



# Raise your voice with Malala:

A guide to taking action for girls' education



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## A guide to taking action for girls' education

Girls' education transforms lives, communities and countries – yet more than 130 million girls are unable to go to school. Girls around the world are standing up in support of their out-of-school sisters and fighting to see every girl complete 12 years of free, safe, quality education. By taking action in their communities, girls can contribute to the peace and prosperity of our entire world.

### **Have you ever wanted to change something but didn't know where or how to begin?**

This guide will give you the tools to raise your voice and make that change happen in your community. In the following pages, you will read real stories about girls around the world working to make sure all of us have the opportunity to go to school. You will find the information and tools you need to speak out, take action and create change.

Like the girls in this guide, you can become part of the next generation of leaders in your community and beyond.

## Let's begin!

### **A note on Personal Security**

Malala Fund does not encourage any young person to put her/himself in harm's way in pursuance of the activities prescribed in this toolkit. The guide should be used with adult guidance and full understanding of the local context, customs and security conditions in which activities are conducted and potential risks associated with advocacy.

# Table of contents

You can use this guide in many ways. You can read it on your own, with a group of friends or with an educator. You can work on it at a school, at home, at a community centre or in any other gathering place. Use the guide in the way that works best for you. Remember that your safety is always the most important thing.

- |    |  |
|----|--|
| 4  | <b>Introduction: Malala's story</b><br>Learn how she began fighting for girls' education and what she's doing now    |
| 9  | <b>Chapter 1: Things to know</b><br>Information about girls' education and breaking down the problem                 |
| 19 | <b>Chapter 2: Introduction to advocacy</b><br>Researching your problem and providing evidence                        |
| 30 | <b>Chapter 3: Things to plan</b><br>Questions to think about as you start raising your voice for girls' education    |
| 44 | <b>Chapter 4: Ways to take action</b><br>Got the commitment, got the knowledge, got the plan? You are ready to act!  |
| 59 | <b>Chapter 5: Things to help you</b><br>Templates to help you get started and how to connect with Malala Fund online |



## INTRODUCTION

# Malala's story

Who is Malala Yousafzai?

Learn how she began fighting for girls' education and what she's doing now



Malala Yousafzai started out as an ordinary girl. She lived with her family in Swat Valley, Pakistan — she teased her little brothers, had fun with her friends and enjoyed learning at school.

But things started to change when Taliban militants took control of Swat. They banned many things like owning a television, playing music and even girls going to school. Although Malala and her friends could no longer openly walk with their books, they refused to give up on their education.

Malala's family supported her decision to continue her studies in secret and to share her story. Malala began writing anonymously about life under Taliban control for the BBC, an international news organisation.



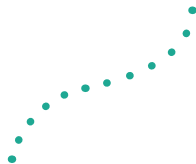
Malala started speaking out publicly about the importance of education. Even though she knew there were risks, she believed staying silent would be far worse.



In response to her rising popularity and national recognition, the Taliban decided to target her, even though she was only 15 years old. On 9 October 2012, a gunman shot Malala on her way home from school. She was in critical condition and transported to the U.K. for treatment.

Her attackers believed a bullet would silence her, but Malala miraculously survived and their actions only made her voice grow louder.

Malala continued to use her voice to fight for every girl's right to 12 years of free, safe, quality education. News of her bravery inspired millions of people in Pakistan and around the world to join Malala in speaking out for girls' education.



Malala used her extraordinary circumstance and international attention to create Malala Fund, an organisation working to see all girls in school for 12 years. Malala Fund believes in amplifying girls' voices so they can share their stories and tell leaders what resources they need to learn.

In recognition of her work for girls' education, Malala received the Nobel Peace Prize in December 2014 – the youngest person in history to do so.



**“I tell my story, not because it is unique, but because it is not. It is the story of many girls.”**

– Malala, Nobel Prize ceremony,  
December 2014

Girls all over the world are joining Malala in the fight to see every girl in school.

Meet some of these young leaders.

## Sydney



In Mexico, one in four girls will marry before her 18th birthday – but Sydney refused to be one of them. She values her education because the women in her life didn't receive that opportunity. Throughout Latin America, poverty and restrictive gender roles keep too many girls out of school. Sydney hopes more girls in her village will recognise that they belong in the classroom and can be leaders in the workforce. To encourage girls to advocate for themselves, she speaks on a local radio programme about the importance of education.

Like many girls in India, Zainab sewed footballs to support her family. But she wanted more for herself, so she convinced her father to let her go to school by explaining her earnings would increase with an education. When she became the first girl in her province to graduate secondary school and college, the chief minister presented her with an award. She turned it down and told him to use the money to build a school near her village instead so more girls could get an education. The chief minister agreed and school construction began.



Zainab



Peace

In Nigeria, 15-year-old Peace finished school but realised that most of her peers did not get the same opportunity. Instead of sending their daughters to school, parents in her community force girls to stay home, get married or get jobs. Peace wanted to change this so she became a girls' education advocate. She researched the issues preventing girls from going to school and launched a campaign to explain to parents why girls' education is important.



Time to reflect and discuss! By yourself, or with friends, classmates or family, think and talk about this chapter.

Write your answers in the boxes provided below.

What about Malala's story inspires you? What person (or people) in your life inspires you to take action for girls' education?

How would you describe your experience with education? Have you gone to school? If so, for how long? Were there any obstacles to going to school? Try writing it down as a short story.

Malala faced many challenges when she spoke out for the right to education. What challenges could you face in your own community while speaking out for education? What could you do to reduce these?





## CHAPTER 1

# Things to know

Information about girls' education and  
breaking down the problem

# Learn about your passion!

You are here because you care about girls' education and believe that every girl should be able to go to school. You might have a strong feeling that the way women and girls are treated in your community is not right. You might feel angry or confused. These feelings are important – never ignore them.

Caring about an issue is a great place to start. But before you take action, you will need to learn more about girls' education so you can confidently convince other people to support you. This chapter will help you increase your understanding of why so many girls around the world are out of school and why educating girls benefits everyone. It will also guide you in figuring out what you want to change in your community.





Before we dive into more details, ask yourself the questions below.

Write your answers in the boxes provided below.

Why do you think it is important for all girls to go to school?

Is your average day different from your brother's or a male friend's/neighbour's? If so, list the differences. Why do you think there are these differences? Do you think it's right?

Why is education important to you?

## Education is a human right.

Every single one of us is a human being, which means that every single one of us has human rights. Every person on our planet – no matter where you live, how much money your family has or whether you are male or female – has the same set of human rights. These include the right to be treated equally, the right to be free from violence and the right to education.



## Educating girls transforms communities, countries and our world

### Have you heard about the United Nations Convention on the Rights of the Child?

The Convention on the Rights of the Child (CRC) is a legally binding treaty that obligates governments to guarantee special protections for the full range of human rights for children and young people under the age of 18. The Convention includes that all children have the right to education. All governments have “ratified” (which means they have agreed to implement the Convention) apart from the U.S.



## Girls' education promotes economic growth.

Increasing the number of girls completing secondary education by just 1% can increase a country's economic growth by 0.3%. Increasing the number of people with strong literacy and numeracy skills can increase economic growth by a full 2%.<sup>1</sup>

Every additional year of school a woman attends increases her wages by an average of 12%. Better-educated women earn more, have better jobs and invest their earnings into their families.<sup>2</sup>



## Girls' education creates peace.

When a country ensures that all children complete secondary education, that country cuts its risk of war in half.<sup>3</sup>



## Girls' education reduces child marriage.

If all girls had a secondary education, there would be two-thirds fewer child marriages.<sup>6</sup>

# When girls are educated EVERYONE benefits

## Girls' education encourages political leadership.

Girls' education helps give women the skills they need to take on leadership roles in public life. In those roles, they are much more likely than male leaders to stand up for decisions and policies that benefit their families and communities.



## Girls' education saves lives.

Increasing girls' education reduces infant and maternal mortality because educated mothers have fewer pregnancies, are less likely to give birth as teenagers and are better able to secure life-saving health care.

Educated girls and women are less likely to contract and spread diseases like HIV/AIDS because they understand how they are contracted and practise safer sex.<sup>4</sup>

If all women had a secondary education, 12 million children would be saved from stunting from malnutrition.<sup>5</sup>

## Girls' education is better for the environment.

Better-educated women have far fewer children than women with little education, resulting in significant reductions of global carbon emissions.<sup>7</sup> And this leads to a healthier, cleaner environment for everyone.





