TECH4FAMILIES

THE CURRICULUM

A curriculum for working with families and communities to ensure safe access to the internet and technology for all

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Acknowledgements

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BACKGROUND INFORMATION

Equal Access International

Equal Access International (EAI) is an international non-profit organization dedicated to creating positive social change for millions of underserved people across the developing world, by providing critically needed information and education. With award winning expertise in communications for social change, EAI combines innovative media programming with direct community engagement activities to inform, educate and inspire individuals and communities, providing them with the skills and tools they need to improve their lives. Placing people at the center of every project, our programs are designed to foster breakthrough solutions and normative change that enable communities and societies to transform disempowerment and marginalization into empowerment and possibility.

With funding provided by USAID/WomenConnect, EAI designed and implemented the Tech4Families project in Kano state, Northern Nigeria, from November 2018 – April 2020. Based on EAI's proven approach to social norms change, Tech4Families focused on addressing household level barriers that prevent women and girls access to and use of digital technology in Northern Nigeria.

Tech4Families is the first of its kind to take a family-centered, norms plus SBCC (social behavior change communication) approach to the gender digital divide. With the tested and proven intervention design captured in this curriculum, this approach can be replicated and scaled both in Nigeria and other settings where norms have been identified as a key barrier to women and girls access to the internet and technology. A norms-based approach to the gender digital divide, particularly one that focuses on the family level, is still very novel and there is limited research or examples of best practice in this area. Coupled with EAI's extensive practice and research into norms diffusion programming more broadly, Tech4Families offers a cost-effective way of bridging the gender digital divide.

Problem Statement

Digital technology, including the internet, has had an immeasurable impact on the lives of many across the globe. However, access to and use of technology is neither universal nor equitable. Women and girls are the most disadvantaged with economic, social, and cultural obstacles both limiting and preventing their access to technology and the benefits it brings. In Northern Nigeria, around 60% of the female population is not able to access the internet and according to a recent study conducted by the Centre for Information Technology and Development (CITAD) 55% of men in Northern Nigeria do not want their wives to use the internet and 61% of fathers discourage their daughters' use.

Against a backdrop of a culturally conservative and patriarchal Islamic society, family-guided decision making plays a key role in women and girls technological use and inclusion in Northern Nigeria. Fathers

and husbands particularly see their role as 'gate-keepers' of technology, a behavior driven by both a need to protect women and girls and to ensure they conform to the religious and social norms of not mixing with or having inappropriate contact with the opposite sex. Clerics also preach against women's use of the internet, and our research showed that women and girls have internalized these norms and attitudes, often limiting their own technological inclusion in an effort to follow ascribed social and gender norms and protect the perceived reputation of their family.

Project Goals and Objectives

The goal of the Tech4Families project is to reduce the gender digital divide through empowering women and girls to access and use digital technology. The main objectives of the project were:

- To reduce cultural and patriarchal barriers to women and girls' access to technology.
- Increase digital literacy within the family.
- Generate community awareness of the benefits of women and girls' access to technology.
- Create a case study that proves an approach to the gender digital divide centered on cultural norms work.

Approach & Curriculum Design

Rather than addressing women and girls in isolation, EAI's focus on lessening the gender digital divide was to take a whole family approach to the issue, that is based on collective empowerment of all members. Our overall design for Tech4Families therefore sought to facilitate an enabling family environment that questioned existing norms and models new behaviors via familiar characters and trusted influencers. Focused on an iteratively designed curriculum (laid out in this document) and corresponding radio content, our Tech4Families family groups met twice a month to critically reflect on the barriers preventing women and girls' use of technology, taking part in facilitated exercises that illustrated the benefits of the internet for the whole family and learning new soft and hard skills, from setting up an email account or learning about cybercrime to effectively communicating as a family. In the final phase of the intervention, families worked together to plan additional community outreach activities to share new ideas, attitudes, and behaviors from their small family groups with the wider community.

Desired Outcomes of the Tech4Families Curriculum

- Women feel more empowered to access and use digital technology and the internet.
- Families, especially women realize the benefits of technology and internet, and the different ways they can utilize them to improve various aspects of their life ie health, education, businesses and so on.
- Family units, particularly men, shift their perception that use of digital technology and internet morally corrupts women and girls.
- Family units, particularly men, shift their perception that the Islamic religion prohibits the use of digital technology and the internet.
- Family units gain both hard and soft skills on how to navigate the web, how to ensure safety online and how to effectively communicate as a family about the internets' benefits and risks.

