants.**

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**Visionary Leaders Case Studies**  
*(Group work, Literacy Strategies – 60 MIN)*

Throughout these sessions you will work in your teams to carry out a community project to solve a problem in your communities. When coming up with ideas for what community project to undertake, your team will undertake four major steps:

1. Develop a shared vision amongst team members.
2. Discover passion and skills of team members.
3. Identify problems and resources in the community.
4. Match vision with passions, skills, problems, and resources to identify a community project opportunity.

Ask participants:

- What does it mean to have a vision?
- Why is having a vision important?
- What is the definition of the word VISION?

**VISION: The ability to see a clear, detailed mental picture of an idea or the future.**

Assign each team one of the visionary leader case studies. Tell each team to read through their case study looking to find out:

- Who is this visionary leader? What kind of person is he/she?
- What is the problem that this leader wants to solve?
- What is the leader’s vision?

After reading through the case study and answering the above questions, the team should write a song, poem, or short 2 minute play to explain to the audience (the other teams) who the leader in their case study is and what their vision is.

Give teams 30 minutes to read their case study and plan out their presentation. Walk around the room checking in with teams as they work and supporting their reading comprehension if the content in the case study is difficult. Encourage team members to circle unfamiliar words and vocabulary and add it to the glossary in their journals.

After 30 minutes, bring all the teams back together for presentations. Each team should take no more than 3 minutes to present. Encourage the audience members to show appreciation to each team’s presentation! Ensure that all teams are being attentive audience members (no team should still be working on finishing their presentation while another team is presenting!).
Our Visions Are Tied Together
(Share-out – 25 MIN)

Now that the participants have had a chance to learn about the visions that different leaders around the world have for their communities, it’s time for them to think of their own visions for their community!

Give participants 3 minutes to create a detailed mental picture in their minds for their own personal vision. This can be a vision for their family...their school...their community...or all of Sudan! Emphasize to the girls that this vision can be as big or as small as you want it to be. The important part is to create the vision in their minds as detailed as possible.

After 3 minutes, have the girls stand in a circle. Bring the ball of threads with you. Begin by holding the ball of threads and telling the participants what your own vision is. Then, toss the ball of threads to another participant WHILE STILL HOLDING ON TO YOUR END OF THE STRING. The participant who catches the ball of string should share their own vision, then toss the ball of string to someone else WHILE STILL HOLDING ON TO THEIR OWN SECTION OF THE STRING. Continue until everyone has shared their visions. By the end there should be a complex web of strings criss-crossing the group and connecting the whole group to each other.

Emphasize: Our visions are tied together!

Make Your Vision Real!
(Lecture/Game – 50 MIN)

Congratulate participants for creating clear, detailed mental pictures in their minds of their visions!

QUESTION: Do you think you will be able to accomplish your entire vision this evening...or tomorrow...or any time next week?

ANSWER: Probably not. Visions are long-term accomplishments that are too big to be accomplished in just one day, one week, or even one month. To achieve your vision, you need to have a smart plan and map out the steps that need to take place ahead of time. Aim for success!

Explain:

- Your vision is your big dream for the future.
- A long-term goal is a big objective you want to achieve to make your vision come true. It is also some time away.
- A short-term goal is a smaller objective that will also help your vision come true. It can be reached soon. Short-term goals move you closer to your long-term goals.
- An action step is what you can do first, right now, to reach your short-term goal.

Invite participants to stand up and spread out the “step stones” card set on the floor so everyone can see them. Ask volunteers to one at a time pick up a card, hold it high so everyone can see it, and read it aloud.

NOTE-The cards below are in order from vision down to action steps, but when you display the step stones to the participants they should NOT be in order!

STEP STONES CARDS:

- No Sudanese child suffers from hunger during the school day.
- Create a free lunch program in all Primary Schools.
- Call a local bank to set up a meeting asking them to donate to the free lunch program.
- Arrange meeting with the Head Teachers at all 5 proposed free lunch program schools to present plan and fundraising strategies.
- Come up with a fundraising plan for free lunch program in 5 schools.
• Meet with Head Teacher at your school to propose a plan for free lunch program and ask for advice.
• Meet with school cateress at your school to find out how much lunch food costs per student.

Tell participants that these are seven step stones for a young leader trying to achieve her vision for her country. One stone if her vision, one stone is her long-term goal, two are her short-term goals, and three are her immediate action steps.

BUT...these step stones are all out of order! Let’s work together to help this young leader lay out the step stones in the correct order to achieve her vision.

Indicate where the most immediate action steps should be placed, and on the other end of the room where the vision, the dream for the future, should be placed.