“We can gain peace, grow economies, improve our public health and the air that we breathe. Or we can lose another generation of girls.”

– Malala, address to Canadian Parliament, April 2017

## What is the state of girls’ education?

Despite the fact that every girl has the right to free, safe, quality education, more than 130 million girls around the world are out of school. Let’s break that number down:

**32**

million

girls between the ages of 6 and eleven are not in school.<sup>8</sup>

**98**

million

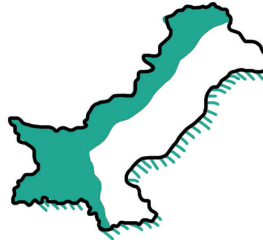
more girls are missing out on secondary education.<sup>9</sup>

**100**

million

girls in low- and lower-middle-income countries cannot read this sentence.<sup>10</sup>

## Here are some facts about the state of girls' education across four countries where Malala Fund works:



### Pakistan

Only one in 10 girls complete their secondary education.<sup>13</sup>



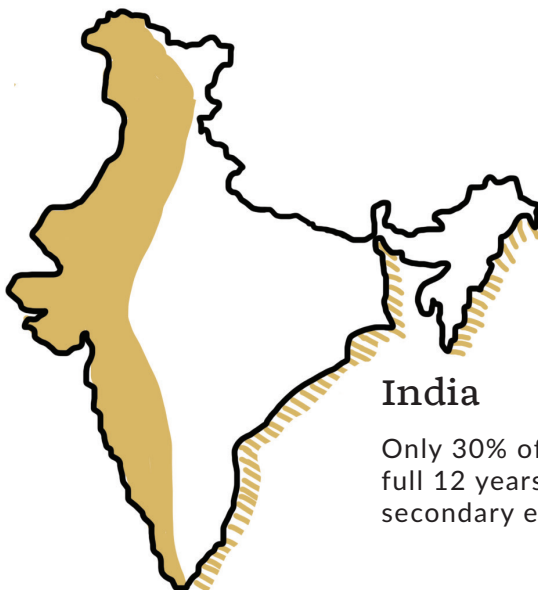
### Afghanistan

Girls complete an average of 1.3 years of schooling – the poorest girls complete less than one full year of school.<sup>12</sup>



### Nigeria

32% of girls ages 15 to 23 lack basic literacy skills.<sup>11</sup>



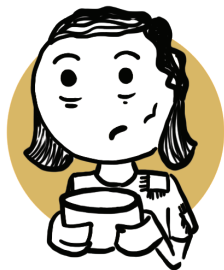
### India

Only 30% of girls complete a full 12 years of primary and secondary education.<sup>15</sup>

## Why are girls not in school?

There are many reasons why girls are denied access to 12 years of free, safe, quality education. Here is a list of some reasons why girls aren't in school.

Circle the reasons that apply in your community and add any others that aren't listed.



Poverty



Child labour or having to work in the home



Child marriage



Violence in or around school



Religious and/or family leaders don't value girls' education



Harassment on the way to or from school



High tuition fees



No school to attend, no girls' school or school is too far away



No teachers at school, no female teachers



No toilets/girls' toilets at school



Gender discrimination



Exclusion due to disability



Exclusion due to religion, caste or language

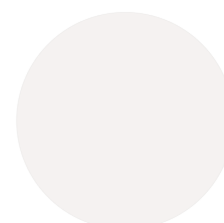


Quality of education is poor and students don't learn



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



Girls are missing out.  
Communities are missing out.  
The world is missing out.



Join us in creating a safer, healthier, wealthier world by standing up for girls' education. When all girls can learn and lead without fear, the world is a better place for everyone.



“Education is food for the soul. When you learn new things, it gives you power you never had.”

— Noorena, 19, Pakistan



That was a lot of information, so let's take time to discuss it. By yourself or with friends, classmates or family, think and talk about what you've learned in this chapter.

Write your answers in the boxes provided below.

What surprised you the most?

What do you want to learn more about?

What do you most want to change?



## CHAPTER 2

# Introduction to advocacy

Researching your problem  
and providing evidence

To see every girl in school, we all need to speak up and take action. In order to do this, you need information and a plan. This is what people call advocacy. It means speaking up for a cause or policy that you believe in. A person who does this is called an advocate.



It is important to remember that in most places, there are already laws in place to protect you and your rights. Your government may have committed to laws and international agreements that say they will provide every child with a free education. Part of advocacy is reminding your government that they must keep these promises.

For example, in 2015 all governments in the United Nations agreed upon new global commitments that, if achieved, would end poverty and inequality around the world by 2030. There are 17 of these commitments, called the Sustainable Development Goals. Each goal tackles a different problem. We're going to focus on two goals – 4 and 5 – that are essential to our fight for girls' education. The objective of goal 4 is to ensure that all children receive at least 12 years of free education. The objective of goal 5 is to guarantee that girls have all of the same opportunities as boys. You can use these goals, shown on page 21, in your advocacy work to remind your government what they promised through the SDGs.



## United Nations Sustainable Development Goals

Goal 4:

**Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.**

- To ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- To eliminate gender disparities in education

Goal 5:

**Achieve gender equality and empower all women and girls.**

- End all forms of discrimination against all women and girls everywhere
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



## Activity: Problem tree

Problem trees are a simple way of breaking a problem down and identifying possible solutions. This popular tool works well by yourself or in a group. It can help you understand your problem in greater detail and focus your advocacy efforts.

Use the problem tree template in this guide on page 25 or draw a big tree with roots, a trunk, branches and leaves on a piece of paper or chalkboard.

First, you'll need to identify the problem that you want to solve and write it on the trunk. Start by thinking about what is stopping girls in your community from going to school. Some sample problems might be:



School fees are too high.



Community leaders or families don't think girls should go to school.



Travelling to school is unsafe.

Or it might be something else! You might have several problems you want to solve – in that case, make more than one problem tree to help you decide which problem you want to focus on first.

3

The leaves are the solutions. You might need to do research to figure out the solutions to your problem – again, look at the next section in this chapter to help you with research. Or you might want to talk to other people to help you think of possible solutions, like your parents, teachers, academics or local leaders. Discuss what actions you could take to overcome the barriers and solve the original problem. These actions are your solutions.

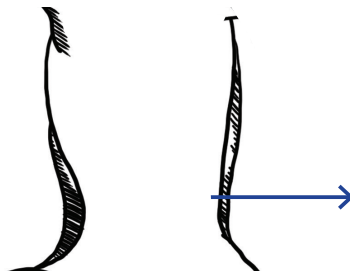
4

The branches are the barriers you'll face that might prevent you from solving this problem. Write the barriers on the branches of the tree. Each barrier could also be a core problem (the trunk of the tree). You might find that one of these barriers is actually the problem you want to solve first. If you think it makes more sense to shift your focus to one of these barriers, you can always make a new problem tree.



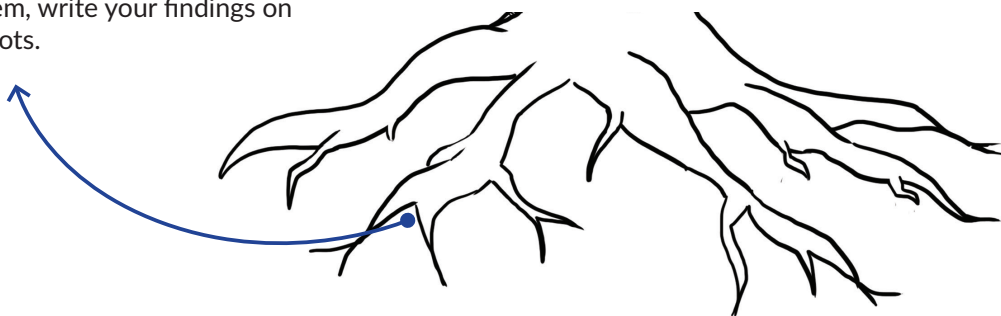
2

The roots of the tree are the causes of the problem. You might already know what the causes are. Or you might need to find out more information to determine exactly what is causing the problem. The next section in this chapter will give you tips on how to do research about girls' education in your community. Once you feel confident that you identified the causes of your problem, write your findings on the roots.