- family units change their perception that it is only the morally corrupt that use the internet
- Family units change their perception that social media and internet can only be used for entertainment purposes.
- Increase in men embracing the idea that women's access to digital technology and the internet should be encouraged.
- Increase in conversation within the wider community on how the benefits of using the internet and digital technology outweigh the detriments.
- Increased level of digital literacy within the LDAG families
- Shift in adherence to broader norms related to gendered roles within families

Impact

Ongoing monitoring and our endline evaluation with participants revealed how the radio program and the curriculum sessions had an impact on the family's everyday lives. From as early as the 4th or 5th sessions, group facilitators noticed shifts in attitudes among both female and male participants, with new norms being adopted and promoted that encourage and inspired women and girl's equitable use of technology.

Parents and children also shared how meeting as a family has brought them closer and shifted family dynamics to allow for more open conversations about the internet and other related issues. The endline evaluation data showed a range of positive changes in the form of increases in personal capacity and confidence, positive developments in family relationships, increased willingness to serve as agents of change and development of positive attitudes and practices towards digital inclusion and usage for women and men. The following represents some direct quotes from participants:

- "Prior to the first few sessions I doubt if any of us here thought of gender digital divide as an issue in northern Nigeria, but rather as a ... normal way of life. Today as we head towards the end of this program, I can confidently say as long as I have the power to encourage women to use the internet, especially through empowering themselves through online businesses, I will do so every chance I get" (Father).
- "Initially I had this fear of using social media platforms especially Facebook because my account was once hacked. Thanks to the session we had on internet safety and security, I am not scared of the internet anymore, we now know how to handle the risks associated with the use of internet" (Daughter)
- "This program has brought my family very close especially during family activities at the sessions and take-home assignments. We sit together as a family and discuss issues pertinent to the use of internet and come up with solutions. Normally in our societies, it is very difficult, perhaps even rare, to find all members of a family sitting together to have a conversation ... this program has been an eye opener and I have assured my family that these meetings will continue even after this program ends" (Father).
- "I only have one thing to say, I feel everything is possible with the internet and I have made a promise to myself to explore all the opportunities it comes with, together with my family" (Son).

"To be honest I feel this program has changed my parents the most. Initially all they spoke about was how the internet is a really dark place and we have to try to minimize our usage. Right now my father has gotten new phones for all his children and we are also thinking of taking a course at CITAD" (Daughter).

SOME ENDLINE STATISTICS

95% of men and boys at endline believed that the internet was beneficial for women and girls

90% of girls felt supported or very supported to use digital technology and / or the internet at endline (compared to 40% at baseline)

A drop from 40% to 0% of women and girls who agreed that a fear of community backlash stopped them using the internet.

A drop from 50% to 5% of men who agreed with the statement that a woman who uses the internet is more likely to be disloyal to her husband.

HOW TO USE THIS CURRICULUM

The Curriculum Itself

The Tech4Families curriculum is developed for facilitators to guide regular listening and discussion meetings with family members around the topic of the gender digital divide. By following each session of the curriculum, in the order they are laid out, the facilitators guide families through a planned approach of listening, discussion, activities, reflection and home-based tasks.

The curriculum is divided in three different phases, 1:The Critical Reflection Phase, 2: The Skills Building Phase and 3: The Diffusion Phase. Each phase is designed with a specific goal: Phase I focuses on building knowledge on and questioning existing beliefs, norms and values that restrict women and girls access to and use of the internet (particularly within their homes), Phase II focuses on building an intention and ability to change amongst participants through imparting both soft and hard skills, and Phase III is geared towards community mobilization, advocacy activities and encouraging the participants to become an advocate for technology for all in their communities. Each of the phases includes 4 sessions of the curriculum, with the entire curriculum covering 12 sessions designed to be held either weekly or twice monthly.

The Sessions

Each session (apart from Session 0) is divided into six distinct parts:

- Let's Start: Participants are introduced to the topic of the week and discuss the previous week's 'Take-Home Activity' and key messages.
- Let's Listen: Participants listen to an episode of the radio drama to frame the week's discussion and activities.
- Let's Talk: Participants are led through a discussion of the radio program content and the issues that were raised.
- Task Time: Participants are guided through an activity, to provide further engagement with the week's topic
- Wrap Up: Facilitator summarizes the discussion and content from the week.
- Take-Home Activity: Participants are given a take-home activity – a short task to encourage the integration of the week's learning – and the session is brought to a close.

Facilitators can follow the prompts and suggested responses under each section. Further information is also included in the Facilitator's Notes section at the end of the sessions.

All sessions are conducted with families together. It is suggested that up to 5 families, each including husband, wife and at least one daughter (and ideally one son), meet in one group.

Facilitators

It is recommended to have two facilitators (one male and one female) per group. Ideally facilitators should have some prior knowledge in either group facilitation and / or digital literacy training.

Prior to beginning each session the facilitator should take a record of attendance for the group. At the end of each session, the facilitator should also fill out a Feedback Form capturing the groups reflections from that meeting.

Throughout the curriculum instructions for the facilitator are written in plain font, while parts that are to be recited verbatim (said out loud as written) by the facilitator are written in italics. Included in the discussion questions are "Suggested Responses, these indicate answers a facilitator may want to offer to participants if the group members do not reach those answers on their own.

