



16 DAYS OF ACTIVISM AGAINST GENDER-BASED VIOLENCE
16 DÍAS DE ACTIVISMO CONTRA LA VIOLENCIA DE GÉNERO
16 JOURS D'ACTIVISME CONTRE LA VIOLENCE DE GENRE

16 يوم من مكافحة العنف القائم على النوع الاجتماعي

25 November – 10 December

<http://16dayscwgl.rutgers.edu>

**“FROM PEACE IN THE HOME TO
PEACE IN THE WORLD:
MAKE EDUCATION SAFE FOR ALL!”**



Take Action Kit

2017

RUTGERS
School of Arts and Sciences

Center for Women's Global Leadership
Rutgers, The State University of New Jersey
<http://cwgl.rutgers.edu>

2016 Theme Announcement

"From Peace in the Home to Peace in the World: Make Education Safe for All!"

Given such insecurity and lack of safety in relation to education, and informed by the results of a global survey, the theme of the 16 Days Campaign is "From Peace in the Home to Peace in the World: Make Education Safe for All". This theme recognizes that structural discrimination and inequality is perpetuated in a cycle of violence that does not end even when girls and young women are in the act of gaining an education. Gender-based violence with respect to the right to education is a consistent threat in public spaces, schools, and homes and is a detriment to the universal human right to education and it is our obligation to focus on the precarious situation of education for girls and boys, young women and men this year through the 16 Days Campaign.

Education is a public good and fundamental human right recognized in Article 26 of the 1948 Universal Declaration of Human Rights and upheld in various international and regional human rights conventions and treaties. The right to education is subject to political, economic, and social shifts and upheavals, consistently leaving women, girls, people with disabilities, LGBTQI people, migrants, and indigenous people particularly vulnerable and liable to being denied this crucial right. The UN Sustainable Development Goals (SDGs) 4 on education makes it clear that education will lead to skills and knowledge for employment, decent jobs and entrepreneurship, as well as gender equality, culture of peace and non-violence, and appreciation for cultural diversity.

THE CURRENT REALITY OF ACCESS TO THE RIGHT TO EDUCATION IS CLEAR:

- **Entrenched structural discrimination and violence:**
 - Children and young people of all genders can face further disadvantage due to disability, race or ethnic origin, economic difficulties and obligations thrust upon them by families and by the situation many find themselves in, whether in times of violent conflict, after an environmental disaster, or during relative peacetime.
 - Girls and young women face gender-based discrimination: the possibility of early marriage or forced marriage can cut short their education; the threat of different forms of school-related gender-based violence (SRGBV), including sexual violence and abuse on the way or within education settings; and discrimination in the availability of essential infrastructure such as adequate and safely accessible sanitary facilities. Consequently, many families choose to keep girls and young women from school and actively prevent them from continuing their education.
- **Response and commitment by national governments and the international community compound:**
 - Unsafe and unsanitary educational environments, whether due to lack of proper budgeting or attention by policy makers, lack of classroom space or lavatories for girls, or policies that support or condone cultural values and taboos on girls in the school setting (whether on getting an education or being assaulted on campus);
 - Inadequate curricula that are not gender-sensitive and continue to be framed within stereotypical patriarchal notions of gender; and limited resource provision for the delivery of, or access to education.

ISSUES TO ADDRESS DURING THE 16 DAYS CAMPAIGN

- Education and gender justice: consequences of structural discrimination on women and girls
- Women's role in peace negotiations, peace-building, diplomacy and decision-making positions
- Violence by small arms in communities and schools and the role of small arms in intimate partner violence
- Global production and sale of arms and increased militarism vs. support for public health, education, and other social goods
- Violence committed by State and non-State actors, in schools and other places affecting the right to education
- Sexual violence with impunity against school children and young people
- Denial of education to girls stigmatized by sexual violence
- Vulnerability of girls and boys, young women and young men to be denied education in refugee and internally displaced persons (IDPs) camps
- Environmental contamination by military operations and its consequences for communities, including social services
- Militarized police forces presence within social institutions (schools, public spaces, etc.)
- Sexual assault in academic or other educational settings

Participation in the Campaign has seen approximately 6,000 organizations, policymakers, governments, UN agencies and countless individuals from over 180 countries worldwide. Together we have brought attention to issues of racism, sexism, cultures of violence, homophobia and called for the implementation of human rights obligations, including the right to health and reproductive rights, and end to militarism and gender-based violence, among others. The strength and longevity of the Campaign is due to these thousands of participants like you. **Under this global theme, the 16 Days Campaign is asking you to join in advancing the right to education and challenging violence, discrimination, and inequity in education at the intersection of gender, race or ethnicity, religion, real or perceived sexual orientation, socio-economic status, and other social identifiers.** Start thinking about what spaces and access to education look like in your community, country, or region and use the Guide to the 16 Days Campaign to help you get underway.

Join the 16 Days Campaign

The 16 Days Campaign is open to participants engaging in action on these issues in ways that are relevant to their specific context. Create or join a community, campus, national or international activity! Use #16Days on social media!

Take Action Kit

The Take Action Kit is a set of resources to help guide your campaign and are available online and in hard copy. Participants can visit our website (<http://16days.cwgl.rutgers.edu>) to download the Take Action Kit materials or to request a hard copy.

Stay Connected

16 Days Website: <http://16dayscwgl.rutgers.edu>

Email: 16days@cwgl.rutgers.edu

Campaign Calendar:

<http://16dayscwgl.rutgers.edu/campaign-calendar>

Facebook:

<http://www.facebook.com/16DaysCampaign>

Instagram:

https://www.instagram.com/cwgl_rutgers

Twitter: @16DaysCampaign



A Guide to the 16 Days Campaign

“Education is a human right and an essential tool for achieving the goals of equality, development and peace.”

