



FAWE Forum for African Women Educationalists
Forum des éducatrices africaines



PROGRESSIVE TRANSITIONAL LEADERSHIP MODULE FOR GIRLS IN AFRICA

Proof That Women Can Lead

**A Model School Module for Enhancing
the Inclusion of Girls in Leadership
By
Forum for African Women
Educationalists (FAWE)**

*"An Educated Girl has Direction. Has
Hope. She Will Become a Mentor to
Other Girls. She Will Change the World."*
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An educated girl has a future, she has hope, she will become a mentor for other girls, she will change the world.” JOINMYVILLAGE.COM



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First and foremost, we acknowledge with deep gratitude the tireless efforts and visionary leadership of the Forum for African Women Educationalists (FAWE) in partnership with the International Institute for Democracy and Electoral Assistance (International IDEA). This partnership served as the cornerstone of this endeavor, providing critical support and expertise that propelled the project to its successful conclusion.

We are immensely indebted to the participants from eight African countries - Botswana, Democratic Republic of Congo, Eswatini, Cote d'Ivoire, Kenya, Senegal, Tanzania, and Zimbabwe. It is within these nations that the Women in Political Participation (WPP) project has been implemented, and we acknowledge the invaluable contributions of all project collaborators. Their willingness to share insights and experiences was instrumental in shaping the curriculum module.

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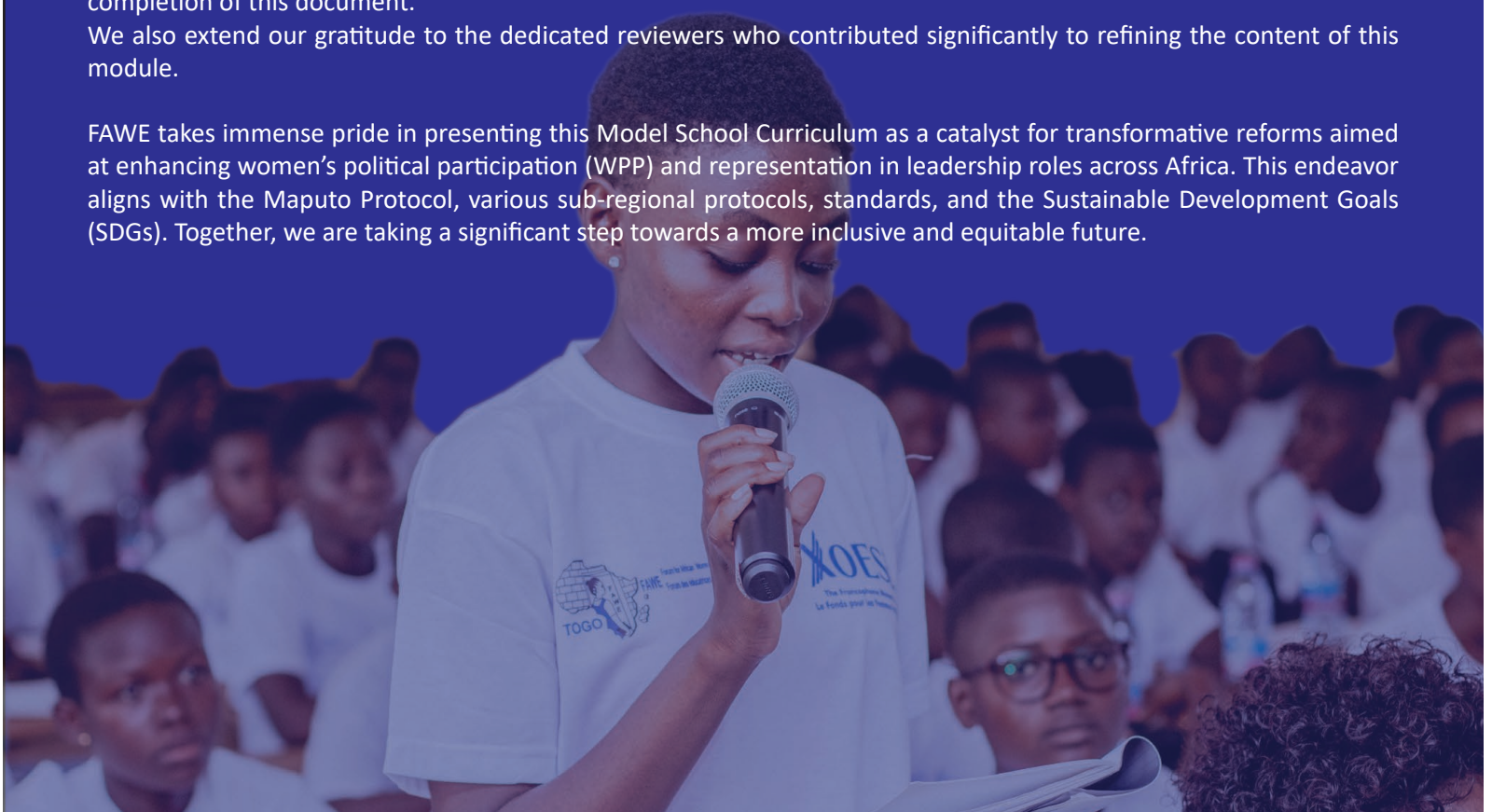
We offer our profound gratitude to the FAWE staff, whose diligent efforts provided oversight, administrative support, and logistical guidance throughout the project. We extend our heartfelt appreciation to FAWE's Executive Director, Dr. Martha Muhwezi, and Deputy Director, Teresa Omondi, for their exceptional leadership that steered this project towards success.

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FAWE takes immense pride in presenting this Model School Curriculum as a catalyst for transformative reforms aimed at enhancing women's political participation (WPP) and representation in leadership roles across Africa. This endeavor aligns with the Maputo Protocol, various sub-regional protocols, standards, and the Sustainable Development Goals (SDGs). Together, we are taking a significant step towards a more inclusive and equitable future.



EXECUTIVE SUMMARY



Dr. Martha Muhwezi

Dr. Martha R.L Muhwezi
Executive Director

In response to the pressing need for gender equality in education and the empowerment of young girls, the Forum for African Women Educationalists (FAWE) has developed an innovative educational program known as the Model School Module for Enhancing the Inclusion of Girls in Leadership at Early Grade Learning.

The primary aim of this module is to equip young girls with the essential skills, knowledge, and self-assurance required to become effective leaders. Recognizing that leadership abilities can be nurtured from a young age, this initiative is designed to enable girls to challenge societal norms, advocate for their rights, and make meaningful contributions to their communities and beyond.

Key Features:

- i. **Comprehensive Curriculum:** The module boasts a carefully designed curriculum that covers a wide range of subjects and topics. This curriculum is tailored to promote critical thinking, sound decision-making, and enhanced self-confidence.
- ii. **Interactive Learning Activities:** FAWE places great emphasis on interactive learning methods. Accordingly, the module incorporates engaging activities that encourage active participation and hands-on learning experiences, ensuring that girls develop practical leadership skills.
- iii. **Mentorship Programs:** To provide guidance and support, mentorship programs are an integral part of this module. Experienced mentors offer valuable insights, share their experiences, and inspire girls to realize their full leadership potential.
- iv. **Extracurricular Engagements:** Recognizing the significance of holistic development, the module includes extracurricular activities that enable girls to explore various interests, develop teamwork skills, and cultivate a well-rounded skill set.

FAWE's Model School Module seeks to create an inclusive and supportive environment where girls can tap into their leadership potential. By participating in this program, girls stand to gain not only leadership skills but also a sense of empowerment, resilience, and a deep belief in their ability to drive positive change.

The Model School Module for Enhancing the Inclusion of Girls in Leadership at Early Grade Learning, developed by FAWE under the Women in Political Participation Programme, represents a transformative educational endeavor. It is aimed at addressing gender disparities and dismantling social barriers by nurturing the leadership potential inherent in young girls. FAWE remains unwavering in its commitment to advancing gender equality in education and empowering girls to emerge as leaders who will shape a more equitable and prosperous future.

For further information about this module or to inquire about its implementation, please feel free to contact FAWE. Together, we can collaboratively build a brighter and more inclusive world by promoting education and leadership development for girls.

SUMMARY CONTENT

Learning outcomes of the Module: Girls' Participation in Leadership in Africa

Upon completing this training, learners and participants will gain a comprehensive understanding of the key elements surrounding the inclusion of girls in leadership positions in Africa. The learning outcomes of this module include:

1. Benefits of Girls' Inclusion in Leadership:

Learners will delve into the multifaceted benefits of including girls in leadership. This includes exploring how diverse perspectives and skills contributed by girls enhance decision-making, foster creativity, and drive positive societal change. Additionally, learners will understand how gender-inclusive leadership helps challenge stereotypes and fosters a more equitable society.

2. Identifying Signs of Exclusion and Inclusion:

Participants will develop a keen awareness of the signs and indicators that reveal whether girls are being excluded or included in leadership roles. This extends to recognizing discriminatory practices and emerging issues that may hinder girls' active participation. Through critical analysis, learners will develop strategies to address these challenges, ensuring fair and inclusive leadership environments.

3. Barriers to Girls' Participation in Leadership:

In this section, learners will gain in-depth insights into the various barriers and impediments that can hinder girls from taking up leadership roles. These barriers can range from cultural norms and gender bias to lack of opportunities and socio-economic constraints. Understanding these obstacles is essential to crafting effective solutions and dismantling systemic barriers.

4. Benefits of Girls' Inclusion in Leadership (Reiteration):

This section reinforces the positive impacts of including girls in leadership roles. Learners will explore how girls' participation not only benefits communities but also empowers girls themselves, boosting their self-confidence and motivation to lead. It emphasizes that an inclusive leadership environment is a win-win for society.

5. Institutional Structures for Girls' Participation in Leadership:

Explanation: Participants will be introduced to the various institutional structures and frameworks that support and facilitate girls' participation in leadership. This includes understanding how policies, organizations, and educational institutions can create an enabling environment for girls to take on leadership roles.



FAWE's Tuseme youth empowerment model trains girls and boys to identify and understand the problems affecting them and take action to solve them.

Overview of the Module:

a. Vision Statement:

The module's visionary statement provides a clear and inspiring picture of the intended outcomes and societal impact of empowering girls in leadership. It underscores the importance of fostering a generation of girl leaders who can drive positive change in Africa and beyond.

b. Module Framework Pillars:

These three foundational pillars serve as the framework for the entire module:

Values: Emphasizes the ethical principles that underpin inclusive leadership, such as fairness, equality, and justice.

Theoretical Approaches: Provides learners with theoretical perspectives and frameworks, drawing from gender studies and leadership theories, to deepen their understanding.

Guiding Principles: Highlights the core principles that steer the module's content, emphasizing the importance of integrity, inclusivity, and empowerment.

The Teachers' and Trainers' Guide:

a. Core Competencies:

This section outlines the essential skills, knowledge, and qualities that educators and trainers need to effectively deliver the module. It emphasizes the importance of facilitation skills, cultural sensitivity, and a deep understanding of gender issues.

b. Implementing Strategies:

Here, the guide offers insights into effective teaching and training strategies, including interactive and participatory methods, case studies, and group discussions. It underscores the significance of creating a safe and inclusive learning environment.

c. Prospects for Inclusion of Learners with Special Educational Needs:

This section addresses strategies for accommodating learners with diverse learning needs, ensuring that the training process is inclusive and accessible to all participants, regardless of their abilities.



Module Sessions for Early Years Education on Leadership:

a. Purpose and Justification for Early Grade Education:

This section elucidates the rationale behind introducing leadership concepts at an early age, emphasizing how early exposure to leadership principles can help instill leadership skills, values, and attitudes from a young age.

b. Learning Outcomes:

Defines the specific knowledge, skills, and attitudes that learners should acquire upon completing the module, providing clarity on the intended educational goals.

c. Key Terminologies:

Offers a glossary of essential terms and concepts related to leadership, ensuring that learners have a common understanding of key terminology.

d. Training Sessions:

Details the various training sessions that constitute the module, providing a roadmap for the delivery of content. Each session is designed to progressively build learners' understanding of girls' inclusion in leadership.

This comprehensive module equips participants with the knowledge, skills, and insights needed to foster girls' active participation in leadership roles across Africa. It empowers learners to recognize the value of inclusion and equips them with the tools to work towards a more equitable and inclusive future for all.

KEY CONCEPTS FOR GIRLS' LEADERSHIP AND EMPOWERMENT

Human Rights: These are moral principles or norms aimed at safeguarding all individuals from severe political, legal, and social abuses. In the context of girls' leadership and empowerment, human rights serve as the foundation for ensuring that girls have equal access to leadership roles and are protected from discrimination and injustice.

Patriarchy: This term refers to a societal or governmental system in which men hold most of the power, and women are often excluded from positions of authority. In the context of girls' leadership and empowerment, understanding and challenging patriarchy is crucial to promoting gender equality and enabling girls to participate fully in leadership.

Power: Power represents the capacity or ability to influence the behavior of others or the course of events. In girls' leadership and empowerment, recognizing and addressing power dynamics is vital to ensure that girls are given equal opportunities and are not marginalized based on gender.

Peer: A peer is an individual who belongs to the same social group as another person, often based on factors such as age, sex, occupation, religion, socioeconomic status, or health. Understanding the dynamics of peer relationships is essential for promoting support and collaboration among girls in leadership.

Gender-Based Violence: Gender-based violence is violence directed against a person because of their gender and is deeply rooted in gender inequalities within society. It is pervasive and often hinders girls' participation in leadership roles. Recognizing and addressing gender-based violence is crucial for girls' safety and empowerment.

Conflict: Conflict refers to a struggle or clash of interests, opinions, or principles between individuals or groups. Understanding conflict and conflict resolution is important in the context of girls' leadership to ensure that disputes and disagreements do not hinder progress.

Mediation: Mediation is a process where parties meet with a neutral third party to assist them in resolving their differences through negotiation. Mediation can be a useful tool in addressing conflicts and promoting cooperation in girls' leadership initiatives.

