

Second
Chance



Leadership

GUIDE FOR LIVE SESSIONS



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COURSE OUTLINE

Theme	Leadership
Mode	Blended
Duration	8 hours
No. modules	4 modules
Module structure	4 x 90-minute live sessions 4 x 30-minute asynchronous e-learning
Objective	To broaden participants' understanding of leadership and enable them to recognize their own leadership potential and the power of organizing with other women to bring about change.

Outcomes	<ol style="list-style-type: none"> 1. Participants have a strengthened understanding of what 'leadership' means, of a leader as an 'agent of change', and of how this concept of leadership can apply to their own lives. 2. Participants understand that the key skills and attributes needed for being an effective leader are also those needed for personal growth – self-knowledge, communication and listening skills, resilience, ability to make decisions, and time management. 3. Participants understand some of the theoretical ideas about women's leadership so they can apply them to their own lives to help them understand the behaviours and skills needed in different situations. 4. Participants have strategies for continually reflecting on their experiences from a gender perspective and improving their capacity to be agents of change. 5. Participants understand the value of organizing in women's groups and the skills needed to be effective in such a group. 6. Participants understand what mentoring means and its benefits for both mentor and mentee. 7. Participants understand the key attributes of an effective mentor and have ways of developing those attributes and skills in themselves.
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Key teaching points

1. You have the potential to be an agent of change in your own life and to influence the lives of others.
2. The essence of leadership is the ability to influence and bring about change.
3. You may already be an agent of change in some areas of your life without even realizing it. You are showing leadership any time you put yourself forward to take responsibility for something, for making something happen.
4. To be agents of change, we have to first be open to change in ourselves. The way we think and act is not set in stone. By taking small, manageable steps, and with the support of others, we can learn to develop aspects of ourselves where we feel the least confident.
5. Your SCE programme is likely to have opportunities for developing your leadership skills – ask about them!
6. Organizing as a group with other women can give you more power to bring about change than you have as an individual.
7. Many SCE programmes have a mentoring programme in which SCE graduates, after they have completed the programme, mentor and support other participants. This is a good way of developing your leadership skills and making a difference to the lives of other women.

Requirements for live sessions

MS PowerPoint or Adobe PDF Reader, screen or projector, flipchart and pens, post-its, paper, pens

Presentation

SCE Leadership presentations – Sessions 1 and 2.PPT
SCE Leadership presentations – Sessions 3 and 4.PPT

Requirements for e-learning

- Smartphones, tablets or PCs
 - Access to the EdApp platform:
 - On a PC, EdApp needs an internet connection as it is accessed through a browser. EdApp cannot be used on a PC without internet.
 - On smartphones and tablets, EdApp should be downloaded from the app store and can be used offline, provided an initial internet connection is available for downloading lessons.
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SESSIONS

1

What is leadership?

- What is leadership?
 - Who do we think of as a 'leader'?
 - Qualities in a leader
 - Women as leaders
 - Ideas about leadership
 - Bad leadership
-

2

Developing as a leader

- What makes a really good woman leader?
 - Feminist leadership
 - Examples of feminist leaders
 - Local feminist leaders
 - Thinking of yourself as a leader
 - Developing as a leader
 - The important of reflection
-

3

Leadership in practice

- Recap on leadership qualities and barriers for women
 - Your unique perspective
 - Landmarks in feminist organizing
 - Local feminist organizers
 - Women supporting women: organizing for change
 - Taking action together: creating your own women's group
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4

Mentoring

- What is mentoring?
 - The mentors in your life
 - Wishlist for a perfect mentor
 - The attributes and skills of a mentor
 - You have what it takes!
 - SCE mentorship
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Course summary

The aim is to broaden participants' understanding of leadership and enable them to recognize their own leadership potential and the power of organizing with other women to bring about change.

It encourages participants to think about what leadership means. Is it about power, charisma, being a good public speaker, or is it something more hidden, to do with bringing about change? When we think of a 'leader', who do we immediately think of? A man making a speech in front of thousands of people? Or a woman who manages to get her children on the school bus every day?

Participants will think about a leader simply as an 'agent of change' and how that can apply to our own lives, how we can ourselves build the skills and attributes that leaders need – which are also those needed for personal growth – self-knowledge, communication and listening skills, resilience, ability to make decisions, and time management.

Participants will be introduced to the main theories on leadership to understand how ideas have changed over time and because they can be helpful in understanding the behaviours and skills needed in different situations.

The course looks at leadership with a gender perspective. Women have a unique contribution to make because of the way we have been socialized – that is, as we grow up, women learn to behave in a certain way and acquire certain attributes and skills, because society expects women to behave, communicate, dress, think and aspire differently from men. Participants will gain inspiration from examples of women leaders in the public eye and those who are closer to home.

The course will consider how to build our capacity to be agents of change and how organizing in women's groups is an effective way of doing that, and making effective use of our skills.

Finally, the course introduces the practice of mentoring as a form of leadership, and looks at what that involves and the benefits for both mentor and mentee.

Session 1:

What is leadership?

Objective To broaden participants' understanding of what leadership means, to shine the spotlight on women such as themselves as agents of change, and away from leaders as charismatic, extroverted, public, male figures of authority.

Outcomes

- Participants have a strengthened understanding of what 'leadership' means; they understand that a leader is an 'agent of change' and can see how this concept of leadership can apply to their own lives.
- Participants understand some of the ideas around different leadership styles and how these might apply to leadership in their own situation.

Key reflections

- Women can be great leaders.
- You have the potential to be an agent of change in your own life and to influence the lives of others.
- The essence of leadership is the ability to influence and bring about change.
- You may already be an agent of change in some areas of your life without even realizing it. You show leadership any time you put yourself forward to take responsibility for something, for making something happen.

Key concepts leadership; influence; agent of change; leadership theories

Resources if in-person Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts Activity 3: Qualities you admire

Time	Activity	Description	Resources
10 mins	Welcome and introduction to the course	<ul style="list-style-type: none"> • Register • Welcome • Housekeeping • Introduction to the course 	PPT – Slide set 1
10 mins	Activity 1	What is leadership?	
10 mins	Activity 2	Who do you think of?	<ul style="list-style-type: none"> • Post-its • Flip chart
10 mins	Activity 3	Qualities you admire	<ul style="list-style-type: none"> • Handout, cut up into pieces of paper • Post-its • Flip chart
10 mins	Activity 4	Women as leaders	
10 mins	Presentation	Summary: what does it actually mean to be a leader?	PPT – Slide set 2
10 mins	Presentation	Ideas about leadership	PPT – Slide set 3
15 mins	Activity 5	Bad leadership	
5 mins	Activity 6	Introduction to EdApp course	

Total: 90 minutes live session

30 mins EdApp: Module 1 of Leadership course



Welcome and introduction to the course

Time: 10 minutes

Aim: To raise levels of energy and engagement in the room and re-introduce or introduce participants to each other.

Description: Ask participants to introduce themselves and say, "I am a leader."

For example: "I am Monica Yacoub and I am a leader."

Ask them, as they say this, to present themselves and sit, stand or walk according to how they think a leader should act.

Then briefly introduce the course, using the slides in [Slide set 1](#).

Activity 1: What is leadership?

Time: 10 minutes

Aim: Participants are aware of how they currently conceive of leadership; by the end of the course, they will see how their ideas have evolved.

Description: Facilitate a brainstorm on leadership. Ask participants to share:

- What do you think leadership is about?
- Why is it important?