If you are new to the 16 Days Campaign, this document offers a few suggestions on how to get started. No matter which actions you take on for this year’s Campaign, please remember to report your activities and send photos and samples of your campaign materials to Center for Women’s Global Leadership (CWGL) for inclusion in the 2016 International Campaign Calendar and 16 Days Campaign archives. Thank you!

1. CHOOSE AN ISSUE THAT IS MEANINGFUL TO YOU

Begin by reading through the campaign theme announcement. Reflect on which issues are most interesting or relevant for you. Before you begin planning your campaign, consider:

The Human Right to Education

- How is the right to education relevant to your context?
- How does GBV hinder the right to education locally and nationally?
- On whose behalf is safe and equal access to education available and who is left out?
- What is the impact and who is impacted by current policies and practices in relation to education?
- What types of violence do women and girls, people who are disabled, migrants, indigenous, or those who identify or are perceived to identify with a gender or sexuality different from the status quo in your community face? Are there any policies or laws in place to protect individuals from these forms of violence and discrimination with respect to the right to education?
- Who is (are) the violator(s) to the right to equal and non-discriminatory, safe and secure education?

Consider the Local, National, and Global

- Consider the links between what happens at local, national and global levels. Since gender-based violence knows no boundaries of nation, culture, community, race, sexual orientation, or religion, what is similar about this violence from different levels?
- What are civil society groups, including NGOs, human rights activists, education advocates as well as parents, the community, and policymakers doing (or not doing) to support the universal right to education?
- Are there other organizations or individuals working on these issues that you can partner with on the campaign? Create clear goals for your campaign activities: Who do you want to reach? What changes do you want to make (e.g., changes in or support for laws or policies, funding dedicated to a particular issue, changes in people’s perceptions and attitudes, support for survivors of violence)? What are the needs of those affected by violence?

2. ORGANIZE AN EVENT OR ACTIVITY

Once you determine the issue you would like to focus on with your campaign activities, you might consider planning an event or activity this year. Consider what you want: Do you want to raise awareness? Do you want to advocate on a particular issue with particular people or groups? Do you want to hold an institution or group to account? The possibilities are many – just make sure to be creative and strategic with your campaign! Here are some suggestions on how to get started:

Theme-Specific Campaign Activities

- Organize a march or rally with young people, parents, other community members, and local policymakers who are allies in securing safe and equally accessible education in your area. Demand better policies and stronger implementation where possible!
- Convene a discussion with young people, parents, other community members, and local policymakers discussing challenges and ways to improve the situation of education and gender-based violence.
- Find out what your government is doing to implement its obligations toward the universal human right to education: Hold your government accountable in ending gender-based violence and discrimination against girls and other marginalized groups in places of education and learning!

International Human Rights Instruments and the Right to Education

- **Universal Declaration of Human Rights (UDHR) (1948)** Article 26
- **Convention against Discrimination in Education (CADE) (1960)** Articles 1, 2, 5
- **International Convention on the Elimination of Racial Discrimination (1965)** Articles 5, 7
- **International Covenant on Economic, Social and Cultural Rights (1966)** Articles 13, 14
- **Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)** Articles 10, 14
- **Convention on the Rights of the Child (1989)** Articles 28, 29
- **World Declaration on Education for All (1990)** Articles 1, 3, 6, 10
- **Beijing Declaration and Platform for Action (1995)** The conference determined six main strategic objectives to address gender equality and non-discrimination in education: 1. Ensure equal access to education; 2. Eradicate illiteracy among women; 3. Improve women’s access to vocational training, science and technology, and continuing education; 4. Develop non-discriminatory education and training; 5. Allocate sufficient resources for and monitor the implementation of educational reforms; 6. Promote lifelong education and training for girls and women.
- **Convention on the Rights of Persons with Disabilities (2006)** Articles 3, 6, 7, 24
- **Sustainable Development Goals (2015)** Goal 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* The Post 2015 Sustainable Development Goals are meant to be universal, inclusive, and indivisible, and address the economic, social and environmental dimensions of development. They call on all States to work in collaborative partnership towards eradicating poverty and achieving sustainable development based on their national capacities and realities. The targets in Goal 4 recognize the intersecting challenges that children and young people face, including discrimination due to disability, gender, ethnic, racial, or indigenous identity, prevalence of violence, lack of equal access, and ineffective learning environments. There is connection made with the enjoyment of economic, political, and cultural rights: Goal 4 makes it clear that education will lead to skills and knowledge for employment, decent jobs and entrepreneurship, as well as gender equality, culture of peace and non-violence, and appreciation for cultural diversity. The post-2015 development agenda, including 17 Goals and 169 targets, were finalized in negotiations by UN Member States and adopted during the September 2015 meeting of the General Assembly.



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3. SPREAD THE WORD

Print, radio, television and online media sources continue to play a major role in shaping opinions and in communicating issues of importance to audiences. Working with women's, youth, and community-based media networks to develop your campaign media strategy is a great way to get started and build partnerships. For a sample letter and further suggestions on how to engage online, see the Sample Press Release Template and the Social Media Tool Kit in the 2016 Take Action Kit. Some ways you can actively engage with and help shape media coverage on gender-based violence include:

Talk to Media

- Write a press release/advisory and approach media outlets to ask if they would be willing to run a special series on the 16 Days Campaign. You can also see if they are willing to do a special program on one of the significant dates, such as International Day to Eliminate Violence Against Women, World AIDS Day, International Women Human Rights Defenders Day or Human Rights Day.
- Target mainstream news sources that cover local, national and global news as well as media outlets that are not strong on communicating about women's rights and those popular culture media outlets that are listened to by youth.
- Write to media outlets that you feel are biased in their reporting on gender-based violence and encourage them to take on a more gender-sensitive approach.
- Write opinion pieces for local newspapers on incidents of violence that have occurred or on state policies and procedures that have a direct impact on the prevalence of gender-based violence, discrimination against women, girls, the disabled, and other marginalized groups in being able to access education in safe and equal manner. It is important to critique bad policies and reactions as well as to write in support of good measures and best practices. (Note: if you face any risk of threats or harassment you can write in anonymously or use fictional names).
- Call radio talk shows or create and share podcasts.