Encourage participants to volunteer ideas for which step stones should come first and which should go later. Strive to get all girls to offer suggestions and participate. Don’t let only a few girls dominate the whole conversation. Have participants lay down the stones as they come up with the order! Once all the stones are laid down, you and all the participants can run across them, reading them as you go.

After the activity, point out to the girls which of the step stones were the action steps, short-term goals, long-term goals, and vision. Ask participants if they have any questions.

**Reflection Circle**
(Share out– 15 MIN)

**Gather participants into the Reflection Circle**
Ask each participant to share:
- one new thing they have learned today
- one problem in their community that they want to solve

NOTE: You as the facilitator should also share!

**Homework**
(Assignment– 5 MIN)

For homework after this session, answer the following questions in your Empowerment Journal:
- Consider the vision that you described during the “Our Visions are Tied Together” activity. What are the long-term goals, short-term goals, and action steps involved in achieving this vision? In your journal, describe your vision, as well as 2 long-term goals, 2 short-term goals, and at least 3 action steps that will help you make your vision come true!
Albina Ruiz

Community Organizer, Peru

Albina Ruiz grew up in the rural rainforests of Peru but moved to the city of Lima for university. Many of Peru's cities, not just Lima, are drowning in their own garbage. Lima has 7,000,000 inhabitants (almost one-third of the country's total population), and generates 3,500,000 kg of rubbish every day! The poorest families in Lima suffer the most from the waste management problems. Wealthy neighbourhoods pay for garbage to be “taken away,” but without an organized waste management system, “away” means the front doorstep of poor urban areas like the one Albina moved to for university.

One official garbage dumpsite was located right in the middle of a poor community. As a teenage girl, Albina would watch truck after truck unload smelly, disgusting loads of industrial, inorganic and organic rubbish into her community. Hungry men, women, and especially children would walk from their homes to the rubbish heap in search of recyclable items, such as plastic bottles, papers, and rags to sell for food. Although these recyclers earned a small income and helped reduce waste, they were not respected in the community. Community members treated them like dirty scavengers. After observing what was happening in her community, Albina was inspired to tackle the problem! She was determined to use the skills and knowledge from her education to make change.

There are three major consequences of the garbage crisis in Lima: health problems, environmental deterioration, and water contamination. Since there were no proper procedures for the collection, treatment and final disposal of solid waste, trash was dumped and moved one place, then dumped and moved some place else. This spread communicable diseases and was a major contributor to cholera epidemics and other major health problems. Both ground and drinking water were polluted by solid waste.

Albina began all on her own, by mobilizing and organizing community members around a new idea. She thought of a way to use micro-entrepreneurs — most of which were poor trash scavengers— to take charge of collecting, recycling, and selling the community’s garbage in a fully organized system. Her role was helping jump-start these small businesses, setting a standard and affordable monthly fee for trash collection services, and coming up with creative and inventive marketing campaigns to attract customers. The cost of the service was very low (equivalent to the cost of sandwich in Peru). Even at this low price it was hard to get community members to trust her service, pay regularly and pay on-time. The community was accustomed to unreliable government service and fee collection. Some people were simply used to living in garbage.
High unemployment rates in her community helped her recruit reliable workers. She gave them uniforms, health-care, and, most importantly, a decent job. Slowly, attitudes toward scavengers changed and the self-employed women who worked for Albina earned new respect from their husbands and children. The women became gifted marketers and educators, often going door-to-door collecting garbage and fees and speaking to neighbours of the importance of proper sanitation.

The community education part of their job is arguably the most effective at making change. Local households and businesses are advised to change practices, which worsen the environment. Poor people now know they have a right to live in a clean environment, instead of a rich community’s trash dump. Albina employs (or partners with) more than 150 people and responsibly manages the rubbish of over 3 million people! Not everything can be recycled and the government is needed to “take away” unusable rubbish, but Albina makes sure none of it ends up in front of another poor community’s door. She insists on socially-responsible waste management at every step in the process. Sustainable solutions don’t give the problem to someone else.

ALBINA’S ORGANIZATION Albina’s work is done through an NGO called Healthy City (in Spanish: Ciudad Saludable). As an NGO she does not focus on maximizing profit. In fact, some of the women she employs have profitable businesses selling organic fertilizer from the organic waste Healthy City collects. Her organization encourages and rewards these micro-enterprises! The whole community is involved in the process of collecting, composting, recycling, and re-using their waste.

She believes that if this model of community-based waste management works in the poor and crowded neighborhoods of Lima, it can work anywhere. The government of Peru couldn’t agree more. She has been asked to design a national waste management plan for the entire country! Other nations in her region of Latin America are also interested in replicating her model.

Best Ayiorworth

Entrepreneur, Uganda

When it seemed like her education had hit a dead end in Senior 4, because of lack of school fees, Best Ayiorworth awakened the giant in her.