Motivation: Motivation represents a passion to work for reasons beyond financial gain or status. In the context of girls' leadership and empowerment, understanding and harnessing motivation can help girls overcome challenges and pursue their leadership goals.

Dialogue: Dialogue is a conversation between two individuals or parties aimed at reaching a consensus or mutual understanding. Effective communication and dialogue are essential for collaboration and problem-solving in girls' leadership initiatives.





Child Labour: Child labor refers to the exploitation of children through work that deprives them of their childhood, interferes with their education, and is physically, mentally, socially, and morally harmful. Addressing child labor is critical to ensuring that girls have access to education and the opportunity to develop leadership skills.

Self-Management: Self-management involves the ability to take care of one's emotional well-being, control emotions, and exhibit traits such as transparency, conscientiousness, adaptability, and initiative. These skills are essential for girls to navigate challenges and develop as leaders.

Emotional Self-Control: This entails the ability to show restraint, respond calmly, and calm others in emotionally charged situations.

Transparency: Transparency involves acting consistently with one's values, even when under pressure to do otherwise, and publicly admitting to mistakes.

Conscientiousness: Conscientiousness is characterized by being careful, accurate, following through, and taking personal responsibility.

Adaptability: Adaptability is the openness to new ideas, tolerance of ambiguity, and the ability to change strategies when needed.

Initiative: Initiative involves the readiness to address current opportunities, act, make extra effort, and initiate actions for the future.

Social Awareness: Social awareness includes traits such as empathy, organizational awareness, and responsiveness to others.

Empathy: Empathy is the ability to listen attentively, read non-verbal cues, be open to diversity, and understand others.

Organizational Awareness: Organizational awareness involves understanding the informal and formal structures within organizations and recognizing underlying issues.

Responding to Others: Responding to others means maintaining clear communication and taking responsibility for actions while addressing underlying needs.

Social Skills: Social skills encompass the ability to develop others, provide visionary leadership, influence, communicate effectively, serve as a change catalyst, manage conflicts, and build bonds.

Developing Others: Developing others involves providing support, expressing positive expectations, and providing timely feedback to help others grow.

Visionary Leadership: Visionary leadership stimulates enthusiasm, uses formal authority, and positions oneself as a leader who can inspire others toward a shared vision.

Communication: Communication involves engaging an audience, clarifying, or emphasizing messages, and effectively participating in constructive dialogue.

Change Catalyst: A change catalyst expresses a vision for change and actively champions and drives that change.
Conflict Management: Conflict management entails identifying potential conflicts and maintaining objectivity when addressing them.

Building Bonds: Building bonds involves establishing rapport and nurturing relationships for collaboration and support.

Soft Skills: Soft skills encompass communication, persuasion, negotiation, relationship building, empathy, a positive attitude, teamwork, emotional intelligence, time management, and work ethic.

Persuasion: Persuasion involves identifying what others care about, creating compelling stories, and communicating those stories effectively.

Negotiation: Negotiation includes listening carefully, understanding the other party's interests, recognizing one's own value, and proposing solutions that benefit both sides.

Relationship Building: Relationship building entails helping others unconditionally, seeking common interests, and adding value before expecting reciprocity.

Positive Attitude: A positive attitude involves refraining from gossip or complaints, offering constructive criticism, and speaking well of others.

Teamwork: Teamwork means sharing credit, celebrating others' successes, and publicly acknowledging and praising team members.

Conflict Resolution: Conflict resolution involves avoiding arguments, focusing on solutions, and offering unconditional apologies when one is at fault.

Time Management: Time management entails prioritization, delegation, and the ability to say "no" when necessary.

Work Ethic: A strong work ethic includes taking responsibility for one's work, punctuality, fulfilling commitments, and avoiding deflecting blame onto others.



Advocacy: Advocacy refers to any action that supports, recommends, argues for, or pleads on behalf of a cause, group, or individual.

Responsiveness: Responsiveness is the quality of reacting quickly and positively to challenges, opportunities, or the needs of others.

Election: Election refers to the formal and organized selection of a person for a political office or other positions through a vote.

Campaign: A campaign is an organized effort or course of action designed to achieve a specific goal, often in the realms of politics or social change.

Manager: A manager is someone who orchestrates and directs people and resources efficiently and effectively to accomplish specific goals and objectives.

Organization: An organization is a social unit of people structured and managed to meet a need or pursue collective goals.

Empowerment: Empowerment involves enabling individuals to reach their full potential, accomplish tasks they might not have been able to do otherwise, and gain control over their lives.

Leader: A leader is someone who guides and directs others toward the attainment of common goals or tasks.

Leadership: Leadership is the process of directing and organizing a group of people to achieve a goal and enlisting the support of others in the pursuit of common objectives.

Democracy: Democracy is a form of government where power and civic responsibility are exercised by all adult citizens, either directly or indirectly through elected representatives.

Mindset: Mindset refers to a set of beliefs or a way of thinking that shapes one's behavior, outlook, and mental attitude.

Self-Assessment: Self-assessment is the evaluation of one's actions, attitudes, or performance, often for the purpose of self-improvement.

Inclusion: Inclusion is the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, including those with physical or mental disabilities and members of other minority groups.

Privilege: Privilege is a right, immunity, or benefit enjoyed by a particular person or a restricted group of people beyond what is commonly available.

Self-Esteem: Self-esteem is an individual's overall opinion of oneself, encompassing feelings about one's abilities and limitations.

Femininity and Masculinity: Femininity and masculinity refer to one's gender identity and the extent to which individuals perceive themselves as masculine or feminine based on societal norms and expectations associated with gender roles.



CHARACTERISTICS OF EFFECTIVE LEADERS

An effective leader should demonstrate the following characteristics: strategic thinking, critical thinking, communication skills, negotiation skills, motivation and emotional intelligence.

Strategic Thinking

A strategic leader focuses on both the work to be done and the people doing it. S/he responds thoughtfully and appropriately to the combinations of tasks to be done and people performing those tasks. The leader is strategic in the sense that s/he makes thoughtful adjustments based on an understanding of these needs.

Critical Thinking

Critical thinking requires the capacity for abstract thought. This is the ability to think about what's not there, to foresee future consequences and possibilities, to think about your own thinking, to imagine scenarios that haven't yet existed. Critical thinking focuses on analysing and understanding its object.

Communication Skills

Good leaders tend to be extremely good listeners, able to listen actively and elicit information by good questioning. They know how to build rapport quickly and effectively, to develop good and strong relationships with others, peers, subordinates or constituencies.

Negotiation Skills

Negotiating effectively is an important skill for leaders. It is an integral aspect of successful leadership skill. Conflict and disagreement will inevitably arise from time to time as the differing needs, wants, aims and beliefs of people are brought together.

Motivation

Motivation is defined as the process that initiates, guides, and maintain goal – oriented behaviours. It involves the biological, emotional, social and cognitive forces that activate behaviour. Motivational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the group, organization or institution.

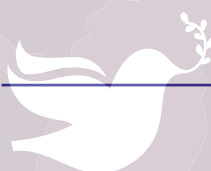
Emotional Intelligence

The ability to identify self and manage one's own emotions as well as that of others. Never act impulsively, take a step back when upset, understand what you're feeling, understand the consequences of your actions and then proceed accordingly.

Empathy: The ability to understand the emotional make – up of the other people. Take genuine interest in other people, look at things from their perspective, acknowledge their feelings, never judge and always be supportive and be generous with your time and attention.

Self –Awareness: The ability to recognize and understand your emotions, moods and drives and how these affect others. It includes emotional self-awareness, self-assessment and self-confidence.

- Emotional Self Awareness: Ability to be aware of own feelings, knows why feelings occur and understands implications of own emotions.
- Self-Assessment: the ability to be open to feedback, aware of own strengths and weaknesses and leverage on it and make long term self-development plan.
- Self – Confidence: Confident in own ability, acts independently and takes on challenges willingly.



DIFFERENT TYPES OF LEADERSHIP

Authoritative Leadership

Authoritarian leaders, also known as autocratic leaders provide clear expectations for what needs to be done, when it should be done and how it should be done. Autocrats stress obedience, loyalty and strict adherence to roles. They make and enforce the rules. They see that decisions are carried out.

Charismatic Leadership

Charismatic leadership focuses on personality traits. This type of leadership is dominant among politicians, religious leaders and celebrities. The values of a Charismatic Leader are highly significant. If they are well – intentioned towards others, they can elevate and transform groups, organizations, institutions and populaces because of their ability to carry masses of people along.

Delegative Leadership

Delegative leadership, also known as “laissez - faire” leadership leaves decision making to group members or followers and offers little or no guidance to group members.

Participative Leadership

Participative Leadership also known as democratic leadership is generally the most effective leadership style. Under a democratic leader the space is provided for all to participate. Divergent views, needs and interests are listened to and multiplicity of actors allowed to play a role in the development processes.

Transformative Leadership

This is a leadership style that depends on high level of communication from management to meet goals. Employees are motivated and productivity and efficiency are enhanced through communication and high visibility of leaders. In this type of leadership, management’s involvement is high in meeting common organizational goals. Leaders here focus on the big picture within the organization, while the smaller tasks are delegated as they work towards attainment of common goals.



Students from a school in Ghana during the swearing in of student leaders.

INTERNATIONAL, REGIONAL, NATIONAL INSTRUMENTS AND ORGANIZATIONS ON LEADERSHIP

International Instruments: These includes Universal Declaration of Human Rights (1948), Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1979), Convention on Political Rights of Women (1952), Beijing Declaration and Platform for Action (BPfA) (1995) and Millennium Declaration on Development Goals (2000) and Sustainable Development Goals (SDGs) (2015) specifically, Goal 4, 5, 8, 10, 16 and 17.

Regional Instruments: Include African Charter on Human and Peoples’ Rights on the Rights of Women in Africa (1981), African Union Solemn Declaration on Gender Equality (2003).

National Instruments: These include the country’s constitution and policies addressing issues of girls and women’s leadership.

International Organizations: Include United Nations Women, Association for Women’s Rights in Development (AWID), Global Fund for Women (GFW), International Women’s Development Agency(IWDA), Centre for Reproductive Rights (CRR), Women International Live for Peace and Justice, European Institute for Gender Equality (EIGE), Plan International (PI), United Nations Population Fund (UNPF), Swedish International Development Agency (SIDA) Canada International Development Agency (CIDA), Danish International Development Agency (DANIDA), United Nations Children’s Fund (UNICEF), The United Nation Educational scientific and Cultural Organization (UNESCO), United Nations Development Program (UNDP), CARE

Regional Organizations: The African Women’s Development and Communications Network (FEMNET), African Union (AU), Economic Community of West African States (ECOWAS), South African Development Community (SADC), East African Cooperation (EAC), Forum for African Women Educationalists (FAWE), New Partnerships for African Development (NEPAD), Japan International Cooperation Agency (JAICA).

National Organizations: Forum for African Educationalists (FAWE) (34 Chapters), The Centre for Rights Education and Awareness (CREAW- Kenya), Women’s Voice and Leadership, Cooperative for Assistance and Relief Everywhere (CARE), Young Women’s Leadership Institute, Women in Democracy and Governance.

PART ONE

ABOUT THE MODULE

1.0 Background, Vision and Mission of the Module

Background

The Forum for African Women Educationalists (FAWE) is a membership-based Pan-African non-governmental organization, led by African women working for equality and equity in education across the continent. FAWE works across the continent in 33 countries with a mission to promote gender equity and equality in education in Africa by fostering positive policies, practices, and attitudes towards girls' education. FAWE, in partnership with the International Institute for Democracy and Electoral Assistance (International IDEA), is implementing a project dubbed "Women in Political Participation (WPP)", which aims at increasing women's political leadership participation and representation across Africa. The design of the project is in line with the Maputo Protocol, The Convention on the Elimination of Discrimination Against Women, Beijing Platform for Action, alongside various associated sub-regional protocols and standards, and the SDGs. The project runs in 8 African countries including Botswana, Democratic Republic of Congo, Eswatini, Cote d'Ivoire, Kenya, Senegal, Tanzania, and Zimbabwe.

The WPP project acknowledges that despite the efforts made in enhancing participation of women in politics in most African countries, women continue to be underrepresented in decision making in both political and public space. Hence, the WPP project planned as one of its key activities, to develop a model school curriculum for enhancing women in political participation. The model curriculum is intended to facilitate the desired change in the status of girls and women in leadership, by meeting the need for raising and sustaining awareness for WPP to change the prevailing attitudes, examine the obstacles to women political participation, provide proposals for reform and change, empower identified champions of change, and share comparative evidence that could propel action.

Vision

The vision of the module is, therefore, to enable learners to become engaged, empowered and be ethical citizens who are self-conscious about inclusion of girls in leadership. This will be achieved by providing learner with adequate and age-appropriate skills and knowledge that they deserve, and which they need to thrive in the 21st century. This vision shall be accomplished through the mission to provide every learner with seamless, competency-based knowledge on leadership and inclusion of girls and women in leadership.

It shall be steered by a highly knowledgeable, reflective, professional teachers and trainers that have passion in the initiatives for inclusion of girls in leadership. They shall benefit from enhanced skills and confidence in a range of modern pedagogical tools such as coaching, facilitating, and mentoring.

In meeting the expectations of this module teachers and trainers will act more as role models for learners, caring for and inspiring every child to achieve their potential. It will also enable teachers and trainers to be flexible in adapting this module to meet the needs, talents, and interests of every child, constantly diagnosing the learner's needs and collaborating with other stakeholders that influence the child such as parents, religion, media, other professionals, opinion leaders, and the wider community.

Mission

The mission of this module is to ensure that every girl in Africa takes in different leadership positions within social, economic and political spheres.





1.1 Module Framework and Pillars

This module framework vision and mission are supported by three important pillars namely: values, theoretical approaches, and guiding principles.