Write everyone's ideas on a flip chart, leaving some space at the top.

Some words that might come up are power, making decisions, guiding, leading, directing, instructing, giving order.

At the end of the discussion, summarize the following key points.

- **What is leadership?** There are many different types of leader and leadership styles. The key thing about leadership is the ability to influence: to bring about change, to bring together a group towards a common goal.

Write a brief definition of leadership that everyone agrees with at the top of the flip chart.

- **Why is leadership important?** Because it provides a common vision to aspire and work towards. A leader provides direction and keeps all efforts united. They motivate and encourage creativity. They build and maintain effective channels of communications.

At the end of this activity, fix the flip chart with the brainstormed words and definition somewhere where it is visible throughout the session and, if possible, the whole course. As certain themes come up, these words and phrases and the definition itself can be highlighted, questioned, circled or question-

marked. At the end of the session or course, these initial ideas can be re-visited and participants can assess how their ideas have changed.

Activity 2: Who do you think of?

Time: 10 minutes

Aim: Participants begin to think about and challenge the assumptions underlying their conceptions of 'leaders'.

Description: Ask participants to individually write down the first leader who comes to their mind (1) in their community or neighbourhood, (2) in their country and (3) internationally.

Ask them to share with the group and explain why they thought of them. In particular, note if more participants think of male rather than female leaders.

At the end of the discussion, share the key points below.

Key points:

- It's easier to think of leaders who are men than leaders who are women, simply because it seems like there are more of them. They are more visible. Women have been held back over centuries from leadership positions.
 - We are also socialized to think of leaders as being men rather than women, and of being visible, loud, and even physically big.
 - There are probably many women you know personally or who are in public life who bring about change, but less visibly, without bringing attention to themselves, so aren't recognised as being 'leaders'.
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Activity 3: Qualities you admire

Time: 10 minutes

Aim: Participants think critically about the qualities that they think make someone a good leader.

Preparation:

This activity requires a number of cards or pieces of paper with each having an adjective relating to leadership. They are on the handout for this activity, which can be printed and then cut up into separate pieces of paper.

Alternatively, you can hand-write the words yourself on cards or pieces of paper. Suggested adjectives are:

Strong, Charismatic, Commanding, Good communicator, Persuasive, Determined, Visionary, Enthusiastic, Risk taker, Bold, Confident, Good listener, Quiet, Introverted, Thoughtful,

Empathetic, Emotional, Forceful, Dominating, Controlling, Decisive, Extroverted, Wise, Experienced.

Description:

1. Ask participants to write down on post-its some of the attributes that they think make for a good leader. These might include being strong, charismatic, enthusiastic, persuasive, etc.
2. Then spread the cards that have been prepared over a table.
3. Are any of the attributes that participants thought of missing? Ask them to write them down on empty cards/pieces of paper.
4. Ask participants to choose the top ten that they think are the most important for being a good leader. They can also choose the ten they think are least important. Facilitate the discussion so that quieter participants also have a chance to express their views.
5. Once the group have reached an agreement on the order, ask them: are the top attributes for leaders associated more with women or with men in your community? What about the attributes towards the bottom? Why do you think that is?

It may be useful here to provide a quick recap on gender roles and social norms from the **Gender** course. Remind participants that many of the roles women and men play in their families and community are based on assumptions about what women and men are good at and expectations regarding what they should do. These expectations and assumptions are not based on men and women's abilities but on centuries of gender inequality.

Key points:

- Attributes traditionally associated with leadership such as being charismatic, physically imposing and forceful tend to be associated more with men than women. But these do not necessarily make for the most effective leadership.
- Because of the roles that society assigns to women – as caregivers, support figures, mediators – they can be more closely connected to others in their families and communities. They may therefore be able to identify priorities and needs that require attention and may be able to do something about it.
- There is nothing innate about women that makes them display a certain leadership style. It is all about the way they are raised and socialized. And of course some women leaders lead in a domineering, dictatorial and aggressive manner.
- But by drawing on attributes that are traditionally seen as more feminine, such as compassion, support for one another and attentive listening, women's leadership can transform lives and add unique value to society. It should be encouraged.

Activity 4: Women as leaders

Time: 10 minutes

Aim: Participants start recognizing the qualities that are often demonstrated by women leaders.

Description: Ask participants to think for a few minutes, individually, about women they admire: family members, friends, neighbours, women in public life. Ask: what qualities do you admire in them? Do you think of them as leaders?

Then lead a discussion where participants share their reflections. Try to encourage them to view the women they admire as leaders and to articulate why these women are effective as leaders. What do they like about the way the women exercise leadership?

Note: Be prepared to add in examples of women leaders past or present from your own locality, country or region.

Presentation – Slide set 2: What does it mean to be a leader (summary)?

Time: 10 minutes

Aim: Participants are reminded of the key points arising so far in the session and the challenges to their own assumptions and expectations on leadership.

Key points:

- Leadership is defined in many different ways.
 - It is not necessary to have the traditional, masculine attributes of leadership such as being forceful and commanding to be a leader.
 - It is likely you have many good examples of leadership around you, which you may not recognize as such, from women who organize others to get things done. This kind of leadership is more hidden and less acknowledged and requires different qualities and skills.
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Presentation – Slide set 3: Ideas about leadership

Time: 10 minutes

Aim: Participants understand key leadership theories so that they can become leaders themselves. They start noticing different leadership styles in people they know and in themselves, and evaluating which behaviours are effective and which are not. They are able to recognize different ways of mobilizing people.

Key points:

- Ideas or theories about leadership help you to understand what's going on in a situation. They help you be aware of how you're communicating and how others are reacting to you. They help you think of different ways of mobilizing and engaging people to work with you.
- Ideas on leadership have changed from the belief that leaders are born, not made (and are usually men), to the idea that good leadership traits and skills can be learned by anyone.
- The most effective leadership involves drawing on the leadership style most suited to the particular situation and people involved. There is no one leadership style that works in every situation.
- Transformational leadership supports, motivates and develops other people and can transform their lives, as well as ensuring end goals are achieved.
- Strategic leadership follows principles that can be useful when leading a group or a project.

Activity 5: Bad leadership

Time: 15 minutes

Aim: Participants recognize the traits and behaviours of poor leadership, so that they can avoid them in their own leadership style.

Description:

1. Ask participants: Can you think of someone you know or have known, or a public figure, who is a really bad leader? What traits and behaviours make them a bad leader? Participants spend a few minutes writing down ideas individually on post-its.

Some of the characteristics that might arise are: they lack empathy, do not listen to others, are over-sensitive to criticism, lack vision, disregard other people's opinions, disrespect people's time, have poor communication skills, lack clarity when communicating, are arrogant, do not appreciate other people's skills, struggle to make decisions, make decisions entirely on their own, think they are better than everyone else.

2. Then lead a discussion around these traits or behaviours, asking each participant to choose one thing they have thought of and explain to the group why they think it leads to or demonstrates bad leadership. It may help them to think back to the presentations in the session and the characteristics that make a good leader.
3. Put all their post-its on a table so they are visible to all. Ask them to put them in order of 'worst or most damaging behaviour for a leader'. Facilitate the discussion so that everyone's opinion is heard.
4. Ask participants to identify one thing in themselves, a trait or behaviour associated with leadership, that they would like to improve. Ask them to be alert for situations in the coming week where they could practise developing this attribute or behaviour.

