Young Women & Girls
READ, LEAD, & BUILD
PEACEFUL COMMUNITIES

A Toolkit for Young Women & Girls on Literacy, Leadership, Economic Empowerment, Media & Theater

Published with support from NAMA Women Advancement Establishment
A publication of the Global Network of Women Peacebuilders, funded by NAMA Women Advancement Establishment.

© 2019 Global Network of Women Peacebuilders
Printed in New York, New York, USA

Authors
Mavic Cabrera-Balleza, Mallika Iyer, and Prativa Khanal

Module author
Literacy and Numeracy: Saifuzzaman Rana

Peer Reviewer and Editor
Eleonore Willet-Chowdhury

Contributor and Copy-Editor
Katrina Leclerc

Publication Coordinator
Mallika Iyer

Layout and Design
Pam Liban

This work is licensed under a Creative Commons Attribution 4.0 International License. Please feel free to use and cite parts of this publication, crediting the authors and the Global Network of Women Peacebuilders.

Acknowledgments
We thank the participants of the Girl Ambassadors for Peace capacity building trainings in Cox’s Bazar, Bangladesh and Poso, Central Sulawesi and Lamongan, East Java, Indonesia. We also thank GNWP’s local partners: Jago Nari Unnyaon Sangsta and the Asian Muslim Action Network Indonesia for sharing their experience and expertise.

We are grateful to NAMA Women Advancement Establishment for their generous support, continuous partnership, and valuable inputs into the report.

Module F: Participatory Theater as an Instrument for Promoting Gender Equality, Peacebuilding, and Preventing Violent Extremism

V. GA4P Training: In Closing

VI. After the training: Monitoring and Evaluation

VII. Coordination and Partnerships

Annex A: Overview of UN Security Council Resolutions 1325, 1820, and 2250

Annex B: Pictorial Literacy Chart

Annex C: Pictorial Model of Numeracy

Annex D: GA4P Lesson Plan Template

Annex E: List of Resources

A publication of the Global Network of Women Peacebuilders, funded by NAMA Women Advancement Establishment.

© 2019 Global Network of Women Peacebuilders
Printed in New York, New York, USA

Authors
Mavic Cabrera-Balleza, Mallika Iyer, and Prativa Khanal

Module author
Literacy and Numeracy: Saifuzzaman Rana

Peer Reviewer and Editor
Eleonore Willet-Chowdhury

Contributor and Copy-Editor
Katrina Leclerc

Publication Coordinator
Mallika Iyer

Layout and Design
Pam Liban

This work is licensed under a Creative Commons Attribution 4.0 International License. Please feel free to use and cite parts of this publication, crediting the authors and the Global Network of Women Peacebuilders.

Acknowledgments
We thank the participants of the Girl Ambassadors for Peace capacity building trainings in Cox’s Bazar, Bangladesh and Poso, Central Sulawesi and Lamongan, East Java, Indonesia. We also thank GNWP’s local partners: Jago Nari Unnyaon Sangsta and the Asian Muslim Action Network Indonesia for sharing their experience and expertise.

We are grateful to NAMA Women Advancement Establishment for their generous support, continuous partnership, and valuable inputs into the report.
I. BACKGROUND & INTRODUCTION

Around the world, conflict and insecurity continue to be widespread. Young women and girls experience significant cultural, institutional, and structural barriers to education, health care, employment, and other opportunities. Out of the 136 million people in need of humanitarian assistance, five million are pregnant women and 34 million are young women and girls.1 The gendered impact of conflict aggravates the levels of sexual and gender-based violence, recruitment into sexual slavery and trafficking, limited mobility, and early and forced marriage among young women and girls.2

As highlighted in the Progress Study on Youth, Peace, and Security3, young women and girls experience significant cultural, institutional, and structural barriers to education, health care, employment, and other opportunities. Out of the 136 million people in need of humanitarian assistance, five million are pregnant women and 34 million are young women and girls. The gendered impact of conflict aggravates the levels of sexual and gender-based violence, recruitment into sexual slavery and trafficking, limited mobility, and early and forced marriage among young women and girls.3

Indonesia has faced the risk of violent extremism, with a wave of attacks such as the Bali bombings in 2002 and the Surabaya bombings in 2018. Tensions over religious conflict, and intolerance have undermined the country’s democratic progress. Simultaneously, Indonesia’s vulnerability to natural disasters (especially earthquakes, tsunamis, and volcanic eruptions) produces gendered impacts. The breakdown of social order in the aftermath of a natural disaster and the continued discrimination women experience in access to economic resources (such as money, credit, and land) and basic needs has obstructed the fact that women are—and have been—active peacebuilders as well as perpetrators of violence.4

Bangladesh is struggling to support the influx of over 1.3 million Rohingya refugees, fleeing from genocide in the Rakhine State in Myanmar to Cox’s Bazar. Tensions between the host population and the Rohingya refugees have been rising due to competing demands for resources. The long-standing and worsening poverty among the local host community in Cox’s Bazar (the largest refugee hosting site in Bangladesh)5 has obstructed the fact that women are—and have been—active peacebuilders as well as perpetrators of violence.4

It is therefore imperative, in line with the Women, Peace, and Security Agenda, to invest in young women’s empowerment, participation, education, and leadership and create environments conducive to gendered, inclusive, pluralistic, multilateral peacebuilding and preventing and countering violent extremism efforts (PCVE). This not only counters the radicalization of young women and girls, but also allows them to curb violent tendencies around them. Dispelling restrictive narratives of women as victims of conflict without agency, young women throughout history have defied gender and age stereotypes as peacebuilders and agents of change. In the absence of formal mechanisms and accessible opportunities to meaningfully participate socially, politically, and economically, young women have forged their own avenues to lead peacebuilding efforts and movements for progressive social transformation. Championing new approaches to advocacy, young women peacebuilders continue to demand and push for equality in a way that can revitalize the energy of all those around them. They have the power to mobilize.

Girl Ambassadors for Peace at a glance

The Girl Ambassadors for Peace (GA4P) program of the Global Network of Women Peacebuilders (GNWP) enhances the leadership potential and peacebuilding skills of young women in conflict-affected environments and humanitarian situations. Through a global-local approach, the program uniquely links the United Nations Security Council Resolution (UNSCR) 1325 and the corresponding Women, Peace, and Security Agenda to UNSCR 2250, UNSCR 2419, and the Youth, Peace and Security Agenda. The overarching objective of the program is to enable young women to become peacebuilders, leaders, and change agents. The program’s specific components are:

**Program Components**

**BUILD LEADERSHIP**
Young women hone their skills to be leaders; and demand their rights and inclusion in decision-making in their families and communities.

**INCREASE LITERACY**
Literate young women are trained to be literacy trainers and travel to remote communities to teach other women and girls to read and write.

**BUILD PEACE & PREVENT VIOLENT EXTREMISM**
Young women are trained in peacebuilding and prevention of violent extremism, and learn to use social media and theater to promote peace.

**FOSTER ECONOMIC EMPOWERMENT**
Young women receive financial literacy training, and develop their own small businesses. They also teach the same skills to women in remote communities.

The program was first launched in 2014 in the Democratic Republic of Congo. It has since expanded to South Sudan, the Philippines, Bangladesh, and Indonesia. Over 6,000 young women and girls have taken part in the activities, literacy trainings, electoral education workshops, discussions on gender equality and sustaining peace organized by the members of the Girl Ambassadors for Peace trained by GNWP. In Bangladesh, young women from the host community, teach Rohingya women and girls how to read and write. They also promote dialogue between the refugees, and the host community to diffuse tension between these two.

About this Toolkit

As part of GNWP’s efforts to empower young women and girls in vulnerable situations to be positive role models in their communities, a five-day training for young women and girls was organized in Indonesia in November 2017, and in Bangladesh in October 2018 under its Girl Ambassadors for Peace (GA4P) program. This toolkit is a compilation of the materials that GNWP used for the trainings, which include modules on literacy, leadership, peacebuilding, economic empowerment, and the use of media, theater and information and communication technologies. The toolkit also features additional resources, such as background materials for the facilitator and exercises that young women and girls can use when they organize literacy and economic empowerment trainings in villages.

**Toolkit Modules**

The toolkit contains five modules covering the principal components of the Girl Ambassadors for Peace (GA4P) program mentioned above. The modules on literacy and economic empowerment, the two topics that the young women will be
Girl Ambassadors for Peace at a glance

II. GA4P TRAINING: PREPARATIONS

To prepare for GA4P trainings, consider the following steps:

Identify young women to participate in the GA4P program

The young women selected to participate in the Girl Ambassadors for Peace (GA4P) program fall into the United Nations’ definition of “youth,” namely persons between the ages of 15 and 24 years. They are predominantly in their final years of high school, some are at university, and a few are college graduates or recently employed. In Bangladesh, the Girl Ambassadors for Peace were selected from two strategic Upazillas (sub-districts): Ramu and Ukhiya located in Cox’s Bazar District. In Indonesia, the GA4P are from Poso, Central Sulawesi, and Lamongan, East Java provinces.

Identify facilitator(s) and resource person(s)

One or more dynamic facilitator(s) and resource person(s) will lead participants through the training modules included in Section IV, Training Modules of this booklet. Therefore, it is important to identify at least one individual per module who will:

- Review and adapt training modules, surveys and evaluation forms as needed before the training;
- Guide participants through the material and exercises during the training; and
- Review the participants’ answers to the surveys and evaluation form after the training.
The GA4P program adopts a “Train the Trainers” model, whereby literate young women and girls have completed the trainings as participants, they themselves become the facilitators and resource persons in their respective local communities. The GA4P use the knowledge and skills they have gained to empower other young women and girls, along with other community members around them.

Adapt training modules

Each of the training modules in this toolkit has specific objectives, detailed information for the facilitator(s) and comprehensive exercises. Depending on the local context, the specific group of young women taking part in the training, as well as on the language and local culture(s), the modules will need to be adapted before the training. This will best be done by the facilitator(s), resource person(s) as well as local women and youth organizations involved in program implementation.

Customize the pre- and post-training survey

To capture changes in knowledge, beliefs, and attitudes on the topics covered in the training, participants in the GA4P training will complete a short questionnaire, known as a Knowledge, Beliefs, Attitudes and Perception Survey. The facilitator will distribute this survey at the very beginning of the first day of the training. The participants will fill out the same survey on the last day of the training. The answers will illustrate how the training has impacted opinions and understanding of the topics covered. Table 1 includes questions that can be used or adapted for the pre- and post-training surveys.

<table>
<thead>
<tr>
<th>Table 1. Knowledge, Beliefs, Attitudes and Perception Survey Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge, Beliefs, Attitudes and Perception Survey Questions</strong></td>
</tr>
<tr>
<td><strong>The same survey will be completed by participants before and after the training.</strong></td>
</tr>
<tr>
<td><strong>1)</strong> What is gender?</td>
</tr>
<tr>
<td><strong>2)</strong> Please give 3 examples of individuals you consider as leaders. Please explain why you chose them.</td>
</tr>
<tr>
<td><strong>3)</strong> What is peace and security?</td>
</tr>
<tr>
<td><strong>4)</strong> Is it important for young women and girls to receive literacy education and basic numeracy education? ___Yes ___No. Please explain your answer.</td>
</tr>
<tr>
<td><strong>5)</strong> What are the root causes of tensions in your community?</td>
</tr>
<tr>
<td><strong>6)</strong> Do women and girls have a role in peacebuilding and minimizing tensions? ___Yes ___No. Please explain your answer.</td>
</tr>
<tr>
<td><strong>7)</strong> Is it important for women to earn money? ___Yes ___No. Please explain your answer; and share your ideas on how women can earn money.</td>
</tr>
<tr>
<td><strong>8)</strong> Which media (TV, radio, newspaper) and social media (Facebook, Twitter, Instagram, etc.) do you use? Why do you use it?</td>
</tr>
<tr>
<td><strong>9)</strong> Is theater important in your local community? ____Yes ____No. Please explain your answer.</td>
</tr>
<tr>
<td><strong>Participant’s pseudonym:</strong> ______________________ (You can also give your real name if you wish).</td>
</tr>
</tbody>
</table>

Prepare the evaluation form

In addition to the Knowledge, Beliefs, Attitudes and Perceptions survey, it is important to prepare a short evaluation form with questions about the quality of the training. This form will be distributed at the end of the training. The table below provides questions to include or adapt for the training evaluation form.

<table>
<thead>
<tr>
<th>Training Evaluation Form</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This form will be distributed on the last day of the training.</strong></td>
</tr>
<tr>
<td><strong>1)</strong> What worked well?</td>
</tr>
<tr>
<td><strong>2)</strong> What didn’t work?</td>
</tr>
<tr>
<td><strong>3)</strong> Which lecture(s) did you find most informative? Please explain why briefly.</td>
</tr>
<tr>
<td><strong>4)</strong> Which exercise(s) did you like best? Please explain why.</td>
</tr>
<tr>
<td><strong>5)</strong> What should be done differently to improve in future trainings?</td>
</tr>
</tbody>
</table>
Identify and reserve the training venue

The venue should be conducive to interactive discussions and large enough to allow for work with all participants, as well as small group work. When possible, it can include a projector, a screen or wall to project presentations. Internet access if available, would also be useful in showing websites and other online information that will enrich the discussions. In selecting the venue, ensure that enabling conditions and support will be provided to participants who have special needs, such as nursing mothers and people with disabilities.

IN SUMMARY: TRAINING PREPARATION CHECKLIST

- Identify young women to participate in the GA4P program
- Identify facilitator(s) and resource person(s)
- Adapt the training modules
- Customize the Knowledge, Beliefs, Attitudes and Perceptions survey
- Prepare the evaluation form
- Identify and reserve the training venue

III. GAAP TRAINING: SETTING THE STAGE HERE

Before delving into the training modules, consider the following steps:

Distribute and collect completed Knowledge, Beliefs, Attitudes and Perceptions survey (pre-training)

As explained above, the Knowledge, Beliefs, Attitudes and Perceptions survey will be distributed and filed out by all participants twice – at the beginning of the workshop, and at the end. The facilitator will make sure that the participants have the time to fill out the survey before delving into the first module. The surveys should then be collected and stored away, to be analyzed after the training.

Welcome participants and introductions

Once participants have completed the pre-training survey, the facilitator will welcome participants and ask them to introduce themselves in a creative way, to encourage self-awareness and create a comfortable environment. For example, you can ask the young women and girls to share their five-year plans and goals. This will not only serve as an ice-breaker, but it will also motivate and inspire participants to achieve their dreams.

Share expectations and workshop objectives

The facilitator will also ask participants to share their expectations for the trainings—what each hopes to gain from participating. The facilitator will then present the objectives of the training and compare them with participants’ expectations. As you will see on the next page, each module has specific objectives. However, on the first day, the overall objectives of the GAAP training may be presented. These are summarized in the table below.
Table 3. Training Overall Objectives

These objectives will be shared on the first day of the training, before jumping into the first module.

1) Enhance the GA4P participants’ knowledge and skills in leadership, peacebuilding and preventing violent extremism in local communities.

2) Raise awareness amongst the GA4P participants on the provisions of UNSCR 1325, 1820, 2250, and 2419; their relevance to their communities and the roles of national and local government, civil society including youth organizations in their implementation.

3) Strengthen the social media and theater skills of GA4P participants to promote peacebuilding and advance their economic opportunities.

4) Improve the abilities of GA4P participants to identify the root causes of conflict and violent extremism, and how they impact on family, community, and society, and specifically on women and girls.

5) Build the understanding of GA4P participants of the contributions literacy and numeracy make to peacebuilding and economic empowerment.

6) Strengthen the network of young women that will contribute to a strong youth movement for long lasting peace, equality, and sustainable development.

Facilitate the GA4P training

The workshop modules below will be used to help conduct the GA4P trainings. The content of each module should be adjusted as needed before the start of the training, to best reflect the needs of the audience, and the specific local context.