1.1.1 Values

Values are the standards that guide the learners on their response to situations, and behaviour at any given circumstance. Values, therefore, influence how learners feel, act, and make choices in life. These are parameters that are vital to meeting the expectations to achieve inclusion of girls in leadership. (Each country can suggest the broad values) to guide the contextual module implementation. Broadly, the values suggested should be able to provide learners with equal opportunities to contribute fully to the world around them – economically, culturally, socially, and politically. Examples of values are equity, responsibility, integrity, unity, confidence, decisiveness, wisdom, courage, authenticity, goal, resilience, respect, communication, empathy, humility, innovation, accountability, honesty, passion, delegation, social influence, hire and develop the best, transparency, ethical and patience.

Inclusion of girls in leadership should be able to build capacities of the learners that enables them to be agents of change, and to maximise their individual capacities to create impacts in their communities. The values must therefore help in nurturing the learners to be able to build networks and relationships through humility, emotional intelligence, fairness, open-mindedness, teamwork, collaboration and communication.

1.1.2 Theoretical Approaches

This module builds on the premise that girls and women in Africa are mostly socialized not to challenge patriarchy, and male authority especially when it comes to leadership positions, which in turn perpetuate, inferiority and marginalisation. Women and girls' primary understanding of leadership comes from traditional male forms of authority. This premise emerges from research evidence which shows that, generally, there are many instances where women do not challenge decisions by men even in cases when women are adversely affected in terms of their welfare, opportunities, and basic rights.

Theoretical approach for this module employs social learning theory and empowerment of women and girls to claim their rightful space in accessing opportunities, to be involved in decision making, to claim equal access to resources and their human rights. FAWE has previously developed the 'Tuseme' as an appropriate model for empowerment of girls in schools from upper primary.

A student from Mponda Secondary School in Malawi writes notes in class.

1.1.2.1 Tuseme Empowerment Framework

Empowerment is the process through which marginalized people, such as the poor, minorities, girls and women, become (or are made) aware of their subordination so they can acquire knowledge and skills to analyse and take action to overcome their marginalization and speak out. TUSEME is a Kiswahili word that means “Let us speak out”. It encapsulates an empowerment process for both girls and boys, to enable them to understand and overcome problems that hinder their academic and social development. TUSEME came about as a result of concerns amongst educationalists, parents and other social groups that girls are not sufficiently empowered to cope with life. The factors behind the lack of empowerment include socialization, structural, economic and social barriers, negative cultural values and attitudes, discriminative laws, attitude and gender stereotypes, and the overall gender construct that places women in an inferior position relative to men. TUSEME was, therefore, established to empower the girls with skills to deal with the problems that hinder their academic and social development. Based on the guiding principles below, TUSEME model becomes the best framework for implementing the module.



A girl speaks out and articulates issues on STEM and leadership at a Congress

1.1.2.2 Social Learning Theory

The module is anchored on social learning theory by Albert Bandura (1977) which is based on observation, imitation and modelling therefore girls will be exposed to history of great women in the society and such women will serve as their role models with the aim of influencing their behaviour, attitudes and emotion. This approach will lead to Feminist leadership as a process by which women and girls assert their rights by continually evaluating relevant experiences, questioning their roles in society, challenging power structures and effectively catalysing positive change in society.



Girls Listening Attentively at a Leadership Forum

1.2 Guiding Principles

The Framework is based on the following guiding principles:

i. Empowerment and Cultural Identity

Achieving the vision of this module acknowledges that young people in Africa are greatly influenced by cultural values of the West through various global forces, especially the media, Literature (e.g. the Cinderella complex). In the process, they are likely to lose their cultural identity and disregard the African cultural heritage and other guiding principles such as UBUNTU. This is evident in their preference for artistic creations such as pop music and fashion from the West. When they are expected to produce artistic creations, they often tend to copy or adapt western ideas. They may be ashamed of, or find it difficult to create, artistic works based on the African cultural heritage. In the process, they lose their cultural identity, roots, creativity, and innovation. This is a form of disempowerment because it affects their self-value and sense of belonging. Likewise, the learners must engage with their cultural identity to understand the practices that may work against empowerment and then they brainstorm on how to overcome the cultural crisis and obstacles.

ii. Seizing the Opportunity

The module provides learners with a variety of opportunities to enable them to identify their needs, talents, and potential. This will enable them to understand their space and how to act on inclusion of girls and women participation in politics. The emphasis here is on equal access to education for all and in leadership position right from early grade in school and the community. This will enable learners to enjoy learning and reduce wastage in terms of learners leaving school because the module is not relevant to their needs.

iii. Pursuing Excellence

Every learner should be nurtured to excel in their areas of greatest interest and ability. The Framework values excellence and competitiveness rather than raw competition for examination grades.

This plays a role in helping to reduce the challenge of malpractice in examinations because each learner will be guided to excel in their area of interest and ability.

iv. Embracing Diversity and Inclusion

The module seeks to address the needs of children even of those who are out of school, and young adults, to increase their access to and participation both in education in leadership, and hence, raise their literacy levels for personal and national social economic development. The framework, therefore, requires that learners be guided to appreciate diversity in terms of race, ethnicity, gender, language, culture, and religion. It also relates to the fact that learners are different in terms of their learning needs and abilities, and that these differences need to be respected and valued within an inclusive learning environment. Inclusion will entail ensuring that all learning institutions accommodate all learners regardless of their physical, emotional, intellectual, or any other need. It involves provision of reasonable accommodation characterized by flexibility, responsiveness, and support.

v. Community Service Learning

Learners must be involved in community service is a form of experiential education that enables them to apply their knowledge and skills in different settings. Hence, learners are then supported to analyse what they have learned in girls and women participation in politics by taking part in related activities and how such skills and knowledge might be applied to their academic and personal development.

vi. Life Skills

This is a group of psychosocial competencies and interpersonal skills that help people make informed decisions solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathise with other and cope with and manage their lives in a healthy manner.



THE CRITICAL STAKEHOLDERS IN THE MODEL SCHOOL CURRICULUM

The success of this model school module is pegged on the following stakeholders.

1. THE CRITICAL STAKEHOLDERS.

They are the main beneficiaries of the module.

They include:

- Children
- Children with special needs in Education
- Teachers who handle these children and are the critical implementors of this module.
- The School Board of Management
- Heads of Institutions
- The school community.

2. PRIMARY STAKEHOLDERS

- These includes all the stake holders in Education.
- The curriculum support officers.
- The curriculum developers - Kenya Institute of Curriculum Development
- Kenya Institute of Special Needs Education
- The Ministry of Education
- The Teachers Service Commission.

3. SECONDARY STAKEHOLDERS.

These are sponsors in both financial and successful implementation of the programme in our schools.

They include:

- The society
- The Nation
- The continent
- Globally – International, Regional and National organizations that champion the rights of girls, women and children.

ROLES OF STAKEHOLDERS

Primary Stakeholders

- Identifying the competency of the child
- Nurturing talents of the child
- Sponsoring/ supporting leadership clubs
- Offering guidance and counselling to the child
- Providing a conducive environment for the club
- Training
- Parents motivating the children to participate
- Creating awareness
- Implementation
- Advocacy/ empowerment

Secondary Stakeholders

- Creating awareness
- Advocacy
- Financial support
- Policy enforcement
- Organizing seminars to train other stakeholders
- Monitoring and evaluation of the programme
- Publishing/ provision of materials
- Vetting and validation of the module
- Funding the programme
- Dissemination of the materials/ information
- Provision of learning materials for SMEs - KISE
- Organizing/ sponsoring classes at the musical festivals
- TSC – grants permission to teachers to attend trainings
- Resource mobilization





PART TWO

TEACHERS AND TRAINERS GUIDE

2.0 Core Competencies for Teachers and Trainers

Competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles to learn successfully. This means the teachers or trainers must identify the ability of the learners to gain, process, and assimilate new knowledge and skills as well as to seek and make use of any guidance given. This is what helps learners to build on prior learning and life experiences to use and apply knowledge and skills in a variety of contexts. It also connects to the subject areas upon which competency is considered. This module shall be implemented as follows:

2.1 Introduction to the Module

Learning outcomes

- Enable the learners to describe an overview of the content of girls'/ women's involvement in leadership.
- Enable learners to explain the concept of gender and empowerment and how it affects girls' participation in leadership.
- Learners are able to demonstrate in-depth understanding of the content through linking the knowledge acquired and real-life experiences.
- Learners are able to apply the acquired knowledge about empowerment and leadership.

Outline

Time Required: 2 hrs (split into 30 minutes)

Initial Activities for Implementing the Model

Learning Outcomes

At the end of the implementation of the module, the learners should be able to

- i. Explain the concepts of gender, gender roles, sex roles and empowerment.
 - ii. Differentiate between sex roles and gender roles.
- a. Ask the learners if they were to talk to God to give them ONE child which one would they ask for and why.
 - b. Ask the learners if they have come across the term gender.
 - c. Let them know, gender is constructed/ascribed "made" by the society/ community on which roles/duties to perform and how to behave as girl/ boy and woman/man. Sex on the other hand is natural female (girl/ woman) or male (boy/girl) with specific roles and features at birth.





A student leads a Tuseme Club group session in Togo.



d. Look at the terms/words below and tick which ones are gender and which ones are based on sex:

Pregnant	Teacher	Father
Police officer	Driver	Cooking
Gentle	Child care	Boastful
Farming	Strong	Caring
Monitor	Mother	Principal
Wise	Hardworking	Family provider
Honest	Fetching water	Doctor
Emotional	Politics	Prefect
Intelligent	Decision making	Respectful

e. Ask the learners if the differences are based on sex or based on gender.

Take Note: Sex is natural, biological differentiation between women and men and cannot be changed, whereas gender is a social construction of roles, responsibilities, behaviour patterns assigned to men and women boys and girls in a given society/community in time.

Learning Experiences: Group work, demonstration, group discussions, case presentation.

Learning Resources: Flipchart and paper, markers, prepared power point

- Ask learners to list what they do at home and at school.
- Ask learners if the activities are specific to boys and girls.
- Let learners list different sex and gender roles girls and boys (or men/women) play in the society.

Note: Let learners disagree or agree with the roles assigned in the boxes above.

	Boys	Girls
At Home:	Herding	Cooking
	Cleaning the compound	Fetching water
		Fetching firewood
		Washing clothes
At School:	Prefect/Monitor	Monitor/Prefect
	Arranging desks	Sweeping the classroom

Ask learners what they can see in the pictures below.

Ask the learners if they agree with the statement, “men make houses, women make homes.”



Let the learners observe the picture below and ask them if that is what is happening at home. If not why?



Key Terms

Gender: Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time

Gender Roles: A concept that refers to the roles and responsibilities of women/ girls and men/boys that are defined in our families, our societies and our cultures, including what characteristics, aptitudes and behaviours are expected of each gender. These roles and expectations are learned; they are not biologically predetermined and can change.

Empowerment: The process through which marginalized people such as the poor, minorities, and girls and women become aware of their subordination, and acquire the skills and knowledge they need to analyse and overcome their marginalization.

An empowered girl has a sense of self confidence, visible and high self-esteem.

Sex: The biological differentiation of boys and girls, men and women

Ask learners which of the sex roles and gender roles they can perform

Sex Roles (Natural)	Gender Roles (Assigned by society)
Giving birth	Cooking
Breast feeding	Herding
Siring children	Fetching water
	Fetching firewood
	Washing clothes

d. Let learners discuss gender scenarios in society.

- Who is likely to attend meetings in the community?
- Does gender roles affect women’s participation in meetings?
- Do women freely participate in decision making at home and in the community?
- What can be done to make women participate in meetings and make decisions?

e. Engage learners to brainstorm on expectation of girls in class/school/community.

- Ask the learners to highlight some expectations that their class/school/community/culture/religion/media has on them. (probe on what to eat, how to walk, how to act, how to behave, how to dress, how to talk, which subjects to learn in school, how long to be in school, which careers to take)
- Ask the learners who decides what they should do and how and when to act.
- Ask the learners if expectations have changed over time comparing with their older siblings, mothers and grandmothers and older generation.
- What are learners thinking about expectations (negative/positive), are they in agreement with these expectations, are the expectations easy or difficult to fulfil.
- Can the learners name girls in their class/school/community who have overcome negative expectations (engineer/ doctor/member of parliament/executive director)
- Ask the learners if they can think of ways in which they can challenge negative cultural expectations and norms in society.

f. Learners can also demonstrate the differences by

- Acting and playing games reflecting leadership roles (Monitor, prefect, chief, Member of Parliament, First born etc.)
- Guided role plays
- Group discussions and debates
- Storytelling and riddles
- Guided project work
- Cases studies
- Observation schedule
- Learner's profile
- Rating scales
- Check list

Sample Check List

School							
Learner's name							
Teacher's name							
Grade							
Strand							
Sub Strand							
Date							
Task/learning Experience	COMPETENCE, KNOWLEDGE, SKILL AND VALUES (TICK APPROPRIATELY)						
	Identifies benefits of inclusion in girls in leadership		Distinguishes the signs of exclusion and inclusion of girls in leadership		Identifies barriers to participation of girls in leadership		TEACHER'S COMMENT
	YES	NO	YES	NO	YES	NO	
Learner's name							
1. Mary J.	√		√		√		
2. Janet M.		√	√		√		
3. Florence N.	√			√		√	



The following activities can help to engage the learners in conceptualising the gender differences in leadership through observation on their environment and communities:

Activity One: Definition of a leader and introduction to the gender differences in leadership at the immediate community level:

Learning Outcomes: At the end of this activity, the learner should be able to:

- i. Write the word leader
 - ii. Define the word leader
 - iii. Explain qualities of a good leader
 - iv. Describe skills a leader should have
- a. Write the word leader on the writing board and ask them to define it.
 - b. Lead the discussion using the following questions:
 - Who can be a leader? (Possible responses: someone who has the skills necessary for the tasks that they are leading, someone who is motivated to lead, someone who is respected by the class/school/community and one who believes in a particular cause or goal)
 - What skills does a leader need to have? (One who is good at working with others, one who knows what he is supposed to do in the areas of leadership and one who can communicate well)
 - How does this leader act? (Confident, caring and respectful towards others)
 - What are the qualities of a good leader? (Self-confident, honest, knowledgeable and acts with diplomacy.)
 - What qualities a leader should not have. (Corrupt, dishonest, lack confidence, self-interest, bossy)
 - Why and how do people become leaders? (Personality traits, opportunities, inspiration, situations)
 - Ask the girls to answer the following questions:
 - i. What is leadership?
 - ii. Why is it important for to be a leader? (Leaders are able to accomplish goals and make a difference class/school/ community)
 - iii. Why is it important for girls and women to be leaders? (They are affected by decisions made at all levels)
 - c. Guide the learners to make a list of female and male leaders in their community. Ask the learners what leadership roles women fill in their community. (Let them take note that there are no leadership for only men or women, boys and girls)

Note: Newspaper cuttings can be used to identify leaders at different levels

Quote: A leader is the head of authority, the heart of perception, and the tongue of justice.

