



**Final Report**  
**GK-DC Stand #withMalala Initiative**  
**July 2016**

Global Kids, Inc. is grateful for Participant Media's generous grant in the amount of \$10,000 to support the GK-DC Stand #withMalala Initiative, a four-month project in which Global Kids engaged 29 student leaders in Washington, DC to create, launch and mobilize a community action project. Through this initiative, Global Kids students promoted the advancement of Malala's movement toward all girls' right to twelve years of quality, safe education.

**GK-DC STAND #WITHMALALA INITIATIVE**

Twenty-nine Global Kids Leaders participated in 16 weekly meetings between March and June 2016 that addressed the following subjects:

- Human Rights 101 (completed at the beginning of this academic year)
- Access to Education 101
- Violence Against Women and Its Impact on Education
- Policy Advocacy Day: Policy Research Action
- Policy Advocacy Day: Action related to policy
- Peer Education Activities
- Reflection and Follow Up

Highlights from the program included:

***International Women's Day:*** To celebrate International Women's Day on March 8, Global Kids put on screenings of *He Named Me Malala* at its program sites, including Anacostia High School, Columbia Heights Educational Campus, McKinley Technology Education Campus, the MBYLI Global Education Program, and at GK-DC offices. In discussions that followed the screenings, students remarked that they were inspired to see Malala's strong example of youth leadership and activism. The film also helped to describe the challenges that many girls from around the world face in order to receive an education, motivating our young people to take advantage of their education and to contribute to improving access to education both here in Washington, DC and globally.

***Global Kids Annual Youth Conference:*** Nearly 50 GK-DC leaders traveled to New York in April to join the Global Kids Annual Youth Conference, which brought together over 600 youth to engage on the topic of migration and immigration. On Thursday, April 7, students visited the United Nations, had a briefing at the US Mission to the UN, and enjoyed a Young Professionals Dinner at the Global Kids NYC office. On Friday, April 8, the students participated in all aspects of the GK Annual Youth Conference, including facilitating workshops and performing on the mainstage. Our youth from Ballou High School performed a self-made piece called "4 Women." The youth from Anacostia High School, Ballou High School, and MBYLI also facilitated three workshop. The afternoon workshop in particular focused on the intersection of child labor, migration and lack of access to education. Three youth from our Citywide program took to the plenary stage to announce a call to action for Stand #withMalala. They shared that each participant of the conference would receive a DVD of *He Named Me Malala*, and urged them to take to social media to join their campaign.

**Global Kids- DC First Annual Youth Conference:** On Monday, May 23, GK leaders from each of our DC programs joined together to put on the first-ever GK Annual Youth Conference. GK leaders chose the theme of Youth Activism and titled the conference *Justice, Not Just Us*. The youth designed and facilitated workshops as a part of their leadership training. Workshop topics included youth activism, access to education, immigration, and gender justice. The youth designed the access to education workshop to highlight the barriers to girls' education globally and to discuss global leaders in the field of global education. At the conclusion of the workshop, young people were asked to pledge ways that they would become involved in promoting access to education worldwide. The workshop also included special guest Brennan Hoban from American University's She's the First chapter to talk about activism in college. Plenary speakers included a variety of local activists and performers, as well as representatives from our partners, the Global Campaign for Education- USA.

**Girls Govern Conference:** Students Stand #withMalala held a complimentary screening of *He Named Me Malala* and a post-screening panel discussion at AAUW's National Conference for College Women Student Leaders on June 2 at the University of Maryland. GK Leader Saba represented the youth voice on a dynamic panel, featuring Sarah Barton of Participant Media and Sirtaj Kaur of the Malala Fund.

**Advocacy Day:** The GK Citywide Program, together with School Girls Unite school chapters, visited Capitol Hill on June 15 to advocate for girls' education and access to education. Our youth met with the office of Representative Elijah Cummings, Representative John Sarbanes, and Senator Ben Cardin. The students had two requests for the staffers to relay to the Congressmen: to push their support of the Education for All Act and join the International Basic Education Caucus. GK youth reported that speaking to the staffers was very much a way to participate in the democratic process and to effectively act on supporting education for girls globally. The legislative assistant from Senator Ben Cardin's office seemed particularly receptive to the students' demands and promised to follow up with the Senator directly.