She was already an orphan and her four elder siblings were supporting her. Fortunately, Ayiorworth completed Senior 4 at Nebbi Town Secondary School in rural Northern Uganda, and then moved to Kampala to pursue a one-year catering course at St Elizabeth Girls Home in Mengo.

Her quest for more skills saw her join Kampabits, an IT vocational program, to pursue a certificate in Graphics and Web Design.

While studying, she got an idea to start an organisation to help give women starting capital to boost their businesses so that they are able to support their daughters with school fees. She founded the organization called Girls’ Power Micro Lending Organisation Industry (GIPOMO) in January 2011.

“I was inspired to start GIPOMO because of my own experience and I grew up seeing some girls drop out as early as Primary 7 because their parents could not afford school fees and even sanitary towels,” the 21-year-old explains.

GIPOMO was born with 100,000 Ugandan shillings (UGX) capital, which Ayiorworth made from her savings as a chef at A7 Vocational Training Institute in Namuwongo. When she shared her proposal with the proprietors of A7, they lent her 800,000 UGX payable within a year to start GIPOMO. “I injected this money into my initiative and started off with only 10 women in Parambo sub-county in Nebbi district,” she recalls. Initially, she faced challenges because some women couldn’t repay the microloans on time, but Ayiorworth solved this by partnering with a local Sacco to keep her business afloat. The Sacco lent money to the women so they could repay their loans to her. Later, she topped up her savings to 300,000 UGX, which she injected into the business and started lending it out with a 10% interest rate. It worked. Soon, the initiative grew from 10 women to 20...and then to 100! Today, Ayiorworth has empowered more than 400 women with her enterprise.

GIPOMO’s motto is “to help a mother, is to help a girl child.” These women use the money GIPOMO loans them to boost their businesses, and to buy scholastic and other basic materials for their daughters’ education. GIPOMO has several success stories, including that of Florence Biyom, one of the first beneficiaries. Biyom has been able to expand her business from selling groundnuts to selling second-hand clothes and has sent her daughter to school.

On February 1, GIPOMO won the Uganda Business Challenge award, beating 50 contestants.

“I believe in the cause of the girl child’s education because when you empower a woman, you educate a girl,” Ayiorworth says.

Since goodness begets goodness, Ayiorworth recently won the Anzisha Prize, Africa’s foremost youth entrepreneurship award, scooping $25,000 (64,000,000 UGX!). The awards ceremony, held in South Africa, celebrated 12 exceptional entrepreneurs, all under the age of 23, selected from nearly 400 candidates in 32 African countries.

(SOURCE: The Observer newspaper, Uganda)
Sakena Yacoobi

Educator, Afghanistan

Sakena Yacoobi left Afghanistan as a young woman in the early 1970s to attend university in the United States where she studied biology and Public Health. Thousands of miles from home, Yacoobi observed with growing alarm the political unrest in Afghanistan. When the Soviet Union invaded Afghanistan in 1980, she lost contact with most of her family. Aware of the difficulties many Afghans were facing, Yacoobi raised funds, and collected 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 Afghans struggling in refugee camps. She also worked with U.S. immigration authorities to grant her parents and siblings political asylum in the US.

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 decided to leave her career as a science professor at university, to work in the refugee camps in Pakistan. She felt the time had come to use her abilities to empower 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. She 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. At first the program had only 15 participants. Then those 15 trained 50 more teachers, 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.

Although Yacoobi has greatly impacted primary and secondary education in the camps, still 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, to speak their minds . . . . This is the way I am helping to rebuild our country . . . .”
Malala Yousafzai

*Girls’ Rights Activist, Pakistan*

Malala Yousafzai is a Pakistani school pupil and education activist from the town of Mingora in the Swat District of Pakistan. She is known for her activism for rights to education and for women, especially in the Swat Valley, where the Taliban had at times banned girls from attending school. Yousafzai was educated in large part by her father, Ziauddin Yousafzai, who is a poet, school owner, and an educational activist himself, running a chain of schools.

Yousafzai started speaking about education rights as early as September 2008, when her father took her to Peshawar to speak at the local press club. "How dare the Taliban take away my basic right to education?" Yousafzai asked her audience in a speech covered by newspapers and television channels throughout the region.

In early 2009, at the age of 11 years, Yousafzai wrote a blog under a pseudonym for the British Broadcasting Company (BBC) writing about her life under Taliban rule. In her writing she explained the Taliban’s attempts to take control of the valley, and her views on promoting education for girls. The following summer, a documentary was filmed about her life. With the Taliban continuously attacked the Swat region, Yousafzai continued giving interviews in print and on television, and she was nominated for the International Children’s Peace Prize by South African activist Desmond Tutu.