IN SUMMARY: GA4P TRAINING: SETTING THE STAGE

- Distribute and collected completed Knowledge, Beliefs, Attitudes and Perceptions survey
- Welcome participants and introductions
- Share expectations and workshop objectives
- Facilitate the GA4P training
Module A

Literacy and Numeracy Education for Young Women and Girls in Conflict Affected Situations

Module Objectives

After completing this module, all participants will:

✓ Grasp the basic concept of literacy and numeracy
✓ Understand the difference between opportunities that a literate woman has and the opportunities that an illiterate woman is denied
✓ Understand how literacy and numeracy can contribute to peacebuilding and economic empowerment
✓ Be acquainted with methods to produce culturally-sensitive learning materials and deliver to participants/students in a culturally-sensitive and inclusive manner

For GA4P members specifically:

✓ Be able to teach basic literacy and numeracy
✓ Be acquainted with methods to produce culturally-sensitive learning materials and deliver to participants/students in a culturally-sensitive and inclusive manner

Section A.1 The Concept of Literacy

Introductory Discussion: Defining Literacy and Education

Materials needed: white board or black board or flip chart, markers, chalk, microphone (optional)

Time needed: 45 minutes

It is important for the participants to understand the concept of literacy and how it is related to access to quality education. During this exercise, the facilitator will:

▸ Ask participants what they understand by the term “literacy”
▸ Ask participants how literacy—the ability to read and write—is related to education
▸ Share a basic definition of education as outlined in the Background Information below
▸ Introduce the link between literacy and access to education

Background Information for the Facilitator

Education is defined as the process of facilitating learning or the acquisition of knowledge, skills, values, beliefs, and habits.

Education is a human right for all throughout life. Access to education must be matched by quality of education.

Section A.2 Literacy as the Foundation of Women and Girls’ Learning and Empowerment

Brainstorming Session: Literacy and Opportunity

Materials needed: white board or black board or flip chart, markers, chalk, microphone (optional)

Time needed: 1 hour

This brainstorming session aims to spark awareness among the participants of the importance of focusing on achieving complete literacy in their communities. The facilitator will ask with the participants:

▸ What are some of the differences between the opportunities available to literate and illiterate women;
▸ How can literacy help individuals fulfill their highest potentials; and
▸ How a literate population can contribute to developing their community and country.

The facilitator will then:

▸ Summarize the key points emerging from the discussion;
▸ Use them to illustrate that literacy is one of the foundations of women and girls’ learning and empowerment; and development in their community and country.

Interactive Lecture: Literacy as a Human Right, Literacy and Education as Foundation of Women’s Empowerment

Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)

Time needed: 1 hour

This interactive lecture content on the next page to share:

▸ Information on legal frameworks around literacy and education;
▸ Statistics on literacy around the world; and
▸ Give concrete examples of benefits of literacy and education for women and girls.
Interactive Lecture Content for the Facilitator

Legal Frameworks around Literacy and Education

- The Universal Declaration of Human Rights (UDHR), International Covenant on Civil and Political Rights (ICCPR), International Covenant on Economic, Social, and Cultural Rights (ICESCR), Convention on the Elimination of all Forms of Discrimination against Women (CEDAW) and Convention on the Rights of the Child (CRC) all recognize education as a human right.
- As explained, literacy is the basic foundation necessary for the education of human beings. Since literacy skills are essential in order to exercise the right to education, literacy can also be considered as an essential right (UNESCO, 2013).

Basic Statistics on Literacy around the World

- Regional and global literacy rates have improved steadily over the past 50 years, particularly among youth. However, 758 million adults (aged 15 years and older), two-thirds of whom are women, remain illiterate - still lack basic reading and writing skills (United Nations Educational, Scientific, and Cultural Organization - UNESCO Institute for Statistics, 2016).

Benefits of Literacy and Education

- Increases in girls’ secondary school enrollment are associated with increases in women’s participation in the labor force and their contributions to household and national income. They are more likely to be economically active and contribute to the costs of schooling (UNFPA, 2013).
- Children, especially daughters of educated mothers, are more likely to be enrolled in school and to have higher levels of educational attainment (Farzaneh and Valentine, 2003).
- Educated women are more politically active and better informed about their legal rights and how to exercise them (Farzaneh and Valentine, 2003).
- As a result, the education of women impacts upon infant and maternal mortality rates, improves nutrition, promotes health, reduces the likelihood of HIV/AIDS, and contributes to improved education for the next generation (UNICEF, 2013).

Section A.3 Literacy Education as an Instrument for Peacebuilding

Exercise: What is Peace?
Materials needed: white board or black board or flip chart, markers, chalk, microphone (optional)
Time needed: 1 hour
Note: For Bangla, a peace symbol may be used.

Guided by the Background Information to the right, the facilitator will guide participants to identify what peace is in their communities, and how peacebuilding is linked to literacy. The facilitator will:

> Ask the participants to give words or phrases they associate with peace (by drawing the peace symbol on the board)—for example: happiness, being able to farm or work, enough food for the family, children playing, etc.
> Write the words and phrases on the flip chart, with a drawing or symbol next to each word or phrases—for example: a smiley face next to “happiness,” fruits and vegetables next to “enough food for the family.”
> Set the flip chart sheets aside, to use during Group Exercises: Identification of Set of Words at a later time (see Section A.4 of this module)

Background Information for the Facilitator

Education, whether in the school environment or in a non-formal context, has political impact as it can either perpetuate inequalities and exclusion, or promote social cohesion and economic empowerment. Education, which builds on basic literacy skills, has been identified as one of the indicators or conditions for determining peace within societies. For example, in the program of action to build a ‘Culture of Peace,’ which was launched by the UN General Assembly in 1999, education and particularly education for the peaceful resolution of conflict is considered to be one of the eight pillars for enabling a culture of peace (UNESCO, 2012).

Literacy and education have been barometers for measuring human development since the establishment of the first Human Development Report in 1990. While human development is not directly measured through examining progress of dimensions of peace by the use of the Human Development Index, it cannot be disassociated from this concept. Life expectancy, education and economic indicators (e.g., Gross Domestic Product or GDP and Gross National Product or GNP), which are some of the variables used to calculate progress in human development, may be affected by unstable political conditions (UNESCO, 2012).
McLean Hilker takes the example of the education system in pre-1994 Rwanda to demonstrate how education may reinforce social rupture. In her article, she notes that prior to the genocide, one of the criteria that was used to determine the transition of students from primary to secondary education was based on ethnic and gender quotas. Parallel to that, was a biased curriculum which allegedly reinforced propaganda (UNESCO, 2012).

The Global Peace Index (GPI) ranks nations according to their levels of peacefulness, but does not include education in its composite indicators. One of the ‘pillars of peace’ is high levels of education (Global Peace Index, 2012). However, the report highlights the correlations of the various multidimensional factors of peace over the Global Peace Index. These factors include: mean years of schooling, gross enrolment rates in higher education institutions and adult literacy rates. In the report, there is a first attempt to quantify measures of peace through the Positive Peace Index (PPI). The PPI measures the capacity of 108 nations to create and maintain a peaceful society.

Amongst refugee communities in particular, education is vital to facilitate upward mobility and development, which in turn leads to successful transitions into society. Today, more than 65 million people are asylum seekers, with half of this population under the age of 18. Despite this known fact, according to the UN Refugee Agency, only 50% of refugee children have access to primary school worldwide. Often, refugee children do not have access to education and if they do, they may not be able to speak the language of instruction. In the Rohingya refugee camps where GNWP facilitated the literacy and numeracy classes (Balukhali Camp, Ukhiya, Cox’s Bazar, Bangladesh), there was a distinct lack of age-appropriate and gender-sensitive education curriculum for young women. The education of marginalized Rohingya refugees helped improve chances of economic empowerment and mitigated the perpetuation of conflict between them and the local Bangladeshi host communities.

Education has been known to increase self-reliance, access to justice and legal protection, and a very important tool to counter violent extremism.

Various peace projects all over the world have been initiated with the help of literacy-based programs to help in resolving and reconciling warring parties. The building of trust, empowering individuals and strengthening of communities is highly possible through literacy education.

Section A.4 Teaching the Essentials of Literacy

Group Exercise: Encoding or Transferring Sounds into Symbols (Spelling and Writing)

Materials needed:
- whiteboard or blackboard or flip chart, markers, chalk, microphone (optional), alphabet chart, picture cards (with words describing the pictures included under the pictures), and letter cards

Time needed: 2 to 3 hours

Adapting a Regenerated Freirean Literacy through Empowering Community Technique (REFLECT) methodology described in the Background Information on the next page, the facilitator will introduce and practice encoding with the participants.

The facilitator will:
- Place the alphabet chart in front of the participants
- Show the participants a picture of a ball (If available, it is better to use the actual object)
- Ask the participants if they recognize the object and are aware of what it is called
- If the participants recognize the object, they will reply “Ball.”
- If not, the participants will stay silent. The facilitator will then:
  - Share with participants that the object is called a “ball.”
  - Explain to the participants that a ball is used by children to play in a field
Point to the picture card or the object itself
Ask the participants again: “What is the name of the object?”
This time, the participants should reply without hesitation: “Ball.”
The facilitator will then:
Display a card with the letter “B” on it alongside the picture card with the ball on it.
Ask the participants what letter is written on the card
Explain that the first sound of the word “ball” is “ba” and the sound the letter B makes is equivalent to this.
Repeat the sound along with participants while pointing at the picture of the ball, to ensure that participants associate the letter B with the picture of the ball.
After the participants are able to recognize a capital B, the facilitator will:
Introduce the lowercase b and explain the relation between each capital letter and its corresponding lowercase letter
Display 26 picture cards (from the Literacy Chart included in the appendix located at the end of the toolkit) and letter cards
Ask participants to practice writing each letter (upper case and lower case) as they learn to associate them with words and photos
Keep a record of all the letters learned
Help the participants review and practice both the letters and the words

Linguistic and Cultural Considerations:
For non-Latin-based languages, instead of letters, key sounds or characters will be displayed on the chart. This will vary by language. When teaching Bangla, the facilitator will start by writing vowels on the board and helping the participants understand what sound is associated with each vowel. Participants will practice writing these vowels in their notebooks. After this step, the facilitator can introduce a word starting with each vowel. Participants will practice writing those words, while learning the other characters that make up the word. It should also be stressed to GA4P members that these methods of instruction need to be implemented in a culturally appropriate context when they are attempting to educate the masses.

Group Exercise: Alphabet Practice
Materials needed: letter cards and microphone (optional)
Time needed: 30 minutes to 1 hour
The goal of this exercise is to improve the familiarity of participants with the alphabet in a fun and active manner. The facilitator will:
Ask all the participants to stand up and form a circle
Distribute letter cards for all 26 letters amongst the participants
Ask participants with each corresponding letter to come forward when their letter is called
Ask the participants to form small words with their letter cards such as “peace,” “girl,” “read,” “learn,” etc.
Group Exercise: Identification of Set of Words
Materials needed: white board or black board or flip chart, word cards, picture cards, microphone (optional)
Time needed: 30 minutes
For these group exercises, the facilitator will:
- Divide participants into 3 or 4 groups
- Give word cards to each group
- Ask groups to pick out key words from the What is Peace? exercise (see Section A.3) and write them on the blackboard
The facilitator will then:
- Teach the group the composition of syllables in each word to enhance recognition—for example, (hap+pi+ness), (chil+dren), or (ref+u+gee)
- Ask the participants to practice pronunciation
- Ask participants to copy into their books and practice writing
To practice and in preparation for the exercises that follow, the facilitator will then organize competitions where participants are divided into smaller groups and have to work together to recognize the words. The group with the highest number of words wins!

Group Exercise
The facilitator will:
- Bring out a set of flashcards and asks participants to match picture cards with words on blackboard
- Ask the participants to read them

Group Exercise: Word Bingo
Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)
Time needed: 30 minutes
The facilitator will:
- Ask participants to match second set of picture cards with names up on the wall/blackboard
- Write up on the blackboard portions from the study text containing the key words taught “we will rebuild the school”.
- Ask participants to match flash cards with identical words on the blackboard.
- Put the flash cards in a box for future use
Once a reasonable number of words from the study text have been taught, the facilitator will:
- Pick out some short sentences
- Write the sentences on the blackboard and read through them with participants
- Break the sentences into words and write the words on word cards
- Start a sentence “Peace is...” and ask participants to complete it
While still out in the village center or back in the classroom, the facilitator will then:
- Ask participants to count
  - the number of fruit bearing trees that you see in a specific part of the village
  - the number of houses that have fencing
  - the number of girls you see
  - the number of seeds or sticks you see
  - Show the number symbol and the word that correspond to their count
- Ask participants to share:
  - the number of houses on one side of the road plus the number on the other side in the village.
  - the number of sons a man has plus the number of daughters makes the number of children.
  - the number of men in the room plus the number of women.
  - the beds of ground nuts (6) plus the beds of rice (3) plus the beds of pepper (3). 6+3+3=12 beds altogether.
If it is not possible to leave the classroom for the exercise, the Pictorial Model of Numeracy (included in the Annex at the end of the Toolkit) can be used.

Section A.5 Practical Ways to Introduce Numbers

Group Exercise: Number Recognition
Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)
Time needed: 2 hours
For this exercise, the facilitator will:
- Take the participants in the central part of the village
  - Asks them to count
    - the number of fruit bearing trees that you see in a specific part of the village
    - the number of houses that have fencing
    - the number of girls you see
    - the number of seeds or sticks you see
  - Show the number symbol and the word that correspond to their count

Group Exercise: Addition
Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)
Time needed: 15 minutes
The facilitator will:
- Explain what addition is, simply put the “process of adding something to something else”
- Demonstrate with simple examples using objects from around the classrooms or learning environment
- Ask participants to share:
  - the number of houses on one side of the road plus the number on the other side in the village.
  - the number of sons a man has plus the number of daughters makes the number of children.
  - the number of men in the room plus the number of women.
  - the beds of ground nuts (6) plus the beds of rice (3) plus the beds of pepper (3). 6+3+3=12 beds altogether.
Group Exercise: Subtraction

Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)

Time needed: 15 minutes

The facilitator will:
- Explain what subtraction is, simply put “the process of taking one number or amount away from another”
- Demonstrate with simple examples using objects from around the classrooms or learning environment
- Ask the following questions to the participants:
  - Show that for one house you need 6 zinc sheets. How many will you need for five houses?
  - Draw the symbols and show that multiplying is in fact adding two or more things together: i.e. 4 piles of bricks each with 10 bricks.

Group Exercise: Division

Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)

Time needed: 45 minutes

The facilitator will:
- Explain what division is, simply put “splitting a number into equal parts or groups”
- Demonstrate with simple examples using objects from around the classrooms or learning environment
- Ask the following questions to the participants:
  - A lorry load of bricks is delivered to build 6 houses. How many bricks will each man be given to build his house?
  - Five agricultural workers work together in the field. How will you divide up the produce from the agricultural work between them?

Group Exercise: Reflection on Socio-Cultural Diversity

Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)

Time needed: 30 minutes

This reflection exercise aims to highlight the need to be inclusive and sensitive towards people of different backgrounds, ethnicity, and religions. It will emphasize that diversity is strength because it makes the society rich. Informed by the Background Information on the right, the facilitator will:
- Divide the participants based on diversity factors such as ethnicity and religion
- Ask each group to answer the following questions:
  - What are the unique things about your ethnic group and religion?
  - What do you want people to know about your ethnic group or religion?
  - What are your perceptions of the other ethnic groups and religions?
- Ask each group to present the summary of their discussions to the entire group
- Summarize the points that came up once all groups have presented
- Ask the participants if some of their perceptions have changed
- Emphasize the importance of being inclusive and sensitive to other groups, and that diversity is strength because it makes the society rich

Background Information for the Facilitator

According to Geneva Gay, Culturally Responsive Teaching (CRT) is an educational theory that emphasizes the critical role that culture plays in the learning process (Terese and Michael, 2014). Culturally responsive instruction requires that teachers consider individual cultural differences when imparting knowledge and designing content. Culturally responsive instruction involves concepts such as gender, ethnicity, religion and social class to create dynamic learning environments that improve learning and motivation. Student engagement and motivation levels are directly linked to cultural values and behaviors. CRT recognizes the importance of including students’ cultural references in all aspects of learning (Ladson-Billings, 1994).
The Girl Ambassadors for Peace in Bangladesh are conducting fundamental literacy and numeracy training with over 70 Rohingya refugee women in Balukhali Refugee Camp and 60 women from neighboring host communities in Cox’s Bazar. Denied access to age-appropriate, gender-sensitive education, these women have participated in over 20 literacy classes facilitated by the GA4P.

Based on a report from UN Women in August 2018 most female refugees - 52 percent of the 1.3 million registered refugees - were denied formative education. As the Rohingya language does not have its own script, the majority of Rohingya women are illiterate. While there are approximately 1,179 learning centers in the refugee camps across the Cox’s Bazar area, only four percent of young women between the ages of 15 to 18 have access to education, Relief International reported in January 2018. To address this gap, GNWP developed gender-sensitive and age-appropriate training materials which the GA4P members are using to teach Rohingya women.

Tensions between the host population and the Rohingya refugees have been rising due to competing demands for resources. The long-existing and worsening poverty among the local host community in Cox’s Bazar manifested through under-employment, under-investment, and limited access to education and other social services has been magnified by the influx of the Rohingyas. This has created disparity and resentment between the two communities.