#### **ACHIEVEMENTS AND PROGRESS TOWARD GOALS**

Global Kids achieved all of its goals for the GK-DC Stand #withMalala Initiative, and all grant activities were conducted in conformity with the terms and conditions in the grant agreement. The proposed goals, and progress towards those goals, are included below:

##### ***Goal 1: Demonstrate an understanding of the impediments to girls' access to education***

At the conclusion of each of our workshops, students participated in activities (ex. check-outs) that monitor what they have learned. All of our Citywide students demonstrated interest in and knowledge of access to education after our weekly workshops. To synthesize and apply their knowledge, our Citywide GK Leaders researched, designed and facilitated a workshop on the barriers to girls' access to education. They created games that engaged peers to learn about the obstacles to education and designed case studies of activists leading communities to break down barriers to education. The youth delivered this workshop at the first GK-DC conference with 50 other GK youth in attendance.

##### ***Goal 2: Develop a campaign to contribute to the global campaign for education***

Our youth developed a campaign which included the following outcomes:

- Screenings of *He Named Me Malala* supported by student leaders at 5 different sites throughout DC;

- Awareness-building at the Global Kids Annual Youth Conference in New York City through encouraging their peers to watch *He Named Me Malala* (provided by Participant Media) and asking attendees to join the campaign on social media;
- Events like the first-ever GK-DC Youth Conference where students facilitated a workshop for their peers (over 50 youth) on access to girls education; and
- An advocacy day that worked with over 20 young people from both Global Kids and SchoolGirls Unite to influence law-makers to fund basic education globally.

***Goal 3: Create informed opinions on advocacy around access to education***

Our young people reported learning a tremendous amount about the advocacy process by meeting with the offices of Congress members to share what they knew about access to education globally as well as share positions on current bills.

***Goal 4: Evaluate local and international policy to protect girls' access to education***

Each one of Global Kids' programs begins with learning about the Universal Declaration of Human Rights, which provides the foundation for understanding basic human rights. During this workshop, we discuss the influential international agreement and protected rights for all, such as access to education. In addition to our partnership with SchoolGirls Unite, we also worked with the Global Campaign for Education, US Chapter to provide advocacy support. During the GK-DC Youth Conference, two staff members joined to help the young people learn about the international policies that influence girls' access to education.

As part of the grant agreement, Global Kids also promised to ensure the following outcomes:

- 90% of participants graduate high school, and of those, 85% attend college;
- 80% demonstrate increased interest in and knowledge of domestic and international policy;
- 80% demonstrate increased leadership skills that will enable them to succeed in the 21st Century;
- 80% demonstrate increased civic engagement; and
- 80% demonstrate the values and attitudes of global citizens.

As the school year has recently come to a close, our evaluation team is working on preparing the aggregate data from student surveys to address performance measures tied to the outcomes listed above. This information will become available in September, and Global Kids will be pleased to share it with Participant Media at that time.

The process of delivering overall programming was smooth, including facilitating workshops and leading events. The only challenge that we encountered with this program was that the Policy Advocacy Day was scheduled later in the year than we would have liked. It would have been ideal to extend the policy advocacy preparation, from one session to three, in order to ensure that students had deeper understanding of the process. Students would have been more comfortable with setting up a meeting, researching a piece of legislation, tailoring the ask to particular stakeholders, and preparing follow up. Additionally, because of the scheduling, fewer students were able to participate due to end-of-the-year commitments with the school calendar.

We are thrilled with the achievements of our students, thanks to the generous support of Participant Media and Students Stand #withMalala. Enclosed please find an expenditure report for the grant funds, a copy of the workshop that our youth created for the first-ever GK-DC Annual Youth Conference, and some photos highlighting our students' activities throughout the program.

GLOBAL KIDS, INC.