On 19 December 2011, Prime Minister Yousuf Raza Gilani awarded her the National Peace Award for Youth. At the proceedings in her honor, Yousafzai stated that she was not a member of any political party, but hoped to found a national party of her own to promote education. The prime minister directed the authorities to set up an IT campus in the Swat Degree College for Women at Yousafzai's request, and a secondary school was renamed in her honor.

The Taliban see a threat in Yousafzai, because she has a big international audience and receives attention from important leaders all over the world. On 9 October 2012, Yousafzai was shot in the head and neck in a murder attempt by Taliban gunmen while returning home on a school bus. After days of unconsciousness, she was treated in Birmingham, United Kingdom. Yousafzai recovered and instead of giving up, she continued advocating for girl education.

On 12 July 2013, Yousafzai’s 16th birthday, she spoke at the United Nations to call for worldwide access to education. The UN named the event "Malala Day". It was her first public speech since the attack, leading the first ever Youth Takeover of the UN, with an audience of over 500 young education advocates from around the world.

"The terrorists thought they would change my aims and stop my ambitions, but nothing changed in my life except this: weakness, fear and hopelessness died. Strength, power and courage was born ... I am not against anyone, neither am I here to speak in terms of personal revenge against the Taliban or any other terrorist group. I'm here to speak up for the right of education for every child. I want education for the sons and daughters of the Taliban and all terrorists and extremists."

By risking her own life, Malala is fighting for education for women all over the world. At only 16 years old, she is a worldwide icon for human rights.
Session 4: The Importance of Communication & Having a Shared Vision

Objectives:
- Girls will realize the importance of communication for effective leadership.
- Girls will discuss how to be persuasive when motivating, educating, or negotiating with others.
- Girls will identify a shared vision amongst their team members and begin to plan out steps to make it a reality.

Materials:
- 1 Empowerment Journal for each girl
- 1 pen for each girl
- flipchart paper
- permanent markers of different colors
- a structure made out of various household items, put inside a box so it is out of sight of participants

Preparation:
- Write out the objectives for this session on flipchart paper
- Post the flipcharts with team names and logos (from last session) around the room

Session Outline:
(45 min) Blind Team Builders
(30 min) Communicating Across Differences: Role-play
(60 min) Case Study: The Campaign of the Health Sisters
(30 min) Developing a Shared Vision
(10 min) Learning Circle
(5 min) Homework

Blind Team Builders
(Energizer – 45 MIN)

As girls enter, welcome them to the session and encourage them to sit near their team’s flipchart.

Directions
Participants should be in their teams. Tell girls that the aim of this game is to draw an accurate picture of the “mystery structure” that you have inside the box. However, the trick is that in every team there will be very specific roles that each team member will need to fulfil.

Explain the roles as follows:
- **Surveyor** – allowed to see the mystery structure inside the box, however she is ONLY allowed to speak to the Communicator and she is NOT allowed to look at her team’s drawing until the very end
- **Communicator** – allowed to talk to the Surveyor AND to her other team members but she is NOT allowed to see the mystery structure
- **Informant** – the ONLY team member allowed to see the mystery structure AND the group’s drawing. She is not allowed to participate in drawing and she is only allowed to say “yes” or “no.”
- **Artists** – the team members who sketch the drawing of the mystery structure. They are NOT allowed to see the mystery structure

Make sure to review the roles a few times until all teams fully understand them and there is no confusion!
Give teams 20 minutes to sketch their drawings. After all drawings are complete, pull everyone back together as a whole group. Let all teams view the mystery structure and then vote on which drawing is most similar to it. No team can vote for their own group!

Share the session objectives with participants.
ASK: How does the game we just played relate to the objectives of this session?

Emphasize:
• Communication is key to success when working as a team!
• Leaders need to communicate a shared vision amongst team members, otherwise people may be confused and fail to meet their goals.

Communicating Across Differences
(Role-play – 30 MIN)

Read the following real-world scenario aloud to participants:

Sudanese Women Not Allowed to Work in Public Places
In September 2000, Khartoum State Governor Majzoub al-Khalifa issued a decree banning women from working in many public places, saying the ban would uphold Islamic shari’a law and maintain the honor of women. The decree was mostly aimed at women who work in gas stations, hotels, and restaurants.
A women’s rights activist living in Khartoum is outraged at the decree and decides that she must speak out against it. Through a friend, she makes an appointment with a high-level deputy of the Minister for Labor and Administrative Reform. She decides to try to persuade him to join her in speaking out against the decree.

The deputy is a middle-aged man, married, with two teenage daughters. He, too, is concerned about women’s rights and the protection and safety of his daughters when they enter the workforce. He wants his daughters to have the option of education and a career, but only in a society with regulations to support his daughters’ strict observance of Islam.

