



The use of social media
for democratic participation (SOCMED)

The effectiveness of social media to promote Children's Rights

by

Author: Simona Vannini - Italy

Editor: Višnja Rajić

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of the authors and do not necessarily reflect the official policy
of the Council of Europe.

This training unit has been developed in the trainer training course :
« The use of social media for democratic participation (SOCMED) »
organised by the [Pestalozzi Programme](#)
of the [Council of Europe](#)

The effectiveness of social media to promote Children's Rights

Brief description

This unit will provide participants with proposals on how to use social media to teach participation in Children's Rights and finally contribute to the UN Campaign 'Education For All'. The participants will ideate activities and choose the most suitable social media to be applied. During the unit the participants will collaborate, share knowledge and competences. While learning the use of social media for democratic participation, they will experience concrete application, theoretical reflection and open confrontation. Moreover, the unit will give participants the opportunity to find out the possible applications of social media as teaching and learning tools. Ultimately, the training will provide participants with inputs for activities that can be invented, re elaborated and finally re-used in different working environments. The possible fields of application are English, Democratic Citizenship, Human Rights, ITC, Ethics, Social media.

Expected outcomes

- ✓ Acceptance that Human rights are for *all* human beings without any exceptions (A_HR_1)
- ✓ Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together (A_HR_2)
- ✓ Knowledge of international frameworks and declarations of Human Rights and the rule of law (K_HR_1)
- ✓ Ability to act against discrimination, stereotypes, injustices (S_HR_3)
- ✓ Aptitude to search for information through different channels and from diverse sources (S_EPI_2)

Activities

	Duration	Methods used
Activity 1 The Right to be a Child with Rights	300 minutes	Face to face teaching Reflective approach Group work Learning by doing Open dialogue
Activity 2 Education for All: A world at school	180 minutes	Face to face learning Learning by doing Collaborative work Peer education
Activity 3 Evaluation	30 minutes	Open discussion. Digital dialogue on Facebook, Blog Peer-to peer exchange and elaboration of a final report

Background and context

This TU was created for 11-13 years students. In the end the oldest students made a series of short videos representing their interpretations of some of the children's rights. The youngest students made posters on the same topic and took some nice pictures of them representing those same rights. The outcomes were very successful and it was also an opportunity for them to meet outside school and get closer.

Some of those same students participated the following year took part into the competition launched by European Council to draw a comics on Rights at school. One comics of two of students won the 7th position. Later a video was made with the comics of the first 10 winners.

The materials of the TU were tried out with Psychology students and they also made their final products. They took on roles to be counsellors proposing activities for disadvantages children. It was a great success.

Activity 1: The Right to be a Child with Rights

Duration: 300 min

Expected outcome

- ✓ A_HR_1 Acceptance that Human rights are for *all* human beings without any exceptions
- ✓ A_HR_2 Readiness to adopt the values of human rights, and democratic citizenship as the foundations of living and acting together
- ✓ K_HR_1 Knowledge of international frameworks and declarations of Human Rights and the rule of law

Methods/ techniques used

- ✓ face to face teaching
- ✓ reflective and experiential approach
- ✓ group work
- ✓ learning by doing
- ✓ open dialogue

Resources

- ✓ computers
- ✓ youtube, vimeo
- ✓ beamer
- ✓ mobile phone with a camera, or a video camera

Practical arrangements

- ✓ Make sure participants have computers/laptops and Internet connection (you might use a computer lab)
- ✓ This training is organized for a group of 20-25 participants
- ✓ For group work make space in the room so that 4 or 5 groups of 5 participants can work simultaneously.
- ✓ Distribute participants with higher Social Media competences within each group.

Procedure

Step 1 (20 min)

- ✓ Brainstorming: Introduce the Council of Europe educational mission; focus on Pestalozzi Programme for Education Professional and then present the Training Unit on 'the effective use of social media for the promotion of Children's Rights'. (You can refer to BAD document - Basic Assumptions Document (see the list of resources))

Step 2 (5 min)

- ✓ Introduce The Universal Declaration of Human Rights by showing the video: <http://www.youtube.com/watch?v=sQiL-WLgJ1Q> (ww.humanrightSACTIONcenter.org)

Step 3 (10 min)

- ✓ Brief plenary discussion on Human Rights.
- ✓ Why is it important for people to know about human rights?
- ✓ Do the people in your community know about their human rights?
- ✓ Are human rights respected in your community?