Create a Buzz Online

- Use the hashtag #16days when sharing, forwarding, or re-posting information related to gender-based violence and the right to education.
- Change your profile picture to the 16 Days logo (available for download from the 16 Days website) and post status updates about the campaign. (Check out the Social Media Kit in the 2016 Take Action Kit for more ideas on how you can join the 16 Days Campaign online!)
- Write blog articles, opinion pieces, and personal reflections for websites and online information sources.

4. CREATE AND USE ART

Integrate activism with visual art, performance art, music, or dance. Bring awareness and encourage action on the particular issue with which you are concerned.

Document and Reflect

Make sure to document your action with pictures, summaries of the events, and a commentary on how people reacted or participated. Documentation is useful for media, future campaigning activities, and fundraising.

Questions to Consider

- Did you achieve the goals you set in the beginning?
- Did you reach your audience? And what was the impact of your actions?
- What would you do differently next time?
- What tools or resources do you require to improve your participation in the campaign?
- Share the summary of your campaign activities by posting it on the web, sending it to other local or national organizations, or publishing it in a newsletter. Remember to send a copy to CWGL, as well!

Extremism and Violence Against Girls and Education: Overcoming Barriers by State and non-State actors to Realize the Right to Education for Girls

Despite feminist struggles for sustainable and transformative development, education remains beyond the reach of millions of girls. This is particularly true for girls who comprise the majority of out-of-school children, those without access to education, those who never start school, and those who do not complete primary schools. Women constitute two-thirds of the world's illiterate people (493 million) and gender parity in education has not been reached. Hand in hand with this reality, women's human rights activists all over the world continue to call for an end to all forms of violence against women and girls. Violence against girls on their way to school or while they are in their school must end and, in order to find the solution, the human right to education for girls must be realized.

The Right to Education for Girls

International human rights standards on the right to education assert that the need for knowledge, skills and information is universal as well as central to human development. For example, the Universal Declaration of Human Rights states that "[e]ducation shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms." The UN Convention on the Rights of the Child elaborates and refers to education as a process aimed at "[t]he development of the child's personality, talents and mental and physical abilities to their fullest potential." A girl's right to access and benefit from education/schooling must be seen "[a]s an end in itself rather than [only as] a means for achieving other ends."

With 189 States Parties, the UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is one of the most widely ratified international human rights treaties. Even though the large number of reservations to the Convention present challenges for implementation, a very small number of countries have made reservations or declarations to CEDAW Article 10 on the right to education. In line with CEDAW, education's promise of empowerment comes not merely from increased awareness of the rights of women and girls, but of the breakdown of powerful gender stereotypes and ideologies based on the notion that women should be subjugated and their human rights denied.

Extremism and Violence against Girls

Many groups that oppose human rights for women and girls, including State and non-State actors, are using arguments in the cause of religion, culture, and tradition to justify the gender-based violence and discrimination to which girls are being subjected. These extreme views deny human rights of women and girls and often target dissent. Thus, girls that challenge fundamentalist ideologies (whether in the global north or south) by attempting to access education or simply express non-normative gender identities and sexualities are at risk of gender-based violence.

Violence and the fear of violence inflicted by extremist groups or individuals supporting their ideologies are among the prevailing reasons preventing girls from attending school and completing their education. In places where extremists are seeking to take over all public and private spaces, girls' risks to rape, sexual harassment, intimidation and threats have increased. Poverty, militarism, armed conflict, lack of sanitation and long journeys to school make the simple act of choosing to go to school an act of defiance and resistance by girls and their families, which often leave them even more vulnerable to violence.

Attacks on girls attempting to access education and attacks targeting girls in schools directly impact the lives of many – not only girls, but those who support them – families and teachers. Every attack on girls going to school or in school tells the collective community that there is no safe place for girls and families that do not conform to traditional or patriarchal sanctified practices and roles. This often leads to exclusion from education by families and State actors, where girls are kept out of school as a way to "protect" them. For example, after the attacks on schools in Pakistan and Nigeria in the last few years, schools for girls in "at risk areas" are often closed indefinitely. Even when they stay open, families do not allow girls to go to school for fear of new attacks. In this way, most of measures taken by families and State actors in response to attacks on girls going to school or in those in school targeted by extremist groups often lead to further violations of the human right to education.



The right to education encompasses ALL of these.

Harmful Practices

Overall, the discriminatory gender roles and harmful practices girls are subjected to have a long-term impact in the lives of girls and affect all of their rights, including their right to access, enjoy and benefit from education. The asymmetries and disparities that stem from patriarchy and the social inequalities it produces predate education systems and policies and often cause the exclusion of girls from schools and quality education. Therefore, all actions by State and non-State actors to address violations of the human rights of women and girls must address the root causes of gender disparity and gender-based violence. Therefore, all actions by State and non-State actors to address violations of the human rights of women and girls must address the root causes of gender disparity and gender-based violence. Attacks on girls attempting to exercise their right to education often happen because of existing negative beliefs and stereotypes that justify practices that subjugate women and girls through violence. They also occur because extremist ideologies often consider the right to education as a

Tool 1: These two General Comments by UN Human Rights Treaty Bodies are helpful. Committee on the Rights of the Child General Comment No 13 on the right of the child to freedom from all forms of violence (2011) and Committee on Economic, Social and Cultural Rights General Comment 13 on the Right to Education (2009)

Tool 2: When designing policies, actions and strategies to guarantee the safety of girls in schools it is important to refer to CEDAW Article 1. Indirect and unintended discrimination can be as harmful as targeted discrimination and violence against girls.

Tool 3: When addressing harmful practices, it is helpful for women's human rights advocates to refer to the joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices (2014).