Materials

Each week includes a section titled "Materials" that details the supplies necessary to lead the session and complete the activities. The curriculum was originally implemented in a low-resource setting, with minimal material requirements. However, all sessions will require a radio (if listening to the radio program live) or an MP3 player and recording of that week's radio episode (if listening at another time). Also advised for most sessions is flipchart paper and pens. Some weeks also require access to digital devices and the internet. In the original intervention, families were selected who had access to at least one online device and the sessions were facilitated in partnership with a local digital literacy training center (CITAD) who had access to additional tablets.

Location

The discussion groups can take place in a variety of locations, provided they are private and have minimal distractions. Ideally, the discussion would take place in an enclosed room, with walls to display posters and paper, and sufficient space for participants to move around. However, the curriculum allows for flexibility if no such space is available. It is recommended to ask participants to sit in a circle (either on chairs or on the ground) during the session, in order to encourage participation and rapport.

Language

The original version of this curriculum was written in English and delivered in Hausa.

PHASE I: THE CRITICAL REFLECTION PHASE

In this phase families will begin to critically reflect on existing norms, beliefs and practices that prevent women and girls access to the internet and technology.

PHASE II: SKILL-BUILDING

In this phase, families will begin to learn both soft and hard skills required to ensure equitable and safe access to the internet and technology among family members.

PHASE III: COMMUNITY MOBILISATION

In this phase, families will begin to consider how they can influence and change norms, beliefs and behaviors around women and girls access to and use of the internet in the community more broadly.

WELCOME TO TECH4FAMILIES

OBJECTIVE

To introduce family members to the project, the purpose of the meetings, and their role in it all. This module might last a little longer than the others and will not follow the usual format. Instead, the focus will be on ensuring everyone feels welcomed, excited to continue, and safe in the knowledge that this is a group that will listen without judgment.

MATERIALS

A BALL (OR SOMETHING TO THROW)

FLIPCHART PAPER AND PENS

Getting To Know Each Other

20 MINUTES

1. Warmly welcome family members to the space and thank them for joining.

2. Introduce yourself briefly and explain that everyone is gathered together for the start of a project call Tech4Families. Highlight that this is the first meeting and by the end of this meeting, they will have clear idea of the project and their roles in it.

3. Explain that at the moment they may be feeling nervous or excited or unsure of what is coming. They do not know each other very well or what Tech4Families project is all about. Reassure the group that over the next few weeks together, they will all get to know each other and the project very well and hopefully, this will be a positive experience for all.

4. Tell the group that to start the journey together, everyone needs to get to know each other a bit better. To start this process, tell the group you are going to do a game and ask them to come and stand in a circle.

5. To introduce the game, ask each participant to think about a place they love – it could be a city, a house, a place in nature anywhere that makes them happy. Explain that in a few minutes you will ask everyone to introduce themselves and the place they love. Show the group a ball and explain you will throw the ball to someone, and that will be their invitation to talk about themselves and place they love. When they have finished, they should throw the ball to someone else.

6. Start the game by saying your name, the place you love and what you love about it. For example, "My name is Jane, I love my local marketplace because when I go there I usually meet friends and hear their latest news". When you have introduced yourself, throw the ball to someone else in the circle and encourage them to introduce themselves. The person who catches the ball will then in turn tell their name, the place they love and why, before throwing the ball to someone else. Continue the game, until all family members have introduced themselves.

7. Thank everyone for sharing and ask everyone to return to their seats.

Setting Group Rules

10 MINUTES

BEFORE MOVING INTO EXPLAINING TECH4FAMILIES MORE, HELP THE GROUP TO SET UP RULES THAT WILL GUIDE THE MEETINGS AND MAKE SURE EVERYONE

FEELS SAFE AND RESPECTED AT ALL TIMES. ENSURE EVERYONE CONTRIBUTES IN SOME WAY TO THE RULES DISCUSSION, EITHER BY SUGGESTING A RULE OR AGREEING TO RULES THAT HAVE BEEN SET.

AS THE DIFFERENT RULES ARE SUGGESTED BY THE GROUP, WRITE THEM ALL DOWN ON A PIECE OF FLIPCHART PAPER. MAKE THE PAPER VISIBLE AS YOU WRITE SO THAT EVERYONE CAN SEE WHAT THE RULES ARE. ALSO READ THEM OUT AS YOU WRITE THEM DOWN TO ENSURE THAT EVERYONE CAN HEAR AND UNDERSTAND THEM CLEARLY. ENCOURAGE PEOPLE TO SAY IF THEY DON'T AGREE WITH A RULE AND ENSURE THAT, AS MUCH AS POSSIBLE, EVERYONE IS IN AGREEMENT AND HAPPY WITH THE RULES:

EXAMPLES OF RULES COULD INCLUDE:

1. Mobile phones off (or on silent).
2. No texting or calling during sessions.
3. Arrive a few minutes early so that the sessions can start on time.
4. Listen without passing judgement.
5. No interruptions when someone is speaking.
6. Give everyone a chance to speak and be heard.
7. Respect all opinions and speakers.
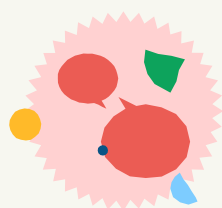
Explaining the Tech4Families Project

20 MINUTES

1. Write the words "Tech4Families" on a new piece of flipchart paper and stick it on the wall so that everyone can see.

2. Ask everyone to think and tell you what comes to mind when they read the words "Tech4Families." Write down people's responses on the flipchart paper as they say them.

3. When everyone has had an opportunity to contribute their thoughts, summarize by explaining that "this project that we are all part of is called Tech4Families. It is a project about our family and how we can all interact better with technology, for the good of the whole family. We will be meeting every other week to listen to a radio

program and talk about our families and technology. This could include how we see technology, how we use technology, and how all of us can benefit from a better understanding of technology."

4. Ask people to share briefly what changes they might want to see in themselves and their families in relation to technology? Capture the suggested changes on a piece of flip chart paper so everyone can see.

5. Where possible, try to keep these first expectations and return to them at the end of the project. These are also good indicators for what change might look like for the families involved.

6. Once everyone has shared their own views and expectations, use the key points below to explain how the different components of the project fit together. Explain that this project is not for one member of the family or another, but it is for the whole family to learn about how technology can benefit everyone in their family and communities.

KEY POINTS WHEN EXPLAINING THE PROJECT INCLUDE:

- The project involves a radio program, weekly discussions, and take-home activities, all of which they will be involved in as a family.

- The purpose of the group meetings is to have a safe space to ask questions, learn new information, and share ideas and experiences around technology and how it is perceived and used by families in our communities.

- Family members will be encouraged to share their learning and any new ideas or information they gather from the group meetings with others in their community, including other family members, neighbors, peers, teachers, leaders, etc. so that everyone can benefit from the discussions and activities covered in the session.

- The family members are also the main link to the radio program in their communities and should promote the radio program with other families and friends so they can also benefit from hearing it.

7. Once you have explained the key points, answer any remaining questions and then let the group take a short five-minute break while you prepare the flip chart for the next session.

What a typical session will look like

20 MINUTES

WRITE DOWN THE FOLLOWING INFORMATION ON A FLIP CHART TO SHARE WITH THE GROUP:

DAY OF THE MEETING:
TIME OF THE MEETING:
PLACE:
LET'S START: Welcome and sharing about the "Take-Home Activity" from last week
LET'S LISTEN: Listening to the radio program
LET'S TALK: Discussing the radio program and the issues that were raised
TASK TIME: Doing a small, fun group activity
WRAP UP: Summarizing everything we've talked about that week
TAKE-HOME ACTIVITY: An activity for you to try at home with your family

1. Explain that this week is not a typical session, and that starting from the next meeting, you will begin with the regular sessions as shown on the flipchart paper you prepared during the break. Add that the usual session time will be two hours long and will take place every other week (or twice a month).

2. Go through the components of the typical session as follows:

   - LET'S START: Each week will start with a short session for people to share what they did for their take-home activity.

   - LET'S LISTEN: The main activity each week is to listen to the radio drama together. It follows the lives of three families and their relationships with technology.

   - LET'S TALK: After listening to the drama the group will discuss it.

   - TASK TIME: Engage in some fun activities relating to the theme of the radio drama that will further explore the ideas and arguments in the drama.

   - WRAP-UP: Summarize the session to make sure that everyone has understood the topic discussed.

- TAKE-HOME ACTIVITY: Suggest something that families can do at home with each other or with members of their communities.

3. Summarize by highlighting that each radio episode and discussion builds on the sessions that have gone before and therefore it is important for everyone to come to every session and fully participate together.

4. End the session by saying "these sessions and how we reflect on them at home and in our communities will help us understand technology better and get the most benefit out of it for all members of our family."

5. Ask if anyone has questions about the format or content of sessions or indeed of any aspect of the project so far. Discuss or clarify any questions or concerns the group may have.

Creating a Safe Space[1]

30 MINUTES

1. Explain that for the next 30 minutes the group is going to focus on creating a safe environment for everyone, so that we can all feel as comfortable with each other as possible when we come to the meetings.

2. To begin, ask everyone to close their eyes and think about people in their lives who they trust, and who they can tell anything to. It may be a friend, a relative, a spouse, a doctor, or someone else.

3. Ask the group to think about why they feel they can tell these people anything. After a few moments of reflection, ask everyone to open their eyes and share the traits of the person they were thinking about. Use the questions below to guide you:

- How would you describe that person?