–Egypt, 2300 BC

Key Terms

Leader: A person who influences a group of people towards the achievement of a goal. The man/woman who successfully marshals his/her human collaborators to achieve a particular objective.

Leadership: The accomplishment of a goal through the direction of human assistants.

Affiliate- the type that creates emotional bonds and harmony

Authoritative – the type that mobilizes people towards a vision

Charismatic – the type that gathers followers through dint of personality and charm.

Coaching – the type that develops people for the future

Coercive- the type that demands immediate compliance

Democratic – the type that builds consensus through participation

Pacesetting – the type that expects excellence and self – direction.

Activity Two: Women Leaders

Learning Outcomes: At the end of this activity, the learners should be able to:

- i. Identify girls and women leaders in their class/school/community and the globe at large.
 - ii. Explain the qualities, skills and accomplishments of girls/women leaders in class/school/community.
 - iii. Explain the difference between a leader and role model.
 - iv. Identify characteristics of girls/women and boys/men leaders.
- a. Ask the learners to think about a girl/woman they admire, have them draw a picture of this girl/woman and write down her qualities, skills and accomplishments.
 - Ask each learner to think about why they selected this particular girl or woman.
 - Is this girl/woman considered a class/school/community leader? Why or why not?
 - Invite the learners to share their experiences.
 - b. Explain the difference between a leader (one who influences or motivates others in a particular class/school/community) and a role model as one admired for a particular trait or traits.
 - c. Ask the learners to name female leaders they know in their class/school/community or in the world at large.
 - d. Lead the learners in identifying the women leaders below.



- e. Ask learners what the leaders below have contributed to the society (social, economic and political)
 - Why do they consider this women leaders?
 - Do they help other girls and women in class/school/community/world at large?

- d. After the learners have shared their responses, ask them if the characteristics they listed describe only girl/women leaders or boys/male leaders as well.



- If the learners say that the characteristics they listed do not describe boys/men who are leaders, ask them to describe boys/men leader's characteristics.
 - Are the characteristics listed for male and female leaders different?
- Take note:** Point out to the learners that boys/men and girls/women leaders may be perceived differently due to cultural expectations about boys/men and girls/women behaviour, gender roles or traditional roles.
- How do the learners view these different leadership qualities for boys/men and girls/women.
- e. Continue the discussion by asking the learners by which leaders in the class/school/community/outside the community they would like to emulate and why.
 - f. Initiate a discussion that helps the learners to reflect and understand the existing differences between the female leaders and the male leaders.
 - g. Facilitate a debate to relate what happens in society to their experiences as girls and boys. Participation in leadership positions at school can be used as the starting point then connected to what happens at home and in the village/community.

Take note: Point out to the learners that boys/men and girls/women leaders may be perceived differently due to cultural expectations about boys/men and girls/women behaviour, gender roles or traditional roles.



Activity Three: Leadership Styles, The Big Knot Game

Learning Outcomes: At the end of this game, the learner should be able to:

- i. Identify different leadership skills.
 - ii. Describe different leadership styles.
- a. In a group composed of 5 to 8 learners, let them form a circle, let each learner extend her right arm into the circle and take the hand of another girl but not a girl standing next to her. Let the girls repeat the actions with their left hand to form a big knot. Ask them to untie themselves without letting go of each other's hands by stepping over and through each other's hands but not letting go of each other. This should take 10 minutes and the first group to complete the tasks of untying itself becomes the winner.
- b. After all the groups have untied themselves, let them answer the following questions:
- How did you manage to untie the knot? (Worked as a group, chose a leader)
 - Why were others not able to untie themselves? (Unable to figure out how the knot was formed, did not work together, felt frustrated and gave up)
 - What are the obstacles you met? (Did not listen to instructions, failed to work as a group)
 - Did you observe any girl taking leadership role, if so explain what they did. (organise the group, gave instructions, encouraged one another)
 - Let the girls reflect on the leaders they have discussed in this module by asking them:
- i. Are they leading in the same way?
 - ii. Let the learners describe the different leadership styles they have come across, their advantages and disadvantages.
 - Highlight the following leadership styles: transformative, charismatic, democratic, pace setter, participative, authoritarian and laissez-faire (Refer to the side bar notes and defined concepts).
 - Using the Big Knot game, let the learners identify the kind of leadership style needed to untie the knot.
 - Let the learners discuss the type of skills leaders have (courageous, ready to face and manage challenges, team player, committed)

Activity Four:

Learning Outcomes: At the end of the activity, learners should be able to:

- i. List the qualities of a good leader.
 - ii. Discuss why they chose one of them (boy or girl) as their group leader.
- a. Divide the learners into groups of five. Let them appoint one person as their leader and the remaining four to comprise of two girls and two boys.
- b. Observe who they appoint to lead and ask them why.
- c. If they choose a boy and not a girl, ask them why.
- d. Take note of the following responses (responsible, punctual, considerate, empathetic, listener)
- e. Engage the learners further through stories and case studies they are familiar with on who they consider a good leader in class/school/community.

Activity Five:

Learning Outcomes: At the end of the activity, learners should be able to,

- i. Define empowerment
 - ii. Explain using examples who an empowered person is.
 - iii. Define role model
 - iv. Name their role models in class/school/community.
- a. Introduce empowerment and role model concept. Commence by explaining the concept of empowerment and guide the learners to discuss:
- Who do they consider as their role model in school?
 - Who do they consider as a role model at home?
 - Who do they consider as a role model in the community?

A girl tells her aunt when she grows up she wants to be an engineer and the aunt is excited to hear that even though in that community no girl has excelled in science and technology subjects. The aunt decides to visit the school and talks to the career teacher to assist her niece in realising her dream. She is advised on which subjects to take and focus on to achieve this. The aunt promises to support her dream. Years later, she becomes the first girl in the community to become an engineer. She is therefore a role model to other girls in the community.

- b. Who is an empowered girl or boy? (local folk tales can be used to identify a character that can be considered to be empowered or not)

- c. Ask learners what it means to empower someone.
- Ask learners if they have ever heard the term empower, what does empower mean to them, discuss some possibilities with them.

Empowering means to enable one to accomplish something. Empowerment can happen in many different ways, for example, a teacher can empower a learner to do well in Mathematics by helping her with her homework and revision before a test. When a learner improves their grade, the learner is congratulated.

Another example of empowerment, is to appoint a girl the prefect or head student in a school where such positions are traditionally meant for boys.

- Ask learners if they have ever had such dreams and failed to share with their parents, relatives or teachers.
- Ask learners if they are ready to take tasks which they think are difficult.

Assessment of the learners' understanding of the concept of Empowerment

Engage the learners in a discussion to identify their understanding about empowerment concept. Help the learners to come up with activities that would enable them to explore and discuss how girls and boys can be affected by not speaking out, whether in the school environment or at home. For example, learners can be guided to create and present a skit like the following story:

A young girl is being forced by her parents to leave school because they have found a man to marry her. The girl is not willing, but she cannot defend her position because she cannot express herself. As a result, she is forcibly married off.

At the end of the skit ask the learners to discuss what the girl could have done to defend herself. In the discussion, lead the learners to identify the elements in the skit that show lack of empowerment.

2.2: Understanding the benefits of inclusion of girls in leadership

Learning Outcomes:

At the end of this session, the trainer should engage the participants to:

- Explain the benefits of inclusion of girls in leadership
- List examples from their context of the benefits of inclusion of girls in leadership



- Guide the learners in discussing the benefits of having the above leaders in their countries.
- Ask learners if they have heard of girls/women leaders in their community.
- Lead the learners to discuss the power of having women as leaders even if one among many men as the photo below indicates.
- Let the learners know the leader and in red and black skirt represents the women leaders in the photograph above on COVID-19 response and management.



Time Required: 1 hour

Learning experiences: Role plays, pair work, demonstration, large group discussion, participatory approach.

Learning Resources: Flipchart and paper, markers, prepared power point

Outline

Inclusion of girls in leadership

- a. This learning area outlines the relationship between gender equality and good governance as the most pervasive themes in development debates in recent times. This should expose the learners to the growing body of literature and to internalise thoughts around gender, democracy, and good governance.
- b. The teacher/trainer should explain to the learners how women and men are allocated different and unequal roles in society through socialisation, and not nature. This includes the knowledge that women are assigned the private sphere, taking care of the home and family, while men are assigned the public sphere, running the affairs of society.
- c. Introduce activities and class engagements that helps to highlight how girls or women who venture into public spaces might be expected to play roles similar to the home - that is nurturing roles. Also grafted onto the gendered “division of labour” is a difference in power relations.
- d. Using real life examples of the existing political leadership patterns (nomination, election and the numbers elected or nominated in various leadership conditions) to help the learners to understand that whether in the home, in the community, or in national life, men occupy the decision-making roles. The learners should be exposed to stories that demonstrate patriarchy as the system that defines power relations between women and men, allocating a dominant role to men and a subordinate role to women. The learners can then be engaged to counter any stereotypes.

Benefits of Having Girls as Leaders: They:

- i. Value Work-life Balance
- ii. Are More Inclusive
- iii. Are More Empathetic
- iv. Encourage Free Thinking
- v. Are Good at Multitasking
- vi. Are Motivated by Challenges
- vii. Have high emotional intelligence



2.3: Recognising the signs of exclusion of girls and women from leadership

Learning outcomes:

By the end of this session, the learners should be exposed to obstacles that keep girls and women from leadership. Engage them to:

- Identify the signs of exclusion of women from politics and other leadership positions.
- Discover the way out of exclusion of women from politics.
- Be able to discuss emerging issues that prevent girls from participating in leadership.



Time Required: 1 hour

Learning experiences: pair work, demonstration, large group discussion

Learning resources: flipchart and paper, markers, prepared power point

Outline of the Learning Area: Exclusion

- a. Take note that despite evidence of why it is important to have women in decision-making, it is important to consider several factors that continue to undermine space of girls/women in leadership but are often unrecognised. For example, cultural values that hinder girls from leadership can be discussed.
- b. Engage the learners to understand these factors which can be divided into two categories:
 - Informal factors: The deep-seated and systemic concerns such as customs, culture, tradition, socialisation, and gender stereotypes which in their most extreme form are expressed as gender violence.
 - The formal factors: Immediate factors within our control includes the media; electoral systems and election management; education, finance and resources.
- c. Engage learners in project activities such as capacity building for women leaders, support for women political aspirants and any work done in schools for gender empowerment that focuses on recognising signs of the long-term systemic and environmental challenges that underpin the conceptual model for inclusion of girls in leadership.

Key Terms

Politics: The actions or activities concerned with achieving and using power in a country or society

Leadership Styles: Refer to a leader's characteristic behaviour when directing, motivating, guiding, and managing groups of people.

Culture: A way of life of a group of people - the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Gender Stereotypes: The constant portrayal, such as in the media, conversation, jokes or books, of women and men occupying social roles according to a traditional gender role or division of labour. In children's textbooks, for example, women

Some of the barriers include:

- a. Retrogressive cultural and social practices that presents men as more suitable.
- b. Lack of education for girls.
- c. The belief that girls should operate within the spheres of a home.
- d. labour

Gender Bias: Preference for one gender over another.

Gender Equity: Fairness or level playing field, where fair treatment is accorded to both men and women.

Power: Refers to the capacity to act – to exercise agency and to realize the potential of rights.

2.4: Recognising the barriers to inclusion of girls in decision-making processes

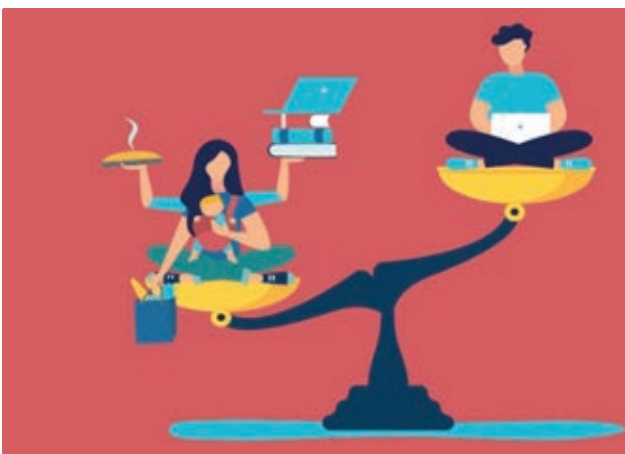
Learning outcomes:

By the end of this session, help the participants to:

- Comprehend the barriers to inclusion of girls in decision making
- State when to act against the barriers to decision making
- Explain competencies and requirements for leadership
- Lead the learners in discussing barriers to decision making using the pictures below (Look for gender discrimination, gender roles, gender stereotype)



Gender roles overwhelms the girl/ woman leaving her with very little time to participate in activities where her decision is required



Gender roles, gender division of labour, gender discrimination weighs down the ability of the girl/ woman to keep up with the boy/ man.