Tool 4: States may adopt temporary special measures in education as a way to effectively protect girls from violence while ensuring their right to education. The CEDAW General Recommendation 25 on temporary special measures is a tool that may be helpful to women's rights advocates when recommending State action and policies to guarantee girls right to education.

transformative right that challenges the status quo and social transformation is then seen as a threat. States parties have an obligation to "establish legal structures to ensure that harmful practices are promptly, impartially and independently investigated, that there is effective law enforcement and that effective remedies are provided to those who have been harmed by such practices." States must also "explicitly prohibit by law and adequately sanction or criminalize harmful practices, in accordance with the gravity of the offence and harm caused, provide for means of prevention, protection, recovery, reintegration and redress for victims and combat impunity for harmful practices."

State Education Policies and Practices

Despite the detailed legal framework and a global political consensus on the right to education for all, attacks against girls accessing education are being documented with increasing regularity. Attacks against girls on their way to school or at school have highlighted the fragile nature of achievements in the field of education worldwide. As long as attacks on girls attempting to access and enjoy their right to education by extremist groups continue, the accessibility, availability, adaptability, acceptability and quality of education for all will continue to slide back.

States must investigate attacks against girls claiming their right to education and must prevent future attacks by taking all necessary actions. However, in most cases, attacks on groups of girls in schools are followed by closing schools and violations of girls' rights to education. Gender-based violence against girls is not being investigated and documented, and perpetrators of violence against girls are not being held accountable. At another level, regardless of the motivations for attacks against girls, States must continue to address underlying structural discrimination and negative gender stereotyping. Education policies and systems must address the root causes and consequences of attacks against girls accessing education and for this to be possible, ongoing gender-equality training, systematic research and improved data collection is required.

Advocacy Tips

Update your knowledge

International human rights treaty bodies and experts have been paying more attention to the need to integrate strategies to achieve girls' right to education and eliminate all forms of violence against girls. Without addressing these gaps, we will not be able to realize the right to education for all, one of the critical areas of sustainable and transformative development for poor communities and countries around the world. It is important to keep up to date with the interpretation and expansion international human rights standards that can benefit girls and be used to address extremism.

Apply the women's human rights framework

Even when it is not safe or strategic to openly mention women's human rights in your work, applying the framework to understand the problems women and girls face and advocate for solutions is essential. The human rights framework is helpful in addressing discrimination against girls; understanding the linkages between discrimination and gender-based violence and documenting violations of the right to education. A feminist-human rights approach must consider problems and solutions in a holistic way because all the rights of all women and girls are part of the vision for transformation.

Discrimination and barriers change over time

Advocacy efforts must be adapted as new challenges emerge. It is important to understand the ways girls are subjected to violence when trying to access their right to education. Similarly, once in school, girls often experience violence in schools and through the education system, for example corporal punishment. Since discrimination and inequality are dynamic and change over time, ongoing tracking and documenting discrimination and barriers to substantive equality is important.

Advocate for integrated strategies

It has increasingly been recognized that girls play a critical role in solving the most persistent development problems facing the world today. Access to quality education and freedom from violence in childhood and adolescence can transform the access to opportunities and equality over a woman's life. Integrating girls' rights to education and addressing gender-based violence can have multiplying results in intimate relationships: preventing rape and sexual harassment; preventing child marriage and teen pregnancy; preventing trafficking in girls. In the long term, these ideas help to promote equality in the family and in the work place between men and women

Mobilize girls, boys and their families

Engage with girls, boys, teachers and their families who are willing to listen and raise awareness about the importance of the right to education and the right to a life free from violence. Continue to build their skills and set up girls' clubs and gender equality groups in your community and in schools. Rally support for girls that are willing to take risks to exercise and enjoy their human right to education.

Education in Refugee & Internally Displaced (IDP) Camps

Available figures reveal there are approximately 13 million refugees and 38 million IDPs around the world. These numbers will likely grow considering the horrific and continuous violence in nearly every part of the globe at present, while the plight of refugees and IDPs remain relatively invisible from the global landscape. Education in camps often goes neglected and ignored leaving millions of children and young people without safe access to quality and free education. Education is undoubtedly a fundamental human right. Yet, international actors and camp administrators in refugee and IDP camps place this right in jeopardy by not prioritizing it.

Violent conflict, environmental disasters, and immense economic and social inequalities have led millions of people to flee their homes, with many ending up in refugee and internally displaced (IDP) camps. The number of natural disasters over the decade of 2003-2013 averaged 450 per year, which compares to the mere average of 90 disasters a year in the 1970s. There are currently 41 active conflicts as reported by IISS Armed Conflict Database, and when the Institute for Economics and Peace surveyed 162 countries, they found only 11 countries could be said to be free of both internal and external conflict. States where conflict is present experience extensive issues with education quality, parity, and access because state institutions are at their weakest and any available funding is dedicated to military and defense budgets. However, within refugee and IDP camps there is opportunity to improve the lives and futures of its inhabitants and enhance their homelands upon repatriation through the development of education in the camps.

Unfortunately, safe and free access to education is not a guarantee. In 2008, UNESCO reported that only 69% of primary-school-age children were enrolled in primary school in camps operated by UNHCR; that number dropped to 30% enrollment in secondary school. Furthermore, access to education in camps is not always free, children are subjected to child labor, or girls may engage in early marriages or sex to afford schooling. Safe transit to and from school should be ensured as many children are exposed to physical assault or verbal harassment. Once in the school, the concern for safety of the children persists, as schools are targets for armed attacks or militant violence and can even serve as recruiting centers.

Education in refugee and IDP camps does not garner a lot of attention often due to other circumstances which require immediate assistance, such as access to food, water, and shelter along with ways to thwart rampant diseases and the need for security. Camps have become places of permanence as conflicts drag on or rebuilding from natural disasters fall to the wayside, and priorities often don't reflect long term goals.