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1 ADAPTED FROM: WELBOURN, A. (1995). STEPPING STONES: A TRAINING PACKAGE ON HIV/AIDS, COMMUNICATION AND RELATIONSHIP SKILLS. STRATEGIES FOR HOPE TRAINING SERIES NO. 1. ACTIONAID

- What about that person makes you feel that you can trust them? What about that person encourages you to share?

- Do you share different things with different people?

4. Write the different responses on the flipchart paper (e.g. honest, warm, kind) so everyone can see them and discuss the similarities. Highlight how trust, confidentiality, being listened to, and not being judged are crucial in relationships of trust and these relationships take time and effort to build.

5. Explain that over the coming weeks, as a group, you will talk about a lot of personal things together, so there needs to be trust between each other to do this.

6. Ask the group: "What are the good things about sharing our personal stories in a group?" Listen to contributions from several individuals and note them down on flipchart paper for everyone to see. Summarize that we learn a lot from talking together about our own real-life experiences. It can help us understand our lives, solve problems, feel better, and gain strength from one another.

7. Ask the group: "What are some of the concerns you may have about sharing personal stories in a group?" Listen to contributions and note them down on flipchart paper for everyone to see. Summarize the key points and explain that while we cannot guarantee confidentiality, we should all try to remember that for this group to be a safe space, we should not talk to other people about the stories we hear in the group. If one of us shares outside the group, someone might be angry or hurt and a member of the group may get into trouble with a parent or spouse.

8. Divide the group into two smaller groups and ask them to think in their smaller groups about how they can help ensure confidentiality and build trust in the group. Give them 5-10 minutes to discuss and then share what their group has come up with.

9. End by saying that for this group to succeed it must feel like a safe space for everyone, a place where everyone can express their opinions openly and be met with kindness and respect. Highlight that if anyone feels uncomfortable or unsafe in the group, they should speak to you or to others in their family who they can open up to.
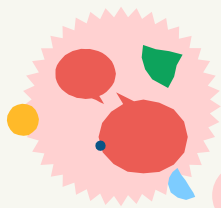
Wrap Up

20 MINUTES

Drawing from the comments made throughout the session by the family members, summarize the key points of the day, including:

1. For the group (and the project) to succeed we need to trust each other.

2. We have discussed trust, confidentiality, and the benefits of sharing, but to really allow this to develop in the group we must care for each other, listen without judgment, and not tell private stories shared in the group with others outside the group.

3. When we build a relationship based on trust as a group, we are more able to open up and share things about ourselves that we may not have shared before.

4. Building trust takes time so we may not feel completely comfortable sharing personal stories straight away and choose instead to talk more generally about the issue and that is ok – this is process of learning and growing for everyone.

5. We must acknowledge that coming here for the sessions is a sacrifice and people have other commitments, we should therefore respect each other's time, be punctual, and avoid unnecessary distractions that will extend our stay beyond the agreed time planed.

Take-Home Activity

10 MINUTES

Explain to the group members that each meeting they will be given a take-home task. This will be a simple task that may involve them talking to others about what they are learning in the sessions or getting information from others to share in upcoming sessions.

For this week's take-home task, ask everyone to talk together as a family about what they covered in this first session and think about what they all want out of this experience. Ask them to spend 10 minutes or so discussing this as a family and to be sure that everyone shares their thoughts and ideas.

End by reminding the group the date and time of the next session and the broadcast date and time of the radio program. Encourage the group to tell their friends, neighbors, colleagues, and family members to listen to the radio program.
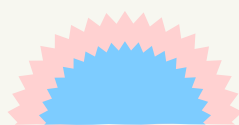
SESSION 1　DURATION **2 HOURS**

UNDERSTANDING THE INTERNET

OBJECTIVE

To introduce the families to the internet and discuss some of the common concerns and ideas that surround the use of the internet for all in Northern Nigeria.

MATERIALS

EPISODE 1 OF THE RADIO PROGRAM + RADIO / DEVICE FOR PLAYING THE RADIO PROGRAM

FLIPCHART PAPER AND PENS WITH THE AGREED RULES FROM SESSION 0

UNIT 1.0

Let's Start

10 MINUTES

1. Welcome the family members and ask if anyone wants to provide a brief reminder of what was discussed in the previous session? If it is not covered, remind the group that the last discussion was focused on how to make sure these meetings are safe spaces for all and to ensure that we need to establish trust between everyone. Highlight that: "This means listening without judging, giving everyone a chance to speak and be heard, and not sharing personal information about others outside the group."

2. Based on what they heard in the last session and the discussions they had with each other as part of the take-home task last week, ask each participant to share what their hopes are for the next few weeks and any concerns they may have with respect to the program. Give the group a couple of minutes to write down any hopes and fears on a piece of paper and explain that this will be anonymous. If anyone is unable to write, ask them to tell you or someone near them their hopes and fears to write down for them (if they feel comfortable doing that).