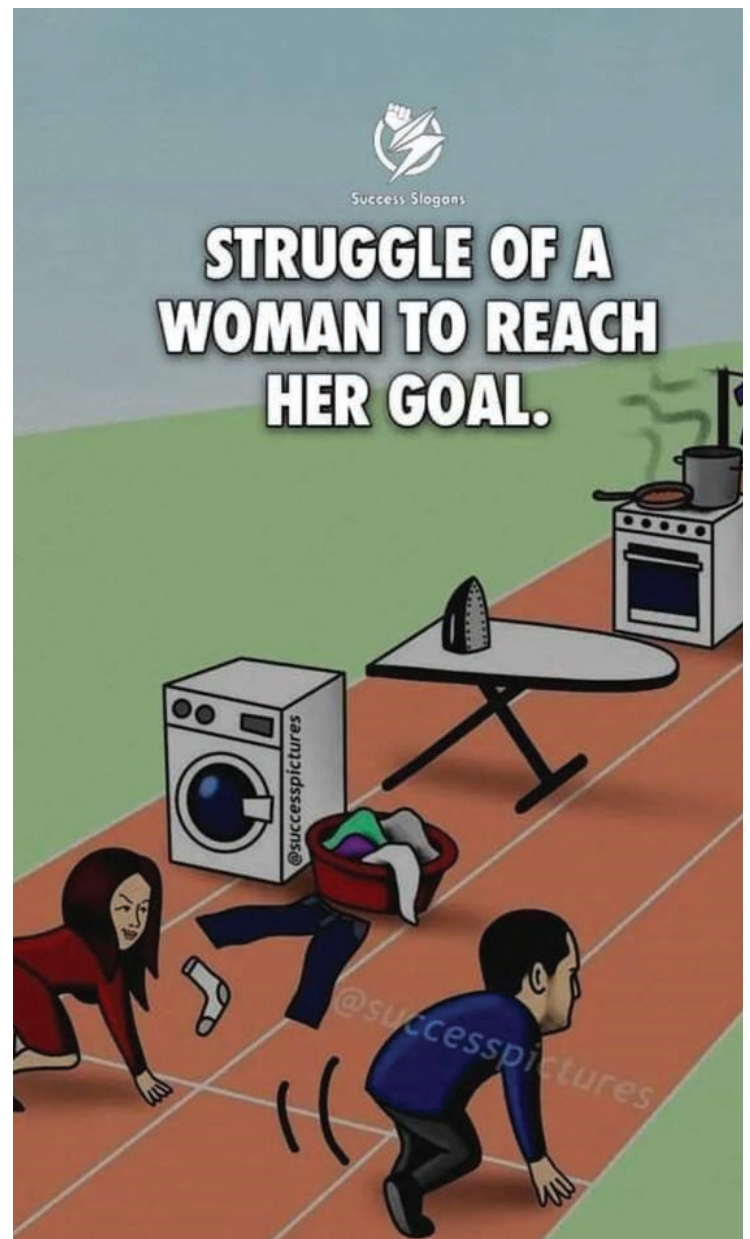
The Belgian statistics are not far from African statistics on gender roles. This keeps girls/women away from activities where decision making is required.

Time Required: 1 hour

Learning Experiences: group work, demonstration, role play, large group discussion.

Learning Resources: Flipchart and paper, markers, prepared power point

- a. Discuss the following statements on barriers to inclusion of girls in decision making processes
 - Women/ girls are emotional and therefore can be decisive.
 - Women/girls are subordinate to men/boys.
 - Men/boys are leaders and women/girls are followers.
- b. Take the girls through leadership in action
 - Divide the learners into small groups, let them identify a problem in their class school or community.
- c. Lead them in discussing the following:
 - What do you think may be the cause of the problem?
 - How can you solve these problems?
 - Are there people who could help you solve the problem?
 - What are some actions you could take to solve the problem?
 - Make a list or write a plan on how to solve the problem on a piece of paper.
 - Let them list the skills and leadership qualities they require to carry out their plan.
 - Let each group share their ideas.
 - Guide them on how to use their ideas to solve their problems.
- d. Let the learners list the activities they see in the picture below which hinder girls and women from achieving their goal.
- e. Ask the learners if they agree with what they see in the picture below.
- f. Lead them to know that they can overcome such barriers by being aware of their rights as contained in the international, regional and national instruments.
- g. Laws that protect girls and women to enable them their rights.
 - Explain to the learners, the existence of international conventions and regional laws which are used to reduce gender discrimination and ensure that girls and women enjoy the same rights as boys and men do in the areas of education, leadership and health.
 - In the world, 185 countries have ratified the instruments such as Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) which explains all the rights to which women in the 185 countries are entitled to.
 - The other instrument is the Convention on the Rights of the Child (boys and girls) which outlines children's basic human rights (no child labour, child abuse, child discrimination)



- The regional instrument which protects girls, women and children's rights is the African Charter on the Rights and Welfare of the Child which came in effect in 1999.
- The African Charter has been followed closely by the Maputo Protocol which protects the rights of girls, women and children.

Note:

- i. The international, regional and national (constitution) can be found on the internet.
- ii. Identify international, regional and national organisations which champion the rights of girls, women and children (UNICEF, UNESCO, UNDP, FEMNET, SADC, ECOWAS, EALA, FAWA)

Outline: Decision Making Process

- This activity helps trainers to engage in the realization that girls and women have been denied access to political decision-making. Of all the areas of decision-making, political leadership is the most affected. Yet, it is one of the most critical spheres for effecting change in society.
- Engage learners to understand how the government has instituted “special measures” to ensure girls and women’s increased participation in leadership. Discuss some of these measures like affirmative action, which are usually cast as temporary and a means for women to “get their foot in the door.”



2.5: Institutional structures for inclusion of girls and women in leadership

Learning outcomes:

By the end of this session, participants are expected to:

- List the institutional structures for inclusion of women in politics.
- Find out the main goals for political structures necessary for inclusion of women.
- Comprehend the strategies that can be used by political structures necessary for inclusion of women for example self-mobilization, solidarity, selflessness, civic education and consciousness raising, advocacy and knowledge about what women want.



How can we make the steps scalable for the girl?

Time Required: 3 hours

Learning Experiences: pair work, demonstration, large group discussion,

Learning Resources: flipchart and paper, markers, plasticine, crayons etc.

Outline: Instructional Structures

- This activity explores the electoral systems and systems of affirmative action for participation in leadership. This should introduce the learners to the voting process using examples of what happens in school, and at community level. It should also expose the learners to the global and national issues like who are the male and female leaders in the UN, presidents of different countries, and leaders in national and local jurisdictions.
- Make some considerations on the African experiences and connect the possibilities to the local context of the learners’ communities.



2.6 Prospects on Inclusion of Learners with Special Educational Needs

This module is cognisant that learners with special educational needs, like any other learner, have potential that needs to be nurtured to facilitate their active participation in the goals for inclusion of girls in leadership. Active participation framework requires that education of these learners starts with functional assessment to determine their placement according to the kind of intervention measures that would best meet the child's needs and abilities.

Module provisions for learners with special needs shall be in two (2) modalities as illustrated below:

- a. Learners with Special Needs Who Follow the Regular Module

Some learners with special needs may follow the same module as learners without identified special needs. However, for some of these learners to access the regular module, adaptation and modification may be necessary. Adaptations may include the substitution of module content, removal of some content area, and the adaptation of teaching and learning strategies, resources, and assessment. The module may also be enriched in content for learners who are Gifted and Talented. This may be done by providing additional and advanced content, learning experiences, resources, time, and assessment.

Learners with special educational needs who may follow the regular module may include those with:

- i. Visual Impairment
 - ii. Hearing Impairment
 - iii. Physical Handicap
 - iv. Mild Cerebral Palsy
 - v. Learning Disabilities
 - vi. Autism
 - vii. Emotional and Behavioural Difficulties
 - viii. Communication Disorders and the
 - ix. Gifted and Talented
-
- ii. Learners with special needs who may not have their needs met from following the regular module
Learners with special needs who may not have their needs met from just following the regular module may include those with:
 - i. Mental Handicap
 - ii. Deaf blindness
 - iii. Severe Autism
 - iv. Severe Cerebral Palsy
 - v. Multiple Handicaps
 - vi. Profound Disabilities

The purpose of inclusion of these learners is mainly to enable them acquire skills that may not be taught in the regular education curriculum to enable the learners to become independent individuals. To facilitate this independence, the learners shall follow different levels of education. Their module for these levels shall be stage based rather than age based. These categories of learners require individualized learning. Teachers and trainers are expected to develop Individualized Educational Programme (IEP) for each learner. Transition from one level to another should depend on demonstration of outcomes at a given level.

Examples of Inclusion:

Affirmative Action Seats: Being proactive, leading in clubs
Engage in advocacy: Creating awareness of what they want





PART TWO

SESSIONS FOR EARLY GRADE LEARNERS (6-10 YEARS BUT VARY FROM COUNTRY TO COUNTRY)

3.0 Early Years Education: Learning outcomes

- a. Session 3.1: What does it mean to be a leader?
- b. Session 3.2: What does it take girls and boys to be leaders?
- c. Session 3.3: What actions can be taken in different contexts to have equal opportunity and participation in leadership?

3.1 Session I: Becoming a leader

Expected learning outcomes:

- a. Identifying opportunities for becoming a leader.
- b. Determining how girls and boys can have the best opportunity to become leaders at school and in the community.

Key terminologies:

- a. Opportunities: Set of circumstances and environment that make it possible to have something like leadership position. It is the possibility of a situation to happen.
- b. Strategies: A plan of action towards achieving an objective or an overall goal.

Resource Materials

Crayons, coloured pencils, plasticine, clay, sand, thread, straws, pencils, a pair of scissors, masking tape, cello tape, containers, bottle tops, empty cartons, empty match box etc.

Preparations:

- a. Gather materials required for each activity in advance
- b. Have the copies of this module to guide the facilitators
- c. Review the activities and discussion questions
- d. Prepare answers to the learners' questions from the sessions
- e. Prepare slips or cards for questions

Introduction

Time allocated: 5 minutes

Facilitation steps

- a. Commence by conducting an icebreaker with the learners like singing with them
- b. Organise the learners into groups constituting an equal number of girls and boys or in groups of 5 to give an intentional gender imbalance
- c. Prepare in advance the activities for engaging the learners during each topic and session
- d. Set out a list of questions to provoke a discussion and those shared by learners. Read the questions aloud and provide answers, or help the learners to propose some answers





- e. Provide adequate explanations to the learners about the session activities
- f. Engage the learners in activities that would enable them to understand what leadership means and to name some of the leaders by gender. You may engage them in a debate on what it takes one to be a leader – and provide answers where necessary

Activity 1: Becoming a leader

- a. **Time allocated:** 25 minutes
- b. **Age recommended:** 5-10 year
- c. **Outline:** leadership

Knowing leaders and leadership

- a. Engage the learners to list some of the female leaders they know at school, in the community, and at national level.
- b. Enable them to discuss which leaders they admire and probe to know why they do so
- c. You can help by identifying and sharing about some leaders they don't know like political leaders around them – if possible, you may invite some of the leaders to talk to them

Understanding opportunities to becoming leaders

- a. Share with the learners some of the existing opportunities for them to be leaders at school and in the community.
- b. Write on the chalkboard any ideas generated by learners on the opportunities for other girls and/or women to be leaders in the community.

Obstacles to becoming leaders (this can only be possible with older groups more than 10 years old)

- a. Start a discussion with combined groups to understand how the difficulties faced by each group may be similar or different to the obstacles that leaders face at school, in the community and at national level.
- b. You may ask the learners, for instance, if any obstacles are particular to girls. If any or not, help them to identify any obstacles that are more peculiar to girls from becoming leaders.

Strategies to becoming leaders

- a. Ask the learners to reflect on both the opportunities and obstacles to becoming leaders and help them to think about some strategies to overcome the obstacles and enjoy the opportunities to become leaders.
- b. Engage girls to identify which strategies they can accomplish on their own, which strategies must involve other girls, boys, teachers, parents, or community members?
- c. Ask if there is any girl who can share experience of trying to overcome a particular obstacle. The teacher/trainer may give a story/fiction of how someone has succeeded to overcome some obstacles and secured opportunities to become leaders.

Obstacles to becoming leaders

- Patriarchy
- Gender bias
- Gender discrimination
- Gender roles
- Gender Based Violence
- Conflict
- Low self-esteem

Overcoming the obstacles

- Self-awareness
- Confidence
- Self-management
- Dialogue
- Mediation
- Using mentors
- Having role models
- Improve gender relations
- Lobbying
- Campaigning
- Conflict resolution
- Using instruments and organizations which promote girls leadership.



Activity 2: Leading for Change

Time allocated: 30 minutes

Age recommendation: 6 years and above

Facilitation steps

- Let the learners observe the picture and discuss.
 - Let the learners develop/identify a story that can help them to be motivated as leaders.
 - Let the learners develop/identify a story that can help them to find a role model from their leaders in class/school/community.
- a. Have the learners read aloud in turns different lines of the story you have identified. If the group is large, divide the learners into groups of 5-7 to read and answer questions you raise from the story. After 5-10 minutes ask the learners to share their answers with the entire group.

Activity 3: Questions and Answers to close the session

Time allocated: 5-10 minutes

Facilitation steps

- a. Ask the learners to summarize the key points gathered from discussions on:
- What it means to be a leader,
 - Opportunities available to them to be leaders,
 - Obstacles to becoming a leader, and
 - Strategies to overcome the obstacles and seize opportunities to become leaders.
- b. Thank all the learners for their active participation and seek to know what makes the happy about the discussions.
- c. Ask the learners if they have any questions they would like to share with the rest of the learners. Take time to answer any questions raised.
- d. Establish the next meeting date and time to meet with the learners.