Activity 6 Introducing EdApp

Aim: Introduce participants to the **Leadership** course on EdApp

Description: Participants need to do the 30-minute EdApp module before the next session: **Module 1** of the **Leadership** course.

If they are already familiar with EdApp, they just need to be pointed to the Leadership course and asked to do Module 1.

If they are not familiar with EdApp, some time should be set aside outside of this session to introduce them to it and help them to access it on their phones or on a computer.

We recommend a separate session on this of 1 hour, to allow for instruction, sorting out technical issues and answering questions.



Such a session could be part of a digital skills course if the timetable allows. Participants of Leadership need to be able to complete courses on EdApp between Session 1 and Session 2.

Separate guidance is available on how to access the courses and how to support participants.

They will need internet to create an EdApp account, either:

- on a **computer**, in a browser. or
- on a **smartphone**, by downloading EdApp from the app store.

The first course they should do is *Welcome to SCE on EdApp!* (approx. 30 minutes), to get familiar with the app.

They should then do Module 1 of *Leadership* (approx. 30 minutes).

They should try to do this before the next session.



Session 2:

Developing as a leader

Objective

To encourage participants to think of themselves as leaders or agents of change and to introduce practical strategies to build their leadership capacities.

Outcomes

- Participants understand that the key skills and attributes needed for being an effective leader are the same as for personal growth – self-knowledge, communication and listening skills, resilience, ability to make decisions, and time management.
- Participants are aware of the unique contribution that women can make as leaders.
- Participants recognize the importance of continually reflecting on and improving their capacity to be leaders.

Key reflections

- Women can make unique contributions as leaders, in part because of the skills and attributes they have developed through their socially assigned roles.
- Feminist leadership can have a transformative impact on women's lives and their communities.
- The key skills and attributes needed for being an effective leader are also those essential for personal growth – self-knowledge, communication and listening skills, resilience, ability to make decisions, and time management.
- The way we think and act is not set in stone. By taking small, manageable steps, and with the support of others, we can strengthen existing skills and develop new ones.

Key concepts

leadership; influence; agent of change; women leaders; reflection

Resources if in-person Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts Activity 4: Thinking of yourself as a leader
Activity 5: What could you do differently

Time	Activity	Description	Resources
10 mins	Activity 1	Women as leaders	PPT – Slide set 1
5 mins	Presentation	Feminist leadership	PPT – Slide set 2
5 mins	Activity 2	Initial reflections on feminist leadership	
5 mins	Presentation	Examples of feminist leaders	PPT – Slide set 3
15 mins	Activity 3	Local feminist leaders	PPT – Slide set 4 (link to video)
20 mins	Activity 4	Thinking of yourself as a leader	Handout
10 mins	Presentation	Self-reflection and leadership qualities	PPT – Slide set 5
15 mins	Activity 5	What could we do differently?	Handout
5 mins	Activity 6	Wrap-up	

Total: 90 minutes live session

30 mins EdApp: Module 2 of Leadership course



Activity 1: Women as leaders

Time: 10 minutes

Aim: Participants are aware of the skills and attributes that women might bring to leadership by applying their learning on social norms, gender roles and gender expectations to leadership.

Description: Lead a group brainstorm. Ask participants to think back to the **Personal Growth** and **Gender** courses and what they learned about:

- **social norms related to behaviour** – how girls and women are expected to behave, the attributes they are expected to have compared to boys and men (such as passive, pleasing, pretty vs active, disruptive, heroic),
- **social norms related to communication** - on how men and women communicate; how women tend to be socialized to respect the opinions of others over their own, and to avoid conflict, disagreeing, arguing or dominating a conversation.
- **social norms related to women's and men's roles**, i.e. gender roles: the roles women are expected to play in their family and community and the ones they are not encouraged to pursue.

These are summarized on the slide in **Slide set 1**.

Ask them: what **skills** and **attributes** do women acquire as a result of this socialization that might be useful in a leadership position? Record answers on a flip chart.

- Leadership **skills** might include being able to communicate, listen, encourage, support, motivate, organize, make decisions, solve problems, delegate, care.
- Leadership **attributes** might include self-awareness, empathy, creativity, positivity, resilience, integrity.

Presentation – Slide set 1: Feminist leadership

Time: 5 minutes

Aim: Participants understand the principles of feminist leadership so that they can start applying them to their own ideas on leadership.

Key points:

- Feminist leadership is based on feminist values such as self-awareness, leading by example, making sure everyone is included, sharing power, being held accountable, self-care and caring for others.
- It is concerned with issues that affect women and girls and their rights. Feminist leaders try to make sure women and girls have the same opportunities and rights as men and boys.



- Feminist leaders pay attention to the people who are not the obvious holders of power and whose contributions and achievements may be hidden.
- They try to ensure that everyone's voice is heard and everyone's contribution is valued.
- There are many similarities between feminist leadership and transformational leadership, but feminist leaders advocate for gender equality and the rights of women, whereas transformational leadership may prioritize other issues.
- Feminist and women leaders often face harassment, intimidation and insecurity, online and offline. Many people still believe that women belong in the home.

Activity 2: Initial reflections on feminist leadership

Time: 5 minutes

Aim: Participants apply the ideas they have just heard to their own experiences of leaders and leadership, and their own aspirations.

Description: Ask participants for their thoughts on the previous presentation. You could ask:

- What do you think about feminist leadership?
- Does it sound inspiring for you? Why or why not?
- What one thing will you take away from that presentation?

Ask them to reflect individually for a minute and then share with the group.

Presentation – Slide set 2: Examples of feminist leaders

Time: 5 minutes

Aim: Participants are inspired by examples of feminist leaders and what they have achieved in different spheres.

Note: select the three or four most relevant examples from the ones given below and in the presentation. Do not try to describe them all!

Africa

- **Wangari Maathai**, from Kenya, founder of the Green Belt Movement which focuses on job creation through restoring the environment. She was ahead of her time with her ideas on the green economy. She was an advocate for the full participation of women in public life.
- **Leah Namugerwa**, from Uganda, youth climate activist. As a teenager (she was born in 2004), she led tree planting campaigns and a petition on banning plastic bags. "If adults are not willing to take leadership, I and fellow children will lead them."
- **Dr Alaa Murabit**, Libyan–Canadian doctor and women's rights advocate. "*I know what it looks like ... when we support, invest in, and uplift women.*"
- **Emital Mahmoud**, from Sudan, is a slam poet and activist who shines a light on the experiences of refugees worldwide.

- **Zainab Fasiki** is an award-winning Moroccan activist (artist and activist) and mechanical engineer. She uses art, literature, and social media to spark conversations about women's lives and bodies, without censorship or shame.
- **Munnira Katongole**, from South Africa, advocates for including the voices of girls and young women at the centre of all decision-making, especially in social justice and climate change movements.. *"Seeing young girls suffer and even die, completely unnecessarily, fuels my activism."*

Middle East

- **Ibtsam Sayeed Ahmed** is a Syrian refugee in her 40s and champion for women, education and disability rights. In 2012, her home in Syria was bombed. She lost one of her hands and had to learn to walk again. She fled to Jordan and despite her pain and disabilities, she enrolled as a volunteer in the UN Women Oasis Center in Za'atari refugee camp. She is actively empowering women, youth and people with disabilities to stand up for that rights and pursue their education.