Step 4 (10 min)

- ✓ Introduce the Convention of the Rights of the Child. Show the Power Point presentation focusing on some of the Children's Rights ...

Step 5 (5 min)

- ✓ Show the video: 'From Children's Rights to Children's Realities'
<http://www.youtube.com/watch?v=pjAa3lGnZMM>

Step 6 (20 min)

- ✓ Distribute the handout with a simplified version of Children's Rights. Read the text loud and invite participants to reflect on the specific situation of Children's Rights in their countries. Brief plenary discussion.

Step 7 (10 min)

- ✓ Give each participant one A4 sheets and some pens. Assign to each participant one of the violated rights discussed together and ask him/her to draw a symbolic image representing a solution to that violation. Then gather the participants who were assigned the same violated right (possibly four or five participants were given the same one). Ask each participant to explain his/her symbolic solution to the others of the same group. Invite participants to make short discussions within the groups.

Step 8 (40 min)

- ✓ Ask participants to form a line at the front of the room. They should line up alphabetically by last name. Then, count off in groups 1, 2, 3, 4, 5, etc. for as many groups as you need to form new groups. All the ones form a group, all the twos for a group, and continue until all groups are formed. Ask participants to search for images on the web representing two different children's rights chosen by them. Each group will then have to elaborate a short commentary (didascalia) for each photograph and make a power point presentation or create a storyline.

Step 9 (10 min)

- ✓ Each group shows its presentation, explains the reasons of its choices and answers the questions posed by the other groups.

Step 10 (20 min)

- ✓ Show videos on the topic of Children's Rights
You can choose from videos available at the list of resources:

Step 11 (120 min)

- ✓ Ask participants to gather within the same groups. Put markers of 4 colours on the tables. Each group, when constituted, will work at one table.
- ✓ Tell participants to pick up a marker. Put on the slide (or give the task sheet) with the 'group member roles'
- ✓ Time Keeper; cameraman; film director; presenter.
- ✓ Explain the roles. Time keeper – keeps time; cameraman – films the video; film director thinks about the plot of the video but cooperates with all; presenter – presents the final video to the whole group. Make sure each participant has understood his/her role. For example ask "all cameraman please raise your hand!" and have one cameraman explain his/her role
- ✓ This time participants have to make a video on the same two children's rights they were working on before. Use a video camera, a mobile phone or a web cam to make the video. Each group has to ideate: a plot, dialogues, a setting, costumes (if possible). Each participant is invited to act into the video. After filming, the participants have to edit the video, adding an introduction and choosing some background music. You can suggest participants to use Windows Movie Maker.

Step 12 (20 min)

<ul style="list-style-type: none"> ✓ Ask the presenters to show and explain their video and invite the other groups to comment on it and give advice.
<p>Step 14 Debriefing (20 min)</p> <ul style="list-style-type: none"> ✓ Lead a final discussion on the outcome of the storylines and videos. Discuss about the strategies employed and obstacles encountered. You can refer to BAD documents..
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Clarify the objectives of this training unit, that is, to make a storyline and a video to promote Children's Rights. ✓ Make sure that everybody understands what is expected from him/her as a final product. ✓ Make sure that each member of the group is assigned a role, and solicit him/her to contribute actively to the activities. ✓ Make sure that every group has got a laptop, a camera/videocamera/videomobile. ✓ Invite participants to share competences when creating and editing storylines and videos ✓ Enhance participants' imaginative creativity and collaboration. Encourage reluctant participants to act in the video. ✓ Help them with the English specific lexicon ✓ Give some advice: <ol style="list-style-type: none"> 1) Suggest to create short speeches or, in case, use flipcharts with signs to replace dialogue 2) Tell participants to avoid sudden movements. It is easier to shot still images.... ...

Activity 2: Education for All: A world at school

Duration: 180 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ S_EPI_2 Aptitude to search for information through different channels and from diverse sources ✓ S_HR_3 Ability to act against discrimination, stereotypes, injustices ✓ S_COOP_2 Ability to draw on other's diverse expertise and experience for the benefit of the group's work
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Face to face learning ✓ Learning by doing ✓ Collaborative work ✓ Peer education
<p>Resources</p> <ul style="list-style-type: none"> ✓ Vimeo http://educationenvoy.org/ ✓ Unicef and Unesco websites ✓ Windows Live/Windows Media Player/ Windows Movie Maker ✓ Youtube ✓ Wikipedia ✓ Skype
<p>Practical arrangements</p>

- ✓ Make sure that every participant has access to a computer/laptop with an Internet connection
- ✓ Participants should be a group of 20-25 people
- ✓ For group work make space in the room so that 4 or 5 groups can work simultaneously.
- ✓ When you ask participants to form groups make them select different functions:
- ✓ One is Time Keeper, One is the moderator of the discussion, One is the writer/editor,
- ✓ One is the speaker
- ✓ Split participants into even groups according to their computer and social media skills...