3. Collect the papers and select a few (two-three) to read out and discuss. When discussing ensure that no attention is drawn to whoever wrote it so that responses remain anonymous. Try to make this as interactive as possible.

UNIT 1.1

Let's Listen

30 MINUTES

RADIO DRAMA SYNOPSIS

Binta is in trouble at school for not completing her assignment on time. When asked by her friend Laraba what happened, Binta explains that she could not get any of the materials she needed for the research from the school library and did not know enough about the topic to write about it. Laraba encourages Binta to use the internet next time, but Binta reminds her that her dad (Kabir, a well-known figure in the community who is running in the local elections) does not allow her to use technology, calling it shameful. Later on, Binta is approached by a male admirer who offers to buy her a phone, knowing this is the only way she will get one. Binta is tempted.

Meanwhile Binta's brother, Haruma, is also struggling to keep his grades up at university and is worried about what his father might do if he fails the year. He is encouraged by a friend to take additional courses online to help improve his understanding of the subject. While the children struggle, Kabir is asked about using social media in his election campaign but flatly

refuses. He does not trust technology and does not want to encourage the use of it by anyone.

Idi, Labara's father, has lost his shop and his livelihood in a fire and is consoled by the Imam and others in his community. Undeterred by the fire, Laraba's brother Mustapha is excited about a new online money-making scheme he has heard about from friends. He asks his sister to borrow her phone as he is out of data, but she refuses saying that he needs to stop using up his data on useless pursuits and scams. Instead, she focuses on helping her mum, showing her how to use a smart phone and setting up an Instagram account for her to showcase her home made products so she can sell them online and help the family out while the shop is being rebuilt after a fire.

BEFORE YOU PLAY THE PROGRAM, MAKE SURE EVERYONE IS SITTING COMFORTABLY AND REMIND GROUP MEMBERS TO LISTEN QUIETLY SO THAT EVERYONE CAN HEAR THE PROGRAM

1.   Play the radio program episode and listen together as a group.

2.   When the program is finished, give everyone a five-minute break or an energizer before starting the Let's Talk session.

UNIT 1.2

Let's Talk

20 MINUTES

Bring everyone back to the main group. Once everyone is settled, begin the main facilitation for the day with the following questions:

*   What did you think about the first radio program? Did you enjoy it? What specifically did you like about it?

*   Was there anything that you did not like about the program today?

*   Can you name all the ways that the internet was used by different characters in the drama today? Was it mainly positive or negative?

- What changes (positive or negative) do you think internet and technology have brought into our lives?

- Why do you think Kabir is so against the use of the internet for his family and for his own campaign? Do you agree? Have you met others in your community who share this point of view?

- What do you think of Idi and Hadiza's open use of technology in their home?

- Did you learn anything new from the program today?

UNIT 1.3

Task Time

40 MINUTES

1. Start by asking the group if they tell you what the internet is? Take suggestions and allow the discussion to roam for a few minutes as people try to define what it is. After a few minute's discussion ask how many people have email accounts in the group? Draw their attention to the fact that you cannot have email without internet.

2. Next ask the participants to indicate how many of them have used any online payment. Tell them again this tool is an internet application that requires us to use a digital device.

3. Explain you want to spend the next five minutes thinking about all the ways people use the internet and digital technology in their daily lives, both positively and negatively. Place everyone into smaller groups of three or four and pass out pens and a large piece of paper. Ask them to work in their groups and to write down as many examples as possible of the ways people use internet and digital technology.

4. Give people five minutes for this task. Once it is complete gather all the papers up and stick them on a wall so everyone can see. Review all the different ways people use the internet and digital technology, highlighting all the positive reasons we need the internet and digital technology in our

lives (there should be a lot more positive than negative ways from the group. If there are more negative, then use this time to counter some of the negative ideas and introduce all the positive uses of the internet/ digital technology). Sum up by saying: "The internet and technology play a huge part in our day-to-day lives, sometimes without us even noticing it. We may find it hard to explain, because it is so many different things to so many different people, but it has brought many positive changes to the way we work, communicate, learn, and have fun."

5. Reassure the group that sometimes they may feel overwhelmed or afraid of the internet because they don't really understand it, but it is just like any other tool in our lives; something that we can learn to use for our benefit.

6. End by asking everyone to sit quietly while you read the facilitator's explanation of what the internet is.

UNIT 1.4

Wrap Up

10 MINUTES

DRAWING FROM THE DISCUSSION, SUMMARIZE THE KEY POINTS OF THE DAY INCLUDING:

1. The internet is a tool – a tool with multiple uses, for everyone.

2. It can be used for research and learning, for communication, for marketing and selling, for interaction, for entertainment, commerce, payment, banking, and carrying out other business transactions.

