# *Building Peace through Women's Education*



**Graduate Women International (GWI)**

2019 Policy Resolution 2

✓ GWI Policy Position 2019

✓ Policy Resolution 2019

GWI Strategic Advocacy Plan 2020

Resources and prior resolutions

Associated UN documents

GWI Strategic Advocacy Toolkit 2020

**Graduate Women International (GWI)**

# Policy Position

## POLICY POSITION RESOLUTION 2 2019

## BUILDING PEACE THROUGH WOMEN'S EDUCATION

### *GWI Resolutions Committee*

### The Issue

Aggressive behaviour is transmitted in certain families and communities. Education is a key factor for peace in families and society.

There is an alarming increase of bullying in schools, with Cyberbullying adding to the ways in which this manifests.

Education for peace will help girls and women, teach and raise the future generation in a better environment without suffering violence.

Educating girls and women for peace will give them the opportunity to raise their children as peaceful citizens and build a new society far from war.

Violence leads to violence. Aggression leads to aggression. Peace leads to peace. It is about time we enforce peace and education around the globe. It should be a global movement for girls and women. According to **ONG International Bullying without borders,** in 2018 seven of ten children in Latin America are victims of bullying. Dr. Javier Miglino said that 70% of children are directly or indirectly affected. He also added that bullying is the main cause of 200 deaths in Latin America.

### Barriers

The Patriarchal systems and beliefs in many societies mean that women and girls do not receive separate education, or indeed have access to education.

Where differing cultural groups are co-educated there is a lack of understandings and values. This mismatch between the backgrounds leads to generic education packages which do not address specific cultural issues.[1]

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[1] See GWI Policy Resolution 2019-1: Diversity in Teacher Education as a Positive Contribution to an Equitable Education

## GWI's Position

Education for peace will help girls and women teach and raise the future generation in a better environment without suffering violence.

GWI will therefore:

- Encourage the promotion of specific peace building education in their communities and society, especially for those girls and women not in the scholastic system;

- Promote the education of families about the consequences of not having girls and women in the educational system;

- Increase awareness of sanctions available cases of bullying and acts discrimination, including appropriate legislation;

- Utilise the consultative role with the UN, and other international bodies to assist in the implementation of this resolution.

## GWI recommends that GWI and its NFAs will

- Urge their respective governments to implement the existing National and International laws related to Peace Education.

- Coordinate with other NGOs to raise awareness about education for peace.

- Encourage academic research to examine the causes and the consequences of not educating girls and women for peace.

- Encourage local communities and the media to reach and educate families about the importance to keep peace, in families, communities, society and the entire globe.

- Seek support from international organizations in order to bring the issue of Women's Education to the fore, by increasing public awareness and enforcing the implementation of existing laws.

## POLICY RESOLUTION 2 – BUILDING PEACE THROUGH WOMEN'S EDUCATION

Proposed by : The Panamanian Association of University Women (AMUP)
Seconded by: The El Salvador Federation of University Women (AMUS)

The 33rd GWI General Assembly resolves that:

1.  NFAs urge their respective Government to promote education to build peace in their communities and society, especially for those girls and women not in the scholastic system;

2.  NFAs increase their efforts to educate families about the consequences of not having girls and women in the educational system;

3.  NFAs maintain a constant base of information to prevent bullying and acts of discrimination;

4.  NFAs need to increase awareness of sanctions available to be applied in case of bullying and acts discrimination;

5.  NFAs seek strong support from governments, including appropriate legislation, to promote the advantages of having educated girls and women, encouraging peace and increasing awareness in all communities and demonstrating the importance of building better societies without the fear of war and violence;

6.  NFAs utilize their consultative role with the UN, UNESCO, UNICEF and other international bodies to assist in the implementation of this resolution.

**Suggested Plan of Action:**

1.  NFAs should urge their respective governments to implement the existing National and International laws related to Peace Education.