The role of young women in dispelling anti-Rohingya rhetoric and negative perceptions developing within the host communities; and promoting harmonious relationships between local Bengalis and Rohingyas is crucial. The GA4P are working to create positive dialogues between the two communities, beginning with providing basic literacy and numeracy education to Rohingyas and local women from the host communities in Cox’s Bazar. Literacy education is the first step towards empowerment and transformation for young women.
Module B
Enhancing Young Women and Girls’ Leadership Skills

Module Objectives
After completing this module, the participants will:
- Understand the definition of leadership, empowerment, a role model, and a mentor
- Understand the most important characteristics of a leader and be able to explain why they are important
- Be able to identify different role models (especially female role models)
- Understand the definition and principles of collective leadership and be able to exercise collective leadership

For GA4P members specifically:
- Improve their leadership skills and be able to perform as leaders in their Girl Ambassadors for Peace activities
- Understand the concept of empowerment and its linkage to leadership
- Grasp awareness of their role as role models and mentors within their present context

Section B.1 Sex, Gender and Leadership

Interactive Lecture: What is the Difference between Sex and Gender?

Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)

Time needed: 45 minutes

The facilitator will:
- Ask participants to identify the difference between sex and gender
- Clarify the difference, summarized in the Interactive Lecture Content to the right
- Use the "Biological vs. Socially Constructed" table below to illustrate the differences
- Solicit input and examples from the participants to include in the table

BORN WITH
Natural
Universal
No variation from culture to culture or time to time
Example: Only women can give birth.

SOCIALLY CONSTRUCTED
Learned
Cultural
Variation from culture to culture and time to time
Example: Women have proven to be capable of performing jobs that are traditionally assigned to men.

The term ‘sex’ is defined to mean the biological differences between women, men, or an intersex variation. ‘Gender’ refers to the sex-based social relationships (i.e. gender roles) or gender identities, that vary from one society to another and at different points in history. Gender roles, therefore, are learned from the time of birth and are reinforced by parents, teachers, peers and society. These gender roles are based on the way a society is organized and also vary by age, class, and ethnic group. Women’s ability to lead is often impeded by the gender roles imposed upon them by societal norms. Those who exist out of gender-binary roles are referred to as non-binary.

Group Exercise: ‘Act Like a Woman and/or Man’

Materials needed: white board or black board or flip chart, markers, chalk, microphone (optional)

Time needed: 30 minutes

The facilitator will:
- Give 2 sets of cards (i.e. yellow and green) to the participants
- Ask the participants to brainstorm and write down what it means to “act like a woman” on the yellow card, and “act like a man” on the green card, considering:
  - physical appearance or posture, dating, relationships, marriage, clothing, communication and feelings, education, toys, work, free time/hobbies, professions, colors, etc.
- Ask participants to place their answers on a board where everyone can see them
- The facilitator will then:
  - Create a table with 2 columns—“changeable acts” and “non-changeable acts”
  - Ask the following questions to the participants:
    - Where did they learn those acts?
    - What happens when someone does not conform to those specific norms and expectations of behavior?
    - Have you seen some of these acts or norms change? Which ones?
- Summarize by explaining that any acts or norms that can be changed are known as “gender roles” and the tasks or functions which cannot be changed are attributed to sex
- Ask participants how being a woman can be an advantage in leadership
- Ask participants list tasks and chores performed by men and women in their daily lives such as cooking, washing, driving, nursing a baby, etc.
- Ask participants to identify whether men or women usually perform each task and why
- Explain to the participants that men and women can perform the same tasks. Note: getting pregnant, giving birth, and breastfeeding should be the only tasks exclusive to women.
Section B.2 What is a Leader? Who are the Leaders?

What is a leader? This question is often asked in political and business settings. In her research article, Marianne Jones (2007) discussed leadership and defined “a leader” based on three categories of factors: interpersonal characteristics, personal qualities, and skills associated with leadership. Characteristics cited by Jones include:

- A leader is willing to work alongside and demonstrate to their team how to complete tasks.
- A good leader empowers and enables their team members by encouraging them to become self-confident and sufficient.
- Leaders are motivated and motivating. They motivate other people.
- A leader will take responsibility and continue to work towards what they believe in, regardless of the obstacles that come their way.

However, in societies which are traditionally patriarchal, “leader” is a word that usually describes men. Women’s leadership has been ignored for a long time and women in many countries have little access to leadership.

Section B.3 Characteristics of a Leader

Group Exercise: Group Discussion on the Characteristics of a Leader

Materials needed: flip chart, markers, and large index cards
Time needed: 30 minutes
The facilitator will:

- Ask participants to reflect for 5 minutes and write one characteristic of a leader on a large index card
- Ask participants to place the card on a board where everyone can see it
- Ask each participant to explain what they mean by their characteristic and why it is important in a leader
- Divide participants into several groups of 3 – 4 people
- Ask the groups to discuss the most important characteristics of a leader and to select three characteristics based on their discussion
- Choose two groups with completely different answers
- Moderate a debate between these two groups
- Ask other participants to vote for the group that most successfully argued their points, give their comments on the debate and share their own answers
- Summarize the answers that came out of the group discussions, using the Background Information on the next page to identify main categories and characteristics of a leader
Girl Ambassadors for Peace at a glance

The following are some important traits of successful leaders.

1. Self-management
   Effective leaders can regulate their time, attention, and emotions. They are familiar with their strengths, weaknesses, and potential sources.
   - Self-awareness refers to your ability to manage your own feelings so that you respond to people and events in an authentic and appropriate way.
   - Self-control is about being disciplined, without being too reserved or inflexible.
   - Resilience involves managing stress and devoting time to important areas of life outside work.
   - Keeping a positive attitude because a leader’s upbeat attitude becomes contagious, lifting the morale of those around them.

2. Organizational capabilities
   Successful leaders know how to use power appropriately, work within established procedures, and make decisions.
   - Use of power and authority involves exercising power without overwhelming constituents or team members.
   - Comfort with organizational structures means following rules and policies — while still supporting individuality.
   - Responsibility and accountability involves owning up to your mistakes and expecting others to do the same.
   - Decisiveness is about balancing different perspectives and taking appropriate action.

3. Team building and teamwork
   Team building comes down to leading or participating in groups of people with distinct personalities, motivations, and skills.
   - Interpersonal skill refers to the ability to be approachable in spite of the authority you hold.
   - Understanding others is about being able to empathize with different people’s feelings.
   - Capacity for collaboration means knowing that solving problems requires a variety of ideas and opinions, without getting sidetracked by conversation and debate.
   - Working with and through others involves both sharing and delegating assignments.

4. Problem solving
   Problem solving is very much about managing the challenges or problems the organization or community face; understanding the reasons behind them and identifying concrete actions to address them.
   - Creativity is about alternative ways of managing certain organizational or community situations, even while respecting agreed upon policies and procedures.

5. Sustaining the vision
   Successful leaders don’t just have a plan in mind for their own success — they can also see the organization or community’s future and have concrete goals for it. They are consistently able to inspire confidence in and motivate their members or constituents.
   - Self-confidence means being optimistic, even in spite of your worries, and communicating that optimism to others.
   - Influence involves being outgoing and persuasive, without being overbearing.
   - Comfort with visibility implies comfort with sharing your community or organization’s values with ease.

Background Information for the Facilitator

The following are some important traits of successful leaders.

1. Self-management
   Effective leaders can regulate their time, attention, and emotions. They are familiar with their strengths, weaknesses, and potential sources.
   - Self-awareness refers to your ability to manage your own feelings so that you respond to people and events in an authentic and appropriate way.
   - Self-control is about being disciplined, without being too reserved or inflexible.
   - Resilience involves managing stress and devoting time to important areas of life outside work.
   - Keeping a positive attitude because a leader’s upbeat attitude becomes contagious, lifting the morale of those around them.

2. Organizational capabilities
   Successful leaders know how to use power appropriately, work within established procedures, and make decisions.
   - Use of power and authority involves exercising power without overwhelming constituents or team members.
   - Comfort with organizational structures means following rules and policies — while still supporting individuality.
   - Responsibility and accountability involves owning up to your mistakes and expecting others to do the same.
   - Decisiveness is about balancing different perspectives and taking appropriate action.

3. Team building and teamwork
   Team building comes down to leading or participating in groups of people with distinct personalities, motivations, and skills.
   - Interpersonal skill refers to the ability to be approachable in spite of the authority you hold.
   - Understanding others is about being able to empathize with different people’s feelings.
   - Capacity for collaboration means knowing that solving problems requires a variety of ideas and opinions, without getting sidetracked by conversation and debate.
   - Working with and through others involves both sharing and delegating assignments.

4. Problem solving
   Problem solving is very much about managing the challenges or problems the organization or community face; understanding the reasons behind them and identifying concrete actions to address them.
   - Creativity is about alternative ways of managing certain organizational or community situations, even while respecting agreed upon policies and procedures.

5. Sustaining the vision
   Successful leaders don’t just have a plan in mind for their own success — they can also see the organization or community’s future and have concrete goals for it. They are consistently able to inspire confidence in and motivate their members or constituents.
   - Self-confidence means being optimistic, even in spite of your worries, and communicating that optimism to others.
   - Influence involves being outgoing and persuasive, without being overbearing.
   - Comfort with visibility implies comfort with sharing your community or organization’s values with ease.

Section B.4 Role Models

Interactive Discussion: Women leaders and role models

Materials needed: flip chart, markers
Time needed: 30 minutes.

The facilitator will:
- Share stories of women who serve as role models to people in their countries (see Background Information on the next page), highlighting what made them inspire people, what positive change they create
- Ask participants to share their role models and explain why they consider them as such
Women at Nayapara Camp, Bangladesh [Source: A. Jazera].

A 26-year-old woman named Romeda Begum was elected as the leader of this camp of Rohingya refugees to represent their population in Shalbagan. Residents of this camp were instructed by UNHCR to pick a committee of 12 representatives who would resolve disagreements, liaise with NGOs, and facilitate good relations with locals. Romeda escaped Myanmar in 2016. Since then, she has actively participated in all meetings held by NGOs and assisted in solving domestic issues (relating to violence against women at home too).

Matia Chodhury

She was Bangladesh’s Minister of Agriculture (elected in 1991 and after re-election in 1996). She focused on agriculture, food, disaster management, and relief. This powerful woman helped Bangladesh become self-sufficient in food production for the first time in its history (National Democratic Institute).

Sheikh Hasan

Sheikh Hasan served as the Prime Minister of Bangladesh from 1996 to 2001 and then again in 2009. She led her government by integrating minorities into politics. Her leadership provided that Bangladeshi women do not have to walk behind men in a Muslim-majority country.

Aleta Baun

Aleta Baun is an award-winning Indonesian environmental activist. She has been described as the Indonesian Avatar (The Unfinished Story, 2013). She won the 2013 Goldman Environmental Prize for organizing hundreds of local villagers to peacefully occupy marble mining sites in “weaving protests” to stop destruction of sacred forest land on Mutis Mountain on the island of Timor (Prize Recipient Aleta Baun, 2013; Aleta Baun, 2013; Goldman Environmental Prize Winner, Indonesia, 2013). Mama Aleta now helps communities across West Timor to map their traditional forests. She works in water security and indigenous peoples natural resource management and land rights (Nani Afrida, 2013).

Matia Chodhury

She was Bangladesh’s Minister of Agriculture (elected in 1991 and after re-election in 1996). She focused on agriculture, food, disaster management, and relief. This powerful woman helped Bangladesh become self-sufficient in food production for the first time in its history (National Democratic Institute).

Sheikh Hasan

Sheikh Hasan served as the Prime Minister of Bangladesh from 1996 to 2001 and then again in 2009. She led her government by integrating minorities into politics. Her leadership provided that Bangladeshi women do not have to walk behind men in a Muslim-majority country.

Aleta Baun

Aleta Baun is an award-winning Indonesian environmental activist. She has been described as the Indonesian Avatar (The Unfinished Story, 2013). She won the 2013 Goldman Environmental Prize for organizing hundreds of local villagers to peacefully occupy marble mining sites in “weaving protests” to stop destruction of sacred forest land on Mutis Mountain on the island of Timor (Prize Recipient Aleta Baun, 2013; Aleta Baun, 2013; Goldman Environmental Prize Winner, Indonesia, 2013). Mama Aleta now helps communities across West Timor to map their traditional forests. She works in water security and indigenous peoples natural resource management and land rights (Nani Afrida, 2013).
Girl Ambassadors for Peace at a glance

Consensus-oriented
Entire group/community discusses and agrees to support group/community decisions.
Leader maintains authority.

Advantages
Group members feel more involved and committed.
Group members’ support for decisions may be greater.
Chance of implementation is good.

Examples
North Korea under the rule of the Kim-dynasty and the Korean Workers’ Party;
Vietnam under the Vietnamese Communist Party

Disadvantages
Compromise decisions may be unclear.
Consensus may not always be possible.

Democratic
All members of the group vote for their preferred decision.

Advantages
The approach offers opportunity for developing leadership qualities in others.
Leader may not be in control and only serves as a figure head.

Examples
In many business companies, regular meetings are held to make decisions by consensus.
UN Committees deliberate on issues such as gender equality, health, education and decide by consensus.

Authoritarian
Leader makes decisions and announces them to the group/community members.

Advantages
Require less time to implement decisions.
Decisions are usually clear and final.

Examples
North Korea under the rule of the Kim-dynasty and the Korean Workers’ Party;
Vietnam under the Vietnamese Communist Party

Disadvantages
Leader is in control.
Other, better options and ideas are not considered.
Group members or constituents, especially from the groups that are not consulted, become uncooperative, resentful even rebellious. This could lead to chaos or violent conflict.

Authoritarian, with some input
Leader makes decisions and announces them after receiving inputs from his/her advisers/group/community members.

Advantages
Decision making is more informed than total authoritarianism.
Decisions are usually clear and final.

Examples
North Korea under the rule of the Kim-dynasty and the Korean Workers’ Party;
Vietnam under the Vietnamese Communist Party

Disadvantages
Other, better options and ideas are not considered.
Group members or constituents, especially from the groups that are not consulted, become uncooperative, resentful even rebellious. This could lead to chaos or violent conflict.

Delegating
Leader assigns decision-making task to another person or to a group.

Advantages
The delegated person or team may not have knowledge and expertise to make a good decision.

Examples
In a social media company, the boss delegates an employee to design a website, and the employee has the right to decide on the specific functions of the website.

In many business companies, regular meetings are held to make decisions by consensus.
UN Committees deliberate on issues such as gender equality, health, education and decide by consensus.
The Meaning of Collective Leadership

Collective leadership is a social process aimed at accomplishing collective rather than individual goals and requiring collective and coordinated action. Terms such as ‘collaborative’, ‘shared’, ‘distributive’ or ‘emergent’ leadership are often used to describe very similar concepts. Collective leadership is also about sharing power and influence. The new currency is no longer ‘intellectual capital’, but rather ‘social capital’ – the ‘collective value’ of the ‘collective actions’ of all organizational actors.

Principles

Collective leadership is organized around a set of core principles: it is a relational approach where multiple individuals assume leadership roles within a group while the entire group provides leadership to the wider community. It is a fluid approach that evolves in response to specific situations and settings; and it is a transformational approach rooted in a commitment to social justice.

Stages

These guiding principles are enacted as leaders move through the four stages of community development: get ready, plan, implement, and sustain.

The first stage, building readiness, lays the foundation for all future work. It involves building relationships with and among community partners and managing the logistical tasks associated with a new effort. The planning phase begins with visioning as leaders agree on their desired goals and articulate methods for achieving them. During the implementation stage, they work together to turn these plans into a reality. Sustaining the work calls for robust strategies and partnerships to ensure long-term impact.

Section B.6 The Concept of Empowerment

Group Exercise: Dramatization

Materials needed: white board or black board or flip chart, markers, chalk, microphone (optional)

Time needed: 45 minutes

The facilitator will:

- Divide participants into three groups
- Assign a scenario from the “Scenarios” table to the right to each group
- Ask participants to add details to the stories to highlight issues of empowerment and disempowerment experienced by women in these different scenarios

Building on the participants’ dramatization as well as the Background Information on the right, the facilitator will then:

- Discuss the concept of empowerment, using guide questions such as “Who is an empowered person? Who is an empowered woman?”
- Ask participants to add details to the stories to highlight issues of empowerment and disempowerment experienced by women in these different scenarios

Background Information for the Facilitator

The concept of empowerment may be summarized using the UNESCO definition below and establishing the relationship between leadership and empowerment:

Empowerment means to become better equipped to take control of your life. When women are involved in the co-designing, development, implementation and evaluation of their learning programs and activities, then empowerment is more likely to emerge (UNESCO, 2013). One cannot be a leader without being empowered. One can be empowered without having to be a leader. It is important to note that empowerment can often lead to leadership, as it enables people and build their confidence to choose to be a leader. Note the word “choose” as choice is a basic ingredient of leadership and empowerment.