3. There are also negative uses of the internet, but with education and understanding, we can learn how to use it for our benefit and avoid the negative.

4. The more we understand how to use the internet and digital technology, the more we can make it benefit us and our families. If we are afraid of it,

it will still come into our lives, but we will not be able to use it effectively or know how to use it safely.
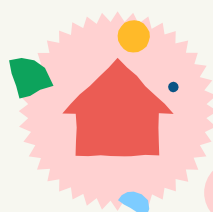
UNIT 1.5

Take-Home Activity

10 MINUTES

Before the next session, ask each family to speak to their neighbors and discuss with them about technology, particularly their thoughts and feelings about how the internet and technology are used in their families. Questions might include, "What is good or bad about it?" "Do you have different rules or expectations about male family members versus female family members?" Ask families to note any points of view, concerns, and differences between male and female use of technology and to bring these notes with them to discuss in the next session.

FACILITATOR'S NOTES

Internet as tool

Technology is a very broad word. In this curriculum we are focusing on that branch of technology often referred to as information technology or digital technology or simply information and communication technology (ICT). This branch of technology deals with the gathering, processing, transmission, storage, and retrieval of information. It involves tools to process the information communication channels to transmit the information and devices to store the information until it is needed. In the past, the most common IT device that people were used to was the calculator. It processes and often stores the information, but it cannot transmit the information. The calculator advanced to become computers, but computers are no longer just number crunching machines. They allow us to do many things with information and to transmit information from one from to another. When the internet as a network of computers was invented, it became possible

for us to share the data and information on our computers instantaneously with other people across the globe.

The internet is the core of the information revolution, which is changing the way we do things. It makes transmission of information cheap, fast, and convenient. It integrates other forms of information such as voice, data, and picture over a single channel, making it possible for systems of communication to be one and distinct. In reality, therefore, the internet is not something new but an integration of other forms of communication and data that we can use to our advantage.

The internet is a tool. As a global source of information, it can be used for research and learning. As a global network with instantaneous reach, it can be used for communication purposes. As a platform that attracts attention, it can be used for marketing and selling. As a space for audio, videos, and interaction, it can be used for entertainment and as a transaction network; it is used for commerce, payment, banking, and other business transactions.

Like the knife, which can be used to cut meat or to harm others, the internet can be used for good or for bad purposes depending on the individual, their circumstances, and the behaviors they have learned from those around them. People grow up socialized to use tools like knives for positive purposes. This is why all of us should be socialized to use the internet for positive purposes.

There is no religious injunction that forbids the use of tools, but we are all expected to make positive and legitimate use of these tools. The internet cannot be an exception. It is an important tool that all should use positively for their own and society's growth.
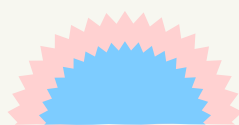
COMMON MISCONCEPTIONS AND ATTITUDES

OBJECTIVE

To encourage all family members to critically think about some common misconceptions and attitudes about women and girls' use of the internet.

MATERIALS

EPISODE 2 OF THE RADIO PROGRAM, RADIO FOR PLAYING THE PROGRAM

LIST FROM LAST WEEK OF THE POSITIVE AND NEGATIVE USES OF THE INTERNET

FLIPCHART, PAPER, AND PENS

UNIT 2.0

Let's Start

10 MINUTES

1. Welcome the family members and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the group that last week the focus was on how the internet is a tool that we can all benefit from in our lives, if we learn how to use it safety and effectively.

2.   Ask the group if they managed to do their take-home assignment and how that experience was. Use the following questions to guide the discussion:

- Who did you speak to about the internet and technology?
- How do you feel the conversations went? Were people happy to talk?
- Did you learn anything new or surprising about other people's opinions and behaviors regarding the internet and technology, particularly in relation to women and girl's access and use?

3.   Explain that we will be talking about what they discovered in more detail later in the session.

UNIT 2.1

Let's Listen

30 MINUTES

RADIO DRAMA SYNOPSIS:

Kabir tells a friend that his wife wants a phone. He laughs at the idea that anyone would allow their wife to have a phone, but is surprised to hear his friend is happy to give his wife a phone. The friend tells Kabir that his wife can help the kids with their homework and stay in touch with her family much better now that she has the phone. It has benefitted the whole family. Hadiza is very happy to make her first sale online through her Instagram shop and is keen to keep earning money to help the family while Idi's shop is being rebuilt. Meanwhile, money pressures grow on Idi as he tries, but fails, to sell his bike for a good price to the local mechanic.

Laraba discovers that Binta got a phone from a man she met and is using it to chat to other people online. She warns her friend about accepting such gifts and that she needs to be careful who she is speaking to. Binta says there was no other way as her father would never buy her one and that she is only talking to other young girls like her online. Laraba reminds her to be careful, saying that people are not always who they say they are online. She reminds Laraba that her father is worried about her using the internet for

negative reasons, so she should show him by using it positively.