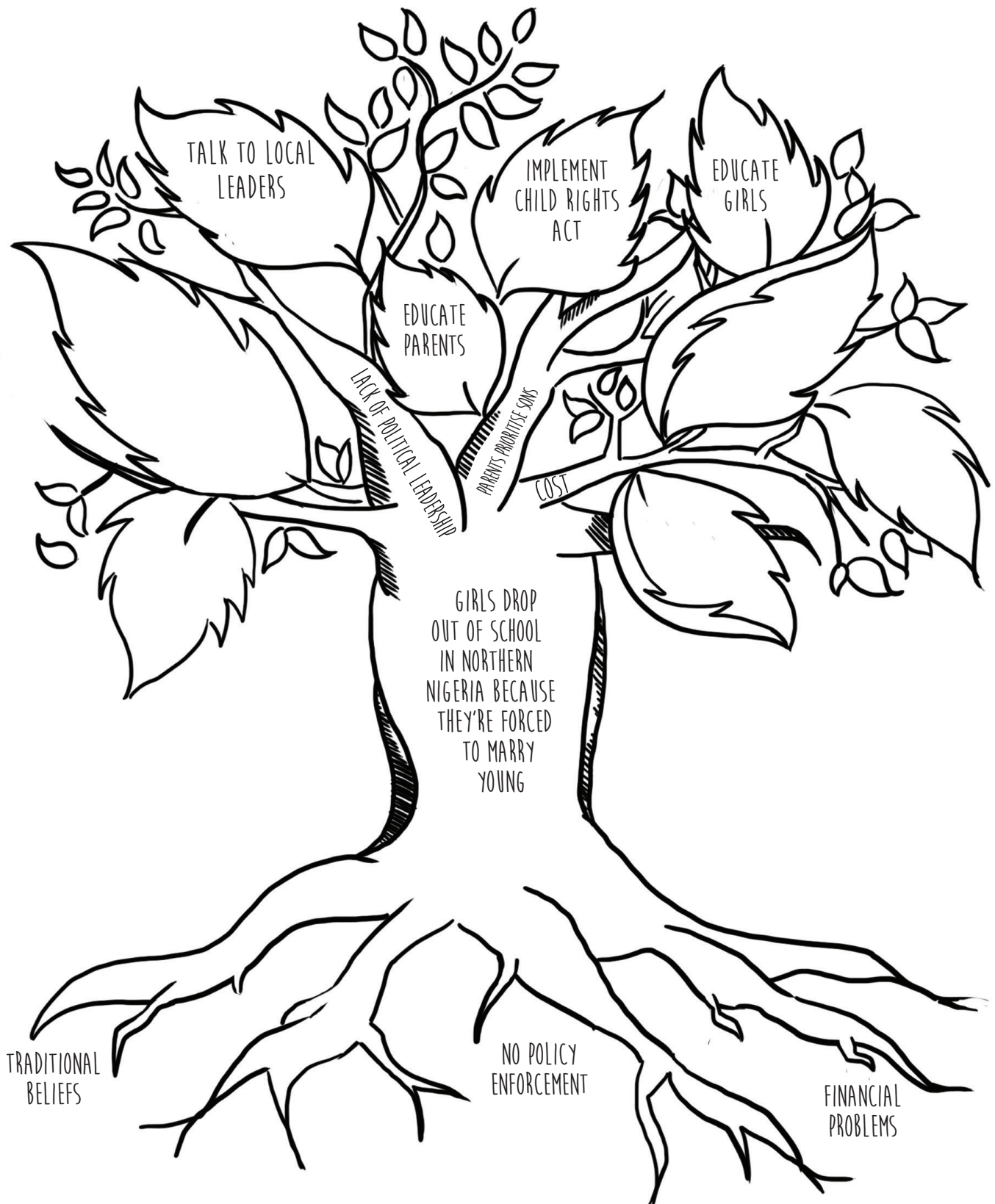
1

The trunk of the tree is the problem you want to solve. Write it down.



This chapter and Chapter 3 will help you to decide what actions and activities you could take to work towards your solutions.

Here is an example problem tree about girls in Nigeria dropping out of school due to child marriage:





Problem tree template



## Researching your problem and providing evidence

Once you start thinking in detail about the issue you are tackling, you might realise that you need more information.

Research is an important tool when figuring out the causes of your problem and how you are going to solve them. Often there will be information on your problem already available – it's simply a case of finding what is most relevant and useful.

Be sure to start with your research question. This will be based on the problem you are trying to solve. If your problem is that girls are not completing education in northern Nigeria, then an example research question would be: "Why are girls not completing education in northern Nigeria?"

Make sure you pick the options that are safe and possible for you to conduct in your community.

Here are a few different research methods:



### Use existing information



Look for research, reports, surveys, consultations, policies and statistics that already exist and focus on your problem. To start your search, check out the internet, libraries, books or encyclopedias. There might be organisations or people in your area that are working on the same issue so talk to them to find out more.

*Talk to a local organisation or librarian that would know of any recent reports or articles that would give more information about topics you are looking for.*



### Do a survey



A survey is a way of finding out information from a group of people. You can ask them their opinion about a particular topic or find out about their experiences. You will often want to choose a sample of a broader group/community.

*For example, you could choose to ask 100 people from your community to take part in your survey and share their views. If you can't get 100 people, start with 20! If possible, try to ask people who represent different ages, genders, religions and classes.*

Then choose a survey method that would work best for that group. Speak to people in the street, post questionnaires, send SMS messages, do an online survey or invite people to one location to take a survey together. In Chapter 4 you will find a set of example survey questions, questionnaires and SMS messages.



*In Nigeria, organisations surveyed students, teachers and parents to see what kept girls out of school. Results showed many girls feared harassment on the way to school. This information indicated that girls needed better protection when travelling to school. Community advocates persuaded local leaders to agree to provide security for girls on their walk to school. This created a safer environment and encouraged girls to continue their education without fear.*



## Conduct interviews

Use interviews to gather personal stories about the issue and how it impacts your community. Always ask for permission before conducting or recording an interview. Make sure you prepare questions in advance of the interview. The role of the interviewer is to ask questions in a neutral and non-judgemental manner. Be sensitive to the person's experiences, especially if it is a young person or someone forced out of school. Give people space to answer questions in their own time. You can also ask questions to groups of people, rather than individuals, which is called a "focus group."

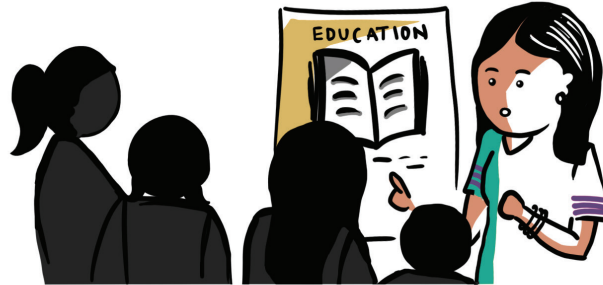


*For example, a local organisation conducted interviews with families in Indian villages. Interviewers asked parents about sending their children to school and discovered that they often gave preference to their sons. This research helped the education advocates identify gender discrimination in the home as one of the barriers preventing girls in India from going to school.*



## Facilitate a meeting or workshop

Organise meetings to collaborate with other organisations and decision-makers. Think through the best people to invite to the discussion. Host an open and well-coordinated meeting. There is more information on arranging a meeting in Chapter 4.



## Analyse your research

The results of your research will be evidence, facts and data that will inform your advocacy. Go back to your problem tree on page 25 and fill in what you learned from your research.



The solutions you wrote on the leaves of your tree are the things that you will advocate for. You might be trying to change the way people think – like their opinions or beliefs. You might be trying to change the way things work – like a system or a law. Or, you might be trying to do a bit of both at the same time. Narrow down your focus as much as you can. Start with one leaf and one solution. Chapter 3 will help you develop a plan to accomplish your advocacy goal.



Reflect and discuss. By yourself, or with friends, classmates or family, think and talk about this chapter.

Write your answers in the boxes provided below.

How does girls' education benefit the world in ways you didn't know before?

What did you learn about girls' education in your community or in other parts of the world?

What barrier – or branch on your problem tree – to girls' education do you want to focus your work on?