Make sure that all participants fully understand the scenario. Feel free to read it through a few times until everyone feels comfortable with the content.

Directions
• Participants will split into their teams. One team member will take on the role of the women’s rights activist and another team member will take on the role of the deputy. The remaining team members will be observers.
• The activist and the deputy will meet and have a 10 minute conversation during which the activist presents her concerns and tries to persuade the deputy to speak out against the decree.
• While the two actors are having their conversation, the observers will take notes. Their observations should include:
  1. Are the two listening to each other?
  2. What kind of persuasive tactics are being used?
  3. Are they able to find common ground?

Reflection
Pull everyone back together as a whole group. Ask the observers from each team to share their observations with the whole group.

Possible reflection questions to conclude activity
• How well was the activist communicating her goals?
• How well was the deputy communicating his goals?
• How is listening an aspect of communication?
• Were the deputy and the activist very far apart in their goals? Did they share goals at all?
• Were there issues on which the two could compromise? Why or why not?

Case Study: The Campaign of the Health Sisters
(Reading, Literacy Strategies – 60 MIN)

Case Study Read-Aloud
Direct girls to the case study “The Campaign of the Health Sisters” in their journals.

Encourage participants to follow along silently reading while you slowly and clearly read the case study aloud.

New Vocabulary Identification
After reading the case study aloud, divide the reading into as many sections as there are numbers of teams. Assign each team one section to study, and ask them to do the following tasks:

1. Read through their assigned paragraph together two more times as a group.
2. Highlight/circle all the words that are new to them or hard to understand.

Give groups 15 minutes for these two tasks. After 15 minutes, have each group share their list of unfamiliar words.

Write the list on flipchart paper and as a group work to develop definitions for each of the words. You can use the glossary at the end of this manual for assistance, or a dictionary, but it’s important that girls fully understand the meanings. So, when necessary to improve understanding, include local language in the definitions.

Participants should record the definitions of difficult or new words in their journals.

Reflection
Ask participants some of the following questions:

• What is the shared vision for the members of SEWA?
• How did the women garbage collectors come to identify and define their goals? Did the fact that they are women influence the methods they used to identify and achieve their goals? Why or why not?
• How did the Arogya Bhaginis demonstrate leadership?

Write the Arogya Bhaginis’ shared vision
Have participants return to their teams and read their section again, using the meanings of the difficult words to increase their understanding. Encourage participants to work as a team to write the Arogya Bhagini’s shared vision. Then from the case study, identify what their long-term goals, short-term goals, action steps to accomplish their vision. Teams should write the vision, long-term goals, short-term goals, and action steps on flipchart paper.

Give teams 15 minutes to work on the vision statements for the Arogya Bhaginis. After they are finished, they should hang up their flipcharts for everyone to walk around and review each other’s work.

Developing Your Own Shared Vision
(Group work – 30 MIN)

For homework last time, participants were asked to write personal vision statements in their Empowerment Journals. Ask participants to open their journals and refresh their minds as to their personal vision statement, as well as to reflect on their reasons for formulating their personal vision.
After they have personally reflected, explain that all team members should read aloud their vision statements. They should also explain what values and experiences led them to their personal vision statement.

Once everyone shares their vision statement and reasons, ask all team to talk amongst themselves and discuss the following reflection questions:

- What experiences, perspectives, or shared values did team members have in common?
- Were there personal reasons (family, one’s own choices, etc) or public reasons (social, political, economic, etc) that were similar between team members? If so, which ones?

Explain to participants that now they have discussed their personal vision statements with each other, it is time to develop their team’s shared vision. They should write this vision out on flip chart paper, making very sure to include long-term goals, short-term goals, and action steps that are key to making this vision come true!

All teams should share their shared visions with the whole group once they have finished. Encourage girls to show appreciation for each other after each presentation.

**Reflection Circle**
*(Share out--15 MIN)*

**Gather participants into the Reflection Circle**

Ask each participant to share:

- one new thing they have learned today
- one strategy they can use to be a clear and persuasive communicator.

**NOTE:** You as the facilitator should also share!

**Homework**
*(Assignment--5 MIN)*

Choose one person in your family or one of your friends with whom you have challenges. Think about how you communicate with this person. Answer the following questions in your Empowerment Journal:

- How can I improve my relationship with this person by doing something different in the way I communicate with him or her?
The Campaign of the Health Sisters

In India, more than 94 percent of the female labor force is self-employed. Among these women are service providers who do manual work such as pulling handcarts, fulfilling domestic chores, and collecting garbage.