Scenarios

1. A family has 4 children – 3 boys and 1 girl. The family does not have enough money to send all children to school. The parents decided that the girl will stop her schooling so they can use the money for the boys’ school fees.

2. A bank gives its male workers regular promotion and bonus salaries every year for reporting on time and having perfect attendance. The women were not given the same benefits because the bank management believes they take too many vacation and sick leaves.

3. A woman who is very concerned about the lack of health care services in her municipality decides to run for a public position. She believes it’s the most effective way that she can address the problem.

Background Information on the right:

Empowerment means to become better equipped to take control of your life. When women are involved in the co-designing, development, implementation and evaluation of their learning programs and activities, then empowerment is more likely to emerge (UNESCO, 2013). One cannot be a leader without being empowered. One can be empowered without having to be a leader. It is important to note that empowerment can often lead to leadership, as it enables people and build their confidence to choose to be a leader. Note the word “choose” as choice is a basic ingredient of leadership and empowerment.
LEADERSHIP HIGHLIGHT
Girls in Action in the Philippines

After participating in a training on Women, Peace, and Security and its intersection with Human Rights and Media in February 2018, the GA4P members in the Philippines have carved their position at the forefront of debates on youth participation in peacebuilding, conflict prevention, and sustaining peace. The young women leaders mobilized 4,000 youth belonging to different religions from more than 60 schools in over 30 provinces in the Philippines through peace fora on gender equality, women's rights, human rights, and sustainable peace. Fostering religious harmony, mutual understanding, and strong partnerships, the GA4P members have created a vision for a gender-equal and peaceful Philippines which they are committed to working towards.

With upcoming national Midterm elections, plebiscites on Bangsamoro Organic Law, and potential constitutional change all forthcoming, the GA4P are leading the response to these major political events and their impact on young women. At this critical political juncture, the GA4P members have been actively advocating for a more gender-equal, peaceful society and greater representation of youth leaders in political decision-making and peace processes. They have initiated and successfully implemented five community-focused youth discussions on Bangsamoro Organic Law and the Midterm Elections which facilitated non-partisan electoral education amongst over 500 young local voters on criteria for selecting leaders, holding government officials accountable to their obligations under international laws on human rights, and understanding the components of the Bangsamoro Organic Law and provisions for young women.

Module C
Peacebuilding and Preventing Violent Extremism

Module Objectives
After completing this module, the participants will:
✓ Understand the root causes of conflict and violent extremism, and how they impact on the family, community and society and specifically on women and girls
✓ Understand the provisions of UNSCR 1325, 1820 and 2250, their relevance to their communities and the roles of national and local government, civil society including youth organizations in their implementation
✓ Formulate concrete actions they can take to contribute to the prevention of violent extremism
✓ Understand and appreciate the link between peacebuilding and economic empowerment

Section C.1 What is Peacebuilding?

Interactive Lecture: The Concept of Peacebuilding

Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)

Time needed: 30 minutes

Using the Interactive Lecture Content on the next page, the facilitator will:
✓ Introduce the concept of peacebuilding
✓ Clarify any of the participants’ questions on the subject
Peacebuilding is an intervention that is designed to prevent the start or resumption of violent conflict by creating a sustainable peace. It involves a range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels of conflict management, and to lay the foundations for sustainable peace and sustainable development. Peacebuilding strategies must be coherent and tailored to specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and therefore relatively narrow set of activities aimed at achieving the above objectives.

Peacebuilding activities address the root causes or potential causes of violence, create a societal expectation for peaceful conflict resolution and stabilize society politically and socio-economically. Hence, it is necessary to understand the root causes of violence in a particular community to be able to implement an effective and successful peacebuilding initiative. When women participate in peacebuilding activities and processes, they help ensure that solutions are inclusive, gender-sensitive, and sustainable. Women activists and civil society organizations incorporate development activities into their peacebuilding, strengthening the nexus between peace and development. For example, in Burundi, women civil society organizations "worked hard to spark an economic recovery, especially for the demobilized combatants." When many kids dropped out of school in the Kabasazi community, women organized lending and saving associations, which allowed other women to generate income, and send their children to school. In Bangladesh, following the violence outbreak in Chittagong in April 2017, hundreds of households and resources were burned down. With the support of UNDP, the local civil society "came forward to establish peace in a different approach. They plan to establish three tube wells and solar powered energy stations for the Longodu community, which is in a very remote area with scarce resources. This will force the community to share water and energy resources, thus contributing to dilute communal tensions."

There has been significant progress in the inclusion of women in both formal and informal peace processes. However, there is still a need to ensure that the inclusion extends to all women—especially the youth, women with disabilities, indigenous women, refugees, internally displaced, and other marginalized groups, are fully included, and that their roles go beyond being observers or advisors to being key influencers and co-decision makers.2

2 Global Network of Women Peacebuilders, Building and Sustaining Peace from the Ground Up: A Global Study of Civil Society and Local Women’s Perception of Sustaining Peace, 2019

---

**Group Exercise: Problem/Situation Analysis**

**Materials needed:** white board or black board or flip chart, markers, chalk, microphone (optional)

**Time needed:** 1 hour

The facilitator will:

- Divides the participants into small groups or pairs
- Ask each group to prepare a presentation on a problem/situation analysis, using the following guiding questions:
  - What type of problems or violence are present in your community?
  - What are the root causes of such violence in your community?
  - What are the impacts of violence to local communities, the whole country—and on women and girls specifically?
  - What actions have been taken or should be taken to resolve the violence? Are they effective? Why or why not?
  - What were women’s roles in conflict resolution, prevention and peacebuilding?

- Ask each group to present in front of the entire group

After the group presentations, the facilitator will:

- Summarize the problems or types of violence in that community by identifying the root causes and the impact of the problem
- Present an analysis of the actions that have been taken, particularly if they have been effective or not
- Present her/his analysis of the roles that women take in conflict resolution, prevention and peacebuilding
- Present successful experiences from other communities/countries from which lessons in peacebuilding could be drawn

---

**Interactive Discussion: The United Nations**

**Materials needed:** PowerPoint presentation on the UN structure, laptop computer, projector

**Time needed:** 1 hour

The facilitator will introduce the UN and its functions particularly on issues of peace and security using a PowerPoint presentation modeled on the Background Information on the next page.
What is the United Nations?
The United Nations (UN) is an intergovernmental organization tasked to promote international cooperation and to create and maintain international order. It replaced the League of Nations, the organization was established on 24 October 1945 after World War II in order to prevent another such conflict.

What is the Security Council?
There are six main organs of the UN, each with its own structure, membership, goals and ways of working:

- General Assembly
- Security Council
- International Court of Justice
- Trusteeship Council
- Economic and Social Council
- Secretariat

What is a ‘Security Council Resolution’?
A ‘Security Council Resolution’ is a decision or recommendation that is made by the members of the Security Council. When the Security Council makes a resolution on ‘maintenance of international peace and security’ which is a reference to Chapter 7, Article 39 in the UN Charter, they are legally binding and there is the expectation that all members of the UN follow them. Under Article 25 of the UN Charter, all UN Member States are obliged to implement the Security Council resolutions. Resolutions are an important way to highlight and bring awareness to critical issues.

Advanced Reading: UNSCR Resolutions on Women and Peace and Security (WPS) and Youth, Peace and Security (yps)
Materials needed: Copies of UNSCR 1325, 1820, 2250, and 2419 in Bahasa, Bangla, and English

The participants will be given copies of UNSCR 1325, 1820, 2250 and 2419 the evening prior to the discussion of these resolutions. They will be asked to read them carefully, make notes and write their questions about parts of the resolutions that are not very clear to them.

Interactive Discussion: UNSCR Resolutions on WPS and YPS
Materials needed: Copies of UNSCR 1325, 1820, 2250, and 2419 in Bahasa, Bangla, and English, PowerPoint presentations on UNSCR 1325, 1820, 2250, 2419, laptop computer, projector
Time needed: 1.5 hours
Note: Please see Annex document on UNSCR 1325, 1820 and 2250; 2419.

The facilitator will:
- Ask the participants to give the key points of each resolution and explain their application to their country or specific community.
- The following questions should be answered:
  - Why are these resolutions important to me as a Girl Ambassador for Peace?
  - What is the importance of these resolutions to my community and how can I use them for peacebuilding and preventing violent extremism in my community?

Encourage the participants to ask questions especially on the parts of the resolutions that are not clear to them.

Summary the discussion through a PowerPoint presentation on each of the resolutions containing the information in the Background Information below Note: The PowerPoint presentations are available as Annexes in Bahasa, Bangla, and English.

Background Information for the Facilitator
What is the UN Security Council Resolution 1325?
UNSCR 1325 is a landmark international legal framework that addresses not only the inordinate impact of war on women, but also the pivotal role women should and do play in conflict management, conflict resolution and sustainable peace.

What are the four pillars of Resolution 1325? What does UNSCR 1325 require countries to do?
Participation: Resolution 1325 calls for increased participation of women at all levels of decision-making, including in national, regional, and international institutions; in mechanisms for the prevention, management and resolution of conflict; in peace negotiations; in peace operations; as soldiers, police, and civilians; and as Special Representatives of the UN Secretary-General.

Protection: Resolution 1325 calls specifically for the protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps.

Prevention: Resolution 1325 calls for implementing prevention strategies in the prevention of violence against women, including by pursuing those responsible for violations of international law; strengthening women’s rights under national law; and supporting local women’s peace initiatives and conflict resolution initiatives.

Relief and Recovery: Resolution 1325 calls for advancement of relief and recovery measures to address international crises through a gendered lens, including by respecting the civilian and humanitarian nature of refugee camps, and taking into account the particular needs of women and girls in the design of refugee camps and settlements.
Why is Resolution 1325 important?
Resolution 1325 is one way of understanding and recognizing that, more and more often, people in the community are being targeted during war. Specifically, women and girls are being threatened with violence and sexual abuse. 1325 admits that the experiences of men and women are different and that it is very important for women and girls to have a voice and to play an important role in finding solutions, rebuilding communities, recovering and keeping the peace (Save the Children Norway, 2012).

What is the model of implementing Resolution 1325?
In a statement in 2005, the Security Council called upon UN Member States to continue to implement Resolution 1325 through the development of National Action Plans (NAP) or other national level strategies. This NAP process assists countries in identifying priorities and resources, determining their responsibilities, and committing to action. There are 68 countries which have the NAPs: Afghanistan, Argentina, Austria, Australia, Belgium, Bosnia and Herzegovina, Brazil, Burkina Faso, the Central African Republic, Chile, Côte d’Ivoire, Croatia, Czechia, Denmark, the Democratic Republic of Congo, the Dominican Republic, the Ecuador, Estonia, France, the Gambia, Georgia, Germany, Ghana, Guinea, Guinea-Bissau, Iceland, Indonesia, Iraq, Iran, Italy, Japan, Kenya, Kyrgyzstan, Lebanon, Lithuania, Mali, Montenegro, Morocco, the Netherlands, New Zealand, Nigeria, Norway, Paraguay, the Philippines, Portugal, the Republic of Korea, Rwanda, Senegal, Serbia, Sierra Leone, Slovenia, Solomon Islands, South Sudan, Spain, Sweden, Switzerland, Tajikistan, the former Yugoslav Republic of Macedonia, Tymar, Togo, Uganda, Ukraine, the United Kingdom of Great Britain and Northern Ireland, the United States of America, the State of Palestine and Kosovo.

What is UN Security Council Resolution 1820?
1820 is an essential supporting element for full implementation of 1325. Sexual violence in conflict can never again be dismissed as collateral damage. Sexual violence can be prevented through effective military/police tactics and efforts to end impunity. Women must be recognized and closely involved in all measures taken on their behalf. Sexual violence prevention and punishment is an obligation, not an aspiration.

What is UN Security Council Resolution 2250?
UNSCR 2250 (adopted on December, 2015) on on Youth, Peace and Security. This resolution recognizes the important, constructive and positive contributions of young people in the maintenance and promotion of peace and security. It further affirms young people’s important role in the prevention and impact of sexual and gender-based violence, in particular during armed conflict and peacebuilding. The resolution recognizes that young people understand the importance of partnering with youth, local communities and non-governmental organizations in countering violent extremism.

What is UN Security Council Resolution 2419?
Adopted in 2018, this resolution calls for the full and equal participation of youth at all decision-making levels in conflict prevention and resolution along with security-related discussions. Recognizes that the marginalization of youth is detrimental to peace processes.

What is UN Security Council Resolution 2520?
UNSCR 2520 (adopted on December, 2019) on on Youth, Peace and Security. This resolution recognizes the important, constructive and positive contributions of young people in the maintenance and promotion of peace and security. It further affirms young people’s important role in the prevention and impact of sexual and gender-based violence, in particular during armed conflict and peacebuilding. The resolution recognizes that young people understand the importance of partnering with youth, local communities and non-governmental organizations in countering violent extremism.

What is UN Security Council Resolution 2419?
Adopted in 2018, this resolution calls for the full and equal participation of youth at all decision-making levels in conflict prevention and resolution along with security-related discussions. Recognizes that the marginalization of youth is detrimental to peace processes.

Why is Resolution 2250 important?
Participation: It calls on Member States to involve young people in conflict prevention and resolution, in violence prevention and in the promotion of social cohesion. Member States are urged to consider ways to increase representation of youth in decision-making at all levels.
Protection: Recalls the obligations to protect civilians, including young men, during and after conflict and in post-conflict times, and in particular protect young women and young men from all forms of sexual and gender-based violence.
Prevention: Urges Member States and key Stakeholders to facilitate an enabling environment and improve investments in socio-economic development and quality education for young women and young men, and create mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth.
Partnership: Urges UN entities, international organizations and civil society to actively increase political, financial, technical and logistical support for young people’s participation in peacebuilding. It also highlights the importance of partnering with youth, local communities and non-governmental actors in countering violent extremism.
Disengagement: Support the meaningful reintegration of young women and men directly involved in armed conflict.

Why is Resolution 1820 important?
Promotes youth representation and participation at all levels in peace processes.
Fosters partnerships with representatives of different sectors to generate inclusive peace processes, including the UN, governments, donors, civil society, youth organizations, etc. Provides tools for countering violent extremism and highlights gender equality as a tool for peace.
Ensures accountability because it calls for an annual debate in the Security Council to discuss the progress on the implementation of the resolution.

What is UN Security Council Resolution 2419?
Promotes youth representation and participation at all levels in peace processes.
Fosters partnerships with representatives of different sectors to generate inclusive peace processes, including the UN, governments, donors, civil society, youth organizations, etc. Provides tools for countering violent extremism and highlights gender equality as a tool for peace.
Ensures accountability because it calls for an annual debate in the Security Council to discuss the progress on the implementation of the resolution.

What is UN Security Council Resolution 2520?
Partnership: It calls on Member States to invest in young people’s important role in conflict prevention and resolution, in violence prevention and in the promotion of social cohesion. Member States are urged to consider ways to increase representation of youth in decision-making at all levels.
Prevention: Recalls the obligations to protect civilians, including young men, during and after conflict and in post-conflict times, and in particular protect young women and young men from all forms of sexual and gender-based violence.
Why is Resolution 2250 important?
Preparation: Urges Member States to ensure that young people are agents of change and peace.
Participation: Provides recognition and legitimacy to young men and women working at grassroots levels, local, national, regional and global levels towards sustainable peace.
Protection: Brings visibility to the initiatives, actions and projects initiated by young people and youth organizations towards peace, justice, reconciliation, promotion of tolerance, etc.
Prevention: Ensures youth protection by reminding governments of their responsibility to protect young people in armed conflict.
Promotes youth representation and participation at all levels in peace processes.
Fosters partnerships with representatives of different sectors to generate inclusive peace processes, including the UN, governments, donors, civil society, youth organizations, etc. Provides tools for countering violent extremism and highlights gender equality as a tool for peace.
Ensures accountability because it calls for an annual debate in the Security Council to discuss the progress on the implementation of the resolution.
Group discussion and Plenary: The role of National Government, Local Authorities, Youth Organizations in the Implementation of the WPS Resolutions and the YPS Resolution

Materials needed: white board or black board or flip chart, flashcards, markers, chalk, microphone (optional)
Time needed: 1 hour

The facilitator will:
- Divide participants into groups to discuss the following question: What are the roles of the national government, local authorities and youth organizations in implementing the WPS resolutions and the YPS resolution?
- Ask each group to present the summary of their discussion
- Summarize the presentations, including some of the points in the Background Information to the right that came up during the training sessions in Bangladesh and Indonesia.