## CHAPTER 3

# Things to plan

Questions to think about as you start raising your voice for girls' education

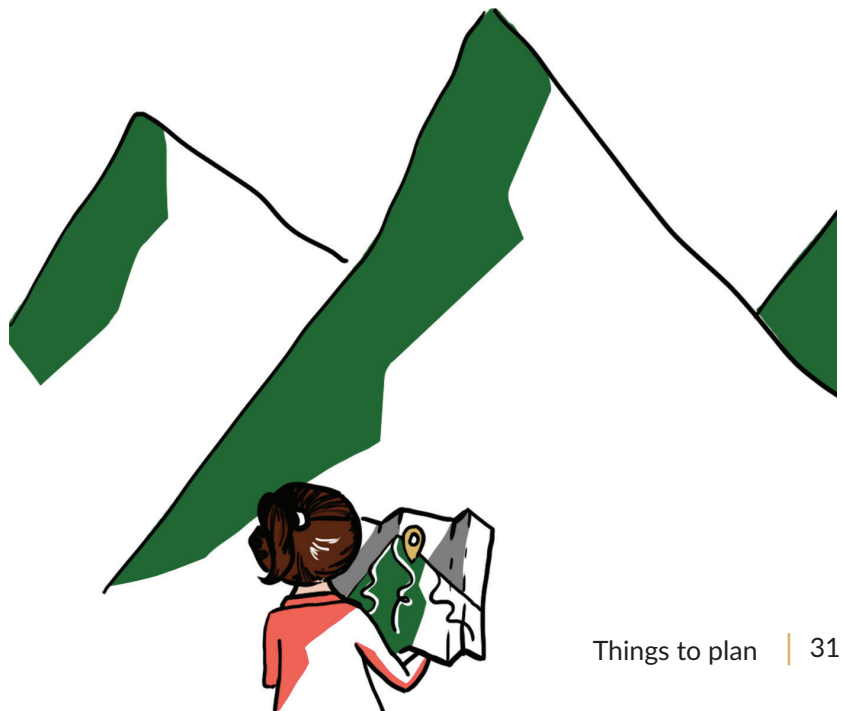
## It is time to make a plan.

You now understand more about the issue that is preventing girls in your community from completing their education. You know WHAT you want to change, so the next step is to figure out HOW to go about changing it.

When starting to advocate for an issue, your list of questions might seem endless: Who do I need to talk to? How can I make them listen to me? What exactly am I asking them to do? Which actions can I take? How long will it all take? Will I be safe if I do this?


This chapter will help you begin to answer these questions and organise your advocacy. You will learn to prepare for potential problems and ensure that the expectations you're setting for yourself and other people are realistic.

A plan for how you're going to take action to solve your problem is often called an advocacy strategy. Try thinking of it like climbing a mountain – there will always be many routes that will take you to the top but some paths will be quicker, easier and safer for you to travel. Making a plan is like drawing a map of your mountain and choosing which path you will use to climb it.




Use the questions below to help you create your advocacy strategy, which you can fill in at the end of this chapter.

Use the boxes below each question to brainstorm.

 Question 1:  
What needs to change?

Look back at your problem tree and think about your reflection discussion. What is the issue from the problem tree where you are going to focus your efforts? Focus on just one leaf and one solution from the problem tree.

*Example problems include: school fees are too high, girls dropping out of school to get married, parents don't think education is important for girls*

 Question 2:  
Who can help?

The first and most important thing to ask yourself is: “who has the power to make this change a reality?” Your answer will depend on what you are trying to do – it could be one person or several people. It may be a person who seems too powerful or too far away to reach – don’t worry if that is the case. You may need to use the research skills you learned in Chapter 2 to identify this person or people. You may need help from a parent, teacher or local leader. Once you figure it out, write down the name or names. These people are called your targets.



*A group of girl advocates in Nigeria wanted their state government to improve girls' access to secondary education. The person with the power to help was the State Governor. The girls wrote his name down in their plan – he was their target. Once the girls identified their target, they began advocating. The girls held a screening of “He Named Me Malala,” a documentary film about Malala’s life, at the government house, which the State Governor attended. The girls also presented their stories and made a case for expanding the right to education. After, the Governor gave a speech and reaffirmed the right of every child to free, safe, quality education. The State Governor promised to penalise parents who weren’t sending their children to school. By focusing on the right person from the beginning, the girls used their time efficiently and their advocacy plan succeeded.*



## Identifying your targets

*Example targets include: government officials, school leadership, community elders*

Next, think about how people make decisions. What do you do when you have a big problem or a choice to make? You probably speak to your friends or maybe someone in your family or at school. Almost no one makes big decisions on their own – including the most powerful leaders. Look again at your targets. Who do they listen to? Who do they take advice from? Who do they turn to when they have a big problem or a choice to make? These people are called influencers.

## Identifying your influencers

Often it is not possible to directly convince your targets that what matters to you should matter to them. In that case, you should focus on your influencers – people you CAN convince directly and who will in turn help to convince your target. Write down the names of your influencers. This list will probably be a bit longer than your target list.



*Girls in Afghanistan wanted to convince their target, the President of Afghanistan, to prioritise girls' education. They didn't know how to contact the President directly, but they were able to attend a conference in their capital city. Guests at the conference included those who would be able to influence their target, such as representatives from the Ministry of Education and other government departments, local charity representatives and journalists. The girls used the opportunity to share their stories and perspectives to convince their influencers of the importance of girls' education.*

*Example influencers include: media, advisors, lower-level government employees*

## Identifying people to work with

Beside your lists of targets and influencers, add a third list of people to work with. This one is usually the easiest to write! Start by thinking of the people in your life – parents, teachers, brothers, sisters and friends. Then think a little bigger – what about your neighbours, head teachers or your school's senior management?

Continue to build your list as you think about your wider community – consider people like religious leaders and local councillors. Are there any girls who are already recognised as leaders or role models? What about people outside of your own village, town or city, such as girls and boys who go to different schools in different communities?

As you're brainstorming people to work with, think about organisations or charities in your area that work with young people. If you have internet access, consider searching online for organisations in your area that you may not have heard of. Find out how you can join their network. It is great motivation to connect with others who share your passion and commitment!

You may also want to reach out to media outlets that are popular in your area, such as newspapers, radio stations or television channels. There are tips on how to work with the media in Chapter 4.

*Examples: Neighbours, religious leaders, parents, teachers, siblings and friends*

**?** Question 3:  
What will you  
say?

Identifying which people to talk to is one thing. Actually making those people listen to you is another!

Your success will depend on how well you can communicate your objectives. It's important that you are able to tell people about your work in a way that makes them both understand you and want to support you. What you say to people is called your message.

The language you use should be clear, engaging and positive so as many people as possible understand your message.

Make sure you are always asking people to do something, rather than simply asking them to know something.



Turn the page to test  
out your message





## Activity: Test it out

Think about someone who knows nothing about your topic. If you had to explain what you are doing in one sentence, what would you say?

Could you add another sentence about why you are doing it? Would the other person be able to understand without any further explanation?

Most importantly, would they know what you are asking them to do about it?

Explain here what you are doing.

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Because \_\_\_\_\_

---

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So I would like you to \_\_\_\_\_

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THERE SHOULD BE A SECONDARY SCHOOL FOR GIRLS IN CHANDORA, INDIA.

Because IN CHANDORA, MANY GIRLS DROP OUT OF SCHOOL AFTER CLASS EIGHT.

THIS OCCURS BECAUSE GETTING TO AND FROM SCHOOL REQUIRES WALKING FIVE

KILOMETRES ON A DANGEROUS PATH THROUGH THE JUNGLE. INSTEAD OF

COMPLETING THEIR EDUCATION, GIRLS ARE FORCED INTO CHILD MARRIAGE OR TO

WORK IN FACTORIES STITCHING FOOTBALLS.

So I would like you to BUILD A SECONDARY SCHOOL FOR GIRLS IN CHANDORA

SO THAT GIRLS CAN SAFELY WALK TO SCHOOL. THIS WOULD ALLOW MORE GIRLS

TO SAFELY WALK TO SCHOOL AND COMPLETE EDUCATION THROUGH YEAR 12.

---



Zainab is an advocate for girls' education from India. Here is an example of her message:



Question 4:  
What will you do?



The frustrating thing about change is that it tends to happen slowly. **V e r y s l o w l y ...**

In this guide, you will learn how to use your time efficiently. It is important not to get discouraged if you don't see immediate results – follow up and try again. In every country and in every community, opportunities exist to improve current circumstances. Start by using the calendar on the next page – it doesn't matter which month you start in.

Next, think of as many dates, moments or events as you can that are connected in ANY WAY to the issue you are working on. Just like before, try to start small by thinking about your immediate surroundings and your community. An example of a small event might be a local graduation that you can use as an opportunity to talk about the lack of girls finishing school. Then get a little bigger by thinking about your country. If your country celebrates Father's Day, this might be an opportunity to hold an event to talk about the role fathers can play in getting their daughters into school. Finally, think really big and global. An event like International Day of the Girl, International Women's Day or global summit is a great opportunity to plan an action around.