Procedure

Step 1 (10 min)

- ✓ Brainstorming: Remind the participants of the Unit's general goal of learning is how to use social media for democratic participation in the field of Children's Rights. Present the new activity: 'Education for All: A world at school'. Inform the participants that the objective of this second part of the unit is to ideate activities to engage students to commit to the UN Campaign: 'Children's Right to Education for All.

Step 2 (10 min)

- ✓ Introduce Iqbal Masih's story as an example of commitment for Children's rights. Show the Power Point presentation on Iqbal (Appendix 1), a Pakistan boy who sacrificed his life to fight for the rights of Pakistan children.

Step 3 (5, 28 min)

- ✓ Present the campaign held in 1995 by the American 7th grade students of the Broad Meadows Middle School in Quincy, Massachusetts, USA in honour and memory of Iqbal. Show the video 'Freedom Hero_Iqbal_Masih': Profiles in Courage. It tells the story of the fund raising campaign organised by a group of American students who met Iqbal just before he was murdered: www.youtube.com/watch?v=t0D6K18wq8A ...

Step 4 (20 min)

- ✓ Discuss the success of this experience, its importance for the students' lives. Then focus on the effectiveness of Social Media for Children's Rights Campaigns.

Step 5 (20 min)

- ✓ Introduce a second and more recent example of commitment for Children's rights. Show the Power Point presentation on Malala Yousafzai (Appendix 1), a Pakistan schoolgirl and education activist. She was shot by the Talibans because of her fight for the girls' right to education. She wrote a blog sponsored by the BBC to make the violation of the rights of Pakistan girls known internationally. Thanks to the support of numerous social media campaigns and petitions that aimed to sustain her fight, the Pakistan girls of her region could go back to school and she is now nominee for the Nobel Peace Prize 2013.

Step 6 (5 min)

- ✓ Present Malala's petition: 'A world at school' "We call on Pakistan to agree a plan to deliver education for every child. We call on all countries to outlaw discrimination against girls. We call on international organizations to ensure the world's 61 million out of school children are in education by the end of 2015." Show the video 'The Office of the UN Special Envoy for Global Education: A World at School. Video available at: <http://vimeo.com/51356676> .

Step 7 (20 min)

- ✓ Hand out the English text of the video and explain it, if necessary. Before watching it, invite the participants to make a list of the violated rights shown in the video.

Step 8 (60 min)

- ✓ Bring a deck of playing cards to the training session. Make sure you have the correct number

of the cards (equal as number of participants). Each participant takes out a card Groups can be arranged by the same number (Aces, Kings, Queens, 10's, 4's, etc.)

- ✓ Ask participants to gather within the same groups. Put markers of 4 colours on the tables. Each group, when constituted, will be at one table.
- ✓ Tell participants to pick up a marker. Put on the slide (or give the task sheet) with the 'group member roles'
- ✓ Explain the roles of Time Keeper; moderator, writer; and the presenter. Invite the groups to choose a variety of social media and ideate a campaign organized by a team of active teachers who take action with their students to fight for the children's right to education. Choose: 1) a title, 2) expected outcomes 3) target group 4) methods 5) brief description Create a layout and finally make a power point presentation of the campaign.

Step 9 (30 min)

- ✓ Each speaker's group presents the project to the other participants. The speaker explains the reasons of the activity and what social media are meant to be used. The others, in turn, ask questions and express their opinion.

Step 10 Debriefing (30 min)

- ✓ The activity will be followed by a 30 minutes debriefing open discussion on the benefits and limitations of the experience.
- ✓ Start the discussion with the reading of the document: '*10 good reasons to use social media*' (see the list of resources)
- ✓ The participants are free to express their opinions regarding the use of social media for a campaign, whether this experience has helped them to think of new teaching strategies and what skills they still need to improve.
- ✓ Finally, ask the participants to suggest what other training activities could help them to enhance their competences and how they are going to use this training unit within their working environment. Invite the participants to apply this unit to their context, looking in depth at the present situation of Children's Rights.