Latin America

- **Marta Vieira da Silva**, from Brazil. Possibly the best female football player of all time, despite growing up in a family with little money and in a society where girls were actively discouraged from playing. *"I want to use my story to empower girls everywhere, to work towards their goal, in whatever area that may be – in sport, in life, in work."*
- **Berta Cáceres**, from Honduras, environmental activist, defender of women's rights and indigenous leader. She was assassinated in her home aged 44. *"They are afraid of us because we are not afraid of them."*
- **Michelle Bachelet**, from Chile, first woman president of Chile, first Executive Director of UN Women, and advocate for human rights. *"[we need to change] the way in which we make decisions and shape policies, through inclusion and participation, particularly of the under-privileged and those who are often voiceless."*
- **Kathely Rosa**, from Brazil, football coach. As a girl, everyone told her that football was for boys. Rosa coached herself. She aims to *"create a female football team with girls from the favela. There are a lot of girls with so much talent. They just need to be properly trained."*

Asia

- **Anita Karim** is a professional martial arts fighter from Pakistan. She is the only woman among more than 300 professional mixed martial arts fighters in Pakistan. Karim comes from a family of martial arts fighters and trains at a training centre founded by her brothers in Islamabad. *"I understand how significant confidence and knowledge of self-defence are for girls,"* *"We get the message from our society that women and girls can't commute on their own or can only work in particular areas. We are taught to fear, and there is a perception that girls are weak and vulnerable... [martial arts] has taught me confidence ... It has taught me strategies for protecting myself in any kind of difficult situation."*
- **Nidhi Mayurika**, from India, is a space enthusiast and innovator. She grew up in Bangalore and is a three-time winner of the NASA Ames Space Settlement Contest, a worldwide design competition for children aged 11-18. She is now (in 2024) at university in Australia. *"We need to change how young girls see women; divert the conversations from the ideal standards of beauty and marriage, so that young girls grow up knowing that they have value"*



beyond their physical attributes. We need gender-sensitive advertisements, literature that portray strong female characters, and movies, TV shows and plays that show women in diverse roles."

Activity 3: Local feminist leaders

Time: 15 minutes

Aim: Participants are inspired by women who have experienced great hardship but have stepped forward to do what they can to improve their own and other women's lives. They recognize characteristics of feminist leadership in these women and in women they know – including themselves.

Description:

This activity involves watching a video clip followed by discussion.

- If you have good enough internet, play the **video on YouTube** – the link is on the slide in the PPT file. But do not play the full video. Only play for the times indicated below.
- If you have poor or no internet, use the **video file itself**. It is included alongside this document and the PPT file. Make sure it is in the same folder as the PPT file and insert a link to it in the PPT file so that you can play it easily when the time comes. There are instructions on how to do this in the PPT notes.
- If it is not possible to play the video at all, do the **alternative activity**.

The video illustrates what local women leaders can do. Play the video and then lead a discussion using the guiding questions below.

Note: videos for Arabic, French and Spanish speakers are given in the Annex.

Alternative activity, if it is not possible to play the video,

1. Ask participants to think of women who work to bring about change. These may be women they know personally, in their family or community, or have heard about in their country through the news or other media. Ask them to write down at least two characteristics that make these women feminist leaders.
2. In plenary, ask participants to share their thoughts.
3. Finish by making these points:
 - Some of the women they know or know of will be 'feminist leaders' without realizing it and without calling themselves such. They demonstrate key characteristics such as being empathetic, supportive, self-aware, self-confident, empowering of others and fighters for women.
 - It is useful to be able to identify these characteristics and see them in other people as it gives us examples to follow.

Nelly, South Sudanese refugee leader living in Uganda

<https://youtu.be/PiTqEQ-JQ6M>

What does Nelly want to achieve?

- Nelly wants to be an example and role model, to inspire other women.
- She wants refugee women's voices to be heard and put into action so their conditions can improve.

Why is her role important?

- Her role involves talking to other members of her refugee community to get information on how they are doing, what things they need, what do they aspire to, etc. She passes that information on to the people in charge of making things happen.

What problems has she had to face? How has that helped her when talking to other women now?

- She has had to go through tremendous hardship with her children all on her own. All the responsibility is on her as she is providing and parenting by herself.
- Crises push you to do things you have never done before: she had to leave her country, she had to go out of her home into the public world, she had to look for food for her family, she was trained to be a leader. All these experiences mean she now can talk to, empathise with and counsel other women.

Does anything in the video remind you of your own experiences or of inspiring women you know in your own locality?

Activity 4: Thinking of yourself as a leader

Time: 20 minutes

Aim: By identifying (i) areas of their lives where they hold responsibility and influence, (ii) the qualities and skills they already have, participants build their confidence as leaders. They recognize they are already leaders and have the potential to develop further.

Description: This activity has two parts.

Part 1: what do you have responsibility for? (10 minutes)

Ask participants to think individually: what do you have responsibility for? Ask them to make a note of their thoughts.

Can you identify areas of your life where you show leadership, even if you don't think of yourself as a leader? Are there areas of your life where you are *influencing the people around you*? e.g. with your family – your children, sisters, brothers – or your neighbours, friends, other women; or managing the household logistics, helping your neighbours, volunteering.

Here are some examples where you might be demonstrating leadership:

- family (looking after your children, your parents, an ageing relative)
- your house (keeping it organized and clean, seeing to repairs)
- household food (planning, shopping, cooking)
- earning your own income (business, self-employment, as an employee)
- helping a neighbour, friend or relative, in whatever way they need
- volunteering in your community (with women, children, older people, people with disabilities).

It's quite possible that you exert more influence in your current life than you think. Having influence is a key element of being a leader.

Or have there been times in your life when you had to step up as a leader, maybe after something happened that meant you had to step forward and take a lead?

Give participants a few minutes for individual reflection. Then ask for volunteers to share their thoughts in plenary and discuss as a group.

Part 2: What skills do I have? (10 minutes)

1. On the handout for this activity are two spider diagrams. They represent two sets of leadership skills and attributes.
2. Ask participants to individually score each from 1 to 10, with the lowest score being 1, near the centre, and 10 the highest, on the outside. They should complete both spider diagrams. The handouts include questions that will help them to score.

Tell them: don't be afraid to acknowledge your strengths – it's not being boastful! – or your weaknesses – this tells you what to work on. Be comfortable in who you are while recognizing that, like every single one of us, we can change and grow into 'improved versions' of ourselves.
3. In plenary, invite participants to share the attributes/skills they scored **highest** on the first spider. Ask them to give examples of those attributes/skills, so that other participants can recognize them in themselves.

See if a pattern emerges as to where they score themselves highest. For example, do many women score highly on empathy and being supportive?

Then ask participants if they are willing to share the attributes/skills with the **lowest** scores.

4. Do the same with the second spider.

Presentation – Slide set 4: Self-reflection and leadership qualities

Time: 10 minutes

Aim: Participants understand the importance of self-reflection in leadership development and the attributes that are needed to be a good leader.

Key points:

- Reflection is critical for good leadership. You need to have the confidence to look back at conversations and events, explore how you handled them and learn from your mistakes.
- As a leader, you should reflect on *what actually gets done* too. Maybe you've been working towards something with other people and everyone agrees what's needed – but it just doesn't happen. Why?
- With practice, you can make reflection a habit of mind – something you do all the time, including at the end of the day. What went well today? What went badly? How could I do better next time?

Activity 5: What could you do differently?

Time: 15 minutes

Aim: Participants practise self-reflection and develop practical ideas on how to develop some of the skills and attributes of a leader.