Start by adding a few events that you know are happening soon. Come back to your calendar and add more things as you go through this chapter and the next. And remember, no matter how carefully you plan your calendar, unexpected events can disrupt your plans. Be flexible and adapt to make the most of new opportunities.

*The government of India amended one of the laws of its country – the Child Labour Act – to allow children under 14 years of age to work in family businesses and enterprises. The amendment also reduced the list of jobs originally deemed to be too dangerous for children from 83 jobs in the original law to just three jobs in the new version.*

*People all over the country felt that this amendment was a dangerous step backwards that would put many children at risk. Because the problems of the amendment were deeply connected to the issue of girls' education, a group of girls advocating for their right to education decided to adapt their work to focus on child labour as a barrier to education. They used the momentum and attention from the Child Labour Amendment as an opportunity to gain support for their cause.*

# Calendar

January	February	March International Women's Day	April	May	June
July	August	September	October International Day of the Girl	November	December



Question 5:  
What are the potential risks and how will you keep yourself safe?

Malala Fund does not encourage any young person to put herself in harm's way while completing the activities in this toolkit. The guide should be used with adult guidance and full understanding of the local context, customs and security conditions in which activities are conducted and potential risks associated with advocacy.

The best way to keep yourself safe is to start by making a list of all the potential risks of your plan with the assistance of a trusted adult. Some risks might be about personal safety. Others might be about challenges and barriers that will get in your way. Now consider how you can avoid those risks while still advocating for change.

*The most important thing to remember is that your safety and security are your number one priority at all times – with no exceptions.*



*In some countries it can sometimes be unsafe to publicly speak out about girls' education. Because of this, many girl advocates choose to write anonymous blogs or articles instead of including their name – like Malala did when she was 11 years old! You should always consult an adult you trust to help you make sure your advocacy strategy includes a plan for staying safe.*



Question 6:  
How will you know if it's working?

Look back at your plan on a regular basis to check that you are on track and to remind yourself of your goals. You might need to alter your plan once you try out different activities and tactics. Don't feel bad about making these changes – being flexible will help you to be successful.

You might also find that people don't listen or respond to you straight away. It might take a second, third or even fourth attempt before you get a reply to your letter, or a date for your meeting. Don't give up! Don't be afraid to ask the same people the same things more than once. Of course, you'll need to be polite and be respectful – but you must also be persistent and determined.



### Question 7:

How will you do it?



Last, make sure you celebrate every victory, even the ones that seem small on their own. It can be hard to remember to be proud of yourself, especially when the path to change seems so long. Remind yourself that everything you do or try brings you one step closer to reaching your goal. Think about what you'd say to a friend who was doing exactly what you're doing. If you'd congratulate them and tell them they're doing a great job, then do the same for yourself!

If you were really climbing up a mountain, you wouldn't just start climbing. You would review all the different paths up the mountain, think through any potential roadblocks along the way and choose the path best suited to you. The same idea applies to your advocacy – you should consider all the different ways you can achieve your goal and choose the option that works best for you, your strengths and your community. Planning ahead helps you to think through the potential challenges so you are best prepared to overcome them.

Chapter 4 will provide you with suggested advocacy activities that suit your unique set of skills. Do you love to talk to people? Try knocking on neighbours' doors or talking on your local radio station. Prefer writing? Draft letters, pitch newspaper articles or blogs or post on social media. Are you very organised? Your skills would be perfect for planning a meeting or an event. Are you creative? Try using art, songs or plays to share your message.

Chapter 5 will provide you with templates to help you accomplish the activities you learn about in Chapter 4.



## Activity: First Draft Advocacy Plan

It is time to make the first draft of your advocacy plan! Use the answers you brainstormed in this chapter to help you fill in your plan. As you read the rest of the guide and think through the best way to achieve your goal, your advocacy plan might change. That is okay! Being able to adapt and learn is an important part of achieving your goals. Below is an example of a completed advocacy plan.

<b>1. What needs to change?</b> Set out your advocacy objective – which you decided on by doing the problem tree in Chapter 2.		PARENTS IN OUR COMMUNITY DON'T THINK EDUCATION IS IMPORTANT FOR GIRLS.	
<b>2. Who can help you? Who needs to be influenced?</b>			
<b>Targets</b> 1. PARENTS 2. SIBLINGS	<b>Influencers</b> 1. NEIGHBOURS 2. RELIGIOUS LEADERS 3. FAMILY FRIENDS	<b>People To Work With</b> 1. TEACHERS 2. LOCAL EDUCATION ORGANISATIONS 3. SCHOOL STUDENTS 4. SCHOOL MANAGEMENT	
<b>3. What will you say? What are you asking your targets to do? What are you recommending to them?</b>		GIRLS IN OUR COMMUNITY SHOULD BE ALLOWED AND ENCOURAGED TO GO TO SCHOOL. EDUCATED GIRLS HAVE HEALTHIER FAMILIES, EARN HIGHER WAGES AND ARE MORE LIKELY TO INVEST THEIR EARNINGS IN THEIR FAMILIES AND COMMUNITIES.	
<b>4. When will you do it? What are the dates or events you will take action?</b>		<ul style="list-style-type: none"> <li>INTERNATIONAL DAY OF THE GIRL – 11 OCTOBER</li> <li>IN THE WEEKS LEADING UP TO START OF SCHOOL</li> </ul>	
<b>5. What risks might you face and how will you keep yourself safe?</b>		<ul style="list-style-type: none"> <li>PARENTS MAY SAY NO TO ENROLLING GIRLS IN SCHOOL</li> <li>RISK OF HARASSMENT FROM OTHERS IN THE COMMUNITY</li> <li>UNSAFE FOR GIRLS IN OUR COMMUNITY TO BE OUT AFTER DARK</li> </ul>	
<b>6. How will you know if it's working? How will you monitor the success of your plan?</b>		<ul style="list-style-type: none"> <li>NUMBER OF PEOPLE WHO ATTEND SCHOOL OPEN HOUSE FOR INFORMATION ABOUT ENROLMENT</li> <li>INCREASED NUMBER OF NEW GIRLS ENROLLED IN SCHOOLS</li> <li>NUMBER OF PARENTS WHO CHANGE THEIR PERSPECTIVES ABOUT GIRLS' EDUCATION</li> </ul>	
<b>7. What actions need to be taken to influence your targets?</b>  Chapter 4 will provide you with suggested advocacy activities to help you complete this section.	<b>Action To Take</b> DOOR-TO-DOOR ENROLMENT CAMPAIGN ASKING PARENTS TO ENROL THEIR DAUGHTERS IN SCHOOL  HOST SCHOOL OPEN HOUSE FOR POTENTIAL NEW STUDENTS AND THEIR FAMILIES  TUTORING GROUPS TO SUPPORT GIRLS WHO DROPPED OUT	<b>By Whom</b> GIRLS ALREADY ENROLLED IN SCHOOL AND SUPPORTIVE COMMUNITY MEMBERS  SCHOOL MANAGEMENT, TEACHERS, GIRLS ENROLLED IN SCHOOL  TEACHERS, OLDER/ EDUCATED GIRLS	<b>By When</b> BEFORE THE START OF THE SCHOOL YEAR  AFTER THE DOOR-TO-DOOR CAMPAIGN AND BEFORE THE START OF THE SCHOOL YEAR  ANYTIME

## Fill in your advocacy plan

<p>1. What needs to change? Set out your advocacy objective – which you decided on by doing the problem tree in Chapter 2.</p>							
<p>2. Who can help you? Who needs to be influenced?</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Targets</td> <td style="width: 33%;">Influencers</td> <td colspan="2" style="width: 34%;">People To Work With</td> </tr> </table>				Targets	Influencers	People To Work With	
Targets	Influencers	People To Work With					
<p>3. What will you say? What are you asking your targets to do? What are you recommending to them?</p>							
<p>4. When will you do it? What are the dates or events you will take action?</p>							
<p>5. What risks might you face and how will you keep yourself safe?</p>							
<p>6. How will you know if it's working? How will you monitor the success of your plan?</p>							
<p>7. What actions need to be taken to influence your targets?</p> <p>Chapter 4 will provide you with suggested advocacy activities to help you complete this section.</p>	Action To Take	By Whom	By When				



Reflect and discuss. By yourself, or with friends, classmates or family, think and talk about this chapter.

Write your answers in the boxes provided below.

How do you feel about your advocacy plan so far and what will you need to accomplish it?