2. NFAs should coordinate with other NGOs to raise awareness about education for peace.

3. NFAs should encourage academic research to examine the causes and the consequences of not educating girls and women for peace.

4. NFAs should encourage local communities and the media to reach and educate families about the importance to keep peace, in families, communities, society and the entire globe.

5. NFAs should seek support from International Organizations in order to bring the issue of Women's Education to the fore, by increasing public awareness and enforcing the implementation of existing laws.

**GWI Strategic Advocacy Campaign**
*GWI VP Advocacy and Education*

***Building Peace Through Women's Education***
*Based on*
*GWI Policy Resolution 2019, 2*

**GWI Advocacy-G | NFA Advocacy-N**

*GWI mission-related | Systemic Change*
SDG 4 | SDG 5
Cross linked to SDG 10, 16

Education | Peace | Global Issue
Cross linked Violence Against Children & Bullying | Gender Based Violence

## GOAL

*To promote peace building education programmes in the community / society to reduce acts of violence against girls and women.*

## THE ISSUE

Aggressive behaviour is transmitted in certain families and communities. Education is a key factor for peace in families and society.

Education for peace will help girls and women, teach and raise the future generation in a better environment without suffering violence.

Educating girls and women for peace will give them the opportunity to raise their children as peaceful citizens and build a new society far from war.

Violence leads to violence. Aggression leads to aggression. Peace leads to peace. It is about time we enforce peace and education around the globe. It should be a global movement for girls and women.

There is an alarming increase of bullying in schools, with Cyberbullying adding to the ways in which this manifests.

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## CURRENT STATUS

### Effects of Covid-19

Learning Interrupted[2]:

- As many as 1.6 billion students worldwide have faced school closures this year or continue to face uncertainty about their education in the coming months due to COVID-19. What will be the long-term impact on these children and youth? And how will it affect social, political, and economic development? "… governments must act proactively and creatively to address ongoing and future imbalances in access to quality education. It is important for education to be given primary consideration in all of our efforts to build back better and stronger, to ensure we truly leave no one behind" in order to sustain the culture of peace.[3]
- Stefania Giannini, Assistant Director-General for Education at the UN Educational, Scientific, and Cultural Organization (UNESCO), called the pandemic the "largest disruption in education since the creation of the UN system, and we can say, in history… education should be a bulwark against inequality", especially for girls. Accordingly the focus ought to be on investing in social and emotional skills like empathy, awareness, and a capacity to manage emotions and to develop positive relationships. "They must be mainstreamed throughout the education systems.". Students must be "wired to defend human rights, act for social justice and gender equality, and to take care of the environment. "
- The central role of education in sustaining peace is more appreciated now than ever before.[4]

Governments and their development partners need to ensure that education systems address the vulnerabilities and needs specific to boys and girls, women and men, and to gender dynamics in times of crisis. Harmful gender norms, combined with economic strains on households, should not prevent girls and the least advantaged learners from returning to school and completing their education.[5]

### CyberBullying

According to **ONG International Bullying without borders,** in 2018 seven of ten children in Latin America are victims of bullying. Dr. Javier Miglino said that 70% of children are directly or indirectly affected. He also added that bullying is the main cause of 200 deaths in Latin America.

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[2] Learning Interrupted: Education, COVID-19, and the Culture of Peace: UNGA, September 10/2020
https://www.ipinst.org/2020/09/learning-interrupted-education-covid-19-and-the-culture-of-peace#2

[3] Tijjani Muhammad-Bande, President of the 74th Session of the UN General Assembly
[4] Dr. Robert Jenkins, Chief, Education and Associate Director, Programme Division, United Nations Children's Fund (UNICEF)
[5] https://www.un.org/development/desa/dspd/wp-content/uploads/sites/22/2020/08/sg_policy_brief_covid-19_and_education_august_2020.pdf

## Effects of Covid-19 and Cyberbullying

Because of Covid-19 and school closures, students are online more than ever before, with more opportunities for online interactions with an increase of up to 70% of online bullying world wide.