Background Information for the Facilitator

<table>
<thead>
<tr>
<th>Strategies for implementation from training sessions in Bangladesh and Indonesia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popularize UNSCR 1325, 1820, 2250, and 2419 along with any National Action Plan (NAP) among your constituents.</td>
</tr>
<tr>
<td>Integrate UNSCR 1325, 1820, 2250, and 2419, and any NAP in your community development plans.</td>
</tr>
<tr>
<td>Develop, adopt and implement Local Action Plans.</td>
</tr>
<tr>
<td>Adopt by-laws on issues that are not sufficiently addressed in current legislation.</td>
</tr>
<tr>
<td>Allocate necessary resources for implementation of concrete actions under the NAP 1325 and 1820.</td>
</tr>
<tr>
<td>Ensure collaboration with youth and women’s organizations and other civil society actors and marginal groups.</td>
</tr>
</tbody>
</table>

Section C.4 Violent Extremism and its Impact on Society, its Specific Impact on Women and Girls


Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)
Time needed: 1 hour

The facilitator will lead an interactive lecture, using the Interactive Lecture Content to the right.

Interactive Lecture Content for the Facilitator

Violent Extremism refers to the beliefs and actions of people who support or use ideologically motivated violence to achieve radical ideological, religious or political views (Homeland Security, 2016). Violent extremist views can be exhibited along a range of issues, including politics, religion and gender relations. No society, religious community or worldview is immune to violent extremism (Countering Violent Extremism, 2016).

Radicalization, or the process by which an individual becomes involved in violent extremism, is often best explained through an exploration of the unique set of push and pull factors that influence trajectories to terrorist violence.

Causes of Violent Extremism

1. Push factors are the factors that drive individuals to violent extremism, such as: exclusion, marginalization, inequality, discrimination, persecution or the perception thereof; limited access to quality and relevant education; the denial of rights and civil liberties; and other environmental, historical and socio-economic grievances.
   a. Economic Inequality: Poverty and other socio-economic grievances limit opportunities for upward mobility amongst the less fortunate, undermines social cohesion, and increases political and social tensions between communities. Achim Steiner wisely stated that “leaving no one behind and reaching the furthest behind first” is an important step towards comprehensive social-economic development. Without legitimate economic opportunities, many turn to extremist groups for support and a source of income.
   b. Maltreatment of Refugees: Often marginalized from society, prevented from finding jobs to improve their socio-economic standing, and unable to access education, refugees are at risk of turning to violent extremism.
   2. Pull Factors are the factors that nurture the appeal of violent extremism. For example: the existence of well-organized violent extremist groups with compelling discourses and effective programs that are providing services, revenue and/or employment in exchange for membership; provision by the violent extremist groups of outlets for grievances and promise of adventure and freedom; (appearance of) spiritual comfort and “belonging” and a supportive social network
   3. Contextual factors are the factors that create a favourable terrain to the emergence of violent extremist groups, such as: fragile states, the lack of rule of law, corruption and criminality. This can refer to an international context too.

What Are the Roles of Women and Girls in Preventing Violent Extremism?

Women are active agents that can support or counter violent extremist movements. Several contemporary violent organizations such as the Islamic State, Boko Haram, the Revolutionary Armed Forces of Colombia (FARC), and the Kurdistan Workers’ Party...
In some cases, women are believed to be more efficient because they are perceived as more approachable (Bhulai, 2016). In some cases, women are believed to be more uniquely skilled in building trust with local communities and community-oriented policing, leading to a more collaborative environment between locals and officials (Fink, Zeiger, and Bhulai, 2016). Female law enforcement officers are often better at building networks, leading to a more collaborative environment with expertise in working with women in the community. They can serve as a valuable, more integral part of law enforcement efforts to reduce violent extremism as well. Women are uniquely effective in influencing and educating women in their communities and in encouraging or discouraging people to embrace the merits of violent extremism. Mothers have reduced violence in the context of gang involvement, a form of organized violence that shares similarities with violent extremism (Global Counterterrorism Forum, 2016). Moreover, case studies of mothers’ and sisters’ contributions to CVE efforts in Yemen, Pakistan, and Afghanistan underscore the efficacy of women in CVE projects (Fink, Zeiger, and Bhulai, 2016).

**Leaders and Recruiters**
In some organizations, women act as leaders and recruiters, advancing extremist agendas by organizing, inciting, and directing both violent and nonviolent activity. Organizational management occurs on many levels, whether it is top-down or grassroots initiatives. It is critical that women be fully integrated and empowered in government efforts to shape international, national, and local CVE strategies. Once women are included in the development of CVE programming, they can incorporate gender perspectives into government agendas for CVE and promote programs specifically geared toward women’s roles in CVE (Fink, Zeiger, and Bhulai, 2016).

**Enforcers and Informants**
Women’s roles as enforcers and informants position them to become a valuable, more integral part of law enforcement where they will share their skills in leadership, peacebuilding and economic empowerment. Women also are highly valuable in the design of CVE interventions (Futures Without Violence, 2017).

**Influencers in their Communities and Families**
Women are uniquely skilled in influencing and educating their communities and in encouraging or discouraging people to embrace the merits of violent extremism. Mothers have reduced violence in the context of gang involvement, a form of organized violence that shares similarities with violent extremism (Global Counterterrorism Forum, 2016). Moreover, case studies of mothers’ and sisters’ contributions to CVE efforts in Yemen, Pakistan, and Afghanistan underscore the efficacy of women in CVE projects (Fink, Zeiger, and Bhulai, 2016).

**Violent Extremism**

*Group Exercise: Formulating Concrete Action Plans to Prevent Violent Extremism*

<table>
<thead>
<tr>
<th>Tool Category</th>
<th>Examples of Tools for Preventing Violent Extremism</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education, skills development and employment facilitation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Empowerment of youth;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Strategic communications, the Internet and social media;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Gender equality and empowering women;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Economic empowerment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** These tools will help the facilitator to brief and provide examples while formulating concrete action plans to prevent violent extremism.
As active members of their communities, the Girl Ambassadors for Peace from Poso, Central Sulawesi, and Lamongan, East Java, have been advocating for more gender-equal, peaceful, and prosperous societies in global, national, and local arenas.

Speaking via video-conference at an event titled “The voice of young women on WPS” organized by the GNWP and the National Alliance of Women’s Organizations, a GA4P raised awareness on the challenges and achievements of young women in peacebuilding in Indonesia. As the only representative from Southeast Asia, she provided the international community with a contextual analysis on the roots of conflict and violent extremism in local communities in Indonesia.

On the national level, these young women have shared their valuable perspectives in meetings in Jakarta with key representatives of the Ministry of Women’s Empowerment and Child Protection, the National Agency for Combating Terrorism, UNDP, and UN Women. They discussed the importance of greater representation of young women in peacebuilding, political decision-making, and countering violent extremism.

In their local communities, the young women have held advocacy meetings with district-level leaders such as Regent and Vice-Regent of Poso, Central Sulawesi, and Lamongan, East Java. They have also organized community discussions on de-radicalization attended by over 70 key stakeholders including the village secretary, village head, local police, youth, religious leaders, and other residents. As active members of their communities, the Girl Ambassadors for Peace were some of the first responders on the ground, providing disaster relief support, in the aftermath of an earthquake in September 2018 in Palu. By securing local buy-in and distinguishing themselves as significant actors in their local communities, the Girl Ambassadors for Peace in Indonesia are clearing a space for themselves to meaningfully participate in building sustainable peace and development.

Module D
Economic Empowerment and Life Skills for Young Women and Girls

Module Objectives
After completing this module, the participants will:

- Understand and appreciate the particular challenges women and girls face in relation to financial and economic concerns
- Acquire basic knowledge on economic empowerment and its importance to women and girls
- Know how to prepare a curriculum vitae (CV) and application letters; and prepare for interview for employment or internship
- Learn how to prepare a project budget or a personal budget
- Be able to identify various entrepreneurship and employment opportunities in their communities

For GA4P members specifically:

- Explain both the enabling factors and challenges for young women and girls in earning money
- Draw a picture of a woman on one side of the board
- Draw money and/or symbols of money on the opposite side
- Draw an arrow pointing towards the woman, which symbolizes the factors that enable the woman to earn money
- Next to the woman, draw a wall that symbolizes the obstacles that prevent her from earning money
- Ask participants to come to the board one by one and write the factors that help women earn money and the obstacles that prevent them from earning money

Materials needed: white board, markers
Time needed: 1 hour

The facilitator will:

- Introduce the topic of economic empowerment using the Background Information on the next page
- Emphasize that economic empowerment to women reduces their vulnerability and increases their chance to be in decision-making positions

The facilitator will then lead participants through the “Money and Me” exercise. She or he will:

- Explain both the enabling factors and challenges for young women and girls in earning money
- Draw a picture of a woman on one side of the board
- Draw money and/or symbols of money on the opposite side
- Draw an arrow pointing towards the woman, which symbolizes the factors that enable the woman to earn money
- Next to the woman, draw a wall that symbolizes the obstacles that prevent her from earning money
- Ask participants to come to the board one by one and write the factors that help women earn money and the obstacles that prevent them from earning money
Background Information for the Facilitator

The Global Economy: Where Are the Women and Girls?

Women and girls make up 70% of the estimated 1.3 billion people living in poverty, two-thirds of the one billion illiterate adults, and two thirds of the 130 million children who are not in school.

However, women and girls are also the world’s greatest untapped resource. Research studies indicate that women are more likely to repay loans in full and on time than men. It has also been established that giving a woman access to primary education will ensure that her entire family will receive better health care and nutrition. This indicates that providing equal access to education, credit, property and employment for women will ensure economic justice and sustainability for all.

The Global Economy in Numbers

- 20% of the developed countries’ population consume 86% of the world’s goods (UNDP, 1998)
- Developing countries spend $13 in debt repayment for every $1 it receives in grants (World Bank, 1999)
- The total wealth of the top 8.3 million people around the world rose to 8.2% or $30.8 trillion in 2004 giving them a control of nearly a quarter of the world’s financial assets. In other words, 0.13% of the world’s population controlled 25% of global assets in 2004 (Eileen Alt Powell 2004)
- Women perform two-thirds of the world’s work but they only earn 1/10 of the income and own less than one percent of the world’s property (UNICEF n.d.)

Group Exercise: Mapping of Economic Activities

Materials needed: white board, markers, flip chart, marker, craft paper, pencils

Time needed: 1 hour

The facilitator will:

- Ask the participants to form small groups of five
- Ask each group to draw a picture of their village in the last five years, using craft paper, pencil crayons and markers (15 minutes)
  - The picture should illustrate the livelihood sources in their village during those years.
- Ask groups to discuss the picture they drew for another 15 minutes, using the following guiding questions:
  - What were the main sources of livelihood in your community during the last five years?
  - What were women’s contributions to livelihood? What were specifically young women and girl’s contributions?
  - Were the basic needs of your family met? Why or why not?
  - If you were to make recommendations to government

Section D.2 Women’s economic empowerment in difficult situations

Note: For the purpose of this toolkit, difficult situations are defined as any of the following: communities or groups of people affected by violent conflicts; at risk of violent extremism; affected by natural disasters; persecuted because of ethnicity or religion.
Gender inequality is widespread. This is one of the reasons why women and girls have less economic empowerment opportunities compared to boys. Young women and girls are marginalized and discriminated against more than anyone. In their families, they often do not have a voice. They only speak when spoken to, and they are expected to obey whatever their parents or the elders tell them to do. With little or no education nor other form of training, young women and girls are not considered to be a wage-earning part of a family economy. They are relegated to caretaking, cooking, childcare, collecting and fetching water—the unpaid labor, which—although hard—is often not regarded as financially, a girl’s value is often perceived as limited to the dowry payment she generates or, worse, the collateral she can earn to pay back debts. In conflict-affected situations, all of this is aggravated and for the most worse, the collateral she can earn to pay back debts. In conflict-affected situations, all of this is aggravated and for the most part, women and girls are only involved in informal economy or shadow economy.

For example, during the civil war in Sierra Leone, men actively recruited women so that women could take on their breadwinning role while the men went to war. Women became actively recruited women so that women could take on their breadwinning role while the men went to war. Women became women's war efforts. Women participated in the shadow economy by exchanging supplies with rebels or by providing basic food supplies to the suffering populations (Solomon, 2005). Amidst the extremely difficult situation in refugee camps in Northern Uganda, women sold fruits and vegetables, brownie and sold local beer. Some ventured into catering business. Informal women-to-women loan programs became their source of capital (Sow, 2012). Despite this, as identified by the Secretary-General’s 2017 Report on Women, Peace, and Security, post conflict recovery programs focused on large scale investments in infrastructure, extractive industries, and commercial agriculture, where women are underrepresented or excluded. In addition, women are often afforded microeconomic opportunities in favor for men (especially former combatants).

The resulting economic exclusion of women limits their power over their own sexual and reproductive lives, buttresses economic dependence, despite intimate partner violence, and increasing experiences of violence during crises. The gendered impacts of conflict combined with economic exclusion aggravate the levels of sexual gender-based violence, recruitment into sexual slavery and trafficking, limited mobility, and early and forced marriage women experience.

Section D.3 Enhancing young women and girls’ life skills

Interactive Lecture: What are Life Skills?

Materials needed: white board, markers, flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional).

Time needed: 1 hour

The facilitator will lead an interactive lecture, using the Interactive Lecture Content below.

Interactive Lecture Content for the Facilitator

What Are Life Skills?

UNICEF defines life skills as knowledge, attitudes and the ability for adaptive and positive behavior that enable individuals to deal effectively with the challenges of everyday life.

There is no definitive list of life skills. Certain skills may be more or less relevant to a person depending on her/his life circumstances, culture, beliefs, age, geographic location, etc.

In the Girl Ambassadors for Peace program, learning life skills is integrated throughout. Some of the important life skills that that the young women and girls who participate in this program are: study, verbal and non-verbal communication, negotiation, presentation, leadership, interpersonal, organizational, time management and employability skills. The GAAP also stresses that most life skills are not taught and learned in one course but are learned through experience and practice. This point also underscores that the most important life skill is the ability and willingness to learn. By learning new skills, the young women and girls who participate in the GAAP increase their understanding of the world around them and equip themselves with the tools needed to live a more productive and fulfilling life, finding ways to cope with the challenges they confront and contribute to achieving peace, stability and sustainable development in their communities and society.

Section D.4 Financial literacy for women and girls

Individual Exercise: Establishing Career Goals and Identifying Employment Opportunities

Materials needed: white board, markers, flip chart, paper

Time needed: 30 minutes

Based on the Background Information on the next page, the facilitator will:

Guide the participants to answer the following questions individually:

1) What are your personal interests, abilities, and career goals?
2) Evaluate the current employment market. What are the available jobs and who and how many are applying for those jobs?
3) Evaluate any ideas for starting your own business.
4) Based on your answers to questions 1 & 2, what are the specific job opportunities for you?
5) If you were able to identify a job opportunity (answer to question 4), apply for an employment position with the use of a resume and an application letter.
6) Prepare for and participate in mock interviews for a specific employment position.
Note to facilitator: In case any of the participants are not ready for any employment as indicated by their responses to questions 1-3, explore other possibilities for them including finishing their current level of education—e.g., high school, associate’s degree, bachelor’s degree, and/or applying for internship.

Additionally, the facilitator or the workshop organizers can assist the participants access important informal education opportunities such as the training provided by civil society organizations including the Girl Ambassadors for Peace program.

**Background Information for the Facilitator**

**What is financial literacy?**

Financial literacy is the ability to use skills and knowledge to take effective and informed money-management decisions. It is also understanding how money works in the world: how can people earn it, how do they manage it, how do they invest it, and how can they use it to help others. Financial literacy is a requisite of being fully economically independent and a key to financial stability. Financial literacy and financial stability are two important ingredients of a healthy economy. It is also important to note that it is never too early, or too late, to begin developing financial literacy, taking control of your finances, and putting yourself on the path to financial stability. In fact, it is critical to teach children and youth financial literacy in order for them to have the ability to make smart financial decisions.

**Decision-Making**

All people have to make decisions every day. Some decisions are simple, such as “what should I wear?” or “what should I eat?” Others are more complex, such as “should I buy a new or used car?” or “should I enroll in a public or private school?” When it becomes a habit, informed and smart decision-making enhances a person’s quality of life. Smart decisions result in better use of time, money, and energy. Decision-making is a key element of financial literacy.