What are the challenges you might face? Ask someone else to read over your advocacy plan and help you think through what roadblocks you may face as you take each action.

How can you adapt your plan to avoid or overcome these challenges?



## CHAPTER 4

# Ways to take action

Got the commitment, got the knowledge, got the plan?

**You are ready to act!**

This is the exciting part! Remember:  
**no action is too small.**

In this chapter, you'll find suggested activities and actions to try. Each of us has unique skills and talents – use yours to your advantage. When deciding what to try first, think about your own community and surroundings – which activities will be relevant, appropriate and safe?

If you try one activity and it doesn't work as well as you planned, don't lose hope! Think about what you like doing, what you're good at and what feels safe.

It is also important to think about who you want to convince with each activity. How you would convince a politician is probably different than how you would convince people in your community.

You can try as many of these activities as you like and you'll probably think of more to add to the list. You can do some of these activities on your own, but most will be more effective if you do them with the help of other people.

**“Dear sisters and brothers,  
we have a responsibility to  
improve our world. When future  
generations read about us... I  
don't want them to be shocked  
that 130 million girls could not  
go to school and we did nothing.”**

– Malala, address to Canadian Parliament, April 2017

Before you begin each activity, look at the questions you asked yourself in Chapter 3:

- Who can help you and who can you work with?
- What will you say?
- When will you do it?
- How will you do it? What materials will you need?
- How will you keep yourself safe?
- How will you know if it's working?



Write letters.



The best thing about letters is that you can send one to anyone in the world with just an address, an envelope and a stamp. You might decide to write to the leader of your country – if you do there's a letter template to help you in Chapter 5. You might write to a member of your community to persuade them to rethink a view or to thank someone for their support. You can do a letter writing campaign. When many people write letters on the same topic to the same person, it amplifies your message. Writing a letter is a chance to explain your views and goals in your own words.

*When girls in Nigeria found out that Malala won the Nobel Peace Prize, they wrote her letters to congratulate her on the honour. But they also used their letters to remind her that there are still many barriers to girls' education in northern Nigeria.*

*To my friend Malala,*

*I want to tell you that you have worked hard in your life and I want you to work harder on what you're doing. Girls like us in Nigeria have a lot of problems in our lives. Our parents show us that when we get to a certain age, it is as though we do not have any relevance to them and then even if they try to look after us, they do not have the money to cater to us.*

*Like you—the way you have become successful—I would like girls in my community to be successful, too.*

*From your friend,  
Hajara*



Arrange meetings with your targets and influencers.



Communicating face-to-face with your targets and influencers is an effective way to deliver your message and make sure the right people are listening. Look back at Chapter 3 if you haven't identified these people yet.

Arranging these meetings can be difficult. It's likely that your targets and influencers are very busy. Be as patient and professional as you can – it might take time but your effort will pay off.

*In Afghanistan, girls harnessed the power of influencers by inviting them to their film screenings of "He Named Me Malala." The benefit of doing this was clear right away. One Afghan government advisor promised to take the messages from the event back to the government, saying, "As a government entity, I can seek to reform and improve the educational system and to enhance awareness of families on new educational standards."*



Arrange meetings with the groups on your "people to work with" list.

Working with other people is one of the best ways to develop ideas and create an advocacy plan. Make things as easy as possible for yourself by thinking about existing meetings that you could attend.

Are there Parent Association meetings at your school? What about sports teams, women's groups, or local council meetings? Or why not form a volunteer youth group and all work together?

15-year-old Huma in India explained that organising meetings with groups of parents helped her increase school enrolment rates:



*"When I see child labour around me or girls not going to school, I meet their parents and convince them to put their children into school. When they agree, I help them with school admissions. I helped 13 children get enrolled in school. Two of them were child labourers."*





## Create a petition. Collect signatures.

There is strength in numbers — a petition is a great way to show that the issue you are campaigning for has widespread support. Asking people to add their name and signature to a petition is one of the easiest ways to gather support for a specific demand or list of demands.

You need to decide who is signing the petition, when are you distributing it, who will receive the signed petition and what are you trying to convince them to do.

Remind yourself of your messaging by looking back at Chapter 3. Remember to communicate effectively so that your supporters fully understand what they are signing and where the petition is going. It's important that you are open and honest about this at all times.

Once you've collected all those signatures, you're not finished yet! Handing in the petition is one of the most important parts. Try to arrange a meeting with the target of the petition so you can deliver it to them in person. You can also invite some of the people who signed the petition to join you. This will help show there is wide support for your issue.



*As part of their advocacy to change the law on child labour, a group of girls in India used a petition. They organised a large event in their capital city and invited many Members of Parliament (MPs) to attend. The girls knew that the MPs didn't have the power to change the law directly, but that they could raise the issue in Parliament — a crucial first step towards reaching the final goal.*

*The girls collected signatures for a petition in advance and gave it to the MPs at the event. They also wrote down a list of what they wanted changed and handed it over to the MPs at the meeting. A list like this is called a call to action, manifesto or charter of demands — there is an example in Chapter 5 to help you write your own. At the end of the meeting, the MPs agreed to raise the girls' demands in Parliament and voiced their support for improving girls' access to education in India.*





Write an article  
for a local  
newspaper.  
Find journalists to  
write about your  
story.



Write stories.  
Write blogs.  
Write poetry.

The newspaper is a great place to share information about an event, discuss your campaign or express your point of view with your community.

One way to do this is to write to the editor – you’ll be able to find their contact details inside the newspaper. Use the letter template in Chapter 5 to help you. The structure is the same for an editor as it is for a politician. Another way to be featured in a local newspaper is to contact journalists who might be interested in writing a story about what you’re doing. You’ll need to send the journalist initial information about your work – that document is usually called a press release. There is a template and tips on writing a press release in Chapter 5.

If you are concerned about your name appearing in the newspaper, talk to the journalist about the article appearing anonymously or using a fake name, which is called a pseudonym. When Malala started blogging for the BBC she wrote under the pseudonym “Gulmakai” to protect her identity.

Creative writing is a powerful way to share your story and connect with people around the world.

Try writing two stories about a girl in your country, city or village. In the first, imagine your main character goes to a wonderful school for 12 full years. Then write a second version of the same story with the same main character, but this time imagine that she is somehow denied the education she deserves. How differently do the two versions of your story end? Could you use them to help someone understand the impact education has on girls’ lives and futures?



Girls in Pakistan used blogging and poetry to express what education means to them. Many of the girls publish their blogs online anonymously – this is an option if you're worried about sharing your name on the internet. This poem, written by a teenage girl in Pakistan, is a beautiful tribute to the joy of reading. Why not write a poem about girls' education and try to get it published in a local magazine or newspaper?

Books took me on long tours  
 In magical valleys, with fictional friends.  
 I touched the moon, I tasted the light  
 I wasn't blinded, it was never too bright.  
 I felt sunshine, I painted the sky  
 I touched flowers like a butterfly.  
 I walked in rain, I caught a cloud  
 I felt like a kid because it was allowed.  
 I've been through darkness and came out in light  
 Been to places where things shone at night.  
 I've been very silent and extremely loud  
 Been so silly, yet no-one would shout.  
 Been to places where people never fought  
 Where real things were taught  
 and happiness never bought  
 I've been to the places you haven't been  
 If you've never given books a thought!



## Knock on doors.

It is very difficult for people to ignore you when you're standing at their front door! Visiting people's houses and asking if they have time to talk can be a very effective way of spreading your message. Be sure to be polite and respectful. For this activity, you will need to be knowledgeable about the issue you are discussing, so look over your research and the information in Chapter 1 before you start.



Across many communities in India, groups of girls visited different homes to talk to families about the high dropout rate among female students. By visiting homes, these girls could talk to parents about the importance of girls' education. Inspired by their conversations, the parents mobilised to send their daughters to school.

Check with a trusted adult first to ask if it is safe for you to visit people's homes in your community. Always go with a friend and make sure someone else knows where you are going and when you'll be back.



Put on a performance.  
Sing a song.  
Act out a play.



Think about places where large numbers of people already gather on a regular basis — markets, sports matches or water sources. These places have ready-made audiences just waiting for the performers to turn up! Make sure you get permission from any event organiser or venue owner before beginning your show. In addition to your location, you'll need to decide on a date and a time. Your calendar in Chapter 3 can help you choose when a performance would have the greatest impact.