The barriers to a quality, safe education are vast, and in the settings of camps, the ability to report malfeasance is limited. Violence also comes from within the environment of the school from teachers and other adults themselves. Displacement offers women and girls far fewer resources and opportunities, which can leave women unprotected from increases in sexual and gender-based violence, exploitation, and other human rights violations. Schools have the potential to be protective spaces, especially from sexual and gender-based violence, but investment in schools is lacking. In 2010, education only received 4% of the United Nations' body entrusted with issues concerning refugees and internally displaced people, the United Nations High Commissioner of Refugees' (UNHCR), budget.

Some teachers are documented perpetrators of sexual harassment and assault. Additionally, teachers have an important hand in creating and regulating the classroom space. Teachers may utilize severe forms of punishment, discriminate against marginalized groups, and reinforce dangerous behaviors in students, like the sexual or physical harassment of other students. Girls can face violence and discrimination due to their gender, facing limits on their schooling due to cultural or family pressures, lack of safety specifically for girls, or lack of safe spaces within school areas. Teachers in these settings are vastly outnumbered by students and often lack any substantive educational training. This sets the stage for schools being an unsafe place.

Schools can provide additional support otherwise not found in camps. This includes structure, a safe space, and an opportunity for a better future. Tangibly speaking, schools can provide meals for children, helping to address the issue of malnutrition, and schools are able to provide instruction on the spread and prevention of diseases affecting camp life. The benefits of investing in and protecting education in refugee camps transcend the confines of the camp itself. Without prioritizing safety, security, and adequate resourcing of education in refugee and IDP camps, international bodies and State actors shortchange young people, especially of marginalized populations, such as women and girls, of their human right to education.



Tips on Resources for Newly Established Activist Organizations or Collectives

by FRIDA | Young Feminist Fund

As an emerging grassroots organization, often led by young women or trans youth it is not always easy to access traditional funding sources. There will probably be some requirements from donors that are difficult to meet.

Some Common Challenges & How to Address Them

- Even though all the members of your group may have years of activist experience behind them, to be successful with funding, sometimes your organization needs to exist at least 5 or more years and have a history with donors. Unfortunately, in some cases there is mistrust from some institutional donors of whether young and grassroots organization can manage funding and reporting requirements or donors are not easily convinced in the capacities of a newly established group to deliver the work. However, some funds do specialize in supporting newly established groups (check out the resource section below for more details)! Another option is to consider partnering with more established organizations with experience in accessing funds to do collaborative work and apply for funding together.
- Often donors will request that your organization is registered in order to receive funding, however some groups/collectives/networks choose to stay informal for a variety of reasons. It may be linked to their politics, or due to issues of corruption or safety in the country they work in. One way to respond to this is to consider finding a 'fiscal sponsor' - a more established organization that you trust to receive funds on your behalf. This is a common practice in many places and can be a great way to collaborate with another organization. Make sure to create a Memorandum of Understanding with your fiscal sponsor.
- Some donors only provide restricted support for specific projects. Don't be afraid to be an advocate for 'core support' that will cover your basic operational costs, as we all need to educate and convince more funders of the value of core support. Core support is general support for your organizations that is not restricted or necessarily linked to a specific project, it can cover costs for staffing, rent or anything related to your work. Check out the resources below on this.
- When applying to funders, you may be asked to provide a reference. Even if you are a new organization, it is important to have someone who believes in you and can vouch for the experience and skills of the members of your group. Don't underestimate the importance of a good reference. If no one can give a reference for your group, ask for references for individuals in the group with emphasis on each person's skills and abilities to start a new group and move it forward.

Despite all the hurdles that can keep young grassroots organizations from accessing more traditional sources of funding - dynamic, flexible and accessible funds do exist. Below we have listed some examples of youth and women's funds - but many more exist. Always ask organizations who they are funded by so you can increase your networks.

Alternative Ways of Mobilizing Resources

Often our work is heavily dependent on the flow of money from large foreign agencies in more developed countries. We know it can be difficult to access funding from traditional donor agencies so it is always good to turn to alternative ways of fundraising.

As an activist organization, you are committed to addressing power inequalities, challenging stereotypes, and building progressive communities. Don't forget to apply these values to your fundraising! Mobilizing resources is an inherently political and meaningful thing. Reaching out to funders who do not openly state they fund newly established groups with core support is still an important strategy to not only expand resources, but also advocate for donor engagement and accountability with the movement. Write coherent brief letters to funders to inquire if they consider funding your type of group by providing key messages on "what, how, and why" your group does the work, as well as why support to groups like yours is important for larger movement building and achieving of human rights standards.

Remember!

1. Fundraising and resource mobilization is a key part of your work and sustainability.
2. Don't forget to budget for your fundraising activities and the resources it will require as it takes a considerable amount of time and energy.
3. When you apply for grants from women's funds and other progressive donors, consider including a budget line item for fundraising so that you can continually build your own capacity and experience in it, and demonstrate to your donors that you are committed in doing so!
4. It is always useful to have a fundraising strategy/tool for what you are seeking funding for and how to reach that goal amount.
5. Think about how documenting your work every step of the way by using digital media that will communicate your message quickly and tell more about the work you do and why it is important. This will make your work more transparent.
6. Lastly, all of these tips are suggestions to inspire you! A lot of resources are directed towards North American audiences, so we're interested in getting your examples and tips from around the world!





A healthy budget is a sign of strong support – and one that is financed by your own community is even stronger because it rallies people to contribute to social change! In addition, research has shown that individual donors (especially women) can sometimes be the most valuable and sustainable sources of funding. Even though they may donate much smaller amounts, they tend to give consistently for much longer periods of time. While 'donating' in some contexts may feel 'new' or 'foreign', try to focus on the ways your community already has a culture and history of giving – thought it may be in different ways and forms, like giving time and goods rather than money. Of course public fundraising depends on the security situation in your country, as to whether you want to publicly fundraise, as well as whether the financial systems in your country are set up in a way that allow online donating.