**Earning Money**

Building one’s career is one of the surest ways to establish a source of income, increase income, and achieve financial stability. When planning for the future, one of the most critical financial decisions is determining your career path. There are two basic paths to choose from: employment or entrepreneurship.

While employment is the traditional way to participate in the labor force and economy, entrepreneurship opportunities should not be ignored. An entrepreneur is someone who starts a new organization (such as a business). The appeal of self-employment, although presenting higher risk, is freedom to set prices and profit and determine the direction taken by a business. Entrepreneurs are seen as agents of change and drivers of change because they often boost economic development and innovation in a community. For example, in Jamaica, without direct access to markets, farmers lose some of their product to spoilage. Jamaican entrepreneurs, Jermaine Henry and Janice McLeod, created AgroCentral (World Economic Forum), a mobile platform that helps farmers find markets. This resulted in greater revenue for farmers, lower prices for buyers, and limited waste of food product. Entrepreneurship is also supported by the World Bank through Global Entrepreneurship Week, an annual event where people can share their business ideas and acquire support for them. Through the implementation of the Girl Ambassadors for Peace in Indonesia and Bangladesh, GNWP has learned that often, employment opportunities in conflict-affected communities are often limited. Thus, many young women turn to entrepreneurship through e-commerce in order to achieve financial independence.
Exercise: Preparation of CVs and Mock Interviews

Materials needed: white board, markers, flip chart, paper
Time needed: 1 hour

The facilitator will:
- Ask participants to apply for hypothetical entry positions such as an administrative position in a bank, or an intern in an international organization that works on women’s rights issues
- Ask participants to submit their curriculum vitae (CV)
- Select 3 participants to be mock-interviewed for each position based on the strength of their CVs
- Share examples of CVs that draw the attention of employers or school officials

Group Exercise: Developing an Entrepreneurial Project

Materials needed: white board, markers, flip chart, paper
Time needed: 1 hour

The facilitator will:
- Ask participants to break down into small groups to develop an entrepreneurial project idea, answering the following questions:
  - What is the type of business chosen?
  - What is the background for choosing this particular business type?
  - What is the business capital (fixed, working, and production capital) available for this particular business?
  - How do you calculate the profit-loss in that particular business type?

Introductory Lecture: How to Manage Money and Prepare a Budget

Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)
Time needed: 15 minutes

The facilitator will provide information and tips on how to manage money using the Introductory Lecture Content to the right.

Group Exercise: Preparing a Budget

Materials needed: white board, markers, flip chart, marker, laptop, projector
Time needed: 1 hour

The facilitator will:
- Ask participants to draw a picture of an adolescent girl
  - They should give their drawing a name, decide her age, and what she is like.
- Ask participants to write two sources of income (places she gets money), and two expenses (places she wants to spend money) (10 minutes)
  - Examples include: gift, allowance, job. Expenses: food, family, savings, school, fun, transportation.
Ask a few of them to share their drawings.

Explain that you will show them how to prepare a budget.

Project the budget worksheet on the screen.

Use their ideas for income under the income column, ask how much they think each item will be. (e.g. allowance = five rupees) and total up the income.

Fill in the expenses sheet the same way, using some of the expenses the girls named.

Remind participants the difference between needs and wants.

Explain that a budget has to be balanced, and you can’t have more expenses than income.

Ask the following questions:

Does your budget have more income than expenses?

Explain that the extra money could go to savings.

Wrap up by giving each participant a personal budget worksheet. As a voluntary homework, she can complete the worksheet for herself.

Beliefs

Exercise: Banking Beliefs - True or False

Belief: You must be rich to have a bank account.
False: Even though many banks do require a minimum amount of money to open an account, it is often possible for people who do not have a lot of money to open an account and benefit from banking services.

Belief: Banks are a safe place to keep your money.
True: Banks are often the most secure place to keep money. Many have secure premises and insurance to cover losses due to robbery.

Belief: Going to the bank to deposit or withdraw money takes a lot of time.
True: Sometimes: the lines inside banks can be very long. However, many banks offer cash machines called Automatic Teller Machines (ATMs) through which clients can deposit and withdraw money 24 hours a day, seven days a week. At certain times the lines at these ATMs are also long, but if you can avoid these busy times, you won’t have to wait.

Belief: Banks lend you money so they can take your property when you fail to pay.
False: Banks do make loans and sometimes the borrower may offer something of value (called collateral) to guarantee the loan in the case that he/she is unable to repay the loan. But banks do not want the problem of taking their clients’ valuable things. They much prefer that their clients repay their loans.

Belief: If a bank is robbed, you will lose your money.
False: Banks usually have insurance to cover losses of this kind.

Background Information for the Facilitator

What is a bank? A bank is a safe place to keep your money. It is safer than keeping lots of cash in your house, which might get lost, stolen or burned. It is also a good way to save money for the future. Your money will earn interest in a bank, meaning over time the amount of money will increase.

Section D.5 Building Community and Social Networks Towards Women's Economic Empowerment

Interactive Lecture: Building Community and Social Networks

Materials needed: white board or black board or flip chart, markers, chalk, laptop and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)

Time needed: 1 hour and 30 minutes

The facilitator will use the Interactive Lecture Content on the next page to lead a lecture on Building Community and Social Networks.
There are many different ways to create social networks that can support women's economic empowerment. For example, you can:

Join (or Start) Your Local Youth Organization or Student Organization: Look for information about youth or student organizations in your town or city. Most put on a combination of social and sports events, and some schools even have sub-groups based on age or interest. For example, chess tournaments or music events or meetings with community leaders. Youth organizations or student groups are a great way to meet people in your community—and because you all have something in common, starting conversations would be easy.

To find information about available student organizations, go to your school administrator’s office or student affairs’ office. For other youth organizations, the mayor’s office should be a good source of information.

Setting your Goals and Creating your List of Supporters: It is important for anyone to have clear goals in life. This is discussed in other modules of this toolkit. Once the participants have some ideas, they will be asked to create a list of individuals and groups who they can go to for advice and support. The list may include: their parents, older siblings, grandparents, teachers, friends. In creating the list, it is also necessary to specify the kind of support that each one can provide towards the achievement of their goals. Facilitators should be conscious that not all participants may want to discuss this openly depending on their individual circumstances. It is therefore necessary to clarify that the participants have the option to share their list to the entire group or not.

Other Points to Keep in Mind in Being in an Organization:

Regular Networking: Being in an organization facilitates regularly networking, and encourages you to talk to different types of people. This increases your confidence.

Being Visible and Getting Noticed: By regularly attending organizational activities, people will begin to recognize you. This can help to build your reputation as a knowledgeable and reliable person. This is important in any endeavor that you may want to pursue.

Four years after the first training in South Kivu, DRC, the program and the work of the GA4P has brought tangible change to their communities. Many young women have shared that their family’s opinions have begun to shift: young women are being encouraged to pursue an education, given less household responsibilities, and are more comfortable denouncing instances of sexism.

In 2017 and 2018, Girl Ambassadors for Peace in North Kivu have focused on building their livelihood skills and creating micro-businesses to gain a small degree of economic independence.

In January and July 2018, GA4P participated in two three-day workshops organized by GNWP during which they learned entrepreneurship skills, and discussed strategies for economic empowerment with other young women and girls from the region. Through the training, the young women have learned how to create a business plan and run a small enterprise. They used these skills to create a women’s cooperative to sell handbags and jewelry. The businesses began generating small profits near the end of 2018, the young women chose to invest their money towards monthly-literacy and peacebuilding courses they conduct in nearby rural communities in the province.

Following the trainings from GNWP, the young women in North and South Kivu, DRC have begun to run their own workshops, seek new opportunities, and coordinate the project’s new components directly with GNWP under the supervision of the local organizations. They are independent actors within the organizations, able to create change and the inspire hope in their communities.
Module E
Using Media and Social Media to Enhance Young Women and Girls’ Leadership, Peacebuilding, and Economic Empowerment Capacities

Module Objectives
After completing this module, the participants will:
✓ Understand how media production and dissemination in the media place and how ownership and decision making in the media impact portrayal of women and girls
✓ Understand how media and social media are used by extremist organizations
✓ Have designed a successful media/social media campaign on gender equality, peacebuilding, and countering violent extremism
✓ Understand the basic tenets of social media use (its purpose, benefits, and major websites)
✓ Identify the media’s role in portraying women in conflict
✓ Recognize the power of social media in female and economic empowerment
✓ Embrace digital marketing as an important tool for local businesses

Section E.1 The Portrayal of Women and Girls in the Media

Group Exercise: The Media as a Mirror
Materials needed: newspapers and magazines that contain articles about women and girls
Time needed: 30 minutes

Using the Background Information to the right, the facilitator will:
Show participants some clips from films and TV shows that are popular in the country
Distribute newspapers and magazines among participants that contain articles about women and girls or where women and girls are involved
Ask participants to review websites and popular social media sites
Ask that for each medium, the participants answer the following guiding questions:
• What are the roles of women and girls that you saw?
• What did each of them contribute to the community or society?
• Are these positive or negative portrayals of women?
• Did you see yourself in any of the character? If yes, which one? What did you have in common with that character?
• If you did not see yourself in any of the characters, what is the reason behind that?
• What other images of women and girls do you want to see in the media?

Using the Background Information to the right, the facilitator will:
Provide explanations on how the media production and dissemination of media products and information take place
Discuss ownership and decision making in the media

The facilitator will:
• Provide explanations on how the media production and society
• Discuss ownership and decision making in the media

Background Information for the Facilitator
Female stereotypes in the media are almost universal: the femme fatale, the supermom, the seductress, damsel in distress, and the nasty corporate climber. Television, film and print media are full of such images of women and girls. The misconceptions promoted by popular culture about women in leadership have been particularly harmful. Movies and television have encouraged the association of character flaws such as emotional instability, helplessness, and timidity with women. Although some strides have been made in how the media portray women and girls, such female stereotypes continue to dominate the narrative.

This sexism, according to the Women’s Media Center’s Annual Status Report (2015), can be attributed to the limited numbers of female employees in the industry. The problem extends beyond the media industry, with low levels of female representation in most industries. In Bangladesh, only 21.9% of the educated workforce is female (falling far below the world average of 66.4%) and only 4.8% of upper management in companies is comprised of women (again, much below the world average of 18%). Although in Indonesia, women are doing a little better (22.1% in leadership roles), the fact remains that men make up the majority of management roles in most industries (specifically, the media industry). Therefore, it is not surprising that the media often fails to represent women accurately. The sexism which influences many male directors and producers is deeply rooted in societal stereotypes.

The importance of the representation of women in the media should not be underestimated. The media gives viewers people to look up to and relate to. When young women consume popular culture, and can’t find anyone that resembles them, they are left alone with little to aspire to.

Section E.2 Examining Media’s Coverage of Conflicts

Interactive Lecture: Examining Media’s Coverage of Conflicts
Materials needed: white board or black board or flip chart, markers, chart paper and projector (if available and if resource person prefers to use this over the above materials), microphone (optional)
Time needed: 1 hour

The facilitator will lead an interactive lecture, using the Interactive Lecture Content below.
Media can play a role in either the escalation or resolution of a conflict. The role media plays in a conflict is often determined by the relationship the media has with actors involved in the conflict and the independence of the media industry in the given society (International Media Support, 2012). The Rwandan Genocide sparked debate about the role of the media in covering conflict. However, this is certainly not a modern phenomenon. The media has been used as a propaganda machine to control the public in many dictatorial regimes such as the Soviet Union and Nazi Germany.

The political significance of some conflicts affects the media's coverage of a conflict and therefore, the response of the world's most powerful governments. The media industry – particularly media enterprises in Europe and the USA that operate internationally – carefully monitors the demands and concerns of their domestic audience. Editors and producers determine which conflicts should be covered and which should be ignored. For example, violent extremist attacks that get the most attention, while similar attacks in Paris or London were heavily reported on. Terror attack in Dhaka (2016) have received limited international media attention, while similar attacks in Indonesia (2002 Bali Bombing) and in Bangladesh (2016) have been covered extensively.

Nevertheless, the media serves as a powerful tool to acquire the attention of the international community and escalate or resolve a conflict. Often, the media can incite strong public backlash which can force governments to respond to domestic demands. For instance, many believe that the media coverage of the conflict played a key role in turning U.S. public opinion against the war in Vietnam. Lack of popular support eventually forced the U.S. to withdraw from that conflict, illustrating the crucial role that the media plays in shaping policy responses of governments to conflicts.

Fake news has also become a pandemic plaguing the media's coverage of conflicts. Disinformation or hoaxes are deliberately spread through broadcast news media or social media too. Fake news is written and published with the intent to mislead people, spread fear and distrust, and sensationalize issues. This kind of media coverage raises serious media coverage and makes it challenging for journalists to cover significant news stories. Recently, certain political leaders have begun dismissing legitimate news stories as "fake news" to diminish their credibility and avoid answering important questions.

The best way to identify fake news is to vet the publisher's credibility. "Would the publishing site meet academic citation standards? Is the domain name? Who is the author?" The article quality (spelling errors/dramatic punctuation) can also be telling. Finally, if the article lacks quotes or contributing sources, it could be fake.
As recognized by the Beijing Platform for Action in 1995, social media is a powerful tool which can be used to empower young women and girls. It can mobilize the attention of the international community to women’s rights and issues and assist in challenging discrimination and stereotypes. Social media can help mobilize women and girls’ issues on the internet to raise awareness and provide a counter-narrative to battle radicalization and violent extremism.

Dubbed as ‘hashtag activism’, this phenomenon has brought women’s issues to governments’ agendas by garnering public support and increasing the visibility of advocacy and campaigns. Non-profit organizations have used social media to call on the government for greater accountability towards gender equality. For example, after the 2012 gang rape of a young woman (Nirbhaya) in New Delhi, public outcry and protests resulted in the introduction of anti-rape provisions in the Indian Criminal Code (Sharma, 2014). Social media tools have helped women share their experiences online, fostering the exchange of knowledge and information on their rights, legal processes, and welfare services.

Social media in the form of digital marketing is a powerful tool for young women and girls running local businesses. Digital marketing can help increase the customer base for a business by targeting specific demographics and creating awareness and interest amongst a larger audience. Local marketing can help increase the visibility of a business by providing a platform for the exchange of ideas, networking opportunities with decision-makers and public figures. This divide between local women’s movements also limits the success of online activism.

Overwhelmed with many small online campaigns, rather than one, all-encompassing, streamlined campaign, many online viewers are not engaged by women’s online activism. In addition, the lack of censorship and harassment of online activists by governments has proved to be an obstacle too.

To overcome these challenges, the OECD recommends to begin facilitating women’s access to technology. This would involve training women on strategic means for organizing an online campaign (the use of hashtags, monitoring impact, and developing strong messaging). It is also essential to increase female leadership in media organizations and the government. Creating such strategic partnerships ensures that online advocacy reaches the ears of both the public and policymakers. Finally, working with a cross-section of actors including non-profit organizations, traditional media, and men is necessary. All members of society must be involved in order to truly create and deliver a more successful campaign which will attract greater attention.

INTERACTIVE LECTURE CONTENT FOR THE FACILITATOR

Group Exercise: Understanding Social Media Websites

Time needed: 1 hour

The facilitator will:

- Show the participants the logos for the most popular social media websites (Facebook, Instagram, Twitter, and YouTube) and briefly describe each platform using the Background Information to the right.
- Ask participants to brainstorm on what they believe each website is used for, focusing on answering the following questions:
  - What form of media (picture, article, status, video, etc.) will you upload on this website?
  - Who do you think you can reach through this website?
  - How many people do you think you can reach through this website?
  - What are you expecting to gain out of uploading something on this website? Sample answers for this can be awareness, donations, visibility, etc.
  - What is each platform used for, focusing on answering the following questions:
    - How many people do you think you can reach through this website?
    - What are you expecting to gain out of uploading something on this website? Sample answers for this can be visibility, engagement.

Materials needed: access to the Internet, laptop/paper, and markers.

The first step to using social media successfully is understanding what each social media platform is used for.

Facebook: This is the largest social media website in the world with 1.23 billion active users. The minimum age required to join Facebook is 13; the website is most popular amongst 18-29 year olds.

Facebook offers three tools which can be used for online marketing: pages, ads, and groups.

Pages, like profiles, can be set up for businesses or organizations to share information about themselves. Usually, videos, photos, articles, and status updates are shared on pages. Users can “like” or “follow” pages in order to receive updates from the page on their newsfeed. Pages can be “liked” by anyone without the hassle of friend requests and restrictions on the number of “friends”/“fans” that can “like” the page. The greatest advantage of setting up pages is that it is free!