UN News, 5 November 2020, reported that one in 10 students the world over have been subject to cyberbullying attacks at least once per month. In 2019, UNESCO declared the **first Thursday of November as the International Day against Violence and Bullying at School including Cyberbullying**.

## REVIEW OF LAW

NFAs to research current national / regional laws[6].

## POLICY REVIEW

NFAs to research national, regional, local, community, institutional policies[7].

## SOCIO-ECONOMIC, POLITICAL IMPACTS ON THE ISSUE

[8]The best predictor of a state's peacefulness is how well women are treated, rather than the status of wealth, democracy, ethnicity or religious identity. Gender, alongside other intersections of power – race, class, ethnicity, education, disability – shape a person's opportunities, vulnerabilities, limitations and assets. Adopting a broader and deeper understanding of power relations is an important factor in facilitating women's equal participation in social transformation that promotes benefit sharing and solidarity, and can produce peaceful outcomes. Education can be transformative when it is equitably available, of good quality, relevant and conflict-sensitive, and can touch the lives of every citizen.

Education is more than a social service. By developing identities and influencing deeply seated cultural norms, it plays a vital role for the better understanding of gender roles and responsibilities and the promotion of positive gender norms during childhood and adolescence. Education that legitimizes harmful gender stereotypes undermines boys' and girls' ability to contribute positively to peacebuilding and can even fuel violence. Girls face higher barriers to access education due to harmful practices such as early child marriage, gender-based violence in schools and lack of girl-friendly infrastructures thereby removing opportunities to gain skills needed for future employment and family and community

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[6] National Education Systems | Education Profiles (education-profiles.org)
[7] National Education Systems | Education Profiles (education-profiles.org)
[8] http://s3.amazonaws.com/inee-assets/resources/Gender_Brief_FINAL_highres.pdf

economic health not to mention potential political leadership. Girls' education is crucial for entire societies.

## POTENTIAL ALLIES

- Teachers and educators
- Education Institutions and administrators
- Community and religious leaders
- Parents
- GWI NFAs

## RECOMMENDATIONS

- Urge governments to implement the existing National and International laws related to Peace Education. [N]

- Coordinate with other NGOs to raise awareness about education for peace. [G][N]

- Encourage academic research to examine the causes and the consequences of not educating girls and women for peace. [N]

- Encourage local communities and the media to reach and educate families about the importance to keep peace, in families, communities, society and the entire globe. [N]

- Seek support from international organizations in order to bring the issue of Women's Education to the fore, by increasing public awareness and enforcing the implementation of existing laws. [G][N]

## DEVELOP A MESSAGE

### GWI Position

Education for peace will help girls and women teach and raise the future generation in a better environment without suffering violence.

### World Peace Day

In 2013, UN Secretary General Ban Ki Moon dedicated the 21st of September as World Peace Day dedicated to peace education in an effort to bring about a culture of peace. Peace education is inextricably linked with peacebuilding. The United Nations peacebuilding actions include education as one of its principle components.

Peace Education

**GWI believes that** Peace Education should be an essential component of a quality basic education.

Peace education can be defined as the process of acquiring the values, the knowledge and developing the attitudes, skills and behaviours to live in harmony with oneself, with others, and with the natural environment. Peace education is often meshed with human rights education. Peace education programmes worldwide address a wide range of themes including non-violence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communications skills and co-existence.

How does education promote peace? [9] **GWI believes** that Education boosts confidence and hope; promotes independent thinking; inspires problem solving skills; builds communications skills; opens doors; reduces poverty; increases political involvement; reduces support of terrorism and militancy; builds empathy and tolerance; cultivates respect.

**GWI advocates for** Peace Education that transcends all barriers of age, diversity, culture, and gender in formal as well as informal sectors. It is especially critical that todays' youth, as the foundation for the future, learn the skills needed to bring about the desired behaviour changes needed to prevent conflict and violence and create conditions conducive to peace whether intrapersonal, interpersonal, intergroup, national or international.