In 1994, the Self Employed Women’s Association (SEWA), a registered trade union in India since 1972, launched a campaign to address the needs of self-employed women garbage workers, most of whom are extremely poor and illiterate. SEWA began the project by meeting with the women and local leaders. After many meetings at the village, people agreed that there were three key challenges to raising the status of women garbage workers: (1) improving the low and intermittent pay of garbage collection work; (2) reducing the health hazards posed by collecting garbage; and (3) reducing the risks to the children of workers who do not have the benefit of child care.

In the city of Ahmedabad, many meetings were held with garbage workers to raise awareness and identify labor issues specific to their community. SEWA coordinated health and sanitation classes for its local members and discussed strategies with them for improving their social and economic status. In meetings, classes, and trainings, the garbage workers formulated a core set of values and principles in which they all had a stake. Out of these principles the garbage workers began to clarify their priorities and shape a common vision around which they could mobilize. From among the garbage workers, the paper pickers who collect and recycle dry garbage and who are often discriminated against and despised as scavengers and spreaders of disease came together to launch an effective campaign for their rights.

The paper pickers began by organizing their efforts so that each person would have an area of her own that she would be responsible to keep clean. In return, every house in a participating community was supplied with a refuse bag to be replaced when filled. Those who collect the garbage through this program still make their income from reselling the marketable dry waste, but their presence is perceived as beneficial to the communities in which they work.

The women involved in the Ahmedabad campaign are now recognized as Arogya Bhaginis, or Health Sisters, and their collaboration with the representatives of the middle class communities in which they work has drawn the support of a Supreme Court-appointed committee. The Arogya Bhaginis initiated a second effort to mobilize 400 of their sisters who work at the city’s main garbage dump. Like the paper pickers, the women who work at the dump search daily through refuse for resalable items. Many of the women must work with their infants and young children by their side, exposing themselves and their children to unsanitary conditions. The Arogya Bhaginis are working to create a child care program for the women who work at the dump, and to identify alternative sources of recyclable waste that are safer and more profitable.

“There is much to be done in terms of strengthening women’s leadership, confidence, and bargaining power within and outside their homes and their representation in policy-making and decision-making,” states SEWA’s literature. Finding shared meaning and then defining a shared vision is a process of consultation and reflection involving the participation of as many people affected as possible. In working on behalf of poor, self-employed women, SEWA emphasizes that it “is their issues, their priorities and needs which should guide and mold the development process...”
Session 5: Building Alliances

Objectives:
- Girls will learn why alliances are important to the success of community projects.
- Girls will use creativity to build alliances.
- Girls will strategize about how to utilize the talents and experiences of partners in a joint campaign effort.

Materials:
- 1 Empowerment Journal for each girl
- 1 pen for each girl
- flipchart paper
- permanent markers of different colors

Preparation:
- Write out the objectives for this session on flipchart paper
- Post the flipcharts with team names and logos (from last session) around the room

Session Outline:
(10 min) The Human Chain
(60 min) Malaysia: Domestic Violence Act Case Study– Literacy Strategies
(30 min) Malaysia: Domestic Violence Act Case Study - Discussion
(60 min) Building an Alliance
(15 min) Learning Circle
(5 min) Homework

The Human Chain
(Energizer – 10 MIN)

As girls enter, welcome them to the session and encourage them to sit near their team’s flipchart.

Directions
Participants should be in their teams. Tell girls that each team must make a chain that can be a combination of people and any other object around them (clothes, string, sticks, even desks!, etc). Their goal is to make their human chain as long as possible. You can give them 2 minutes to strategize and then 5 minutes to implement their strategy. The team with the longest chain wins!

Share the session objectives with participants.
ASK: How does the game we just played relate to the objectives of this session?

Malaysia: Domestic Violence Act Case Study– Literacy Strategies
(Reading, Group work– 60 MIN)

Case Study Read-Aloud
Direct girls to the case study “The Alliance to End Domestic Violence in Malaysia” in their journals about the first Muslim country to make domestic violence a recognized crime.

Encourage participants to follow along silently reading while you slowly and clearly read the case study aloud.
New Vocabulary Identification
After reading the case study aloud, divide the reading into as many sections as there are numbers of teams. Assign each team one section to study, and ask them to do the following tasks:

1. Read through their assigned paragraph together two more times as a group.
2. Highlight/circle all the words that are new to them or hard to understand.
3. Make a list of all the acronyms for organizations in their section of the reading. Find out what the acronyms stand for and write it down (NOTE: Point out that they might need to reference earlier sections of the reading to do this!).

Give groups 15 minutes for these two tasks. After 15 minutes, have each group share their list of unfamiliar words.

Write the list on flipchart paper and as a group work to develop definitions for each of the words. You can use the glossary at the end of this manual for assistance, or a dictionary, but it’s important that girls fully understand the meanings. So, when necessary to improve understanding, include local language in the definitions.