Here are Some Approaches to Consider

- **A membership and Affinity Fundraising Raising fund from your members** is a fairly traditional practice, but can yield regular and timely support. Having a membership program for your supporters allows you to reach a large network through monthly giving and end-of-year giving (don't forget donation level perks). Affinity fundraising is about bringing people together who share something in common. This is one of the best and cost-effective ways to collect some basic resources for your organization, not just financial ones, but also human resources, office space, equipment etc., engaging people involved in the same cause, and spreading the word through your friends and colleagues, and other contacts. Research shows that peer-to-peer fundraising is on the rise, meaning that people are more inclined to give because they see other people in their own network giving. In other words, giving can be wonderfully contagious! Giving circles are on the rise: they bring together a group of dedicated individuals who want to fundraise for a particular cause. You can start your own giving circle and support people to think of creative ways to mobilize resources for your work.
- **Online Fundraising, Social Media, Crowd Founding Platforms** Social media is a great tool to reach many people in different parts of the world that could support your group and send your message without having to invest much financial resources. By producing an effective fundraising campaign by using different digital media you can inform people about your work. You can create your own fundraising campaign and showing your work in a form that quickly sends out your message it's a great way to stand out from the crowd and collect some resources. Online crowdfunding is a new popular trend, and it is useful to read about the different platforms available and find one that suits your needs and values. For example, Indiegogo remains one of the most popular crowdfunding platforms, and is used by business entrepreneurs, artists, and social activists. Meanwhile Catapult is a platform dedicated exclusively to women's human rights, while Fundly is focused on social good. However, remember like all strategies, crowdfunding is not always perfect and can still require a lot of time and effort.

If you have funds or could use human resources in your community, create a website where you could also have a Donate tool. There are free sources on how to do this by using free website layouts. The more cost effective tool are social networks such as Facebook, Twitter etc. where you can install a donate tool and promote your fundraising campaign. It is important to be aware that this can also be more complicated than you think. For example, if you need a separate bank account to link the online donations and only one bank is providing this service, your options can be limited. It is important to check the terms and conditions and realities within your context and talk to other organizations to see if online fundraising will work for you!

- **Fundraising Events** You could try organizing fundraising events in your community or participate in a joint event where you could present your work, spread the word about your group, gather people involved in the same cause and inform them on how they can support your work. Remember that one of the most defining characteristics of donors today (especially, young people) is that they want to be engaged when they donate. So get creative and be inviting, whether it's a flash mob, dance party, or community gardening! Just remember that this might require some additional costs and resources. One example of a low cost event is a flea market, where members can sell their own things or those of their friends and families, or have such things donated from others and then sell.
- **Entrepreneurship, income generation, and private sector funding** If your organization fundraises money from products you make you can also present them in your fundraising events, online campaigns and collect resources that way too. You could also rely on the entrepreneurship of others and look for partnerships in the private sector. You can also consider reaching out to local businesses or larger companies working in your communities to donate money or goods or services. For example, for events, if you partner with a local grocery store, maybe you get all the food for free? Or the store has a donations program where customers can choose to donate small portion of their change to your group. Some groups start their own businesses to support their work. For example, Bahay Ni Isis is a women-friendly space providing lodging, meeting rooms and facilities for workshops, conferences and events in Philippines. Starting these income-generating projects will require significant resources of its own, so don't forget to pitch this idea very well to some of your major donors who can provide initial support.

Different Kinds of Resources You Need to Raise

Sometimes we need resources that are not just financial, and they are there but we don't always know the best how to get to them. When it comes to building the capacities and knowledge of your group there are free online sources you could use to get training in certain fields, guides and tool that might be valuable to your organization. You can also try to use the expertise of feminist activists in your community to help you build the capacities of your organization, just by sharing their knowledge. Most organizations need more human capacities, so you can get help from volunteers, but just have in mind that this person should feel like a part of your group and have learning benefits.

For some groups it might not be that difficult get free space from their community, just by researching what are the best ways to do it, or share space with another feminist organization. You can use social networks to ask for resources directly from your community for instance computer and digital media equipment. Share skills – group members and their friends/families have skills that they can teach each other and use for their work. For instance, group members can make DIY posters, banners, brochures, etc., to use for a demonstration (instead of spending a lot of money on print).

Resources

Understanding Core Support and Politics of Fundraising

- AWID. Watering the Leaves, Starving the Roots <http://www.awid.org/Library/Watering-the-Leaves-Starving-the-Roots>
- Global Fund for Women, Trust in Women http://www.globalfundforwomen.org/storage/documents/where-we-stand/gfw_gensupport.pdf
- Starr, Kevin. "Just Give 'Em the Money: The Power and Pleasure of Unrestricted Funding". Stanford Social Innovation Review. August 3, 2011. http://www.ssireview.org/blog/entry/just_give_em_the_money_the_power_and_pleasure_of_unrestricted_funding

General Resources on Fundraising

- AWID. Where is the Money for Women's Rights? <http://www.awid.org/Our-Initiatives/Where-is-the-Money-for-Women-s-Rights>
- Funds for NGOs. Grants and Resources for Sustainability <http://fundsforngos.org>
- Grassroots Institute for Fundraising Training <http://www.grassrootsfundraising.org/why-gift/political-framework>

Crowdfunding

- Catapult. <http://www.catapult.org>
- Crowd Crux. Top 10 Crowdfunding Sites for Nonprofits <http://www.crowdcru.com/top-10-crowdfunding-sites-for-nonprofits>

Women's Funds

- International Network of Women's Funds <http://www.inwf.org/womens-funds>
- Women's Funding Network <http://www.womensfundingnetwork.org>

Youth Funders

- Alert Fund for Youth <http://www.alertfonds.nl/>
- Solidarity Fund XminusY <https://xminy.nl/englis/>
- The Free Child Project <http://www.freechild.org/funds4progress.htm>
- The Global Fund for Children <https://www.globalfundforchildren.org>
- The Inspiring Enterprise <http://www.inspiringenterprise.rbs.com/inspiring-youth>
- UN Habitat Urban Youth Fund <http://www.unhabitatyouthfund.org/Default.aspx>

16 Days Campaign Social Media Tool Kit

Increasingly, social media has become a tool for many activists around the world to promote human rights through calls for action and sharing of information, report on violations taking place, and galvanize activists placed in faraway geographic locations on issues affecting wide regions or entire communities. While social media for activism cannot be a replacement for “on the ground” movement building, social justice activism, or engagement with allies, it is a powerful tool to inform, engage, and trigger widespread support for human rights principles.