Options for youth learning methodologies and practices can include:

- Programmes that teach knowledge, skills, attitudes and values;
- Programmes centered on conflict resolution;
- Life skills education;
- Activities that emphasize peaceful cultural values such as traditional folk stories and songs;
- Extra-curricular activities such as workshop training programmes and activities that focus on the media and community-based arts programmes promoting messages of peace;
- Sharing of words of peace from different cultures;
- Activities that promote inner peace such as prayer, meditation along with peace-promoting spaces that provide privacy and a quiet refuge
- Nature walks and exploration activities; safe outdoor playgrounds where children can burn off excess energy; make-believe play that allows children to work through feelings of fear and sadness
- Promote experiences of giving and helping others
- Active ways to collaborate with other children / youth globally.

    *"Let there be peace on earth*
    *And let it begin with me*

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[9] [Education For Peace: Top 10 Ways Education Promotes Peace (centralasiainstitute.org)](centralasiainstitute.org)

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*Let There Be Peace on Earth*
*The peace that was meant to be"*[10]

### Education and human rights[11]

According to the Universal Declaration of Human Rights, all human beings are born free and equal in dignity and rights. Article 26 states:

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children. Education is a fundamental human right for all. The right to education also enables the enjoyment of other human rights. Human rights education (HRE), formal education and informal education are ways to protect and reinforce human rights.

### The Sustainable Development Goals

The SDGs rightly note that "There can be no sustainable development without peace and no peace without sustainable development." SDG 4 states that Education is a human right and a force for sustainable development and peace. [12]

The vision for SDG 4 is to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' and its corresponding targets. It is transformative and universal, attends to the 'unfinished business' of the EFA agenda and the education-related MDGs, and addresses global and national education challenges. It is inspired by a humanistic vision of education and development based on human rights and dignity; social justice; inclusion; protection; cultural, linguistic and ethnic diversity; and shared responsibility and accountability. We reaffirm that education is a public good, a fundamental human right and a basis for guaranteeing the realization of other rights. It is essential for peace, tolerance, human fulfilment and sustainable development.[13]

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[10] Songwriters: Jill Jackson / Sy Miller
[11] https://graduatewomen.org/the-cause/education-human-rights/
[12] Leading SDG 4 - Education 2030 (unesco.org)
[13] Education 2030: Incheon Declaration [2015]

## Education and the Culture of Peace

As defined in the UN Declaration of Action on a Culture of Peace:  A culture of peace is a set of values, attitudes, traditions and modes of behaviour and ways of life based on respect for life, ending of violence and the promotion and practice of non-violence through education, dialogue and cooperation with full respect for and promotion of all human rights and fundamental freedoms.

This includes respect for and promotion of equal rights and opportunities for women and men and the right of everyone to freedom of expression, opinion and information fostered by an enabling national and international environment conducive to peace.

Education, including human rights education, at all levels is one of the principal means to build a culture of peace. Governments have the essential role in promoting and strengthening the culture of peace; civil society needs to be fully engaged with contributions from media, parents, teachers, politicians, journalists, religious bodies and groups, intellectuals, health and humanitarian workers, social workers, and non-governmental organizations.

To this end, civil society needs to be involved at the local, regional and national levels in order to expand the scope of culture of peace activities along with a sharing of information among all sectors.

Partnerships should be encouraged along with a mobilization of resources, including financial resources, by governments, organizations and individuals.