*One group of girls in Nairobi used a celebration event for Malala's 19th birthday as an opportunity to perform songs they'd written about the challenges facing girls in Kenya. The songs were a powerful and creative way to explore important topics like violence against girls and high school fees. Performing at the celebration event meant they had a large audience ready to listen to them.*





## Talk on a local radio station.



Does your community listen to the radio regularly? Radio can be a fantastic way of reaching many people at once.

Research the contact details of a local station that is popular where you live. Reach out to them to explain what you're doing and why – remember to be clear, engaging and positive. If they are interested in your message, arrange a date and time to come to the station and talk about it. Plan your message to the listeners. Why should they help you? How can they get involved? Should they attend an event or sign a petition? Make sure you provide them with the follow-up details – when and where is the event, how can they access the petition. Remind yourself of your message by looking back at Chapter 3. Make sure you tell friends, family and supporters in advance to tune in!

*Girl advocates in Afghanistan participated in a series of live radio conversations about girls' education with influencers from the Ministry of Education, Parliament and civil society organisations. The girls prepared for their radio conversations by doing research at school to find out what is stopping girls from going to school. During their radio conversations with influencers, the girl advocates brought girls' voices into decision-making processes. Millions of people heard their conversations through the radio!*

If you are worried about your safety, you can ask the radio host not to use your full or real name. Radio is a great way to share your message without showing your face.



## Take to the streets.

A march through the streets is an attention-grabbing event! However, it takes quite a lot of planning. Make sure you give yourself plenty of time to decide your objectives, plan the route, ask permission from local authorities, recruit participants and make banners. It is very important to consider safety concerns, especially as you will be in a large crowd or group.

Check with a trusted adult before taking this action. You may also need to get a permit from the local authorities.



After a group of Girl Guides in Kenya watched “He Named Me Malala,” they discussed why girls struggled to get an education in their communities. On International Day of the Girl, the Girl Guides marched together to the local education official’s office and demanded that the government address the issues preventing girls from going to school. The next month, the Deputy Director of the Ministry of Education assured the girls that the Ministry of Education was working to combat Female Genital Mutilation (FGM), as well as early and forced marriages. He also stated that every child – no matter their gender – should be given the opportunity to develop emotionally, intellectually and physically.



Use social media. Send SMS messages.

How do people talk to one another and get information in your community? Do they use SMS? Do they use Facebook, WhatsApp or another social media platform? The answer will probably vary depending on age group. Whatever platform it is, you can use technology to help engage more people in your work. Check out the next page for examples of social media posts.

Write a short SMS or Facebook message about your work. Ask your family and friends to send it to one extra person – each time it is shared could make a big difference. Remember to include WHY they should care and HOW they can help in the message.



After the abduction of almost 300 schoolgirls by Boko Haram in 2014, young people in Nigeria used social media to demand that world leaders ensure the safe return of the schoolgirls. The campaign used the hashtag #BringBackOurGirls on Twitter and inspired people all over the world to get involved.

Here are some example social media posts about girls' education.



### Give supporters a way to act:

130M girls are out of school. Sign this petition to help get girls the education they deserve. [Add in a link to the petition you are asking supporters to sign or tell them how to sign it in person.]

### Create awareness about girls' education:

Girls should be equal to boys: they have a right to learn and lead without fear.

Educating girls boosts economic growth, reduces poverty & creates peace. Yet 130M remain out of school. Learn more:

[Add in a link to a website or article that talks more about why girls' education is important.]

I don't want to wait until 2069 to see every girl in Kenya complete lower secondary school. Support girls' education today! [Note: The facts you learned in Chapter 1 or in your own research are great to share on social media.]

### Share a success story:

Check out my article about girls who are using technology skills in Afghanistan to get their message to leaders: [Add in a link to the article or blog post you wrote.]

Our girl group screened a film in our town and convinced 10 families to enrol their daughters in school. [Note: the end of your tweet is a great place to include hashtags that are trending or related to your work like #girlslead.]

### Use social media to inform people on how to gather or get involved:

Join the girl group on Saturday at noon to support building a new school in the community! Message me for details.



Set up a club at your school or in your community. Speak at an assembly.



An after-school or lunchtime club is a lot of fun and easy to set up. Decide on a day, a time and a location for your first session – make sure you have permission from your teacher, school or guardian first! Use posters and flyers to advertise to your classmates about the club and tell everyone who might be interested. At your first meeting, decide on the following questions: How often will the club meet? What will it be called? What's the purpose of the club? Will it have a name? A logo? A club song or motto? Who will run the club? Do you need to ask an adult to help you or will members take turns to plan and run the meetings?

*Ritam from India has formed a club with other girls at her school: "We formed a group comprising 30-40 girls. We meet every month. We sit in a circle, sing our song of inspiration. We talk about our problems. For example, some girls say their brothers are not allowing them to study, so we go meet their brothers. They ask what will they achieve after studying. We will gain confidence and if you let us study, we may end up with jobs."*



Organise a film screening.

Hosting a film screening of a motivational movie – like “He Named Me Malala” – is a fantastic way to inspire others and encourage large groups of different types of people to come together. It can also spark discussion around an issue that might be divisive or sensitive in your community. You might need to ask for help with the logistics of your screening, like figuring out what technology you'll need or choosing a date, time and location.



*In Pakistan, girls hosted screenings of “He Named Me Malala” in schools and community centres after asking their parents for permission and support. A local organisation helped the girls with some of the planning, but it was the girls themselves who led the screenings and discussions. Taking the lead boosted their confidence and motivated them to continue their work within their community.*

To get started, find a copy of the film by borrowing or buying a DVD or downloading it from the internet. Then find a place to show it and invite people from your advocacy plan.

## You are ready to go!

Hopefully you are feeling excited and inspired to try out some of these ideas. Remember that your own safety must be your number one priority at all times – no exceptions. But also remember that your voice is strong and powerful and that you are not alone. Malala is with you and so are millions of girls all over the world!

**“When a girl does good work  
and another one takes  
inspiration from her, it does  
not stop there. It spreads.”**

– Ruhi, 18, India







Choose any one of the activities suggested here. How will it help you achieve your goal?

Is this an activity you can do with your friends? How could you work together to make it even better?

What will you need to consider to make sure that you and the people around you are as safe as possible when you do this activity?

Time to reflect and discuss! By yourself, or with friends, classmates or family, think and talk about this chapter.

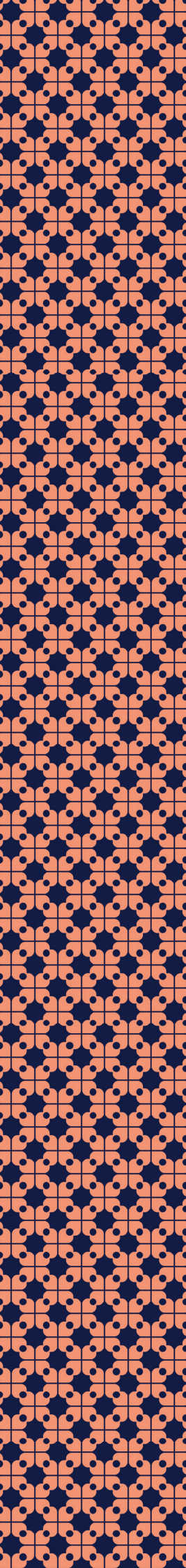
Write your answers in the boxes provided below.

Remember, you will likely need to do multiple activities to achieve your advocacy objective. You can use these questions to help you think through as many activities as you want and write them down in your advocacy plan!

## Activity: Second Draft Advocacy Plan

As you thought about which activities will work best for your problem, your advocacy plan might have changed from what you first wrote in Chapter 3. Write a second draft of your advocacy plan to include any changes and add in the activities you plan to do.

<b>1. What needs to change?</b> Set out your advocacy objective – which you decided on by doing the problem tree in Chapter 2.			
<b>2. Who can help you? Who needs to be influenced?</b>			
Targets	Influencers	People To Work With	
<b>3. What will you say? What are you asking your targets to do? What are you recommending to them?</b>			
<b>4. When will you do it? What are the dates or events you will take action?</b>			
<b>5. What risks might you face and how will you keep yourself safe?</b>			
<b>6. How will you know if it's working? How will you monitor the success of your plan?</b>			
<b>7. What actions need to be taken to influence your targets?</b>	Action To Take	By Whom	By When



## CHAPTER 5

# Things to help you

Templates to help you get started and  
how to connect with Malala Fund online

You are ready to go out and  
make change happen.

Be bold, be loud and be safe.