In this toolkit, learn how to stay connected and get involved with the #16Days Campaign through various social media outlets.

TWITTER TEACH-IN

What's a "Teach-In"? Teach-ins are a series of several, continuous tweets from a single source that revolve around social justice topics. Linked together with a unique hashtag, teach-ins are essentially tweetable lectures that are meant to educate a wide, general audience.

Join the Conversation! The 16 Days Campaign invites activists and the greater online community to join a Twitter teach-in during the Campaign (November 25-December 10, 2017) exploring the theme “From Peace in the Home to Peace in the World: Make Education Safe for All” in the context of our work and realities. Follow @16DaysCampaign on Twitter and use the hashtags #16days and #GBVteachin to participate!

Discussion Format Participants will choose a date during the 16 Days Campaign (November 25-December 10), on which they will tweet their teach-ins. The online community will also be able to contribute by tweeting its own teach-ins, questions, and short responses by using the hashtags #16days and #GBVteachin. The 16 Days Campaign will then highlight all participants' work by re-tweeting their teach-ins. **Those interested in participating should email the 16 Days Campaign (16days@cwgl.rutgers.edu) for more information and for coordination.**

Sample tweets

- 31 million girls at primary level and 34 million at lower secondary level are not enrolled in school #16days #GBVteachin
- In 2014, global military spending stood at \$1.8 trillion, while experts cite a \$26 billion financing gap to achieve basic education for all by end of 2015 #16days #GBVteachin
- Education is a public good, a fundamental human right upheld in int'l & regional human rights conventions & treaties. #16days #GBVteachin
- Girls and young women's education may be cut short by early or forced marriage #16days #GBVteachin

FACEBOOK PROFILE PIC SWAP

To kick off the campaign, on **NOVEMBER 25**, CWGL invites all Facebook users to change their profile pictures to the 16 Days campaign logo for the duration of the campaign. Help **spread the word and bring awareness to GBV and the right to safe, accessible education** by changing your profile picture and inviting your FB friends to change theirs. *Download the campaign logo [here](http://16dayscwgl.rutgers.edu/about/16-days-logos)* [http://16dayscwgl.rutgers.edu/about/16-days-logos] in your respective language and upload it as your profile picture.

SHARE YOUR BLOG

CWGL will post the series *16 Blogs for 16 Days* highlighting the work of activists from around the world throughout the campaign. We invite activists, NGOs, and the greater online community to **write about issues concerning unequal access to a safe education and GBV**. Write about your experience with these subjects or about what your organization is doing to eliminate them. Once your post is published on your blog, please send us an email (16days@cwgl.rutgers.edu) and we will share and feature your posts throughout the campaign.

INSTAGRAM

Show how you are working to eliminate GBV by uploading pictures in 16 Days activities or campaign events to Instagram using #16Days.

Stay Connected

Join the 16 Days Campaign

The 16 Days Campaign is open to participants engaging in action on these issues in ways that are relevant to their specific context. Create or join a community, campus, national or international activity! Use #16Days on social media!

Take Action Kit

The Take Action Kit is a set of resources to help guide your campaign and are available online and in hard copy. Participants can visit our website (<http://16days.cwgl.rutgers.edu>) to download the Take Action Kit materials or to request a hard copy.

Stay Connected!

16 Days Website: <http://16dayscwgl.rutgers.edu>

Email: 16days@cwgl.rutgers.edu

Campaign Calendar: <http://16dayscwgl.rutgers.edu/campaign-calendar>

Facebook: <http://www.facebook.com/16DaysCampaign>

Instagram: https://www.instagram.com/cwgl_rutgers

Twitter: @16DaysCampaign



Suggested Press Release Template

Include your
organization's logo
here

You can include your
organization's
contact information

Contact Name
Position, Organization
Phone #
Email

FOR IMMEDIATE RELEASE

November X, 2017

<ATTENTION-GETTING TITLE>

Note: A press release is written about a specific program, event, or issue. It answers the questions: "Who, What, Where, When, Why and How?" It is one page long, written in clear and concise sentences.

<Location> <Date> - Who? What? When? Where? Why?>

State what event is going to occur, name the organization hosting the event, and why the event is important. Include any 'attention-grabbing' information here, such as statistics, and why the initiative is relevant or important. Keep information brief, but interesting.

<Your Organization>

Provide background information about your organization on this initiative, mentioning important dates, people, themes, etc. Briefly describe your organization and any other groups that are hosting the initiative. Include a quote by someone who is part of your organization, part of the community, or someone who has benefited from the Campaign.

- You could include information from the 2016 Theme Announcement, available at: <http://16dayscwgl.rutgers.edu/2016-campaign/2016-theme>.

<Purpose?>

Explain the purpose of the event. Mention any planned or upcoming activities. State any working partnerships with other organizations. Discuss any new developments in regard to the event. Connect the event, if possible, to other current relevant issues.

- More information about the 16 Days Campaign is available on the 16 Days Campaign website: <http://16dayscwgl.rutgers.edu>.

<Conclusion>

Include contact information and website links. For example, you can write: "For more information, contact or visit..."