**GWI supports** actions that foster the culture of peace through education, such action to include:

- National efforts and international cooperation in order to achieve human, social and economic development;
- Childhood education on the values, attitudes, modes of behaviour and ways of life to enable children to resolve disputes peacefully and with respect for human dignity, tolerance and non-discrimination;
- Activities for children designed to instill values and goals of the culture of peace;
- Revision of educational curricula bearing in mind the 1995 Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy;
- The development of values and skills conducive to a culture of peace including education and training to promote dialog and consensus-building;
- Equal and safe access to quality education for women and girls as embodied in our **mission** as a worldwide, non-governmental organisation of women graduates, whose purpose is to**:**

  1. Promote lifelong education for women and girls;
  2. Promote international cooperation, friendship, peace and respect for human rights for all, irrespective of their age, race, nationality, religion, political opinion, gender and sexual orientation or other status;
  3. Advocate for the advancement of the status of women and girls; and
  4. Encourage and enable women and girls to apply their knowledge and skills in leadership and decision-making in all forms of public and private life.

## Cyberbullying

Cyberbullying is defined as willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices. Different than traditional bullying, it is no less traumatizing and can have a far-reaching and life-altering affect on its victims. Boys and girls both are equally likely to participate in, or be victimized by, cyberbullying.

*"Let us hope that this first International Day against Violence and Bullying at School, including Cyberbullying, will build global awareness about the scale of the problem, and of the need to put an end to it as soon as possible. As students, parents, members of the educational community and ordinary citizens, we have all a part to play in stopping violence and bullying in schools."* Audrey Azoulay, UNESCO Director General, on the occasion of the International Day against Violence and Bullying at School, including Cyberbullying[14]

Initial research shows an increase in cyberbullying as a result of covid-19 of 70%. In many cases of cyberbullying, children do not always recognize when they have been made a victim and even when they do, are hesitant to speak with an adult especially their parents. According to the Children's Hospital of Philadelphia, 20-30% of teens report being bullied online and 10-15% admit bullying others.

Resources:
https://trello.com/b/VNxqZiRq/stopbullying - #StopBullying Media Pack

https://unesdoc.unesco.org/ark:/48223/pf0000374794 - International Conference on School Bullying and Cyberbullying

Since 2016, GWI and its NFAs have advocated for:

- Increased public awareness on the detrimental effect of bullying and cyberbullying;
- Upholding the legal remedies already in place and advocating for such policies where there are none;
- Educational institutions to establish or develop programmes which train educators and counsellors to recognize bullying and cyberbullying and address the issue by integrating appropriate training into their core curriculum and ongoing professional development;
- Encouraging institutions to provide educational programmes for parents and guardians to recognize, understand, support and teach anti-bullying strategies. [15]

## Recommended GWI / NFA Actions

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[14] https://unesdoc.unesco.org/ark:/48223/pf0000374781_eng
[15] GWI Policy Resolution 2016, 1 – Bullying and Cyberbullying in Schools - https://graduatewomen.org/wp-content/uploads/2016/03/Res-1-Bullying-1.pdf

As stated in the Policy Resolution 2019, 2 GWI and its NFAs will: [16]

- Encourage the promotion of specific peace building education in their communities and society, especially for those girls and women not in the scholastic system; [N]

- Promote the education of families about the consequences of not having girls and women in the educational system; [N]

- Increase awareness of sanctions available cases of bullying and acts discrimination, including appropriate legislation; [N]

- Urge their respective governments to implement the existing National and International laws related to Peace Education. [N]

- Encourage local communities and the media to reach and educate families about the importance to keep peace, in families, communities, society and the entire globe. [N]

- Utilise the consultative role with the UN, and other international bodies to assist in the implementation of this resolution. [G][N]

- Coordinate with other NGOs to raise awareness about education for peace. [G][N]

- Encourage academic research to examine the causes and the consequences of not educating girls and women for peace. [G][N]

- Seek support from international organizations in order to bring the issue of Women's Education to the fore, by increasing public awareness and enforcing the implementation of existing laws. [G][N]

## SUGGESTED FOCAL POINTS AND INFLUENCERS

- Teachers
- UN Agencies – UNESCO
- Governments and legislators (national, regional, local)

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[16] See also: Seventy-fifth session Third Committee Agenda item 68 (a) Promotion and protection of the rights of children: promotion and protection of the rights of children [UN General Assembly, 12 November 2020] [bullying and cyberbullying]