Ads help organizations target their social media campaign to specific geographic areas, ages, and other demographic figures. They ensure that the organizations reach the right audience quickly. However, it is most important to note that unlike pages, ads are not free and must be paid for. Engagement is targeted to Facebook users’ interests, friend network, etc.

Groups are similar to online discussion forums where like-minded people share information about certain issues (for example, female genital mutilation/women’s rights/STEM careers for women). Creating a related group to your cause can help reach people too. Groups generally have a high level of engagement.

Finally, groups are similar to online discussion forums where like-minded people share information about certain issues (for example, female genital mutilation/women’s rights/STEM careers for women). Creating a related group to your cause can help reach people too. Groups generally have a high level of engagement.
For young women and girls running local businesses, Facebook can be a great way to start a successful digital marketing campaign. Creating a social media presence for a small business is the best way to ensure its rapid growth, continued success, and create a targeted, loyal customer base.

Posting photos of events held, success stories of girls, featuring particularly involved volunteers or supporters, and of the work that you do helps attract and engage others.

For local business-owners, Instagram can be a great place to showcase products and entice customers into purchasing them through flattering descriptions and displays. Instagram is most widely used in North America, South and East Asia, and the Middle East.

Twitter: Twitter is used to share short messages (tweets) consisting of 280 characters with people who subscribe to you (followers). It is a useful platform to be heard, but also to listen and follow news and debates in your area. Users can follow(subscribe to) other users. This allows you to read, reply and easily share their tweets with your followers (retweet).

Usually, organizations will follow like-minded people and other organizations, business partners, competitors, businesses in the neighborhood, people in your professional network, etc. You can follow celebrities and important politicians (for example, the UN Secretary-General.). Twitter tends to be more politicized than other mediums. Politically-engaged individuals are more likely to dialogue on Twitter. Content on Twitter generally receives more engagement when using hashtags (including visuals in posts).

YouTube: YouTube is one of the oldest social media websites used only for sharing video content. You can upload videos of any duration to your "channel" which will be available to all users. Videos can receive likes, dislikes, and comments. If users particularly enjoy your videos, they can "subscribe" to your channel.

YouTube helps organizations and people engage with their audience. Videos can go viral and attain millions of views if they are concise, creative, and catchy. Some examples of videos that can be shared are: informational videos sharing experiences of girls/explanations on the current situation in a region, videos giving advice on how to excel if you are a girl in a similar situation, video advertisements requesting viewers to support an organization by donating/supporting an event, and videos stirring discussion and debate on current issues. YouTube, like all other social media platforms, requires creativity. It is up to you to make your brand stand out amongst all others. It is recommended to pair a Youtube video with another platform (Twitter or Facebook) to promote the content of the video. Youtube has a fairly limited reach on its own.

The facilitators will:
- Ask the participants to brainstorm on what makes a social media campaign successful
- Lead a lecture on the characteristics of a successful social media campaign, using the participants’ responses as a starting point as well as the Interactive Lecture Content on the next page
There are millions of social media campaigns on the internet. To have your campaign be noticed, it is important to understand what makes one successful.

Your campaign must be targeted with a clear set of objectives, a specific audience, and success criteria. Ensure that your campaign revolves around a specific issue (no matter how small). It will be much easier to develop the right content and messaging when you have a narrow issue to focus on. Identify the specific actions you want your audience to take after they have viewed your campaign. This will help you design content that will persuade your viewers to take these actions. If you want your audience to donate, share your video, or attend your event, you need to convince them to do so through your social media campaign!

Your content must be suitable for the social media website you are using. It should be simple too. Your audience is unlikely to engage with verbose slogans about complicated issues that they do not fully understand. The most successful social media campaigns forge an emotional connection between the cause and the audience.

Make your campaign memorable and personal by telling stories that have an emotional resonance for your audience and they can immediately identify with. Engage your viewers in an ongoing conversation or discussion about the issue at hand and your goal. This will translate into long-term loyalty from your audience and perhaps tangible results in the form of donations.

Many of these objectives can be documented and therefore, pursued through a social media and marketing plan. Ensure that your plan is realistic and your goals are attainable.

The following can be used as a template for a social media and marketing plan:

- Goals and objectives for social media campaign
- Target audience
- Timeline (how long do you expect the entire campaign to last, when will it start/finish, what will you be doing at different stages of the campaign?)
- Chosen social media platforms—What platforms will you use and how?
- Medium (photos/videos/statuses/tweets)
- USP (Unique Selling Point) of campaign

Here are some successful examples of social media campaigns:

#WeAreSilent: Malala Yousafzai inspired the world with her fierce and brave commitment to education. On April 17, the Malala Fund joined forces with Free the Children and dozens of celebrities to launch the #WeAreSilent campaign, a 24-hour silent stand to raise awareness about the millions of girls who have been denied the right to go to school.

The Girl Ambassadors for Peace in Lamongan, East Java, Indonesia have run various interactive social media campaigns encouraging youth to exercise their civic duty by voting in the past 2019 national elections. They were able to reach large numbers of youth voters through their Instagram follower-base.
Group Exercise: Designing a Successful Social Media Campaign

Materials needed: access to the Internet, Paper, and Markers
Time needed: 1 hour

The facilitator will:
- Split participants up into groups of five or six
- Each group will:
  - Pick a cause to focus on and come up with a slogan or a hashtag for it
  - Link their campaign to economic empowerment (specifically, the issue of the lack of economic opportunities leading to radicalism and violent extremism)
  - Draft a social media and marketing plan for their campaign
- The facilitator will:
  - Introduce the participants to the concept of digital marketing strategies using the Background Information to the right
  - Guide the participants through the 5 steps of designing a digital marketing strategy, also outlined in the Background Information

Note: The media and social media component of the training for the GA4P provides some of the most important job skills and life skills they could learn.

Section E.5 Digital Marketing Strategies

Group Exercise: Designing a Digital Marketing Strategy

Materials needed: access to the Internet, Paper, and Markers
Time needed: 1 hour and 30 minutes

The facilitator will:
- Introduce the participants to the concept of digital marketing strategies using the Background Information to the right
- Guide the participants through the 5 steps of designing a digital marketing strategy, also outlined in the Background Information

Note: A template, printer-version of the 5-step Development of a Digital Marketing Strategy is also included as an Annex.

Using social media in developing and implementing digital marketing strategies for socio-economic enterprises is essential. By advertising products and services online, entrepreneurs are able to reach a broader customer base and raise awareness about their business. In many countries, e-commerce websites are hugely popular which provide online marketplaces for women’s products. The internet has become the new best route for getting products to women. Entrepreneurs can also use social media as an additional marketing tool. The use of social media and the internet is changing the way products are bought and sold. Today, a customer is no longer bound to a physical location to purchase a product or service. Today, a customer is no longer bound to a physical location to purchase a product or service. A social media marketing plan can be used to effectively communicate with a target audience.

Designing a Digital Marketing Strategy in 5 Steps

Stage One: Plan
1. Draft a logo (can be done at a later time) – your logo should reflect you as a group, what you’re selling, and should be simple.
2. Write a full description of the product(s) you will be selling. It is important to have a description you can use across different platforms to maintain consistency.
3. Name your product(s) – consistent names for products allows customers to easily search for an item previously purchased or recommend a specific item to someone else.
4. Write a description of your micro business (who is involved and how the organization started). When people go to buy products online or see information online about products they can purchase in person, they may want to know more about the people who make the product.

Stage Two: Reach
1. Building awareness through personal branding – Personal branding gives your customers a more trustworthy and higher quality image of your business. Along with your product description created in stage one, branding your product also ensures consistency of products. Customers want to know that they will be receiving the same quality and quantity of product they received the previous time they purchased the item. Use the logo that you designed and the descriptions of your products to introduce your product online in the different platforms you have set up. What is the unique selling point (USP) of your product? Why should someone buy it?

6. Prepare ways to track sales (numbers and finances) across a variety of platforms. It is important to set up a system to track purchase requests that may be submitted across your various online platforms such as a website or social media.
7. Determines platforms your organization can use – a website, an online store, email, or different social media platforms (e.g., Facebook, Instagram, and WhatsApp).

ILLUSTRATION

Background Information for the Facilitator

Using social media in developing and implementing digital marketing strategies for socio-economic enterprises is essential. By advertising products and services online, entrepreneurs are able to reach a broader customer base and raise awareness about their business. In many countries, e-commerce websites are hugely popular which provide online marketplaces for women’s products. The internet has become the new best route for getting products to women. Entrepreneurs can also use social media as an additional marketing tool. The use of social media and the internet is changing the way products are bought and sold. Today, a customer is no longer bound to a physical location to purchase a product or service. Today, a customer is no longer bound to a physical location to purchase a product or service. A social media marketing plan can be used to effectively communicate with a target audience.

5. In addition to your logo, it is important to determine the design of your product if applicable. If you are using images of your product online, it is important that the product will look the same when a customer purchases it.
6. Prepare ways to track sales (numbers and finances) across a variety of platforms. It is important to set up a system to track purchase requests that may be submitted across your various online platforms such as a website or social media.
7. Determines platforms your organization can use – a website, an online store, email, or different social media platforms (e.g., Facebook, Instagram, and WhatsApp).

Stage One: Plan
1. Draft a logo (can be done at a later time) – your logo should reflect you as a group, what you’re selling, and should be simple.
2. Write a full description of the product(s) you will be selling. It is important to have a description you can use across different platforms to maintain consistency.
3. Name your product(s) – consistent names for products allows customers to easily search for an item previously purchased or recommend a specific item to someone else.
4. Write a description of your micro business (who is involved and how the organization started). When people go to buy products online or see information online about products they can purchase in person, they may want to know more about the people who make the product.

Stage Two: Reach
Now that you have answered the questions in Stage One, it is time to combine the information to create content. Stage two consists of three key steps:

1. Building awareness through personal branding – Personal branding gives your customers a more trustworthy and higher quality image of your business. Along with your product description created in stage one, branding your product also ensures consistency of products. Customers want to know that they will be receiving the same quality and quantity of product they received the previous time they purchased the item. Use the logo that you designed and the descriptions of your products to introduce your product online in the different platforms you have set up. What is the unique selling point (USP) of your product? Why should someone buy it?
vanessa@123gmail.com

Dear [Recipient],

I am writing to share the exciting news about our upcoming event. We are thrilled to announce that our grand opening ceremony is scheduled for next month, and we hope to see you there! Our team has been hard at work preparing for this special occasion.

The event will feature a ribbon-cutting ceremony, a keynote speech, and refreshments. We are also planning a series of workshops and interactive sessions that will showcase our latest products and services. These sessions are designed to engage our customers and provide valuable insights into our offerings.

We believe that this event is a fantastic opportunity to connect with our community and strengthen our relationships with our loyal customers. It is our goal to create a welcoming and inclusive atmosphere that reflects our commitment to excellence.

We would like to extend a special invitation to our existing customers to join us in celebrating this milestone. If you are unable to attend in person, we will be happy to share more information about the event via our website or social media channels.

Thank you for your continued support of our business. We look forward to seeing you soon.

Sincerely,

[Your Name]

[Company Name]
Module F
Participatory Theater as an Instrument for Promoting Gender Equality, Peacebuilding, and Preventing Violent Extremism (Using Playback Theater as Key Technique)

Module Objectives
After completing this module, the participants will:
- Know how to use Playback Theater as an instrument for community dialogues, promoting gender equality, peacebuilding, and preventing violent extremism.

Following steps:

1. The facilitator will first introduce theater as a powerful form of expression and peacebuilding. The facilitator will then guide participants through finding the elements of a story in playback theater, though the facilitator will request a participant to read up and sit on the ground below the driver, throwing hands and feet down on the floor in total joy and childlike enthusiasm. A third performer stands on a chair behind the driver posing with gestures of strength and power. The fourth actor enters the stage and repeats the word “wow!” as if he or she cannot believe it is true.

2. After each performer enters the scene, they continue their movements and sounds until all performers connect their sounds, movements, and emotions in a unified way. The facilitator will then ask the following Reflection Questions to the participant who volunteers to read the story:

   - What was the main essence of the story?
   - What happened?
   - What did you notice about the exercise?
   - What did you learn from the performance?

3. After the freeze, facilitator will instruct the performers to return to their chairs and look at the storyteller. It is important to thank the teller using eye contact. As conductor, the facilitator will shift attention back to the teller, asking, “did you see elements of your story?” and ask the audience and performers to listen as the teller describes aspects of the fluid sculpture that may have resonated with him or her. The facilitator will write the elements of the story in a white or black board as gathered by the story teller.

4. The facilitator will ask the following Reflection Questions to other participants:

   - What happened?
   - What did you notice about the exercise?
   - What is important about using other people’s stories in performance?
   - What was the main essence of the story?

5. The facilitator will compare the answers provided by the story teller and other participants and then make a concluding remark as to whether Playback theater was a strong form of expression to find the main element of the story.

Module F.1 Theater as a Form of Expression, and as an Instrument for Community Dialogues and Conflict Resolution

Group Exercise: Finding the Elements of a Story in a Playback Theatre

Materials needed: White or black board, a printed story, chair, small carpets, microphones (optional)

Time needed: 45 minutes

Informed by the Background Information on the right, the facilitator will first introduce theater as a powerful form of expression and peacebuilding. The facilitator will then guide participants through finding the elements of a story in playback theater, though the following steps:

- The facilitator will request a participant to volunteer to read up and sit on the ground below the driver, throwing hands and feet down on the floor in total joy and childlike enthusiasm. A third performer stands on a chair behind the driver posing with gestures of strength and power. The fourth actor enters the stage and repeats the word “wow!” as if he or she cannot believe it is true.

- After each performer enters the scene, they continue their movements and sounds until all performers connect their sounds, movements, and emotions in a unified way. The facilitator will then ask the following Reflection Questions to the participant who volunteers to read the story:

   - What was the main essence of the story?
   - What happened?
   - What did you notice about the exercise?
   - What did you learn from the performance?

- After the freeze, facilitator will instruct the performers to return to their chairs and look at the storyteller. It is important to thank the teller using eye contact. As conductor, the facilitator will shift attention back to the teller, asking, “did you see elements of your story?” and ask the audience and performers to listen as the teller describes aspects of the fluid sculpture that may have resonated with him or her. The facilitator will write the elements of the story in a white or black board as gathered by the story teller.

- The facilitator will ask the following Reflection Questions to other participants:

   - What happened?
   - What did you notice about the exercise?
   - What is important about using other people’s stories in performance?
   - What was the main essence of the story?

- The facilitator will compare the answers provided by the story teller and other participants and then make a concluding remark as to whether Playback theater was a strong form of expression to find the main element of the story.

Source: Jonathan Fox and J. Salas, Playback Theatre

Background Information for the Facilitator

Theatre is a creative and expressive area of human activity which provides a powerful source of peacebuilding energy and passion that is not always apparent in the formalized processes of political conflict resolution.

Playback Theatre has now spread around the world, with hundreds of companies on five continents and in over 50 countries. Globally, Playback is often used to reach disenfranchised people and to build understanding where conflict had driven people apart.

Playback and Reconciliation

A performance of playback theatre opens up a creative communal space larger than the family where neighbors and citizens can explore common concerns as a group or community. This is a significant space for the work of reconciliation. Jean Paul Lederach describes this work as creating a place of encounter, in which parties to a conflict can meet, focus on their relationship and share their perceptions, feelings, and experiences with one another, with the goal of creating new perceptions and a new shared experience. For, as Playback Theatre is entertaining and dramatically pleasing, it is not just an entertainment or a social experience. In contrast to conventional theatre the audience members engage with the conductor and the performing troupe and with other members of the audience as they tell stories from their everyday lives.

Playback theatre can contribute to reconciliation by building community relationships as people tell, listen to, witness each other’s stories and see these stories performed. In good Playback theatre an open group culture is developed in which audience members feel interested and motivated to tell stories, and feel their stories are listened to respectfully and in an accepting way by the conductor and the performers and by fellow audience members. Playback practitioners develop strong listening and empathic skills.
Girl Ambassadors for Peace at a glance

Group Exercise: Conflict Dialogues and Peacebuilding

Materials needed: White board or black board, microphones (optional)

Time needed: 45 minutes

The facilitator will guide participants through conflict dialogues and peacebuilding, following the following steps:

1. The facilitator will ask 8 participants to perform and sit in a dialogue model. The participants will be divided into two groups. They will be given an issue and also arguments for and against the issue. One group will focus in favor of the arguments and other will focus against the arguments. The group will be made to have a dialogue model in which there is conflict between various people and leading to a certain solution. (10 minutes)

2. The facilitator will discuss with the performers what happened and how was the scene resolved. What are some alternatives to the solution? How many other solutions can you describe? (Accept all of the alternatives that are given, no matter how outrageous. The point here is to get in the habit of finding alternatives for every situation.)