3.2 Session II: What it takes to be a leader: Pathway to leadership by girls

Learning outcomes:

- a. Identify characteristics of a good leader.
- b. Identify different styles of leadership.
- c. Explore strategies for becoming a leader at the community.

Key terms:

- a. A leader: A role model - one who influences and motivates others within a particular community.
- b. Leadership: The ability to influence others towards achieving a common goal.

Recommended materials:

- a. Chalkboard, or whiteboard, or flipcharts and writing materials
- b. Notebooks, Pens, and pencils for taking notes by learners
- c. Teachers guide in this module
- d. Pieces of paper for taking notes and taking questions during group discussions
- e. Containers (like boxes, baskets, and envelopes) for collecting questions at the end of the session

Preparations:

- a. Plan all activities that would help you to explain the content of the learning area
- b. Gather all the necessary materials you may need for each activity
- c. Review activities and discussion questions based on the available materials and target groups of learners
- d. Prepare slips of paper for questions and discussion sessions



Introduction to the session

Time allocated: 5 minutes

Facilitation steps

- a. Start the new session with an icebreaker with the learners. They can have a song, skit, storytelling etc.
- b. Provide an introductory explanation about the session. For instance, clarify that this session is designed to help girls (and boys) to think why it is important for both girls (and boys) to have equal opportunity to serve as leaders in the community.
- c. During the initial explanation enable the learners to explore, based on previous session, the various strategies for becoming a community leader.

Activity One

Understanding the concept – Leadership

Time allocated: 20 minutes

Recommended age: 6-10 or more

Facilitation steps

- a. Write the key word “leader” on the chalkboard/whiteboard or on the flip chart and ask the learners to discuss what they think this word may mean. Remind them to reflect from the previous session.
- b. Use the following questions to lead the discussions:
 - i. Who can be a leader? (Possible answers can be: anyone with skills necessary to do the task required at the moment; or respected person in the community; or someone who believes in a given cause and can guide others to follow that cause).
 - ii. What skills does one need to be a leader? (Possible responses: must be good at working with others; or must know the subject area of leadership; or good education level etc.).

- iii. What are the qualities of a good leader? (Possible responses: Honest, confident, respectful, knowledgeable, high self-esteem etc.)
- iv. How can girls or boys become leaders? (Possible answers: personality traits that make them take on leadership roles; guiding people through certain crisis; inspired by another person to become a leader; learn skills to take new roles; can get elected or appointed etc.).
- c. After a healthy discussion, now ask the learners to discuss the following sets of questions:
 - i. What is the definition of leadership? Refer to the key terms above and guide the learners to come up with a concise definition that connects to the questions in (b) above.
 - ii. Why is it important for a girl or a boy to be a leader? (Possibly: to make a difference in society, to bring change, save other people’s lives, accomplish some goals etc.).
 - iii. Why is it important, specifically for girls and women to be leaders? (Refer to activities in part II of this module: Girls and women are mostly left out in decision making levels like in school, at the community, and in government. It is therefore important to have equal opportunity to serve and bring change in society).
 - iv. Activities of choosing leaders:
 - Engage the learners to name some of the activities they can use in choosing leaders (voting, lining up behind their leader, appointment by the teacher/authority)



This is an example of voting for a leader (Let them know this is secret ballot), the candidate with the most votes is declared the winner.

Activity Two

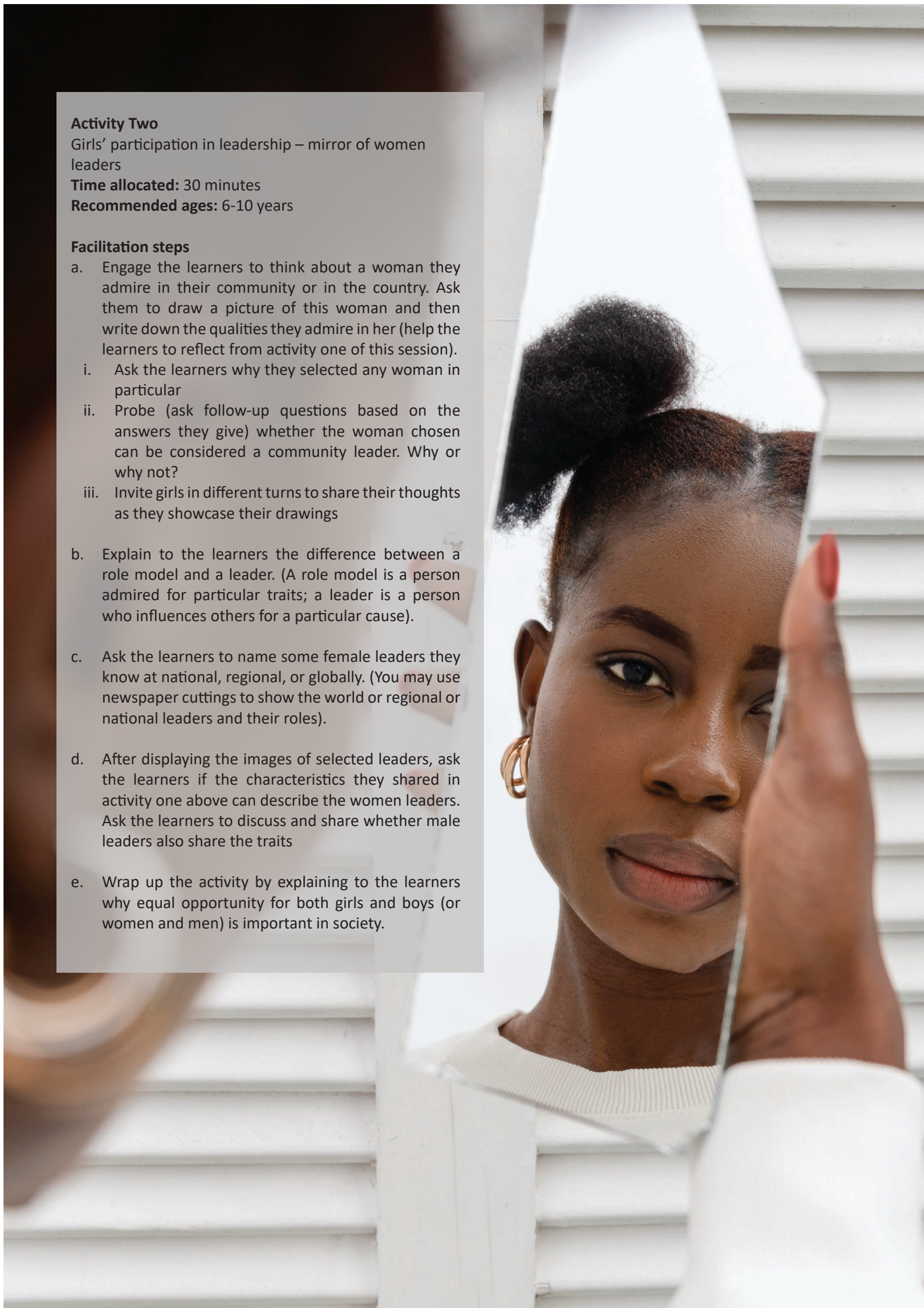
Girls' participation in leadership – mirror of women leaders

Time allocated: 30 minutes

Recommended ages: 6-10 years

Facilitation steps

- a. Engage the learners to think about a woman they admire in their community or in the country. Ask them to draw a picture of this woman and then write down the qualities they admire in her (help the learners to reflect from activity one of this session).
 - i. Ask the learners why they selected any woman in particular
 - ii. Probe (ask follow-up questions based on the answers they give) whether the woman chosen can be considered a community leader. Why or why not?
 - iii. Invite girls in different turns to share their thoughts as they showcase their drawings
- b. Explain to the learners the difference between a role model and a leader. (A role model is a person admired for particular traits; a leader is a person who influences others for a particular cause).
- c. Ask the learners to name some female leaders they know at national, regional, or globally. (You may use newspaper cuttings to show the world or regional or national leaders and their roles).
- d. After displaying the images of selected leaders, ask the learners if the characteristics they shared in activity one above can describe the women leaders. Ask the learners to discuss and share whether male leaders also share the traits
- e. Wrap up the activity by explaining to the learners why equal opportunity for both girls and boys (or women and men) is important in society.



Activity Three

Questions and closing the session

Time allocated: 5-10 minutes

Facilitation steps

- Ask the learners to summarize the key points gathered from discussions. You may need to provide additional summary for clarity.
- Thank all the learners for their active participation and seek to know what makes the happy about the discussions.
- Ask the learners if they have any questions they would like to share with the rest of the learners. Take time to answer any questions raised.
- Establish the next meeting date and time to meet with the learners.

Session Three: Pathway for girls to act in leadership roles

Time allocated: 30 minutes

Recommended age group: 6-10 years

Method: This activity can use a case study approach or taken as a project. Hence, it may require additional follow-up sessions.

Facilitation steps

- a. Divide the learners into small groups. Ask each group to identify a problem at school or at home which they would like to solve.
- b. Engage each group to discuss and perform the following tasks:
 - i. After developing a list of problems, ask each group to select one as a priority for immediate solution.
 - ii. Ask them to explore and write down in their notebooks what causes the problem.
 - iii. After completing the task on causes, ask them what can be done to solve the problem.
 - iv. Let the learners then debate on what resources (people, money or materials) needed to solve the problem.

- v. Ask if there is anyone who would help in solving the problem (probe if any of them would want to volunteer to solve the problem).
 - vi. Ask them to make a list of specific actions needed to solve the problem, and what the girls (and boys) would do to solve the problem.
 - vii. Help the learners to reflect from the previous session about the necessary skills, or traits or leadership qualities for the plan to act.
- c. Have each group to share their ideas with others. Encourage the girls to share their ideas and help them to try implementing their plan. Ask the learners to applaud their colleagues when making presentations.

Final activities for teachers to enhance leadership:

- Organise essay contests.
- Arrange exposure visits to attend leadership forums.
- Have girls write poems, songs, or skits about leadership and empowerment of women.
- Organize leadership seminars/ debates for girls to participate.
- Organize an annual event where girls can demonstrate their leadership potentials and get awards.
- Add any other activities
- Celebrate International Women's Day on March 8th.
- Observe days of activism on Women Rights in October.
- Celebrate the day of the girl child.
- Visits to women and girl's organisations.
- Select a girl's right issue (early/child marriage, teenage pregnancy, forced marriage) in the community and take action (campaign, demonstrate, advocate).

WOMEN LEADERS AROUND THE WORLD



Prof. Wangari Maathai

Wangari Maathai (1940–2011), the first woman to obtain a PhD in East and Central Africa, was a scholar, and an environmental and human rights activist.

In 1977, she founded the Green Belt Movement, a non-governmental organization, which encourages women to plant trees to combat deforestation and environmental degradation. To date, the Green Belt Movement has planted over 50 million trees.

Increasingly aware that the environment was directly linked to issues of governance, peace and human rights, Maathai began to use her organization as a springboard in the struggle against abuses of power, such as land-grabbing or the illegal detention of political opponents.

She was eventually elected as a Member of Parliament upon Kenya's effective return to multiparty democracy in 2002, also serving as assistant Minister in the Ministry for Environmental and Natural Resources.

In 2004, she was the first African woman to be awarded the Nobel Peace Prize.

Samia Suluhu is a phenomenal African woman leader and Tanzania's first female president. She has dedicated her life to the pursuit of greater opportunities and equity for women in Africa and around the world. Her work in Tanzania led to the creation of a government commission on gender issues, which she then chaired.



Samia Suluhu, President of Tanzania

In 2012, she won an International Women of Courage Award from the US State Department for what they called “her courageous efforts to advance human rights and democracy while working within her own country’s political system”. She is also a founding member of CEMOFA (Commission Empowering Marginalized African Women) as well as a board member of AWID (Association for Women’s Rights in Development).



Ellen Johnson Sirleaf, Former President of Liberia

Ellen Johnson Sirleaf was awarded the Nobel Peace Prize for her non-violent efforts to promote peace and her struggle for women's rights. She is the first female democratically elected head of state in Africa. Johnson Sirleaf came to power in 2005, creating peace and economic progress in the country. She strengthened women's rights, expanded freedom of speech and became an example for other African leaders.

Ellen Johnson Sirleaf had studied in the US, where she took a Master's degree in Public Administration. She returned to her home country and served as Minister of Finance, but the government was overthrown in a military coup in 1980. Forced into exile, she worked for the UN Development Program for Africa and the Development Fund for Women.

Johnson Sirleaf lost the presidential election in 1997 to the corrupt Charles Taylor, but after he was forced to flee the country, she won the presidential election in 2005.



Joyce Banda, Former President, Malawi

Joyce Banda is a great role model to aspiring women leaders. Born to a poor family, Joyce was forced to work hard for everything she has achieved. Today, she is one of the most influential women in the country and plays a big role in her community. Her message to the youth is that they should never give up no matter how difficult their situation may be and that anything is possible if they have hope.

Joyce's life story tells us that success doesn't come easy; it's almost like an uphill battle with many obstacles, but there's always a light at the end of one's tunnel if you work hard enough. She was the first female president of Malawi, and she led that country with intelligence, responsibility, and panache. Joyce Banda's life story is one of resilience in the face of staggering odds.



Jacinda Ardern, Former Prime Minister of New Zealand

Jacinda Ardern is a New Zealand politician who, since October 2017, has been serving as the 40th Prime Minister of the country. Sworn in the position at 37 years of age, she became the youngest female head of the government in the world. In 2017, she also became the youngest leader of the Labour party and the second female to lead it after Helen Clark. She joined the Labour party when she was just seventeen years of age, and at twenty-eight she entered the Parliament as its youngest sitting MP. She sees herself as a social democrat and a progressive with her government paying special attention to the country's housing crisis, child poverty and social inequality. She has been widely appreciated for handling the situation in the aftermath of Christchurch mosque shootings in 2019 and COVID-19 pandemic in New Zealand in 2020.