**Participant Media**

GK-DC #withMalala Initiative

March 2016 - June 2016

Salaries (Program Director, Senior Trainer)	\$	5,450
Fringes		545
Total Personnel Costs		<u>5,995</u>
Student Travel		3,135
Venue & Utilities		870
<b>TOTAL EXPENSES</b>	\$	<u><u>10,000</u></u>

**Global Kids DC Annual Youth Conference 2016**  
**Workshop 2: Access to Education**

**Objectives**

Participants will be able to:

- Name several barriers to education that students around the world, especially women and girls face.
- Consider solutions for advocating for education globally.

**Materials**

- Paper
- Pens/pencils
- Labels for barriers to education
- Education activist profiles

**Time**

75 minutes

**Key Terms**

- **Education:** Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement, and generally of preparing oneself or others intellectually.
- **Barrier:** A barrier is an obstacle that prevents movement or access.

**Introduction (5 minutes)**

- Example: Hello everyone, my name is, I go to \_\_\_\_\_, I am in the \_\_\_\_\_ grade, and I will be one of your workshop leaders/facilitators today (other workshop leaders also introduce themselves). This workshop will serve as an introduction to the theme of access to education. Let's get started with a game and icebreaker!

**Icebreaker (5 minutes)**

- Explain that we will sing a chant to get to know everyone's name and fun fact about them.
- On beat, say together loudly:  
My name is \_\_\_\_\_ (ALL: Yeah!)  
And I like to \_\_\_\_\_ (ALL: Yeah!)  
(some examples are Sing, read, swim)  
And I'm gonna \_\_\_\_\_ (ALL: Yeah!)  
(use the same word you just filled in above)  
For the rest of my life (ALL: For the rest of their life)
- Go around the circle until everyone has gone.

**Warm-up: Sharks & Minnows Remix (10 minutes)**

- Explain to the participants that they will be playing sharks and minnows, a tag game where "minnows" have to run to one side of the room without being tagged by sharks. In this game sharks will represent barriers to education and minnows will represent students from around the world trying to get an education. Once a minnow is tagged they are out.

- Ask the group: What are some barriers to education for youth globally?
  - Examples: Poverty, disabilities, child marriage, child labor, human trafficking, lack of transportation, lack of supplies, etc.
- Choose 2 participants to be sharks and label them with a barrier to education. The rest of the participants are minnows.
- Emphasize safe space and clear the room. Start playing the game.
- Periodically, call out additional factors that will make the applicable participants become sharks or minnows based on these factors.
  - Individuals wearing Nikes become child sweatshop workers with an additional barrier. They can no longer run just hop.
  - Females become child brides with an additional barrier. They can no longer run just hop.
  - Individuals who have broken a bone now have a disability with an additional barrier. They can no longer run just hop.
- Discussion:
  - What are some barriers to education?
  - How are these barriers?

### **Main Activity: Education in Action (30 minutes)**

#### *Procedure:*

1. Split up participants into 4 groups.
2. Hand each group a profile of a particular activist for education and the specific issues they focus on. (attached: Malala Yousafzai, Happiness Zirra, Hannah Godefa, Yassin Choye)
3. Explain that the group must brainstorm solutions and/or ways of confronting the specific issue in their activist's profile.
4. Each group will then present their situation and solution to the entire group.
5. The facilitators will then reveal how each group's activist has worked and/or is working to confront the particular issue.

#### *Processing:*

- Why do you think access to education is such an important issue?
- What do you think is the best solution to getting past barriers to education and why?
- Thinking back to your Youth Activism workshop this morning, how can you apply what you learned in that workshop to the issue of education access?

### **Closing (10 minutes)**

- Ask everyone to go around in a circle and share.
  - How can you take action on this issue in your community? OR What is one thing that you learned from this workshop?

### **Guest Speaker (10-15 minutes)**

- Introduce the guest speaker: name, where they work, etc.
- Leave time for questions.

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### **ACTIVIST PROFILE: YASSIN CHOYE**



- Yassin Choye is a 20-year-old Gambian education activist.
- She became concerned with children's rights to education at the age of 13.
- She began fighting for education access for children all over the world.
- She wants to ensure every child's right to an education.
- An estimated 101 million children are not in school

What would you do?

### **SOLUTION: YASSIN CHOYE**

- At 13, Yassin set out to spread awareness in her community about children's rights to education and to inspire her peers to strive for success.
- She used the media to spread awareness through radio and television programs.
- She also put up posters and reached out to talk to people in her community.
- She became a Global Youth Ambassador for the organization A World at School where she continues to fight for children's rights to education around the world.