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- Academic Institutions
- Media, journalists
- Experts trained in mediation
- Social workers
- Religious bodies and groups
- Intellectuals
- Other non-governmental organizations

## ADVOCACY TOOLS

- Social media
- Blogs
- Community Action Calls
- Face-to-face meetings
- Phone calls
- Email
- Letter-writing
- Letters to the Editor, news articles
- TV and radio outreach
- White papers, research and data
- Community Action Toolkits

### GWI Advocacy Tools

Toolkits: https://graduatewomen.org/media-publications/toolkit/

- SDG 4 Toolkit
- International Day of the Girl toolkit[17]
- International Day of Education Toolkit[18]
- World Teachers' Day Toolkit[19]

Press Releases: https://graduatewomen.org/media-publications/press-releases/

- 5 October 2019: On World Teacher's Day, Graduate Women International celebrates young female teachers

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[17] International-Day-of-the-Girl-2020-TOOLKIT-low-res.pdf (graduatewomen.org)
[18] https://graduatewomen.org/wp-content/uploads/2019/01/GWI-2019-International-Day-of-Education-Press-Briefing.pdf
[19] https://graduatewomen.org/wp-content/uploads/2020/10/corrected_Social-media-toolkit-World-Teachers-Day-2020.pdf

- 21 September 2020: <u>On International Day of Peace 2020, Graduate Women International reminds Member States of their commitment to women as means to building sustainable peace</u>

- 8 March 2020: <u>On International Women's Day, Graduate GWI issues an infographic report calling out to all stakeholders to remove all barriers and to empower all women and girls through the means of education.</u>

- 24 January 2020: <u>On International Day of Education, GWI members reflect on the potential of education for girls</u>

Strategic Advocacy Tools

- GWI Strategic Advocacy Template
- GWI Strategic Advocacy Checklist
- GWI Strategic Advocacy Toolkit

## Reference Documents

- Leading SDG 4 - Education 2030 (unesco.org)
- Education 2030: Incheon Declaration [2015]
- **Declaration on a Culture of Peace (1999)[20]**
- Descriptions of laws and policies on inclusion in education for every country in the world [21]
- Charter of the United Nations
- Universal Declaration of Human Rights
- Constitution of UNESCO
- Global Issues: Gender Equality
- Global Issues: Human Rights
- Seventy-fifth session Third Committee Agenda item 68 (a) Promotion and protection of the rights of children: promotion and protection of the rights of children [UN General Assembly, 12 November 2020]

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## Advocacy Timing

UN International Days

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[20]

https://digitallibrary.un.org/search?f1=author&as=1&sf=title&so=a&rm=&m1=e&p1=UN.%20General%20Assembly%20(53rd%20sess.%20:%201998-1999)&ln=en Inclusion and Education | Global Education Monitoring Report (unesco.org)

[21] National Education Systems | Education Profiles (education-profiles.org) PEER*

- o UN International Day of Education – 24 January – (A/RES/73/25)
- o International Women's Day – 8 March
- o International Day for the Elimination of Racial Discrimination – 21 March - (A/RES/2142(XXI))
- o World Day for Cultural Diversity for Dialogue and Development – 21 May - (A/RES/57/249))
- o International Day of Peace – 21 September – (A/RES/36/67)(A/RES/55/282)
- o World Teachers' Day [UNESCO] – 5 October – (27 C/INF.7)
- o First Thursday of November as the International Day against Violence and Bullying at School including Cyberbullying
- o Human Rights Day – 10 December - (A/RES 423(V))

UN Human Rights Council (quarterly)

UN Commission on the Status of Women (annually in March)

UN High Level Political Forum (annually July)

Other UN events and meetings where GWI can deliver written and oral statements as thematically appropriate

## BULLYING AND CYBERBULLYING IN SCHOOLS (2016 RESOLUTION 1)

Proposed by: Canadian Federation of University Women (CFUW)
Seconded by: Mexican Federation of University Women (FEMU)