Tips for trainers

- ✓ Rely on the competences of social media experts within the groups and ask them to contribute actively in the group work.
- ✓ Encourage peer education and collaborative work among participants
- ✓ Coordinate the activities, making sure that during the creation and presentation of the projects all the participants participate actively.
- ✓ Provide support in English lexicon....

Duration: 30 min

Activity 3: Evaluation

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Evaluate the training unit.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Open discussion. ✓ Digital dialogue on Facebook, Blog ✓ Peer-to peer exchange and elaboration of a final report ...
<p>Resources</p> <ul style="list-style-type: none"> ✓ Platform/Participants Class Forum/Youtube group page ✓ Participants Reports
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The general atmosphere should be assuring, encouraging and friendly. ✓ The group should work with a positive and self-improving attitude.
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none"> ✓ Present the main points of the Training Units. Solicit free opinions and suggestions and turn them into an open confrontation. ✓ Invite participants to contribute to the discussion with some proposals. ✓ Ask participants to list at least one thing that has stimulated, interested or surprised them. ✓ Ask them to reflect on parts of the training can be which applied in their teaching context and if they aim to share it with their colleagues. ✓ Invite participants to think about what aspects of their practice is likely to change as a result of their training course. ✓ Invite participants to interact on a platform, a class forum or a Facebook group. ✓ Find an agreement on a date to meet again to discuss about the difficulties faced by participants, when putting into practice what they have learned. <p>Step 2 - Debriefing (10 min)</p> <ul style="list-style-type: none"> ✓ Reflect on the major difficulties which might be encountered by participants on the use of social media for democratic participation ✓ Reflect on the key learning points of the unit. ✓ Make a list of practical suggestions for participants in trouble with the use of social media ✓ Further reflect on the limits and potentials of the application of social media to teaching practices. ✓ Invite participants to apply the content of the unit to their environment especially as regards the matter of children's rights.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Balance face to face teaching with group peer work ✓ Pay attention and take note of all the suggestions and critics provided by the participants ✓ Expect to find difficulties in the participants' application of Social Media at school, especially those dealing with younger students. They might want to discuss the matter of web safety for teenagers. ✓ Be ready to give practical suggestions on how to overcome their difficulties in using social media as teaching tools

References

Iqbal_Masih, (1h43mm, RAI trade, Film Director: Cinzia Th Torrini)

www.youtube.com/watch?v=uG-OA2Jj3iY

Socialmedia guidelines: ethical safe and effective practical standards:

http://www.afpnet.org/files/ContentDocuments/SocialMediaGuidelines_OnePage.pdf

Kids on socializing on line

<http://www.onguardonline.gov/articles/0012-kids-and-socializing-online#remind>

BAD document.(Basic Assumptions Document)

10 Good Reasons to use Social Media for Democratic Participation

Compass: A manual on Human Rights Education for Young People

Education for All:

http://www.eycb.coe.int/compass/en/chapter_2/2_15.html

http://eycb.coe.int/compass/en/chapter_2/2_10.asp

La Convenzione sui Diritti dell'Infanzia (Unicef)

<http://www.unicef.it/doc/599/convenzione-diritti-infanzia-adolescenza.htm>

La Convenzione sui Diritti dell'Infanzia

<http://www.edscuola.it/archivio/norme/varie/condirinf.html>

La Convenzione sui Diritti dell'Infanzia (Save the Children)

http://www.savethechildren.it/chi_siamo/convenzione_diritti_infanzia.html

Convention on the Rights of the Child

<http://www2.ohchr.org/english/law/crc.htm>

Convention on the Rights of the Child

<http://www.unicef.org/crc/>

Convention on the Rights of the Child

[http://www.unhchr.ch/tbs/doc.nsf/0/28f767861fc510edc1257198004d7030/\\$FILE/G0545640.pdf](http://www.unhchr.ch/tbs/doc.nsf/0/28f767861fc510edc1257198004d7030/$FILE/G0545640.pdf)

UNICEF A framework for rights-based, Child friendly schools

http://www.unicef.org/lifeskills/index_7260.html#A%20Frameawaork%20for%20Rights-Based,%20Child-Friendly