This chapter provides a few practical things to help you. You will find:

1. A survey example
2. A sample call to action, manifesto or charter of demands
3. A template letter for you to copy and send to your president or prime minister
4. A template and tips on how to write a press release
5. How to connect and share your work with Malala Fund

## 1 Survey example

In Chapter 2, you learned that surveys are a good way to gather information about a topic or group of people. Here is an example of a survey given to Nigerian politicians and their colleagues to find out about the state of girls' education. You can use this to develop something similar that suits your country.

Dear Respondent,

This survey is designed to facilitate data collection on girls' education enrollment, retention and completion. Data collected will be treated with strict confidentiality. Kindly assist in completing this questionnaire.

State: ..... Name of Agency: .....

Position of Respondent: ..... Sex of Respondent: .....

Years of Experience: ..... Highest Qualification: .....

1. What percent of the state budget was allocated to education in 2015 and 2016?  
.....
2. What are the available policies/laws that guide education planning and administration in the state?  
.....
3. What are the available policies/laws that promote girls' education in the state?  
.....
4. What special programmes promote girls' education in the state?  
.....
5. Are communities involved in the planning and execution of education programmes in the state?  Yes  No  
If yes, how? .....  
If no, why? .....
6. What are the major obstacles preventing girls' enrollment into secondary schools in the state?  
.....
7. How do you encourage and promote girls' secondary school enrollment?  
.....
8. Which of the above strategies have worked for your school?  
.....
9. What factors prevent girls from completing secondary education?  
.....
10. In your own opinion, what do you think can be done to increase girls' enrollment, retention and completion in secondary schools across the state?  
.....
11. Do you think 12 years of education should be made free and compulsory? Give reasons.  
.....

## 2 Call to action, manifesto or charter of demands

As mentioned in Chapter 3, clear messaging is critical to achieving change. You need to know what to ask your target and you need to make sure everyone involved in your cause is delivering the same message.

Writing a call to action, manifesto or charter of demands is a great way to communicate your advocacy objectives clearly. The process of developing this type of document can help build up your network or movement. Delivering the document to someone in a position of power can be a great moment of success for your campaign. Remember to state your aims very clearly.

Below is an example of a charter of demands that young people in India developed in December 2016. They addressed it to the Prime Minister and presented it to Members of Indian Parliament.

“We, the daughters of the country, request immediate action on the following:

The recent amendment to the Child Labour Act, 1986, which allows children below the age of 14 to work in family enterprises may prove to be a dangerous step backwards as children are forced to miss school and find less incentive to complete their education. We demand to repeal the amendment to the act.

It was recommended by the Kothari Commission in 1968 to allocate 6% of GDP to the education budget. The Government has committed to allocate 6% of GDP but this has not been fulfilled. We all demand for the increase of the education budget to 6% of GDP.

The status of girls’ education in India is not satisfactory and some places the enrolment of girls has decreased. We demand special focus and provision for girls’ education by extending the right to free education to the secondary and higher secondary level, with special focus on ensuring that girls from the most marginalised communities have access to free education.

Facilities for adolescent girls have been a major hurdle in the continuation of classes. They need special facilities like safe water, separate toilets and sanitary pads to continue their schooling.”

### 3 Template letter for your president or prime minister

The example below is focused on Afghanistan, but the template can be used for any country. Replace the figures and demands with ones relevant to your country. Statistics on Nigeria, Pakistan and India can be found in Chapter 1. Remember that this is just an example. Make sure your letter represents you and what you want to change. Get your friends to write their own too. Your voices are louder together!

The Honourable President of Afghanistan

Date

Ashraf Ghani

Subject: Enabling all girls to achieve 12 years of free, safe, quality education.

We congratulate your government for signing up to the Sustainable Development Goals (SDGs), which were adopted by world leaders at the United Nations General Assembly in September 2014. We are writing today in regards to Sustainable Development Goal 4 (SDG 4): Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

This includes targets for governments to achieve the following by 2030:

- To ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- To eliminate gender disparities in education.

Your government has endorsed this goal but the current funding gap for achieving 12 years of education for all Afghan children is \$347 million USD, or 1.52% of GDP. If the government increased its spend on education, the whole country would benefit. Increasing the number of women completing secondary education by just 1% could increase Afghanistan's economic growth by 0.3%.

With girls only completing an average of 1.3 years of schooling in Afghanistan, there is an urgent need to invest in girls' education. As such, we are calling on you to increase funding of education to 15% of the national budget by the end of 2017. With this additional funding, we demand specific measures to benefit the most marginalised girls. With the Global Partnership for Education replenishment summit taking place later in 2017, we believe that would be a perfect time and platform for the Government of Afghanistan to make this new commitment.

We would be delighted to discuss this in further detail. We request an in-person meeting with a representative from your government who is in a position to enact change and enable more girls to receive a safe and quality education.

Yours sincerely,

Your name and contact details\*

\*If you are concerned about safety, sign with just your first name. You should never share contact details without first checking with a trusted adult.

## 4 Petition example

Asking people to add their name and signature to a petition is one of the easiest ways to gather support for a specific advocacy goal. A petition shows that many people support your campaign.

In order to create a successful petition, you need to decide who the petition is from, who should sign it, when are you distributing it, who will receive the signed petition and what you are trying to convince them to do.

*The example below is from a group of girls in a village asking for one specific thing – a toilet for girls at their school. This is a strong petition because it comes from people most affected by the problem and addressed to the people who can solve the problem.*

Dear Development Committee members,

There are many girls in our village dropping out from school before they can complete 12 years of education.

Why are girls dropping out of school? One of the many reasons is that many schools lack toilet facilities for girls, which are needed especially during menstruation. As such, most girls stay home the whole week during menstruation.

We as girl advocates believe that proper infrastructure for a school, such as toilets for girls, are important and necessary so that students can learn without fear or distractions.

We are therefore calling for a toilet to be built and maintained at each school in our village. For this to happen, we need you to provide enough money in the budget to build these toilets and have a dedicated person to make sure this happens.

Please establish toilets in each school so that girls can attend school all year round. Toilets will motivate girls to attend school frequently and increase chances of doing well and progressing to higher grades.

### SIGNATURES

First name\*

Last name\*

County/State/Country

Signature (or email address if digital)

\*Always check with a trusted adult first before sharing your contact details. Only include information you feel comfortable sharing.



## 5 Writing a media advisory

A media advisory is a communication used to alert the media – newspapers, radio and television stations, etc. – about an event related to your cause. In sending a media advisory, you are inviting them to attend your event and encouraging them to write an article about it. Here is a template for a media advisory.

FOR IMMEDIATE RELEASE		
Date: (insert date)		
Your Name:	Telephone:	E-mail:
Title of event		
Who:	<i>State the name of the group holding the event.</i>	
What:	<i>Write a brief description of your event.</i>	
Where:	<i>Provide the location of where the event is being held.</i>	
When:	<i>Include the date and time of the event.</i>	
Why:	<i>Explain the purpose of the event. What do you hope to achieve? Why is this event important?</i>	
About (insert organisation's name)		
<i>In two or three sentences, write a description of your organisation or cause. Explain your objectives and describe any accomplishments.</i>		

\*Always check with an adult first before sharing your contact details. Only include information you feel comfortable sharing.

### Other useful tips for writing a media advisory:

- Choose the right people to send it to: Send your media advisory to outlets that would be able to cover the event, such as radio or television stations, newspapers, blogs and magazines. Consider what type of publication would be interested in your cause or event.
- Ask a friend to review: Share your media advisory with a friend and see if they understand your main messages. This is a great way to get input before sending it off.
- Keep it short: Journalists are often very busy and you want your message to be easy to understand and get to the point quickly.



How did your advocacy activities go? What went well and what would you do differently next time?

What are your next steps?

Reflect and discuss. By yourself, or with friends, classmates or family, think and talk about this chapter.

Write your answers in the boxes provided below.

You are now part of the global community of young people working to help girls everywhere get access to 12 years of free, safe, quality education! Let us know about your advocacy and connect with us through social media. Together we can see every girl learn and lead without fear.

To stay updated and hear more about Malala's movement for girls' education, visit [malala.org](http://malala.org). Or connect with us on social media:

  @MalalaFund

 [facebook.com/malalafund](https://facebook.com/malalafund)

**“Let future generations say we were the ones who stood up. Let them say we were the first to live in a world where all girls can learn and lead without fear.”**

— Malala, April 2017

While we made every effort to produce accurate translations of this guide, there may be errors! Please keep this in mind when reading and email [info@malalafund.org](mailto:info@malalafund.org) if you need clarification.

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