Description:

Following the previous presentation, participants do a bit of self-reflecting themselves. This includes thinking of a time when they did or said something that they wished they hadn't. They should be encouraged to identify in all scenarios what they did well and what they could have done better.

The aim is not to generate shame or embarrassment but to inspire them with the idea that there are moments in almost every day when they can practise some of these leaderships traits and thereby continually develop and improve their leadership skills.

1. Two useful skills for leadership are given below and in the handout: **active listening** and **assertive communication**. Ask participants to divide into pairs and select one area in which both participants think they could develop further.
2. In plenary, ask for volunteers for each area to share their conversation.

Active listening

Like many women, you may already be empathetic – meaning you can put yourself in other people's shoes. But you can develop this further through everyday situations, such as when a relative or friend comes to you with a problem.

Reflect on the following useful techniques for active listening – which of them do you use? Identify those which you do not and try them out in any conversation: make eye contact; show you understand by nodding, saying yes, uh-huh, or hmm; reflect the other person's feelings back by sharing delight/surprise/sympathy etc; paraphrase what you have heard to show you've been listening and to check your understanding.

It can also be fun to spot whether other people are good 'active listeners'. Do they make eye contact, mirror your emotions, show they understand?

- Practise doing active listening with your partner. Each of you choose a topic you are happy to talk about (your family, a recent trip, your aspirations – anything you like!) and talk to your partner about it. Your partner should practise active listening as described above.
- Then swap roles. Give feedback on each other!

Communicating assertively

Can you think of times when you've not said what you really think in order to be polite and avoid disagreeing? Have you ever started to say something and then had someone talk over you so you



couldn't finish? Or have you agreed to do something you didn't want to do, or not asked for something in case you were refused?

That's happened to all of us, especially as women, who tend to have been brought up to be pleasant and agreeable and to place other people's opinions and needs above our own.

Have a discussion with your partner based on the following questions. Share your experiences and see if you can come up with useful strategies for future conversations. You could even try role playing a past conversation!

- Think of a **past conversation or event** where you felt you could have spoken or behaved more assertively.
- How do you think you could have been more assertive? Exactly what words and phrases could you have used to get your points across? How could you have expressed what you thought or needed? If you were interrupted, how could you have managed to finish what you were saying?
- In all these situations, what was holding you back from being more assertive? This could be lack of confidence; fear of being seen as over-confident, too talkative or even aggressive; nervousness about behaving differently; fear of saying something stupid. How could you get over that obstacle next time?

Activity 7: Wrap-up

Time: 5 minutes

Aim: Participants reinforce the sense of themselves as a leader or potential leader and their confidence in themselves as an agent of change.

Individual reflection: Participants spend two minutes thinking of a leadership attribute or skill that they have and instances where they demonstrate or have demonstrated that attribute or skill – any time where they have taken action and had an influence on other people.

They complete these two sentences and then, if there is time, share them in plenary:

- "I am a leader because I'm ... [attribute or skill]."
- "I ... [an example of when they demonstrate/have demonstrated that attribute or skill.]"

Examples:

"I am a leader because I'm determined and resilient. I brought my children safely to this refugee camp".

"I am a leader because I'm very organized. I keep my house organized and get my children to school on time every day."

"I am a leader because I'm good at persuading. I persuaded my husband that I should join the SCE programme."

"I am a leader because I communicate well and I'm patient. I communicate with the health services to get healthcare for my mother."

"I am a leader because I'm empathetic and a 'doer'. I look out for an elderly neighbour and often bring her meals."

EdApp reminder

Remind participants to do **Module 2** (30 minutes) of the EdApp **Leadership** course before the next session.



Session 3:

Leadership in practice

Objective To show participants the power and potential of organizing with other women.

Outcomes

- Participants realize that they can exercise leadership in very practical and tangible ways.
- Participants are inspired by examples of women organizing and bringing about change in seemingly impossible circumstances. They identify opportunities where they could join others to address a local issue.

Key reflections

- Organizing as a group with other women can give you more power to bring about change than you have as an individual.
- The history of feminist organizing shows that women can bring about change even without funding from governments or private/public bodies – examples include the vote for women and domestic violence refuges.

Key concepts organizing; leadership; empathy; mentoring

Resources if in-person Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens

Handouts Activity 3: Taking action together

Time	Activity	Description	Resources
5 mins	Presentation	Recap on leadership qualities and barriers for women	PPT – Slide set 1
10 mins	Activity 1	Your unique perspective	
10 mins	Presentation	Landmarks in feminist organizing	PPT – Slide set 2
15 mins	Activity 2	Local feminist organizers	PPT – Slide set 3
10 mins	Presentation	Women supporting women: organizing for change	PPT – Slide set 4
40 mins	Activity 3	Taking action together: creating your own women's group	Handout

Total: 90 minutes live session

30 mins EdApp: Module 3 of Leadership course

Presentation – Slide set 1: Recap on leadership qualities and barriers for women

Time: 5 minutes

Aim: Participants reflect on the ideas about leadership so far in the course and how they can be put into practice.

Key points:

- Remember: a leader does not always mean being very public, visible and loud. Being a leader means being an 'agent of change', someone who gets things done.
- All the skills that are needed for personal growth – to develop yourself – are those that are critical for developing as a leader.

- They are self-awareness, self-belief, empathy, being open to change, social and communication skills, time management and self-care.
- In developing as a leader, you are likely to face barriers because you are a woman. This is due to social norms and society's expectations for how women and men behave and communicate and the roles they play.

Activity 1: Your unique perspective

Time: 10 minutes

Aim: Participants recognize the value of having people with different perspectives and backgrounds as leaders. They identify aspects of themselves that could bring a unique perspective to their own leadership.

Description: Refer back to the activity in [Session 1](#) when participants shared what they think of when they think about 'leaders' and what they look like. Often when people think of leaders, they think of white, heterosexual, older men. As we've learnt, this is not a fair representation of effective leaders.

Introduce the idea that leaders with different perspectives and experiences make better decisions than a group of leaders with the same background and same way of looking at the world:

You have a unique combination of characteristics based on your race, ethnicity, age, sex, disability, family history, education, civil status and life experiences. These shape your way of looking at the world and your priorities, motivation and goals.

This is why it is important to have women leaders as well as men, but also why it is important to have leaders with disabilities, leaders who are young, leaders who are old, leaders of different races and ethnic groups, leaders who are refugees or displaced, leaders who have missed out on education and leaders from poor households.

A group of leaders with diverse backgrounds are more likely to bring about change for people who often get ignored because they are invisible to those in power.

Individual reflection: What is unique about yourself? What viewpoints could you bring to a position of leadership that others could not?

For example, you may come from a minority ethnic or indigenous group; you may be displaced or a refugee; you may have a disability; you may have had to leave your school education early; you may be a single mother; you and your family may be in a constant struggle to make ends meet. All these things give you a unique perspective on life.

Group discussion: Ask participants to share their reflections with the group if they want to. Lead a discussion on how a minority ethnic leader, or middle-aged female leader, or a leader with a disability, can bring value to leadership – because they bring the perspective and experiences of that group, raising issues that are priorities for them and feeding back on how policies will impact them.

Presentation – Slide set 2: Landmarks in feminist organizing

Time: 10 minutes

Aim: Participants understand that women across the world have always had to organize among themselves and fight for their rights in order to improve women's lives, They learn about landmark campaigns and achievements since 1848.