The 32nd GWI General Assembly wishes to reaffirm Resolution 1998/9and resolves that:

1. National Federations and Associations (NFAs) urge their respective governments and ministries to raise public awareness on the detrimental effect of bullying and cyberbullying, uphold the legal remedies already in place, and advocate for such policies where there are none;

2. NFAs advocate for educational institutions to establish or develop programmes which train educators and counsellors to recognise bullying and cyberbullying, and address the issue by integrating appropriate training into their core curriculum and ongoing professional development; and

3. NFAs encourage institutions to provide educational programmes for parents and guardians to recognize, understand, support and teach anti-bullying strategies.

Suggested Plan of Action

1. NFAs should investigate whether anti-bullying and anti-cyberbullying programmes and resources are available in local school settings and included in the curriculum

2. NFAs should investigate what legal remedies are in place locally

3. NFAs should make themselves aware what training on the subject is available to staff and teachers in their area

4. NFAs should encourage the use of media to raise public awareness of the issue and sources for help

5. GWI should use its consultative status to raise awareness among other NGOs and international bodies.

6. NFAs should advocate for legal remedies and programmes if none are available and the continuation and enhancement of ones that are in place

Supporting Statement: GWI Resolution Violence at School (1998, No. 9) mentioned bullying in a list of many forms of violence but this resolution deals specifically with the issue of bullying and its new adjunct cyberbullying. Bullying is defined as the repeated domination and harming of another by coercive and aggressive means which use physical, verbal and psychological tactics. This is the result of a situation where an imbalance of power leads to a stronger person or persons taking advantage of a weaker person by being deliberately mean, harassing and/or threatening.

With the expansion of information technology, cyberbullying is used to carry out bullying over electronic media such as the computer and cellular telephones where derogatory information, photographs and/or videos are posted via the internet by e-mails, text messages and social media for all to see.

Research indicates that the majority of young people who bully online also bully others in person. Cyberbullying, a more recent form of bullying, has become a fast growing problem in our society and though laws exist in certain areas, many places still do not have specific legislation to combat the problems ensuing from cyberbullying.

Some bullying actions are considered criminal, such as harassment or hazing; but bullying alone is not illegal. Various studies cited by the Government of Australia in June 2014, place the range of victimisation rate for cyberbullying from 6% to 40 % of young people. Recent news stories abound with tales of cyberbullying that have resulted in victims 'suicides.

Education at all levels is the primary line of defense that must be used to bring about meaningful change and aid in the understanding of the power of a new technology and the laws that must govern its responsible use.

Educating students to use technology wisely and to realise that technology can be an instrument of serious harm is vital. It is also imperative that this education starts at a young age and progress is made in an age-appropriate manner.

Teachers need to be trained not only to teach students the subject matter but also appropriate behaviour. Teachers must also be educated to identify early signs of bullying and cyberbullying, and the procedures necessary to address the issues, confront the perpetrator(s) and comfort and help the bullied.

Programmes are needed not only for students but also for parents. The above measures are important in order to meet obligations under Article 19, of the **United Nations Convention on the Rights of the Child**. This Convention affirms that states have an obligation to take all appropriate measures (whether legislative, administrative, social or educational) to protect children from all forms of physical or mental violence. The United Nations Committee on the Rights of the Child has stated that Article 19 applies to: "Psychological bullying and hazing by adults or other children, including via information and 3 communication technologies (ICTs) such as mobile phones and the Internet (known as 'cyberbullying')."

Putting it all together
# Strategic Advocacy

*"Strategic Advocacy is a planned process, not an event"*

**Advocacy is a process** involving a series of inter-related steps that take you from the identification of an issue, to the satisfactory resolution of that issue.

**Advocacy's goal** is to bring about changes in laws or regulations, public behavior and political perspectives concerning your advocacy issue.

**Advocacy benefits** all people: the marginalized and the mainstream.

**Advocacy is about caring enough** about social, economic and political issues that have the potential to either negate or affirm human rights and gender equality.