Childrens' Rights_Teachers' Guide (pdf)

toolkit.ineesite.org/toolkit/INEEcms/uploads/1101/Childrens_Rights_A_Teachers_Guide.pdf

10 good reasons to use Social Media document

http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Module/SOCMED/Final_reportSocMed_EN_2013.pdf

The Universal Declaration of Human Rights

<http://www.youtube.com/watch?v=sQiL-WLgJ1Q>

DIRITTO e ROVESCIO

http://www.youtube.com/watch?v=6k7Qp_U_BoU

Right to Identity | Cartoons for Child Rights | UNICEF

http://www.youtube.com/watch?v=ldd4q_y1_6E&list=PL5FA831B40932D264

The Rights of A Child

<http://www.youtube.com/watch?v=81GvcnBj0FI>

Cartoons for Child Rights: "A Protective Environment"

<http://www.youtube.com/watch?v=swDv-6MoMCg>

Cartoons for Child Rights - Education India | UNICEF

<http://www.youtube.com/watch?v=e5R4jAxKY-I&list=PL5FA831B40932D264>

No Child Born To Die (ad film)

<http://www.youtube.com/watch?v=Jn9oMA1GQ5Q&list=PL5FA831B40932D264>

From Children's Rights to Children's Realities

<http://www.youtube.com/watch?v=pjAa3lGnZMM>

The Convention on the Rights of the Child

http://www.youtube.com/watch?v=J_0LhcSD_UA

From Children's Rights to Children's Realities

<http://www.youtube.com/watch?v=pjAa3lGnZMM>

Child's Rights and Worst Forms of Child Labor

<http://www.youtube.com/watch?v=CHml0UvxOF0>

Article 15

<http://www.youtube.com/watch?v=NzEMFEwEJUJ>

Every child has the right to play UNICEF

www.youtube.com/watch?v=0wkAITSz4mg

Iqbal Masih:

www.youtube.com/watch?v=t0D6K18wq8A

Iqbal_Masih (1h43mm,RAI trade, Film Director: Cinzia Th Torrini)

www.youtube.com/watch?v=uG-OA2Jj3iY

Wikipedia.org/wiki/Malala_Yousafzai

World Education Blog: global monitoring report: The bottom ten countries for female education

<http://efareport.wordpress.com/tag/mlala/>

Malala's diary on the BBC

http://news.bbc.co.uk/2/hi/south_asia/7834402.stm

http://news.bbc.co.uk/2/hi/south_asia/7861053.stm

Vimeo: Malala speaks (2,15 mm)

<http://vimeo.com/51539206>

The Office of the UN Special Envoy for Global Education: A World at School (4.23 mm)

<http://vimeo.com/51356676>

Malala day (3.35 mm)

<http://vimeo.com/53166149>

Children's rights:

DIRITTO e ROVESCIO

http://www.youtube.com/watch?v=6k7Qp_U_BoU

Right to Identity | Cartoons for Child Rights | UNICEF

http://www.youtube.com/watch?v=lDD4q_y1_6E&list=PL5FA831B40932D264

The Rights of A Child

<http://www.youtube.com/watch?v=81GvcnBj0FI>

Cartoons for Child Rights: "A Protective Environment"

<http://www.youtube.com/watch?v=swDv-6MoMCg>

Cartoons for Child Rights - Education India | UNICEF

<http://www.youtube.com/watch?v=e5R4jAxKY-I&list=PL5FA831B40932D264>

No Child Born To Die (ad film)

<http://www.youtube.com/watch?v=Jn9oMA1GQ5Q&list=PL5FA831B40932D264>

From Children's Rights to Children's Realities

<http://www.youtube.com/watch?v=pjAa3lGnZMM>

The Convention on the Rights of the Child

http://www.youtube.com/watch?v=J_0LhcSD_UA

From Children's Rights to Children's Realities

<http://www.youtube.com/watch?v=pjAa3lGnZMM>

Child's Rights and Worst Forms of Child Labor

<http://www.youtube.com/watch?v=CHml0UvxOF0>

Article 15

<http://www.youtube.com/watch?v=NzEMFEwEJUJ>

Every child has the right to play UNICEF

www.youtube.com/watch?v=0wkAITSz4mg

Appendices

Appendix 1

Presentation: Right to be a Child with Rights

ACTIVITY 1

Right to be a Child with Rights



The Child is father of the Man
William Wordsworth

THE UN CONVENTION ON THE RIGHT OF THE CHILD (1989)