Description: The presentation gives an overview of feminist organizing since 1848, noting the landmark marches, events, declarations and conventions that have brought about change for women.

Key points:

- Things are achieved not by one woman on her own but when women talk to each other, share their problems and frustrations, decide to organize, and use each other's skills and strengths to bring about change.
- Most of women's organizing throughout history has occurred through women's own funding and resources – without funding from government or large private/public organizations. These achievements include equal pay, the vote for women, domestic violence refuges, rape crisis centres, and sports opportunities for women.

Activity 2: Local feminist organizers

Time: 15 minutes

Aim: Participants are energized and inspired by stories they share about women they know or have heard about who campaign for change.

Description: Ask participants to think of examples of women in their community who have organized to address a problem that affects women and girls particularly. This could be related to sexual harassment, GBV, girls' education, health services, sanitation, sport, facilities for girls, If they don't know of examples directly, ask them to think of examples they've heard about in the local news. Use these as guiding questions (on [Slide set 3](#)):

- What was the problem the women wanted to address?
- How did they get together? Was there a particular woman who started the action and was the leader?
- What did they do?
- Did they achieve their goal?

This could be done in plenary or in small groups, with examples then shared in plenary.

Ask for a volunteer to write on a flip chart the women's names, their organization and the area they want to improve (etc.).

Presentation – Slide set 4: Women supporting women: organizing for change

Time: 15 minutes

Aim: Participants are inspired by examples of how 'ordinary' women have come together to campaign against injustice and improve the lives of girls and women in their locality. They are reminded of the inequality and injustice that girls and women face in many areas of their life.

Description: The list below is intended to show participants the wide range of issues that concern women and which it is possible to organize around.

There are too many specific examples of women organizing in the presentation to include them all. Select the most appropriate ones for your context.

Spend 10 minutes on the presentation and then for 5 minutes, lead a **discussion** around the common challenges and themes. Ask participants, which story resonated most with you? What inspiring messages come out of these stories?

Finally, remind participants that the EdApp module for this session contains some amazing examples of women taking it upon themselves to do something.

Some of the issues women have organized around:

Harassment and violence in the public and private spheres

- Sexual harassment – Mexico's female delivery drivers
- Violence, justice – Shanti Mohila
- Safety: advocating for clean, safe public toilets, women-only toilets,
- Domestic violence: engaging men and boys; seeking justice

Women's healthcare and reproductive rights

- Access to contraception, reproductive control: the right to make our own decisions about when and how many children to have.
- Access to midwifery services to ensure safe births and post-birth support e.g. with fistulas
- Access to menstrual pads
- Education about menstruation – teenage girls in Nepal educating older adults and campaigning against menstrual huts.
- Female genital mutilation

Economic and financial

- Training, credit and childcare for earning money
- Awareness raising with community leaders and men to show the benefits to them of women earning
- Campaigns for recognition of, and greater equality in, care work

Sanitation



- Clean water supply nearer to homes

Social spaces

- Access to a safe, non-judgemental space for women
- Sharing culinary practices

Rights for single women

Activity 3: Taking action together: creating your own women's group

Time: 40 minutes

Aim: Participants experience what it's like to organize around an issue with other women; they identify an issue that affects them or other women and girls in their community and plan how to tackle it.

Description: Divide participants into two or three separate groups, distribute the handout and give the following instructions. Tell them to make notes on the handout and to be prepared to give feedback to the wider group.

1. (5 minutes) Brainstorm **issues** that you would like to address. You should feel free to suggest any issue that affects women or girls, for an individual or the population more widely: domestic violence, harassment on the streets, lack of control over the household money, lack of spaces for women to socialize, lack of education or training for adult women, lack of sports opportunities for girls, lack of support for care work, poor public transport, distance to a doctor or hospital, carrying the full burden of childcare.
2. (5 minutes) Identify **one issue** that everyone in the group is happy to pursue. It should be something which you feel is possible to do something about.
3. (5 minutes) Define the end **goal**: what tangible change would you like to happen? The goal can be in relation to individual women or households or the wider community. For example:

Problem	Goal
Teenage girls are stared at/harassed in the street.	Men and boys in this community do not stare at or harass girls or women.
Lack of sports opportunities for girls	A girls' football team is set up at the local football club
Carrying the full burden of childcare	Husbands/partners spend at least 5 hours a week looking after their children.
Lack of spaces where women can socialize	Women's group which meets once a week

4. (10 mins) Discuss some of the **steps, strategies and activities** that will be needed to achieve the goal.



5. (5 mins) Identify the **obstacles** – the things that will make achieving the goal difficult. For example: a lack of time; husbands/partners who believe they can behave exactly how they want; a culture where men are laughed at if they look after young children. Brainstorm strategies for **tackling those obstacles**.
6. Agree on a **name** for your group!

Give each group 3 minutes in plenary to share their ideas and discussion.

Finally:

- Remind participants to do **Module 3 of the Leadership course on EdApp** before the next session (30 minutes).

Session 4:

Mentoring

Objective To introduce the concept of mentoring and encourage participants to think of themselves as potential mentors; to introduce any mentoring opportunities in the SCE programme

Outcomes

- Participants understand what mentoring is, the impact it can have, and its benefits for both mentor and mentee.
- Participants recognize mentoring as a form of leadership.
- Participants understand the skills and attributes needed to be a good mentor.
- Participants are inspired to sign up to their own SCE programme's mentoring training

Key reflections

- Mentorship is a form of leadership which involves supporting another person to achieve their goals.
- Mentors can have a great influence on their mentees, not by telling them what to do but through empathy, active listening, encouragement, and being a role model.
- In SCE, mentoring promotes confidence and an attitude of self-help, and supports and motivates the process of change that an SCE participant experiences.
- In SCE, mentors offer either personal/social support, whereby they accompany their mentees through their SCE journey, or technical support, whereby they provide expertise in a particular area such as entrepreneurship or employment rights.

Key concepts mentoring; empathy; leadership

**Resources if
in-person**

Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens.

The flip chart from Session 1 that recorded initial ideas about leadership.

Handouts

Activity 3: Spider diagram

Activity 4: Mentoring scenarios

Note: You will need to adjust the activities and timings below according to your own context, such as whether there are opportunities locally for participants to become mentors and what sort of opportunities these are. If there are no opportunities for SCE mentoring, the presentation on SCE mentorship will not be relevant.

Time	Activity	Description	Resources
10 mins	Presentation	What is mentoring?	PPT – Slide set 1
10 mins	Activity 1	The mentors in your life	
10 mins	Activity 2	Wishlist for a perfect mentor	
10 mins	Presentation	The attributes and skills of a mentor	PPT – Slide set 2
10 mins	Activity 3	You have what it takes!	Handout
25 mins	Activity 4	Being a mentor	Handout
5 mins	Presentation	SCE mentorship	PPT – Slide set 3
5 mins	Activity 5	Reflection on becoming a mentor	
5 mins	Activity 6	Course wrap-up	PPT – Slide set 4

Total: 90 minutes live session

30 mins EdApp: Module 4 of Leadership course

Presentation – Slide set 1: What is mentoring?

Time: 10 minutes

Aim: Participants understand what mentoring is and what it isn't, the connection between mentoring and leadership and the benefits for mentors.