3. The facilitator will ask the performers to pick out specific lines that they felt escalated the conflict or de-escalated the conflict. Similarly, facilitator should collect responses to the same question from the non-actors. (Frequently, those on the outside see things that the participants do not.)

4. The facilitator will then explain as to the one thing which could be done about the problem by looking from both sides. And then, give participants the solution to the problem through win-win situation.

(Source: Patricia Sternberg (1998) Theatre for Conflict Resolution)

Section F.2 Interactive Storytelling: Including Improvisation, Mimicry, Pantomime, and Role Playing

Introductory Discussion: Interactive Storytelling

Materials needed: White board or black board, microphones (optional)

Time needed: 15 minutes

Using the Background Information on the right, the facilitator will:

1. Introduce the concept of interactive storytelling
2. Outline the steps and three activities that will prepare participants to be storytellers: namely Timelines, Community Mapping and Spider Charts

Background Information for the Facilitator

What is Interactive Storytelling?

Interactive Storytelling can be a way of enabling people who have experienced discrimination, trauma, stigmatization or violence to tell their story and be heard. They can raise awareness about sensitive issues like rape, displacement, tribal tension or lack of women’s representation. Storytelling is useful when the literacy level is low since it is mainly an oral form of expression.

The process of storytelling has three important stages (Feed the Minds, 2014):

1. Preparation
2. During
3. After

Preparation

Trust needs to be built and people often need help in seeing themselves as storytellers. When using storytelling for peacebuilding it is useful to know something about: i) the kinds of conflicts and tensions which are common in the participants’ own lives and ii) the challenges which participants have faced in their lives. Timelines, community mapping and spider charts are just three simple activities which need few resources and can help groups to prepare for storytelling.

During

During Interactive Storytelling, it is key for the facilitator to:

[Source: Patricia Sternberg (1998) Theatre for Conflict Resolution]
Show attention, show interest, and listen carefully
Have sympathy and kindness in your heart
Keep eye contact if the storyteller is looking at you
Avoid unnecessary interruptions from you or the group
Ask gentle questions for clarity or encouragement, if they are needed
Allow the storyteller to tell as much or as little as they choose
When emotions overflow a gentle word or pat on the arm might be helpful
Have personal confidence in listening; do not try and think of ‘useful’ things to say
Allow a moment of quiet immediately after the storyteller has finished

After the way a group responds after someone has told a story can have an enormous effect on the storyteller and the healing processes. When storytelling is being used for peacebuilding and trauma healing, the following points are important:

Do thank the storyteller for sharing their story
Do recognize the courage needed for sharing their story
Do allow the storyteller time to sit quietly if they want to
Do encourage the storyteller to talk about the parts of the story they want to, before discussing other areas
Do allow plenty of time for discussion afterwards
Finish by giving everyone the chance to say what they have gained from the story

The purpose of this Timeline exercise is to help participants share the major events of their life and understand the stresses and challenges which others have faced. The facilitator will follow these steps:

The facilitator will ask the participants to work alone and draw a timeline of their life showing important events such as marriage or displacement. Participants will spend some quiet time thinking about times of challenge such as drought, loss and war.

Participants will practice telling their own story in small groups of 3 - 4 while others listen. Each group will choose 1 story to tell other participants:

1 person introduces the story
1 person tells the story
1 person explains why the story was chosen and what makes it an inspiring story

The facilitator will bring each story provider into a panel discussion to discuss on what rights were denied and if legal processes were used to access their rights; or laws and policies were ineffective that they have been denied their rights. The group reflects on what lessons they can learn from the story and how can they support people in their own communities.

Note: It is important that participants are not under any pressure to talk about particular times in their lives but can choose to say as much or as little as they want to.
Girls in Action in South Sudan

In 2016, GNWP conducted trainings in Torit, South Sudan. The Girl Ambassadors for Peace conducted a series of theater skits on issues relevant to their communities. They performed skits on water-related quarrels, resource conflicts, and community issues that were often observed or experienced in their lives. After performing these skits, they were asked to find creative solutions to the problems they had showcased - this was peacebuilding.

After finding common solutions and highlighting them in the theater performances, the GA4P performed these in the community. The theater performances were well received as they identified and resolved many local, everyday problems faced by members of the community. This visual and collaborative approach to peacebuilding brought more dialogue and understanding within the groups.

V. GA4P Training: In closing

On the last day of the GA4P training, consider the following steps:

- **Plan next steps**
  To ensure the continued engagement of the Girl Ambassadors for Peace, it is important for the GA4P to agree upon next steps, activities, and intended goals before the training ends. With the help of the facilitators, the GA4P will design a work plan and media strategy, which they will implement throughout the year. It is also crucial to assign responsibilities. In all five countries where this program is operational, the GA4P have clearly defined leadership structures consisting of a local coordinator, treasurer, and secretary. Certain GA4P are assigned to coordinate particular activities. This also continues to build the leadership skills of the GA4P. Local partner organizations should continue to provide support and assist the GA4P in their endeavors.

- **Distribute and collect completed Knowledge, Beliefs, Attitudes and Perceptions survey (post-training)**
  After next steps have been identified, the facilitator will distribute the Knowledge, Beliefs, Attitudes and Perceptions survey once more. The facilitator will make sure that the participants have the time to fill out the survey. The surveys should then be collected and compared with the pre-training surveys at a later time.

- **Distribute and collect the evaluation form**
  The facilitator will distribute the evaluation form and make sure that the participants have sufficient time to complete the form.

IN SUMMARY: IN CLOSING CHECKLIST

- Plan next steps
- Distribute and collect completed Knowledge, Beliefs, Attitudes and Perceptions survey
- Distribute and collect the evaluation form
After the GA4P training, the following steps can be used to evaluate program effectiveness:

✓ Analyze the change in the participants’ knowledge, beliefs, attitudes and perceptions

The responses to the Knowledge, Beliefs, Attitudes and Perceptions survey conducted before and after the training should be analyzed to provide insights into how the training has changed the beliefs, attitudes, knowledge and perceptions of the participants.

✓ Review the feedback from the training evaluations

Feedback from participants on the evaluation forms is valuable to make necessary adjustments related to training facilitation, content, venue, etc. in order to improve future GA4P trainings.

✓ Circulate training materials, key points of discussion and recommendations to maintain momentum

The facilitator and resource persons should collect and organize all the training materials and summaries of all the discussions that took place during the training. These should be circulated among all participants. In addition to a training report, the key priorities and recommendations of the young women and girls should be gathered.

✓ Stay in touch with training participants

It is important to stay in touch with the training participants and to continue to assist them as use the tools they have gained and transmit their knowledge and skills to other young women and girls in their local communities. Depending on the context of the country, staying in touch can involve creating Facebook or Whatsapp groups or corresponding via email.

VII. COORDINATION AND PARTNERSHIPS

The creation of this Toolkit would not have been possible without GNWP’s in-country implementation partners, Jago Nari Unnayon Sangsta (JNUS) and the Asian Muslim Action Network (AMAN) Indonesia. Lessons learned from the implementation of these modules and their corresponding exercises with the Girl Ambassadors for Peace in Ramu and Ukhiya, Bangladesh and Poso and Lamongan, Indonesia have also greatly contributed to the contents of the Toolkit. Finally, GNWP consulted resource people on economic empowerment, social media, and theater in both Bangladesh and Indonesia. Their contextual expertise improved the relevance of the activities covered in this Toolkit.
What is UN Security Council Resolution 1325?
UNSCR 1325 is a landmark international legal framework that addresses not only the inordinate impact of war on women, but also the pivotal role women should and do play in conflict management, conflict resolution and sustainable peace.

What are the four pillars of Resolution 1325? What does UNSCR 1325 requires countries to do?

Participation: Resolution 1325 calls for increased participation of women at all levels of decision-making, including in national, regional, and international institutions; in mechanisms for the prevention, management and resolution of conflict; in peace negotiations; in peace operations, as soldiers, police, and civilians; and as Special Representatives of the UN Secretary-General.

Protection: Resolution 1325 calls specifically for the protection of women and girls from sexual and gender-based violence, including in emergency and humanitarian situations, such as in refugee camps.

Prevention: Resolution 1325 calls for improving intervention strategies in the prevention of violence against women, including by prosecuting those responsible for violations of international law; strengthening women’s rights under national law; and supporting local women’s peace initiatives and conflict resolution processes.

Relief and Recovery: Resolution 1325 calls for advancement of relief and recovery measures to address international crises through a gendered lens, including by respecting the civilian and humanitarian nature of refugee camps, and taking into account the particular needs of women and girls in the design of refugee camps and settlements.
Why is Resolution 1325 Important?
Resolution 1325 is one way of understanding and recognizing that, more and more often, people in the community are being targeted during war. Specifically, women and girls are being threatened with violence and sexual abuse. 1325 admits that the experiences of women and girls during conflict times, and in particular protect young women and young men from all forms of sexual and gender-based violence and sexual abuse. 1325 admits that the experiences of women and girls are being threatened with violence and sexual abuse. It affirms young people's important role in the prevention and in the promotion of peace and security. It further affirms young people's important role in the prevention and resolution of conflicts and stresses the importance of engaging youth as partners and leaders in peacebuilding.

What is UN Security Council Resolution 1820?
Resolution 1820 is an essential supporting element for full implementation of 1325. Sexual violence in conflict can never again be dismissed as 'collateral damage'. Sexual violence can be prevented through effective military/police tactics and efforts to end impunity. Women must be consulted and closely involved in all measures taken on their behalf. Sexual violence prevention and punishment is an obligation, not an aspiration.

What is UN Security Council Resolution 2250?
UNSCR 2250 (adopted in December 2015) on YPS recognizes the important, constructive and positive contributions of youth in the maintenance and promotion of peace and security. It further affirms young people’s important role in the prevention and resolution of conflicts and stresses the importance of engaging youth as partners and leaders in peacebuilding.

What are the pillars of Resolution 2250? What does UNSCR 2250 requires countries to do?
• Participation: It calls on Member States to involve young people in conflict prevention and resolution, in violence prevention, in the promotion of social cohesion and in peace. Member States are urged to consider ways to increase representation of youth in decision-making at all levels.
• Protection: Recalls the obligations to protect civilians, including young people, during armed conflict and in post-conflict times, and in particular protect young women and young men from all forms of sexual and gender-based violence.
• Prevention: Urges Member States and key stakeholders to facilitate an enabling environment and improve investments in socio-economic development and quality education for young women and young men, and create mechanisms to promote a culture of peace, tolerance, intercultural and interreligious dialogue that involve youth.
• Partnership: Urges UN entities, international organizations and civil society to actively increase political, financial, technical and logistical support for young people’s participation in peacebuilding. It also highlights the importance of partnering with youth, local communities and non-governmental actors in countering violent extremism.
• Encouragement: Support the meaningful reintegration of young women and men directly involved in armed conflict.

Why is Resolution 2250 Important?
• Supports a new narrative that young people are agents of peace.
• Provides recognition and legitimacy to young men and women at war, working in grassroots, local, national, regional and global levels towards sustainable peace.
• Ensures youth protection by reminding governments of their responsibility to protect young people in armed conflict.
• Promotes youth representation and participation at all levels in peace processes.
• Fosters partnerships with representatives of different sectors to generate inclusive peace processes, including the UN, governments, donors, civil society, youth organizations, etc.

Provides tools for countering violent extremism and highlights gender equality as a tool for peace.
Ensures accountability because it calls for an annual debate in the Security Council to discuss the progress on the implementation of the resolution.

What is UN Security Council Resolution 2419?
Adopted in 2018, this resolution calls for the full and equal participation of youth at all decision-making levels in conflict prevention and resolution along with security-related discussions.
Recognizes that the marginalization of youth is detrimental to building sustainable peace and countering violent extremism, as well as conducive to terrorism.
Calls on Member States to protect educational institutions as spaces free from all violence, ensure that they are accessible to all youth, and take steps to address young women’s equal enjoyment of their rights to education.
<table>
<thead>
<tr>
<th>PICTURE</th>
<th>WORD</th>
<th>ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Ball" /></td>
<td>BALL</td>
<td>B</td>
</tr>
<tr>
<td><img src="image" alt="Pen" /></td>
<td>PEN</td>
<td>P</td>
</tr>
<tr>
<td><img src="image" alt="Cat" /></td>
<td>CAT</td>
<td>C</td>
</tr>
<tr>
<td><img src="image" alt="Dog" /></td>
<td>DOG</td>
<td>D</td>
</tr>
</tbody>
</table>

ANNEX B
Pictorial Literacy Chart
<table>
<thead>
<tr>
<th>PICTURE</th>
<th>WORD</th>
<th>ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAT</td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>ANT</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>EYE</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>FAN</td>
<td>F</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PICTURE</th>
<th>WORD</th>
<th>ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUG</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>JUG</td>
<td>J</td>
<td></td>
</tr>
<tr>
<td>VAN</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>HEN</td>
<td>H</td>
<td></td>
</tr>
<tr>
<td>PICTURE</td>
<td>WORD</td>
<td>ALPHABET</td>
</tr>
<tr>
<td>-------------</td>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>🌟</td>
<td>TOP</td>
<td>T</td>
</tr>
<tr>
<td>⭐️</td>
<td>STAR</td>
<td>S</td>
</tr>
<tr>
<td>🎩</td>
<td>QUEEN</td>
<td>Q</td>
</tr>
<tr>
<td>🕐</td>
<td>WATCH</td>
<td>W</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PICTURE</th>
<th>WORD</th>
<th>ALPHABET</th>
</tr>
</thead>
<tbody>
<tr>
<td>🐐</td>
<td>GOAT</td>
<td>G</td>
</tr>
<tr>
<td>🥶</td>
<td>ICE</td>
<td>I</td>
</tr>
<tr>
<td>🐄</td>
<td>OX</td>
<td>O</td>
</tr>
<tr>
<td>🚁</td>
<td>KITE</td>
<td>K</td>
</tr>
<tr>
<td>PICTURE</td>
<td>WORD</td>
<td>ALPHABET</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td><img src="image1.png" alt="Lion" /></td>
<td>LION</td>
<td>L</td>
</tr>
<tr>
<td><img src="image2.png" alt="Nose" /></td>
<td>NOSE</td>
<td>N</td>
</tr>
<tr>
<td><img src="image3.png" alt="Yam" /></td>
<td>YAM</td>
<td>Y</td>
</tr>
<tr>
<td><img src="image4.png" alt="X-ray" /></td>
<td>X-RAY</td>
<td>X</td>
</tr>
</tbody>
</table>

**PICTURE**
- ![Umbrella](image5.png)
- ![Zebra](image6.png)

**WORD**
- UMBRELLA
- ZEBRA

**ALPHABET**
- U
- Z
<table>
<thead>
<tr>
<th>PICTURE</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Rose" /></td>
<td>0</td>
</tr>
<tr>
<td><img src="image2" alt="Elephants" /></td>
<td>1</td>
</tr>
<tr>
<td><img src="image3" alt="Bananas" /></td>
<td>2</td>
</tr>
<tr>
<td><img src="image4" alt="Camels" /></td>
<td>3</td>
</tr>
<tr>
<td><img src="image5" alt="Fish" /></td>
<td>4</td>
</tr>
<tr>
<td><img src="image6" alt="Oranges" /></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PICTURE</th>
<th>NUMBER</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Six Elephants" /></td>
<td>6</td>
</tr>
<tr>
<td><img src="image8" alt="Seven Eggs" /></td>
<td>7</td>
</tr>
<tr>
<td><img src="image9" alt="Eight Horses" /></td>
<td>8</td>
</tr>
<tr>
<td><img src="image10" alt="Nine Crickets" /></td>
<td>9</td>
</tr>
<tr>
<td><img src="image11" alt="Ten Trees" /></td>
<td>10</td>
</tr>
</tbody>
</table>
By participating in these exercises, the Girl Ambassadors for Peace should gain the knowledge to design and the skills to implement age-appropriate, gender and culturally-sensitive lesson plans to teach basic literacy and numeracy to young women and girls in their local communities. Included below is a lesson plan template used by the GA4P in Bangladesh.

LITERACY AND NUMERACY EDUCATION FOR GA4P ORGANIZED BY GNWP

ANNEX D
GA4P LESSON PLAN
TEMPLATE (BANGLA)

ANNEX E
LIST OF RESOURCES

The list of resources provides useful, additional background information for GA4P training facilitators, as well as for young women and girls who will lead and build peace in their communities.