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### **ACTIVIST PROFILE: MALALA YOUSAFZAI**



- Malala, now 18, grew up in Pakistan with her father opening his own school and supporting her education.
- In Pakistan the Taliban have played a major part in influencing the nation through violent intimidation and propaganda
- When the Taliban began bombing and destroying schools in her hometown and denouncing women and girls from going to school, she became concerned with fighting for women's and girls' rights to education.

What would you do?

### **SOLUTION: MALALA YOUSAFZAI**

- In response to the Taliban's repression of girls' education, Malala gave a speech in 2008 in Peshawar asserting her right to education.
- In 2009, she began blogging through BBC under a fake name about her experience living under the oppressive, threatening Taliban regime. Her identity was eventually exposed but she continued to speak out about education rights.
- Even after her attempted assassination by the Taliban, Malala continues to speak out for everyone's right to an education by traveling around the world, giving speeches, and overall spreading awareness and setting an example for other youth.



### **ACTIVIST PROFILE: HAPPINESS ZIRRA**



- Happiness is a youth activist for education.
- She is particularly interested in ending child marriage as a barrier to education access for young girls in Northern Nigeria,
- In Nigeria, 43% of girls are married off before their 18th birthday. 17% are married before they turn 15.
- Poor implementation and lack of enforcement of government policy regarding education and children's rights are additional barriers to girls education

What would you do?

### **SOLUTION: HAPPINESS ZIRRA**

- Happiness is a global youth ambassador for A World In School and an activist with the National Youth Coalition on Education.
- She attends advocacy training held by youth activists from several organizations.
- During one advocacy training, she brainstormed solutions such as increased advocacy, sensitization, and enlightenment programs on the importance of education for women and girls in rural Nigeria.
- She used social networks to get her friends and other people to sign an #UpForSchool petition, which appeals to governments to keep their promise made in 2000 to ensure access to education for all children not in school.
- She also helps facilitate workshops with civil society addressing the problems of budget implementation in the education and health sector.
- She encourages other youth to get involved in the issues that matter to them in order to make a difference.

## **ACTIVIST PROFILE: HANNAH GODEFA**



- 18-year-old Hannah Godefa was born in Canada to Ethiopian parents.
- When Hannah traveled to Ethiopia at 7 years old to visit relatives, she made a good friend and wanted to keep in touch with her. But, she couldn't because her friend did not have pencils or paper, and Hannah became very frustrated.
- From then on, Hannah became passionate about girls' and women's rights to education around the world, and concerned over the barriers to education.
- She recognized the cultural and economic barriers that prevent girls all over the planet from going to school, as well as barriers such as disabilities and lack of supplies.

What would you do?

## **SOLUTION: HANNAH GODEFA**

- In response to her friend's lack of supplies like pencils and paper, Hannah founded the Pencil Mountain project, which distributed more than 500,000 items for use in schools.
- At age 13, Hannah was appointed as a UNICEF national ambassador to Ethiopia. She travels to Ethiopia and other countries in sub-Saharan Africa to promote the benefits of girls' education.

## Photo Album for GK-DC Stand #withMalala Initiative March to June 2016



(clockwise from top left): GK and SchoolGirls Unite gather outside the Capitol Building between visits during Advocacy Day; Meeting with the staff of Rep. John Sarbanes; GK-DC youth take the stage in NYC to share their campaign and encourage peers to get engaged on social media; Youth facilitators at the conference in NYC; GK-DC leaders pose for a group photo after a

great day at the GK Annual Youth Conference in NYC; A screening of *He Named Me Malala* at GK-DC offices.





Photo Album for GK-DC Stand #withMalala Initiative  
March to June 2016



(clockwise from top left): During a youth-designed and facilitated workshop at the GK-DC conference, students drafted plans to advocate for education; GK leaders share their digital game about school bullying and how to get to school safely; GK Leader Saba shares her experience in accessing quality education before a screening of *He Named Me Malala* at the University of Maryland; During the GK-DC Conference, attendees break out into groups to discuss the access to education around the world.