Key points:

- A mentor is someone who encourages and enables another person's personal or professional development.
- Mentoring is not the same as coaching or training. A mentor is not a therapist, counsellor or career advisor. They are more like a 'buddy'.
- Being a mentor will always involve offering a listening ear and often sharing your own experiences; it may also involve providing practical help and technical advice,
- Mentoring has many benefits for mentors, in the development of interpersonal and leadership skills, building of self-confidence and knowing you are making a difference to other women's lives.

Activity 1: The mentors in your life

Time: 10 minutes

Aim: Participants recognize mentoring close to home: the women close to them who have acted as a mentor to them. They begin to recognize how these women did that and therefore how they might act as mentors themselves.

Description: Ask participants to think individually: have you ever had a mentor figure in your life? You may not have thought of her as a 'mentor' but she will have acted like a mentor to you, showing the characteristics mentioned in the presentation.

She might be an aunt, a grandmother, a friend, a relation, a family friend - someone who you felt you could turn to if you were in trouble or ask their advice if you had a tricky decision to make. Someone who you knew would listen and empathise whatever the circumstance.

What did you gain from having her as a mentor figure?

After a few minutes for individual reflection, ask participants to get into pairs and share the top three things gained from that relationship.

Activity 2: Wishlist for a perfect mentor

Time: 10 minutes

Aim: Participants identify the skills and attributes of a good mentor and recognize that they can develop those attributes in themselves.

Description: In plenary, ask participants to shout out the attributes of the 'mentor of their dreams'. Note them on a flipchart, in as visual a way as possible, perhaps with accompanying symbols or emojis.

Finish by saying that participants could develop these attributes themselves: they can use this image of a perfect mentor as something to aspire to.

Presentation – Slide set 2: The attributes and skills of mentors

Time: 10 minutes

Aim: Participants understand what mentoring involves and how the attributes and skills needed are relevant even for those of us who are not able, or do not want, to be a mentor.

Key points:

- Empathy, good listening and communication skills, and a positive outlook are key attributes for being a good mentor.
 - Having life experiences that may be relevant to mentees is also helpful, but only to be used as examples – your mentee's experiences are bound to be different.
 - A good mentor sees herself as a 'learning facilitator' rather than someone who has all the answers; she listens and asks questions, rather than gives answers.
 - A good mentor will not try to control the course of change for her mentee; she will encourage her mentee to make her own decisions and take responsibility for her own SCE journey.
-

Activity 3: You have what it takes

Time: 10 minutes

Aim: Participants recognize the attributes and skills they already possess for being a mentor.

Description: Give out the handout for this activity. This shows eight attributes/skills of a good mentor.

Ask participants to rate themselves for each one and mark each spoke accordingly, with 10 being very strong (marked on the outer edge of the spoke) and 1 being least strong (marked on the inner edge of the spoke).

At the end, ask participants to take note of the attributes/skills that they have mapped towards the centre of the diagram, i.e. those that will need strengthening.

Activity 4: Being a mentor

Time: 25 minutes

Aim: Participants start to develop the thought processes and communications skills needed by a mentor by reflecting on what to say and not say in real-life situations.

Description:

1. Ask participants to divide into three small groups.
2. Give each group **one scenario** to discuss. In each group, ask for two women to volunteer to read the dialogue, one acting as mentor and the other as mentee.
3. Explain: thinking through these scenarios is helpful even if you have no intention or opportunity to become a mentor. The scenarios will help you think about how to offer support not just in a mentoring relationship but to other women outside of a formal mentoring role, whether your sisters, aunts, nieces, daughters, friends or neighbours.
4. Ask participants to discuss their scenario in their group for 10 minutes and note down:
 - What are the top three attributes or skills the mentor in this scenario needs?
 - What has she said or done that reflects good mentoring?
 - What has she done or said that she shouldn't have?
 - What should she say and do next?
5. Then in plenary, ask each group to again read out the dialogue and share their answers to the questions – they should have five minutes each. For each scenario, give the wider group the opportunity to ask questions or share their own thoughts.

Scenario 1: Which pathway?

A 20-year-old SCE participant needs to decide which SCE pathway to follow. The mentor tells her what she herself did and that she should choose the same pathway as her.

Participant/mentee: "I have to decide between the entrepreneurship and employment pathway. But I really don't know. I like the idea of starting a small business at home so that I have the flexibility to collect my kids from school and work in the evenings. But I also like the idea of developing my skills in a 'proper' workplace with people I can learn from and socialize with. Can you advise me?"

Mentor: "I did the entrepreneurship pathway. It was really great and now I have a really successful business and I make a lot of money every week. I would really advise you to do that because I loved it. All the women who take the employment pathway regret it and they wish they'd done entrepreneurship. They have huge problems finding a job. But the entrepreneurship pathway was really easy. You should start making something you can do at home, like baking and selling cakes. That's what I did and it was really successful. I can give you lots of recipes. Why don't you come over to my house and watch me bake one day?"

Key point: Mentors should avoid describing their own experience as something the mentee should replicate and avoiding giving unambiguous advice based solely on their own personal experience. A mentor should offer information on a mentee's options and explain the pros and cons of doing things in



different ways. But it is the mentee's life and it is her choice to make – the mentor's job is to give her the information she needs to make a decision that is the best for **her**.

Scenario 2: Dropping out

An SCE participant has had a setback and wants to drop out of SCE.

Participant/mentee: "My mother has been ill and I've missed two training sessions. I don't think I can catch up. I also struggle to keep up with the digital skills training. I've never used a computer before and I get really confused and lost. I'm going to drop out because I'm never going to make a success of it. I can't think of anything I can do that would help me start a business and I'm not employable. I don't have any of the skills that an employer needs.

Mentor: "I'm sorry about your mother but you're being ridiculous. How can you possibly give up so easily? You should have listened to the sessions on resilience because you would know that everyone has these kind of doubts. You're just being a bit stupid! And even selfish, because you've already registered so dropping out now will create all sorts of problems for other people."

Key point: Mentors should show empathy and understanding when their mentee opens up to them and shares their problems. They should not play down their concerns, making out that they are trivial, and should not tell them off for feeling a certain way or for feeling discouraged. Mentoring involves putting yourself in someone else's shoes and talking with them to find a solution to any problems. This is a key part of mentoring – to help people up when they feel down and walk alongside them through the hard parts of the journey when they feel like giving up.

Scenario 3: Private information

Participant/mentee: "There's something I think you should know, but I want it to be just you. I don't want any other member of the team to know because I'm afraid they'll look down on me and think I'm weak and pathetic. The thing is that I have really heavy periods. They are so heavy and I have such painful stomach cramps that I can't get out of bed and am not capable of doing anything. I get quite depressed. I worry about my two kids when that happens but my mother lives with us so she looks after them and they're fine. I'm fine in between but I dread that time of the month. It means I won't leave the house for three days every month. But I don't want anyone else to know about this."

Mentor: "I'm sorry to hear that. This has nothing to do with being weak or pathetic so you shouldn't feel ashamed. Let me know what I can do to support you during those times. You should get professional help by going to a doctor."

Participant: "Maybe you are right but I don't feel ready yet. I'm not sure a doctor would be able to do anything about it. I'll think about it."

[end of conversation]

Mentor [later, to another mentor]: "I want to help one of my mentees, Julia. Do you remember her, the single parent with two children? She's told me she suffers from very heavy periods. She didn't want me to share that with anyone so please don't tell anyone else. She's not a risk to herself or her children. She says there are days when she can't get out of bed. I'm going to ask my doctor friend to contact her, as she could help her manage it better."