Hillary Clinton

Hillary Clinton is a phenomenal female leader. She inspires many girls. She is a role model to girls everywhere. She manages to overcome adversity and keep fighting. Hillary Clinton has qualities that many people admire in themselves and others, she proves that women are just as capable as men of doing anything they put their minds to.

Hillary Clinton's actions, especially with the Women's Rights movement, have been an inspiration for people all around the world. Most would agree that Hillary is a force you don't want to mess with in any sense and her accomplishments are far too numerous for anyone to count. She has helped women worldwide. If you were helped by any of the causes Hillary has worked on and followed through with, good for you. She is a role model to all the women in the world and others can learn from her, just as they learn from her accomplishments. Hillary Clinton proves that even a woman who was brought up so differently than most people can overcome adversity in life and still make it to the top, she will keep fighting until she makes it.

Hillary Clinton's resilience continues to be an inspiration for millions of people all over the world. Hillary Clinton has been able to prove herself both as a great female leader, but also a great person at heart. She will continue to inspire people with her actions and her words throughout her lifetime.



Mrs Fatou Bensouda, Former Prosecutor of the International Criminal Court

Mrs Fatou Bensouda was the Prosecutor of the International Criminal Court (ICC), between June 2012 and June 2021. In 2011, she was elected by consensus by the Assembly of States Parties to serve in this capacity. Mrs Bensouda was nominated and supported as the sole African candidate for election to the post by the African Union. She is the first woman and first African to serve as the Prosecutor of the ICC.

Under her leadership, Mrs Bensouda has greatly reinforced the capacity of the office through a number of strategic and managerial initiatives and expanded her office's activities to cover 14 investigations, and countless active preliminary examinations in conflicts around the world.

Through her work, Mrs Bensouda has strived to advance accountability for atrocity crimes, highlighting in particular the importance of addressing traditionally underreported crimes such as sexual and gender-based crimes, mass atrocities against and affecting children, as well as the deliberate destruction of cultural heritage within the Rome Statute framework.

Between 1987 and 2000, Mrs Bensouda was successively Senior State Counsel, Principal State Counsel, Deputy Director of Public Prosecutions, Solicitor General and Legal Secretary of the Republic of The Gambia, and Attorney General and Minister of Justice of The Republic of The Gambia. Her international career as a non-government civil servant formally began at the United Nations International Criminal Tribunal for Rwanda, where she worked as a Legal Adviser and Trial Attorney before rising to the position of Senior Legal Advisor and

Head of the Legal Advisory Unit (2002 to 2004), after which she joined the ICC as the Court's first Deputy Prosecutor. Mrs Bensouda has served as delegate of The Gambia to, inter alia, the meetings of the Preparatory Commission for the ICC.

Mrs Bensouda is the recipient of numerous awards, including the distinguished International Commission of Jurists' International Jurists Award (2009), presented by the then President of India PD Patil; the 2011 World Peace Through Law Award, presented by the Whitney Harris World Law Institute, the American Society of International Law's Honorary Membership Award (2014), and the XXXV Peace Prize by the United Nations Association of Spain (2015).

In addition to receiving several honorary doctorates, Mrs Bensouda has been listed by Time magazine as one of the 100 most influential people in the world (2012); by the New African magazine as one of the most influential Africans; by Foreign Policy as one of the leading global thinkers (2013), by Jeune Afrique as one of 50 African women who, by their actions and initiatives in their respective roles, advance the African continent (2014 & 2015), and by Forbes magazine as one of Africa's 50 Most Powerful Women (2020). In 2018, she joined the eminent roster of International Gender Champions, a network of "gender champions" founded in 2015. Mrs Bensouda and her office have been nominated for the 2021 Nobel Peace Prize, in recognition of their accomplishments and work in advancing international criminal justice, without fear or favour.



Phumzile Mlambo-Ngcuka, Former United Nations Under-Secretary-General and Executive Director of UN Women

Phumzile Mlambo-Ngcuka was United Nations Under-Secretary-General and Executive Director of UN Women from August 2013 to August 2021. She was sworn into office on 19 August 2013 and brought a wealth of experience and expertise to this position, having devoted her career to issues of human rights, equality and social justice. Ms. Mlambo-Ngcuka had previously worked in government and civil society, and with the private sector, and was actively involved in the struggle to end apartheid in her home country of South Africa.

From 2005 to 2008, she served as Deputy President of South Africa, overseeing programmes to combat poverty and bring the advantages of a growing economy to the poor, with a particular focus on women. Prior to this, she served as Minister of Minerals and Energy from 1999 to 2005 and Deputy Minister in the Department of Trade and Industry from 1996 to 1999. She was a Member of Parliament from 1994 to 1996 as part of South Africa's first democratic government.

Ms. Mlambo-Ngcuka began her career as a teacher and gained international experience as a coordinator at the World YWCA in Geneva, where she established a global programme for young women. She is the founder of the Umlambo Foundation, which supports leadership and education. A longtime champion of women's rights, she is affiliated with several organizations devoted to education, women's empowerment and gender equality.

She completed her PhD in education and technology at the University Of Warwick, United Kingdom.



Dr. Nkosazana Dlamini Zuma

Dr Nkosazana Dlamini Zuma is an undisputed trailblazer in the uplifting and empowerment of women across the African continent. Dlamini Zuma was elected chairperson of the African Union Commission by the heads of state in Addis Ababa, Ethiopia in 2012. She is the first woman to lead the continental organisation, including its predecessor, the Organisation of African Unity.

A medical doctor by profession, Dlamini Zuma has been in the trenches fighting for the liberation of South Africa. She has also championed African development and women empowerment in her illustrious career of serving people. When South Africa achieved its independence in 1994, she served in President Nelson Mandela's Cabinet as minister of health, a position she held until 1999. As minister of health, Dlamini Zuma led the process of building a non-racial health system and initiating radical health reforms. Among her major achievements during this period were access for all to basic healthcare, reproductive rights of women and a ban on smoking in public spaces.

In 1999, Dlamini Zuma was appointed minister of foreign affairs. She held this portfolio until 2009. She championed South Africa's foreign policy on the promotion of human rights, multilateralism, peace and collective development, and the African renaissance.

As minister of foreign Affairs, she chaired the 2001 World Conference Against Racism. She was also instrumental in the launch of the African Union in Durban in 2002.

In 2009, she was appointed minister of home (interior) affairs, a position she held until 2012, when she was elected as the chairperson of the African Union Commission. Her work in the African Union Commission focuses on a continental drive to ensure an Africa that is prosperous, integrated and peaceful. She is the founding chairperson of the Council of the African Union Foundation, which is aimed at mobilising resources for the African Union and promoting its programmes.



Malala Yousafzai, Nobel Peace Prize Winner

Malala Yousafzai was born on July 12, 1997, in Mingora, the largest city in the Swat Valley in what is now the Khyber Pakhtunkhwa Province of Pakistan. She is the daughter of Ziauddin and Tor Pekai Yousafzai and has two younger brothers.

At a very young age, Malala developed a thirst for knowledge. For years her father, a passionate education advocate himself, ran a learning institution in the city, and school was a big part of Malala's family. She later wrote that her father told her stories about how she would toddle into classes even before she could talk and acted as if she were the teacher.

In 2007, when Malala was ten years old, the situation in the Swat Valley rapidly changed for her family and community. The Taliban began to control the Swat Valley and quickly became the dominant socio-political force throughout much of north-western Pakistan. Girls were banned from attending school, and cultural activities like dancing and watching television were prohibited. Suicide attacks were widespread, and the group made its opposition to a proper education for girls a cornerstone of its terror campaign. By the end of 2008, the Taliban had destroyed some 400 schools.

Determined to go to school and with a firm belief in her right to an education, Malala stood up to the Taliban. Alongside her father, Malala quickly became a critic of their tactics. "How dare the Taliban take away my basic right to education?" she once said on Pakistani TV.

In early 2009, Malala started to blog anonymously on the Urdu language site of the British Broadcasting Corporation (BBC). She wrote about life in the Swat Valley under Taliban rule, and about her desire to go to school. Using the name "Gul Makai," she described being forced to stay at home, and she questioned the motives of the Taliban. Malala was 11 years old when she wrote her first BBC diary entry. Under the blog heading "I am afraid," she described her fear of a full-blown war in her beautiful Swat Valley, and her nightmares about being afraid to go to school because of the Taliban.

Pakistan's war with the Taliban was fast approaching, and on May 5, 2009, Malala became an internally displaced person (IDP), after having been forced to leave her home and seek safety hundreds of miles away.

On her return, after weeks of being away from Swat, Malala once again used the media and continued her public campaign for her right to go to school. Her voice grew louder, and over the course of the next three years, she and her father became known throughout Pakistan for their determination to give Pakistani girls access to a free quality education. Her activism resulted in a nomination for the International Children's Peace Prize in 2011. That same year, she was awarded Pakistan's National Youth Peace Prize. But, not everyone supported and welcomed her campaign to bring about change in Swat. On the morning of October 9, 2012, 15-year-old Malala Yousafzai was shot by the Taliban.

Seated on a bus heading home from school, Malala was talking with her friends about schoolwork. Two members of the Taliban stopped the bus. A young bearded Talib asked for Malala by name, and fired three shots at her. One of the bullets entered and exited her head and lodged in her shoulder. Malala was seriously wounded. That same day, she was airlifted to a Pakistani military hospital in Peshawar and four days later to an intensive care unit in Birmingham, England.

Once she was in the United Kingdom, Malala was taken out of a medically induced coma. Though she would require multiple surgeries, including repair of a facial nerve to fix the paralyzed left side of her face, she had suffered no major brain damage. In March 2013, after weeks of treatment and therapy, Malala was able to begin attending school in Birmingham.

After the shooting, her incredible recovery and return to school resulted in a global outpouring of support for Malala. On July 12, 2013, her 16th birthday, Malala visited New York and spoke at the United Nations. Later that year, she published her first book, an autobiography entitled “I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.” On October 10, 2013, in acknowledgement of her work, the European Parliament awarded Malala the prestigious Sakharov Prize for Freedom of Thought.

In October 2014, Malala, along with Indian children’s rights activist Kailash Satyarthi, was named a Nobel Peace Prize winner. At age 17, she became the youngest person to receive this prize. Accepting the award, Malala reaffirmed that “This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change.”



Laureate Leymah Gbowee

2011 Nobel Peace Laureate Leymah Gbowee is a Liberian peace activist, social worker and women's rights advocate. She is Founder and President of the Gbowee Peace Foundation Africa, based in Monrovia.

Leymah is best known for leading a nonviolent movement that brought together Christian and Muslim women to play a pivotal role in ending Liberia's devastating, fourteen-year civil war in 2003. This historic achievement paved the way for the election of Africa's first female head of state, Liberian President Ellen Johnson Sirleaf. It also marked the vanguard of a new wave of women emerging worldwide as essential and uniquely effective participants in brokering lasting peace and security.

Leymah was seventeen years old when the Liberian civil war started and turned her, in her own words, "from a child into an adult in a matter of hours." While the conflict raged, she became a young mother and eventually trained as a social worker and trauma counsellor, working with ex-child soldiers. She came to believe in women's responsibility to the next generation to work proactively to restore peace, and she became a founding member and Liberia Coordinator of the Women in Peacebuilding Network (WIPNET) of the West Africa Network for Peacebuilding (WANEP). Inspired by a dream and as a person of faith, she organized her fellow Christian women to mobilize for peace. She then collaborated with a Muslim partner to build an unprecedented coalition with Muslim women, giving rise to the interfaith movement known as the Women of Liberia Mass Action for Peace (which operated under the auspices of WIPNET).

Leymah was appointed its spokesperson and led the women in weeks-long public protests that grew to include thousands of committed participants. Leymah led the Women of Liberia Mass Action for Peace participants in public protests that forced Liberia's ruthless then-President Charles Taylor to meet with them and agree to take part in formal peace talks in Accra, Ghana. She led a delegation of women to Accra, where they applied strategic pressure to ensure progress was made. At a crucial moment when the talks seemed stalled, Leymah and nearly 200 women formed a human barricade to prevent Taylor's representatives and the rebel warlords from leaving the meeting hall for food or any other reason until, the women demanded, the men reached a peace agreement. When security forces attempted to arrest Leymah, she displayed tactical brilliance in threatening to disrobe – an act that according to traditional beliefs would have brought a curse of terrible misfortune upon the men. Leymah's threat worked, and it proved to be a decisive turning point for the peace process. Within weeks, Taylor resigned the presidency and went into exile, and a peace treaty mandating a transitional government was signed.

Leymah's impact on the world had only just begun. She had emerged as a global leader whose participation was in demand at meetings of the United Nations Commission on the Status of Women and other major international conferences.

In 2006, she co-founded the Women Peace and Security Network Africa (WIPSEN-A) in Accra and went on to serve as its Executive Director for six years. WIPSEN-A is a women-focused, women-led Pan-African non-profit organization dedicated to promoting women's strategic participation and leadership in peace and security governance on the continent. WIPSEN-A's leadership development programs in both Ghana and Liberia have transformed the lives of countless young women.

In February 2012, Leymah Gbowee launched a new non-profit organization, the Gbowee Peace Foundation Africa (GPFA), in Monrovia, Liberia, which provides educational and leadership development opportunities for women, girls and youth. She serves on the Board of Directors of the Nobel Women's Initiative, Gbowee Peace Foundation and the PeaceJam Foundation, and she is a member of the African Women Leaders Network for Reproductive Health and Family Planning.

She holds a M.A. in Conflict Transformation from Eastern Mennonite University (Harrisonburg, VA). She also received a Doctor of Laws (LLD) honoris causa from Rhodes University in South Africa and the University of Alberta in Canada, and a Doctor Honoris Causa in Specialty Management and Conflict Resolution from the Polytechnic University in Mozambique. In 2013, she was named a Distinguished Fellow in Social Justice, a Visiting Transnational Fellow at the Centre for Research on Women and Fellow in Residence at the Athena Centre for Leadership Studies at Barnard College. Leymah was honoured as a flag-bearer for the opening ceremony of the 2012 Olympic Games in London. She is the proud mother of six children.