Participants should record the definitions of difficult or new words in their journals.

Using Context Clues
After defining the new vocabulary words, post a new flipchart up on the wall and make a list of all the acronyms that the girls found in the case study, along with what each acronym stands for (most stand for the names of different organizations). Encourage everyone to look through the case study together and try to hypothesize what the function of each organization is, based on context clues from the reading.

For example, one acronym in the reading is WAO, which stands for the Women’s Aid Organization. The part of the case study that first talks about WAO says:

“The story of the passage of the DVA begins in 1982 when Malaysia’s Women’s Aid Organization (WAO) opened the first battered women’s shelter. The difficulties faced by the social workers and lawyers attempting to protect and assist women victims of violence quickly exposed enormous weaknesses in Malaysia’s laws.”

So, girls can hypothesize from the reading that the WAO works to protect women who have suffered from violence. Social workers and lawyers are part of the organization, and in addition the organization runs a battered women’s shelter.

Re-write the case study in your own words
Have participants return to their teams and read their section again, using the meanings of the difficult words to increase their understanding. Direct them to re-write the section together, in their own words. They will need to present their section to the whole group so they must fully understand what it is talking about. In addition to re-writing it, they may choose to draw an illustration to help others understand. Groups have 20 minutes to re-read and re-write their assigned sections.

After 20 minutes, bring all participants back together to the whole group. One at a time in order, have a volunteer from each team:

4. Read their assigned section aloud to everyone (the original reading)
5. Explain what the reading means, and hold up their illustration if they drew one
6. Read their re-written paragraph to the whole group

Encourage appreciation after each group’s presentation (applause, thunder clap, flowers, etc).

After all groups have presented, invite one volunteer to summarize the whole case study for the group.
Malaysia: Domestic Violence Act Case Study—Discussion
(Q&A, Discussion–30 MIN)

Use the following questions to lead a discussion about the case study. Feel free to ask any or all of these questions or even come up with your own questions to get girls thinking about how the many organizations in this case study worked together to pass Malaysia’s Domestic Violence Act. In particular, push the girls to think about how the different organizations built an effective alliance where everyone coordinated their efforts and shared responsibilities.

• What issues did JAG’s original members seek to address? How does the domestic violence legislation address these issues?
• Why was it so important for JAG to press for domestic violence legislation that covered both Muslims and non-Muslims? What might have been gained or lost by the passage of a bill that only applied to non-Muslims?
• Why do you think the JAG coalition was so successful? What were the difference factors that led to its success?
• What was the media’s role in mobilizing support for Malaysia’s Domestic Violence Act? How does the media in your community respond to women’s rights issues?
• In a coalition, different organizations have to work together to share responsibilities, just like the JAG coalition in Malaysia did. Is this similar or different to how individuals within a single organization or team must share responsibilities? Why do you think so?
• Which features or traits make a coalition, an organization, or even just a team to be successful? Why do you think so?

Building an Alliance
(Group work, presentations – 60 MIN)

Now that the girls have read and discussed the efforts of a very successful alliance of organizations in Malaysia, it’s time to think about how they can build an alliance of their own to achieve a specific vision!

Give participants 10 minutes to work in their teams and choose one problem in the community that they want to solve. If teams are struggling to think of problems, you can offer ideas from the list below. However, encourage teams to choose problem that are very specific to the needs of their community.

Possible problems for teams to solve:
• Girls should have the same opportunities for education as boys.
• The government should ensure that every child in the country gets necessary immunizations and medicine, even when their parents can’t afford to pay for them.
• During wartime, government and organizations should prioritize removing children from the conflict zone AND find them safe places to stay.
• Children have a right to an education and a right not to work when it interferes with their education.

Directions
Once a team has chosen a problem that they want to solve, they should discuss the following topics below and be ready to present to the whole group after 20 minutes (hand out flip chart paper and markers to each team for them to record their ideas for the presentation).

• Choose 6 people or organizations in your community that you could form an alliance with to solve this problem
• Discuss how you made your choice (what can these people or organizations add to your cause?)
• Why might they be interested in your cause?
• Why might they NOT be interested in your cause?
• What can your team say or do to encourage these people or organizations to your allies in this cause?

Encourage teams to be creative in their presentations! They can present their ideas in the form of a story or pictures on their flip chart or act out a role-play or sketch a flow chart/table of their ideas. It’s up to them and their creativity!

After 20 minutes, have all teams present their ideas.

Encourage appreciation after each group’s presentation (applause, thunder clap, flowers, etc)

**Reflection Circle**
(Share out– 15 MIN)

**Gather participants into the Reflection Circle**
Ask each participant to share:
• one new thing they have learned today
• why they think alliances are important for a leader trying to run a successful community project

NOTE: You as the facilitator should also share!