Key point: Mentors should not share confidential information given to them by their mentee, unless there is a risk of harm to either the person or someone else. In this case, the mentee has made it very clear that she does not want anyone else to know about her heavy periods. The mentor wants to help her but she needs to respect her wishes – the mentee needs to have control over her personal information and her decisions. The mentor should not talk to anyone else about this, even if her mentee will never find out. And if her mentee does find out, she is unlikely to trust her mentor again.

Presentation – Slide set 3: SCE mentorship

Time: 5 minutes

Aim: Participants understand the practical demands of being a mentor in their SCE programme and the support available so that they can make an informed decision as to whether to become one.

Description: The slides for this presentation simply include the questions below. They are intended to act as a guide to giving an overview of how mentoring in your SCE programme works. Each SCE programme will be organized differently, so it will be you or someone in the SCE team who provides the answers to these questions. Feel free to add further questions or points.

The aim is to provide an overview of mentorship in practical terms, so that those who are interested can understand what it involves.

This short presentation does not replace mentoring training.

- How many mentees does a mentor have?
- Do mentors give social or technical support or both?
- What communication channels are used between mentors and mentees?
- How often does a mentor meet their mentees and where? Are meetings individual or in a group?
- How many hours of the day and days of the week are mentors expected to be available?
- How quickly are mentors expected to respond when a mentee contacts them?
- How long does the mentorship last?
- What training do mentors receive?
- What support do mentors receive while in the role?
- What contact do mentors have with the SCE team and other SCE mentors?
- Do mentors receive a certificate at the end of their mentoring?

Activity 5: Reflection on becoming a mentor

Time: 5 minutes

Aim: Participants think about what they could offer as an SCE mentor and whether they would like to become one.

Description: Ask participants to reflect individually on whether they would like to be a mentor.

Guiding questions could include:



- Why are you interested in being an SCE mentor?
- How would you like to be described as a mentor? i.e. what kind of a mentor do you aspire to be?
- What attributes and skills could you already bring to being a mentor?
- What would you need to work on? What training do you most need?
- Do you have the time that being an SCE mentor requires? If not, how could you organize or delegate your daily tasks so that you do have time?

Ask them to write on one post-it what attracts them about being a mentor, including any practicalities (e.g. that it is for a limited time, it's for a very small number of mentees, meetings are at a convenient time, etc.).

Then ask them to write on another post-it the things that put them off, e.g. it's unpaid, you may be contacted at any hour of the day, it involves too much time.

To finish, ask for volunteers to share their reflections with the group. You could ask them to share the answer to the first question. Then ask them to share what's on their second post-it, the things that put them off. Lead a discussion in which you and other participants share ideas about how barriers can be overcome and the benefits of becoming a mentor.

Finish on an excited, positive note about the experience of being a mentor!

Activity 6: Course wrap-up

Time: 5 minutes

Aim: Participants reflect on how their ideas about leadership have changed from the beginning of the course.

Description: Refer back to the flip chart from Session 1 which recorded participants' initial ideas on leadership. Ask participants how their ideas on leadership have changed since then.

If there is time, give a quick recap of the main reflection points from the course.

You could recap the following (in [Slide set 4](#)) – adapt according to the points that resonate most with participants.

Key points:

- You have the potential to be an agent of change in your own life and to influence the lives of others.
- The essence of leadership is the ability to influence and bring about change.
- You may already be an agent of change in some areas of your life without even realizing it. You are showing leadership any time you put yourself forward to take responsibility for something, for making something happen.
- Your SCE programme may have opportunities for developing your leadership skills – ask about them!
- Women throughout history have organized using their own energy and resources to bring about change. There will be countless women in your own country who have done so.

- Organizing as a group with other women gives you more power to bring about change than you have as an individual.
- Good luck with whatever you do!

Finally:

- Remind participants they need to do **Module 4 of the Leadership course on EdApp** in order to complete the course.
 - They should also do the **end-of-course quiz**. They will then receive a **certificate of completion**.
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Annex: Arabic, French and Spanish videos for Session 2

Activity 3

Arabic – Syrian refugees in Jordan

Play up to 6'33": <https://youtu.be/w1xQTvaGKjE>

The video was filmed by Syrian refugees in Za'atari refugee camp in Jordan. In a participatory video making project, ten women learned to film and created a script to make their stories heard by others outside the camp. In the video women speak about the issues they face.

Questions for discussion:

1. What do you think about how that video was filmed, using participatory video making? What are the benefits of women doing the filming themselves, compared to getting a film company in to do the filming?
2. The film makers film the women describing the problems they face. What has this got to do with leadership or organizing to bring about change?

Illustrates the importance of **listening** in leadership – especially when working with women who are often expected to keep quiet about their own problems, needs and desires and battle on quietly. The first thing for any kind of organizing is to listen to women, the issues they face, their struggles – before deciding what and how to organize.

Even when there is shared concern between men and women, husband and wife – for example, over children's wellbeing and education – it is the women who tend to shoulder most of the **practical responsibilities** – making sure they are fed, have clothes to wear, feel cared for, get to school every day. It is the same with care of other household members - older people and disabled adults and children.

It is essential to understand the realities and responsibilities of women's lives before organizing for change. It is up to women to communicate this to leaders.

3. Does anything in the video remind you of your own experiences or of inspiring women you know in your own locality?

French – Assale Francois

On YouTube: 3'15" <https://youtu.be/vhPBj-PcswM>

Assale does not talk about working with other people but she is nevertheless a leader.

Question for discussion:

Can you identify why we think Assale can be called a leader?

Possible answers:

- Stepping forward to take up the digital skills training that was offered
- Creating a business (fruit trees) and expanding her business (adding honey) – taking on that responsibility
- Breaking her financial dependence on her husband
- Using her digital skills to do further research to help her business
- Advocating for other refugee and displaced women to have access to the internet



- Being a role model for other women.

Spanish – Indigenous women in Colombia

Play up to 5'15": https://youtu.be/-G4_hcnz5g

This video is about Indigenous women in Colombia. They are members of the Departmental Table of the Indigenous Peoples in Chocó, Colombia. They are displaced and have fled from their homes to towns. They describe the impact on their culture of the armed conflict and their forced displacement to urban areas. They discuss how they have struggled to participate in the decision making that occurs in the 'table'.

Questions for discussion:

From first half of clip:

1. What do you think about how the women describe how the armed conflict has affected their community? How would you describe the way they communicate?
 - Articulate, engaging, calm despite their terrible experiences. They speak very clearly, using metaphors to get their points across.
2. What problems did they face? You may have been forced away from your home like they have, but do you empathise with them? Do you possibly even recognize the issue of 'social fabric' being torn apart in your own community?
 - They describe being forced away from their homes and their way of life, of losing their connection with nature and their grandparents' knowledge and how connections within their society are broken down – how the social fabric starts to fall apart.

From second half of clip:

3. Do you recognize the issue of the value of women leaders not being valued? Or even the role of women in communities not being recognized?
 - They refer to the difficulty of being accepted at the 'table', of conflicts with male colleagues, and women's perspectives and decision making not being respected. It has not been easy to be accepted and has been slow. It's a great achievement simply to be part of the table. But the role women play in the communities is now recognized.
4. What do you think made the men at 'the table' recognize the value of women's contribution?
 - The men came to understand that leadership needs to be shared with women because women understand what women go through and what they need, so they bring a perspective that men do not have to the table.
5. Does anything about the women in the video remind you of your own experiences or of an inspiring woman you know in your own locality?