The Convention on the Rights of the Child (Unicef)

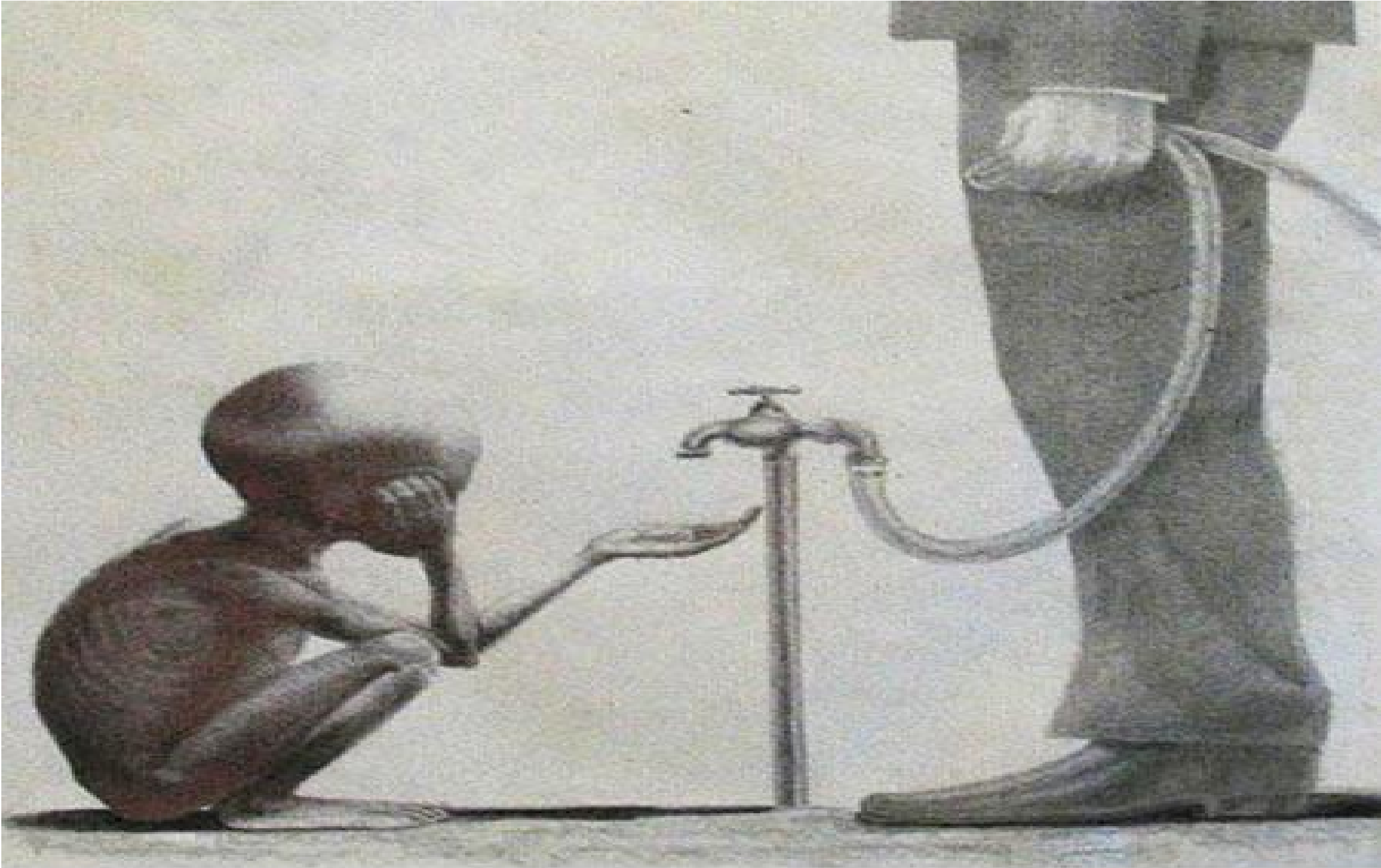
In 1989, world leaders decided that children needed a special convention to make the world recognize that children have human rights too.

The Convention on the Rights of the Child incorporates the full range of human rights: civil, cultural, economic, political and social rights.

The Convention sets out these rights in 54 articles and two Optional Protocols. It spells out the basic human rights : the right to survival; to develop to the fullest; to protection from harmful jobs, from abuse and exploitation.

The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child.