**Homework**
(Assignment– 5 MIN)

For homework after this session, answer the following questions in your Empowerment Journal:
• Do you think building alliances is easy? Why or why not?
• What do you think are the characteristics of effective alliances?
• What are the best tools to use to form alliances?
The Alliance to End Domestic Violence in Malaysia

Malaysia was the first Muslim society to pass laws that made domestic violence a crime. The interfaith effort to pass a domestic violence law and put it into practice took 11 years! It was the result of hard work from thousands of supportive women and men. Ultimately, the cooperation of many women’s organizations and concerned individuals brought about the success of the Domestic Violence Act (DVA).

The story of the passage of the DVA begins in 1982 when Malaysia’s Women’s Aid Organization (WAO) opened the first battered women’s shelter. The difficulties faced by the social workers and lawyers attempting to protect and assist women victims of violence quickly exposed enormous weaknesses in Malaysia’s laws. That same year, the Association of Women Lawyers (AWL) began monitoring how Malaysian courts treated victims of domestic violence and rape. The Women’s Section of the Malaysian Trade Union Congress (MTUC), an umbrella organization of several trade unions, was experiencing its own difficulties prosecuting cases of sexual harassment because there were no laws that considered sexual harassment a crime. The University Women’s Association (UWA) did research on women in employment and found that women in new career fields in both rural and urban settings were exposed to an array of exploitative situations. Meanwhile, a study issued by the Selangor and Federal Territory Consumers Association (SCA) demonstrated the media’s significant role in perpetuating negative stereotypes and myths about women. Recognizing that their research and findings on violence against women stemmed from the same root causes, in 1985 these five organizations came together to form a joint action group (JAG) to work together on a common agenda to promote and protect women.

Soon after the formation of JAG, its members decided to convene nationwide seminars, workshops, and exhibitions to raise awareness of violence against women. Each of the five organizations took on specific responsibilities relating to the coordination of the events. Because the WAO had well-equipped offices with phones and fax machines, it became the center of JAG activities, with WAO supervising much of the administrative work. The other organizations assisted by taking on a variety of key responsibilities. Members of AWL drafted a domestic violence bill. MTUC, UWA, and SCA coordinated seminars and workshops and mobilized their followers to press legislators to support domestic violence legislation. Every March 8th on International Women’s Day, JAG held exhibitions, signature drives, concerts, walkathons, and protests to draw attention to the issue of violence against women.

Soon, other organizations and individuals joined the campaign. These people and groups devoted their time, ideas, personnel, and resources to JAG’s advocacy and media strategies. In the early years of the campaign, meetings were often held in JAG members’ homes, with participants gathering in each others’ kitchens to write their
letters and reports. As JAG grew, the complexity of coordinating its activities grew as well. With over 17 organizations and hundreds of individuals volunteering for JAG, eventually a full-time coordinator was needed. To meet the costs of covering the salary of the JAG coordinator, every month each organization contributed an amount to her salary.

One of JAG’s most important outreach efforts focused on the Malaysian press. Although negative portrayals of women victims still persisted in the media, over the years a groundswell of media support helped turn public opinion in favor of passing a domestic violence act. Moreover, members of Parliament were beginning to voice their support for such legislation. However, a number of Muslim religious authorities objected to a domestic violence law; they argued that a domestic violence act should not apply to Muslims who make up roughly 50 percent of Malaysia’s population.

At all times JAG advocated for a domestic violence law that protected ALL women, including Muslims. The Muslim women feminist organization, Sisters in Islam (SIS), worked with JAG to develop advocacy strategies that responded to the Islamic authorities’ concerns. SIS used arguments from the Qur’an to make their case that nothing in the domestic violence act violated Islamic principles. They charged that if the act were only to apply to non-Muslims, the government would in effect be supporting the idea that while it would be crime for a non-Muslim to beat his wife, it would be perfectly lawful for a Muslim to do so. Members of SIS held meetings with the Deputy Minister in charge of Islamic Affairs to press their support for the bill. In the end, the Deputy Minister agreed that passage of such an act was consistent with Islam. In 1994 the Act was passed and two years later it was fully operational.

Asked what advice she would give to others planning a multi-organizational campaign, the founding member of JAG, Ivy Josiah replied:

“Have a clear vision of your issue,

discuss your plan among all your members,

identify who is in charge of each activity,

divide the work according to the skills of the representatives of the organizations,

create task lists with timeframes,

have a paid full-time coordinator,

and work closely with the media—go to them with ideas, facts, figures, and the names of people they can interview

... and also remember to have fun.”