**Planning** is important. It helps you to:
- head in the right direction;
- break down your goals into manageable pieces or stepping stones;
- use the right tools;
- use scarce resources wisely by making strategic choices;
- make sure activities reinforce rather than undermine each other;
- get the timing right;
- start preparing early enough and become prepared to counter opposition.

**Common Mistakes**
- Unclear aims and objectives
- Activity planning without a strategy leading to untargeted actions, wasted effort and ultimately reduced impact
- Action plans that run to an internal timetable, rather than being determined by external events and opportunities
- Asking decision makers to do something which is not in their power
- Getting the timing wrong and trying to influence a process when key decisions have already been made
- Messages that don't get noticed and move people or fail to include a call to action
- Not having a clearly defined 'ask'
- Use the wrong tools
- Scarce resources used unwisely
- Activities that run at cross purposes
- Inability to counter opposition

**Strategic Advocacy** is about:
- achieving specific outcomes, not just raising awareness of problems;
- developing strategies based on research and analysis rather than guesswork;
- choosing approaches and deploying resources where they will have the most impact

**The process** is about:
- knowing what is wrong;
- identifying the problem you want to tackle and therefore which issue you want to work on;
- knowing what you would like to see as the solution to the problem;
- knowing what must change;
- knowing what you will ask for and the least that you will be satisfied with;
- recognizing who has the power to achieve change;
- recognizing who will help or hinder this process;
- identifying which resources will be needed;
- understanding how those with the power to make changes will be influenced.

**The planning process** has the following elements:
- Identify the issue
- Research the current status of the issue
- Review the law regarding the issue
- Identify the change that needs to be made
- Research socio-economic and political conditions that are causing or exacerbating the issue
- Identify allies – other organizations that are working on the same issue and have a similar goal: NGOs, community-based organizations, agencies
- Develop working partnerships with allies identified
- Develop recommendations
- Develop your message
- Identify institutions and people that you will focus your advocacy efforts towards
- Identify advocacy tools: position papers, press releases, social media
- Train members of your organization to deploy advocacy tools
- Monitor the progress of your advocacy and evaluate results to make necessary adjustments and changes

# Graduate Women International
## Strategic Advocacy Plan
## Checklist

- [ ] Identify the issue
- [ ] Research current status of issue
- [ ] Review law in your country
- [ ] Identify needed change
- [ ] Research exacerbating issues
- [ ] Identify allies
- [ ] Develop working partnerships
- [ ] Develop recommendations
- [ ] Develop your message
- [ ] Identify targets of focus
- [ ] Identify GWI advocacy tools
- [ ] Train NFA members
- [ ] Monitor progress
- [ ] Summarize work
- [ ] Share success with GWI office

# The Advocacy Cycle



**Analyze the situation**
Clearly define the issue
Assess the current status
Analyze Laws and Policies

**Evaluate your plan and its implementation**

**Set goals and objectives**

**Gather Evidence**

**Mobilize Resources**

**Monitor, Evaluate & Learn**

**Train the team**

**State the socio-economic, political impacts on the issue**

**Identify your advocacy tools**

**Identify your allies**

**Create your plan**
Develop your recommendations
Identify your targets and influentials
Develop your message

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**GWI Toolkits**
https://graduatewomen.org/members-login/tools-resources/toolkit/

**GWI Advocacy and the Media**
https://graduatewomen.org/media-publications/press-releases/
https://graduatewomen.org/members-login/advocacy-media/press-release-templates/

**GWI Annual Reports**
https://graduatewomen.org/media-publications/annual-reports/

**GWI Policy Papers**
https://graduatewomen.org/what-we-do/policy-advocacy/policy-papers/

**GWI Resolutions**
https://graduatewomen.org/members-login/constitutional-material/resolutions/

**GWI Manifestos**
https://graduatewomen.org/who-we-are/gwi-manifestos/