###



Here you can include the 16
Days logo, available in 50
languages:
<http://16dayscwgl.rutgers.edu>



Sample Press Release

This is an optional press release template that can be tailored to your 16 Days action by inserting action information as well as the specific local issue(s) you are addressing for your campaign. If you would like help with your press release, please contact comm@cwgl.rutgers.edu.

For Immediate Release
November X, 2017

Contact Name
Position, Organization
Phone #
Email

Local Advocates Call for Access to Safe Education?
Sub-title – make specific to your event

Location - Today *Organization* will be *event – what when where* to raise awareness about the universal right to an education. Currently, 101 million children around the world are not enrolled in school, more than half are girls. *Insert localized/specific fact/issue event is addressing*. Education is a fundamental human right that should be safe and accessible for all.

Quote

Millions of children's, especially girls, right to an education is impacted or cut short due to violence, lack of resources and discrimination. *More about specific local example/issue/current event*. Through *event*, during the 16 days and beyond, *organization* will be raising awareness and advocating the human right to a safe education in *location* and afar.

Quote – optional

About 16 Days of Activism Against Gender-Based Violence Campaign:

Founded in 1991 and coordinated by the Center for Women's Global Leadership, the 16 Days Campaign has been dedicated to advocacy and coordination of work in support of ending gender-based violence at the local, national and international levels. The dates, November 25 (International Day for the Elimination of Violence Against Women) and December 10 (Human Rights Day) were chosen to emphasize the links between ending gender-based violence and human rights principles.

For more information on the 16 Days Campaign visit <http://16dayscwgl.rutgers.edu>



2017 Theme (Page 3)

- Norwegian Refugee Council. *Global Overview 2015: People internally displaced by conflict and violence*. May 2015. <http://www.internal-displacement.org/assets/library/Media/201505-Global-Overview-2015/20150506-global-overview-2015-en.pdf>
- Internal Displacement Monitoring Center. *Global Figures*. May 2015. <http://www.internal-displacement.org/global-figures>
- UNESCO Institute for Statistics. *Gender and Education*. <http://www.uis.unesco.org/Education/Pages/gender-education.aspx>
- Education for All Global Monitoring Report (GMR) and UNESCO Institute for Statistics. Policy Paper 14/Fact Sheet 28. *Progress in getting all children to school stalls but some countries show the way forward* June 2014. <http://unesdoc.unesco.org/images/0022/002281/228184E.pdf>
- Education for All Global Monitoring Report (GMR). Policy Paper 13. *Aid reductions threaten education goals*. June 2014. <http://unesdoc.unesco.org/images/0022/002280/228057E.pdf>
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- UNICEF. *Shattered Lives: Challenges and Priorities for Syrian Refugee Children and Women in Jordan*. June 2013. http://www.unicef.org/mena/MENA-Shattered_Lives_June11.pdf

A Guide to the 16 Days Campaign (Page 5)

- The UN Fourth World Conference on Women, Beijing Platform for Action, Chapter 4, Critical Areas of Concern, Section B, Education and training of women, 69. <http://www.un.org/womenwatch/daw/beijing/platform/educa.htm>

Extremism and Violence Against Girls and Education (Pages 8-9)

- UNESCO, *Girls Education Fact Sheet* (2013), <http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/GMR/images/2011/girls-factsheet-en.pdf>
- UNESCO Institute for Statistics, *International Literacy Data 2013*, <http://www.uis.unesco.org/literacy/Pages/data-release-map-2013.aspx>
- Universal Declaration on Human Rights, Article 26(2), <http://www.un.org/en/documents/udhr/>
- UN Convention on the Rights of the Child, Article 29(1)(a), <http://www2.ohchr.org/english/law/crc.htm>. The UN Committee on the Rights of the Child expansion on this in General Comment No 1 with respect to the aims of education is available at: [http://www.unhcr.ch/tbs/doc.nsf/\(symbol\)/CRC.GC.2001.1.En?OpenDocument](http://www.unhcr.ch/tbs/doc.nsf/(symbol)/CRC.GC.2001.1.En?OpenDocument).
- Report of the UN Special Rapporteur on Education, E/CN.4/1999/49, 13 January 1999, para. 13.
- UN Convention on the Elimination of All Forms of Discrimination Against Women (hereinafter CEDAW) (1979), <http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx>
- AWID, *Religion, Culture and Tradition: Strengthening Efforts to Eradicate Violence Against Women*, September 2013. <http://www.awid.org/publications/religion-culture-and-tradition-strengthening-efforts-eradicate-violence-against-women>
- Right to Education Project, *Background Paper on Attacks Against Girls Seeking to Access Education* (2014). http://www.right-to-education.org/sites/right-to-education.org/files/resource-attachments/HRC_Report_Attacks_on_Girls_2015_En.pdf
- UN Committee on the Rights of the Child General Comment No 13 on the right of the child to freedom from all forms of violence (2011), http://www2.ohchr.org/english/bodies/crc/docs/CRC.C.GC.13_en.pdf
- UN Committee on Economic, Social and Cultural Rights General Comment 13 on the Right to Education (2009), <http://www.refworld.org/docid/4538838c22.htm>
- UN Committee on the Elimination of Discrimination Against Women General Recommendation No 25 on temporary Special Measures (2000), [http://www.un.org/womenwatch/daw/cedaw/recommendations/General%20recommendation%2025%20\(English\).pdf](http://www.un.org/womenwatch/daw/cedaw/recommendations/General%20recommendation%2025%20(English).pdf)
- Joint general recommendation/general comment No. 31 of the Committee on the Elimination of Discrimination against Women and No. 18 of the Committee on the Rights of the Child on harmful practices, Para 6 (2014), http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW/C/GC/31/CRC/C/GC/18&Lang=en

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- UNHCR. Internally Displaced People Figures. 2014 <http://www.unhcr.org/pages/49c3646c23.html>
- Plan International (February 2014) "In Double Jeopardy: Adolescent Girls and Disasters." <http://plan-international.org/files/global/publications/campaigns/biag-2013-report-english.pdf>
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