Dr. Ngozi Okonjo-Iweala, World Trade Organization (WTO) Director-General Winner

Dr Ngozi Okonjo-Iweala took office as WTO Director-General on 1 March 2021. She is a global finance expert, an economist and international development professional with over 30 years of experience working in Asia, Africa, Europe, Latin America and North America. Dr Okonjo-Iweala was formerly Chair of the Board of Gavi, the Vaccine Alliance. She was previously on the Boards of Standard Chartered PLC and Twitter Inc. She was appointed as African Union (AU) Special Envoy to mobilise international financial support for the fight against COVID-19 and WHO Special Envoy for Access to COVID-19 Tools Accelerator. She is a skilled negotiator and has brokered numerous agreements which have produced win-win outcomes in negotiations. She is regarded as an effective consensus builder and an honest broker enjoying the trust and confidence of governments and other stakeholders.

Previously, Dr. Okonjo-Iweala twice served as Nigeria's Finance Minister (2003-2006 and 2011-2015) and briefly acted as Foreign Minister in 2006, the first woman to hold both positions. She distinguished herself by carrying out major reforms which improved the effectiveness of these two Ministries and the functioning of the government machinery. She had a 25-year career at the World Bank as a development economist, rising to the No. 2 position of Managing Director, Operations. As a development economist and Finance Minister, Dr Okonjo-Iweala steered her country through various reforms ranging from macroeconomic to trade, financial and real sector issues.

She is renowned as the first female and African candidate to contest for the presidency of the World Bank Group in 2012, backed by Africa and major developing countries in the first truly contestable race for the world's highest development finance post. Dr Okonjo-Iweala spearheaded several World Bank initiatives to assist low-income countries during the 2008-2009 food crisis and later during the financial crisis. In 2010, she was Chair of the World Bank's successful drive to raise \$49.3 billion in grants and low interest credit for the poorest countries in the world.



Hon. Lady Justice Joyce Aluoch, EBS, CBS, (Retired)

Hon. Lady Justice Joyce Aluoch, EBS, CBS, (Retired) is a former Judge and First Vice-President of the International Criminal Court at The Hague, The Netherlands.

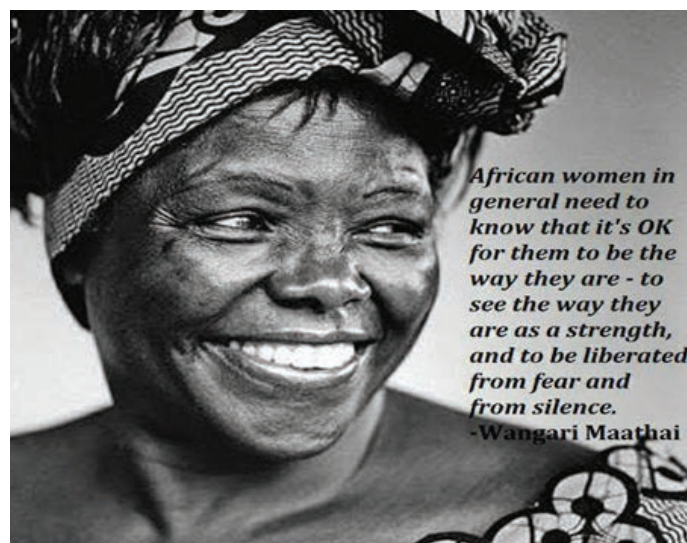
Prior to that, she was a Judge of the High Court and Court of Appeal in Kenya, having been appointed the second woman Judge in Kenya.

She holds an LLB Degree from the University of Nairobi, and Diploma from the Kenya School of Law. She has a Master's Degree in International Affairs (GMAP), from the Fletcher School of Law and Diplomacy, Tufts University in Boston, which granted her the Distinguished Achievement Award in April 2015, and in September 2018, the same University awarded her its top Award.

Justice Aluoch has successfully moved her legal profession to other forms of Alternative Dispute Resolution mechanisms, namely, Arbitration and Mediation. She is a Certified Mediator, International Mediation Institute (IMI), and Accredited Mediator (Centre for Effective Dispute Resolution London). She is a member of the Chartered Institute of Arbitrators, London, and the Kenya branch, the International Council for Commercial Arbitration (ICCA) Peace Palace, The Hague, Nairobi Centre for International Arbitration and African Arbitration Association. She conducts mediations under the High Court Annexed Mediation program, Kenya as well as FIDA-Kenya, and private mediations. She is an Accredited Trainer for Foundation Mediation Skills of the Strathmore University Dispute Resolution Centre. She has recently been appointed a Board Member of Mediators Beyond Borders International, the Chair of the Advisory Board of the newly formed Africa-Asia Mediation Association, and Patron of Kisumu Mediation Centre.

She is a recipient of several international and national awards. These include the Presidential honours of Elder of the Burning Spear (EBS), First Class Chief of the Order of the Burning Spear (CBS), and The Trail Blazer Award (2018), for services rendered to the Kenyan nation.

PICTURES OF ROLE MODELS IN LEADERSHIP



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APPENDIX 1: LEARNING RESOURCES

Audio Visual

- Camera
- Computer
- Projector for Power-point presentations
- Screen
- Video resources

Supplies

- Handouts
- Flip chart
- Markers
- Flip chart stand
- Cello tape

In Class Resource Materials

- Diaries
- Picture and illustrations of men and women who are transformative leaders
- Handouts

APPENDIX 2: LEARNING EXPERIENCES

- Acting and playing games reflecting leadership roles (Monitor, prefect, chief, Member of Parliament, First born etc.)
- Guided role plays
- Group discussions and debates
- Storytelling and riddles
- Guided project work
- Cases studies
- Observation schedule
- Learner's profile
- Rating scales
- Check list
- Multimedia presentations
- Experience sharing
- Impromptu speeches
- Presentations
- Group work (simulation, interview of leaders)
- Development of personal leadership plans
- Personal reflections
- Excursion
- Field visits (organisations, leaders, parliament, county assembly, gallery)
- Dialogue
- Seminar
- Workshop

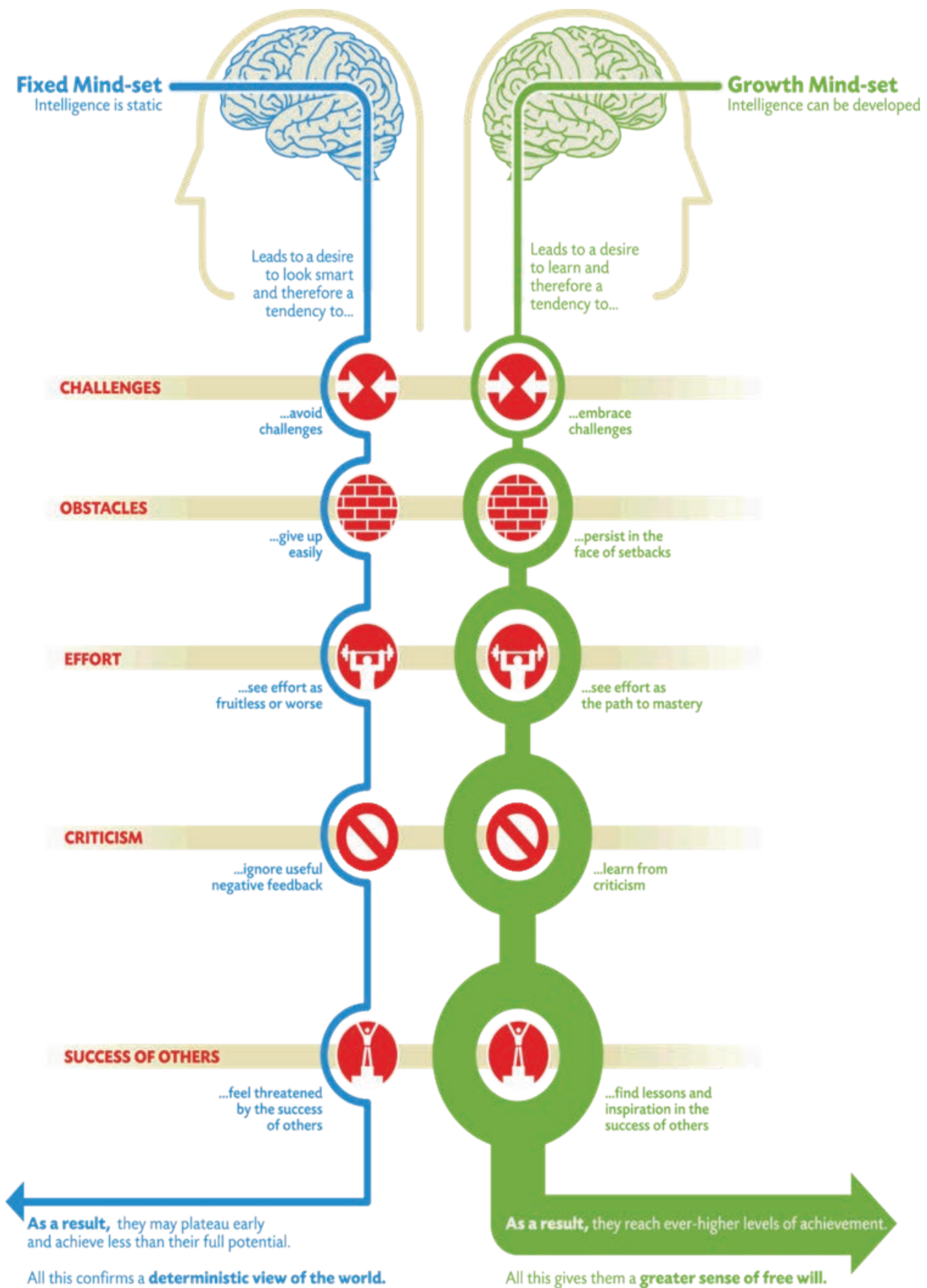
APPENDIX 3: THE FIVE COMPONENTS OF EMOTIONAL INTELLIGENCE

COMPONENT	DEFINATION	HALL MARKS
Self-Awareness	The ability to recognize and understand your emotions, moods and drives and how these affect others	- Self confidence - Realistic self-assessment - Healthy self-deprecation
Self-Regulation	- The ability to control or redirect disruptive impulses and moods. - The propensity to think before acting.	- Trustworthiness - Comfort with ambiguity - Openness to change
Motivation	- A passion to work for reasons that go beyond money or status - A propensity to pursue goals with energy and persistence	- Strong drive to achieve - Optimism, even in the face of failure - Organizational commitment
Empathy	- The ability to understand the emotional make-up of other people. - Skill in treating people according to their emotional reactions.	- Expertise in building and retaining talent - Cross cultural sensitivity - Service to clients and customers

APPENDIX 4: LEADERSHIP TEST

Statement	Position				
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Disagree strongly
I think I do not have what it takes to be a leader					
I believe in myself and know that I have the ability to be a good leader					
I assign tasks to people based on their demonstrated knowledge, skills and abilities					
I expect nothing but the best from the people working with me					
I very much leave people working with me to go by their own devices					
When someone has a complaint or is upset about something I listen to them and see how best it can be solved					
I believe that everyone can work out the answers to their own problems, with a bit of help					
I think that personal feelings shouldn't be allowed to get in the way of performance and productivity					
Time spent on improving staff morale is wasted time					
I encourage members of my team to work towards achieving the organizational goals					
I make sure that any member of the team who cannot abide by the rules and expectations leaves					
By my actions people know what they should do					
I make time to learn what people need from me, so that they can be successful					
I believe that teams perform best when individuals do the same tasks and perfect them, instead of learning new skills and challenging themselves					
I make sure that everyone knows what is going on at all times					
Some information is only for senior management and should not be shared with junior staff					
Information sharing is crucial to overall success of the organization					
I am an achiever and I pride myself on getting things done					
We get good results when we work as a team					
I draw on the skills of my team to get things done					
I always consult others before making a decision					

APPENDIX 5: GROWTH MINDSET



APPENDIX 6: SAMPLE FACILITATION STEPS

The Impact of Gender Roles

Time Allocated: 2 hours

Learning Outcomes

- i. Understand how gender roles influence our lives.
- ii. Define your community's expectations of girls and boys.
- iii. Identify strategies for overcoming barriers based on gender roles.

Key Terms

- Discrimination: Unfair treatment of a person or a group of people based on ethnicity, religion, sex, or other defining characteristics.
- Gender discrimination: Unfair treatment of a person or group based on gender.

Learning Resources

- Notebook or paper
- Pen or pencils for taking notes
- Pieces of paper's for girls' questions
- Container for collecting questions at the end of the session

Preparation

- i. Gather materials
- ii. Review activities and discussion questions
- iii. Prepare answers to girls' questions from the previous session
- iv. Prepare slips of papers for questions

APPENDIX 7: SAMPLE FACILITATION STEPS

Becoming a Leader

Time Allocated: 1 hour

Learning Outcomes

- i. Identify strategies and obstacles to becoming a leader
- ii. Discuss how girls can become community leaders

Key Terms

- **Obstacle:** Something that prevents something else from happening
- **Strategy:** A plan to overcome an obstacle and accomplish a goal

Learning Resources

- Chalkboard and Chalk, or flipchart paper and markers
- Notebook paper for participants
- Pens or pencils for taking notes
- Handout: Choose a relevant story
- Pieces of paper for girl's questions
- Container (box, basket, envelope, etc.) for collecting questions at the end of the session

Preparation

- i. Gather materials.
- ii. Make copies of any relevant handout.
- iii. Review activities and discussion questions.
- iv. Prepare answers to girls' questions from the previous session.
- v. Prepare slips of paper for questions.

THE 22 AFRICAN WOMEN WHO HAVE SERVED AS HEAD OF STATE





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