The Convention sets standards in health care; education; and legal, civil and social services.



more awesome pictures at THEMETAPICTURE.COM

Teaching Children's Rights to Children

Love and
Security

Healthy
Food to Eat

Quality Child
Development

Quality Medical
Care

ALL CHILDREN
HAVE A
RIGHT
TO

BE PROTECTED
FROM ABUSE

Good Education



OUR RIGHTS = OUR FUTURE

- 1. All children are equal.**
- 2. All children have the right to a name and a nationality.**
- 3. All children have the right to get love and have a family.**
- 4. All children have the right to attend school.**
- 5. All children have the right to be cured.**

- 6. All children have the right to healthy food and clean water.**
- 7. All children have the right to play and have toys.**
- 8. All children have the right to live in a comfortable house.**
- 9. All children have the right to own clothes and blankets.**

10. All children have the right to be prevented from harmful labour.

11. All children have the right to be protected from sexual abuse.

12. All children have the right to be protected from violence.

13. All children have the right to escape war.

14. All children have the right not to be enrolled as soldiers.

15. All children have the right to express their thoughts and feelings.

16. All children have the right to be heard.

16. All children have the right to their own language, and religion.

17. All children have the right to learn their rights.



ACTIVITY 2

Education for All: A world at school



Iqbal Masih

<http://en.wikipedia.org>

Iqbal Masih, Urdu: was born in 1983, in Pakistan. He was sold at the age of 4 to a carpet factory owner.

Each morning, 7 days a week, more than half a million children between the ages of 4 and 14 rise before dawn and make their way along dark country roads to carpet factories. Most of these children are bound with a chain. They work 14 hrs a day, with only a 30-minute break.

Escape and activism

At the age of 10, he escaped brutal slavery. In his rough escape he was caught by police and brought back to Arshad soon after the police were bribed and Iqbal was sent back to work again. Iqbal then escaped a second time and later joined the BLLF (Bonded Labor Liberation Front of Pakistan) to help stop child labor around the world. Iqbal helped over 3,000 Pakistani children that were in bonded labour escape to freedom, and made speeches about child labour throughout the world.

Iqbal's story later became a book.

Death

Shortly after returning from his trip to America, Iqbal was fatally shot on Easter Sunday, 1995, when he was 12. He was believed to have too much power over the matter of bonded labor, so it seems that he was murdered on purpose. His funeral had approximately 800 mourners.

'A school for Iqbal' Campaign

Iqbal visited Broad Meadows Middle School in Quincy, Massachusetts and spoke to 7th graders about his life. When the students learned of his death, they decided to organise a web campaign 'A school for Iqbal' to raise money and build a school in his honor in Pakistan.

The Broad Meadows Middle School students contacted schools via an educational computer link and asked for \$12 donations (an amount symbolic of the fact that Iqbal was sold into bondage for \$12 and slain at age 12).

Contributions came from all 50 states and two dozen foreign countries. Students also enlisted the support of the rock group REM, which contributed \$1,000 and invited the students to raise funds at three of the band's Massachusetts concert appearances.

Since 1995 those students have been able to start over 20 schools in Pakistan, as Iqbal had planned to do before. If Iqbal was alive he would be 30 years old.





Malala Yousafzai and her blog

Malala Yousafzai born in 1997 is a Pakistani schoolgirl and the youngest nominee for the Nobel Peace Prize in history. She is known for her education and women's rights activism: "I want every girl to be educated."

In 2009, at the age of 12, Yousafzai wrote a blog for the BBC detailing the life of girls banned by the Talibans from attending school.

On 9 October 2012, Yousafzai was shot in the head in an assassination attempt by Taliban gunmen while returning home on a school bus. Former British Prime Minister and current U.N. Special Envoy for Global Education Gordon Brown launched a United Nations petition in Yousafzai's name, using the slogan "I am Malala" and demanding that all children worldwide be in school by the end of 2015.

On 20th March 2013 Malala is back at school in Birmingham describing her return to school as the most important day of her life

At 15, Malala is a leader. She shows us that leadership is about vision. It's about values that endure, uncompromised. It's about sacrifice and conviction, about the resolve to take risks and persevere.

Her story proves that Social Media can help spread information, teach social justice and solicit active commitment.



The
true
worth
of

a
nation
must be
measured

by
the
empowerment

of
its
girls!

Betty Maloni - Girl Child Network Worldwide
www.girlchildnetworkworldwide.org