Mustapha is angry that his father won't give him any more money for phone data, but that his sister gets it when she asks. He argues that she shouldn't even be on the internet as a girl – how can she be trusted to use the internet sensibly. Idi responds by saying that because Laraba is a girl, that does not mean she is more likely to be corrupted online, he gave both his children the same chances with regards to technology, but Mustapha chose to waste his and his sister made the most of hers. After Mustapha has left, Idi confides to his wife that he is worried about money and could not sell his bike for a good price. Hadiza tells Idi that she sold some products today online and also suggest that Idi tries to sell his bike online, stating that he could get a better deal from a private buyer. Idi tells his wife that he is so glad to have her support and wise words at this difficult time and is very pleased her internet business is taking off.

Mustapha goes to visit a friend to try and borrow his data to log on to a money-making scheme he has heard about online. His friend refuses, saying that it will only end in Mustapha losing more money. Mustapha ignores him and tries to find another friend to help.

BEFORE YOU PLAY THE PROGRAM, MAKE SURE EVERYONE IS SITTING COMFORTABLY AND REMIND THE GROUP TO LISTEN QUIETLY SO THAT EVERYONE CAN HEAR THE PROGRAM.

1. Play the radio program episode and listen together as a group.

2. When the program is finished, give everyone a five-minute break or an energizer before starting the next session.

UNIT 2.2

Let's Talk

20 MINUTES

BRING EVERYONE BACK TO THE MAIN GROUP. ONCE EVERYONE IS SETTLED, BEGIN THE REFLECTION ON WHAT THEY HEARD USING THE FOLLOWING QUESTIONS:

- What did you find interesting or troubling in today's program and why?

- Why do you think Kabir is worried what others will think of him if he lets his daughter and wife use smart phones? Do you agree with his concerns?

- What could be the risks of not allowing his daughter to access the internet openly in the home? (Suggested response: That she will access it secretly and accept gifts of phones/data from others, that she will not know how to use the internet safely, that she will not come and talk to her parents if she is worried about anything that she sees online etc).

- In Idi's house, it is the daughter who is using the internet positively and the son who is not. How does this differ to Kabir's concerns that it is women and girls who should not be using the internet?

- What new idea or perspective did you come across from either radio or the drama?

- How does this relate to your thinking before listening to the program?

UNIT 2.3

Task Time

45 MINUTES

1. Facilitate a discussion with the group to encourage sharing and reflection on what they found when they spoke to family and friends about technology (as part of their take-home task last week). Use the following questions to guide the discussion:

   - Who were the members of a family who had most access to the internet and digital technology such as smart phones?
   - Who in the family had least access?
   - What were the objections raised against the internet/digital technology? Were these objections related more to women and girls or men and boys?

- What were the benefits of the internet and digital technology? Who generally benefits most from what the internet offers, women and girls or men and boys?

2. Ask the group if they have heard the term "Gender Digital Divide" and what it might be? After taking two or three suggestions, use the explanation in the facilitator's notes to give the family members an understanding of the gender digital divide and how it impacts women and girls negatively.

3. Explain that you will now do a role play activity to further look at how access to the internet and digital technology can benefit the whole family. Divide everyone into three groups of five people. Explain that *each group is going to pretend to be a family, including a husband, a wife, two daughters and one son. Each family has a different approach to how internet and digital technology is used. Explain the families as such: Group 1 is a family where no one uses digital technology or the internet, Group 2 is a family where only the male members use digital technology/ the internet, Group 3 is a family where everyone uses digital technology/ the internet.*

4. Now tell the groups that you will read out a scenario and they have to decide how they will react in the scenario, remembering the kind of family that they are pretending to be. The scenario is as follows:

- SCENARIO: There was a fire the family business burned down. They were able to save some of the stock but the list of clients was burned and they no longer have the shop to sell from. The shop was not doing well before the fire and the family had been struggling for money. *The father of the family was burned in the fire and is in the hospital. They have heard there is a treatment he could get in the nearby town that could help save his sight, but it is expensive and they also don't know much about it. The eldest child (and only son) is abroad and the father has asked that they let him know as soon as possible to come home. The family has tried dialing him internationally but the phones are not connecting.*

 HOW DO THE DIFFERENT FAMILIES HANDLE THIS SCENARIO?

5. Give each group five minutes to discuss how they would handle this scenario and what they would do next, based on the kind of family they are and the level of access to the internet/technology that each pretend family group was given at the start of the session.

6.   After five minutes ask each group to share either by speaking or showing through a role play, what they would do in this scenario. When everyone has had a chance to share, ask which family was better equipped to deal with the different issues they faced?

7.   Use the examples below to highlight the positive outcomes if all members of the family were familiar with technology and the internet. Highlight how given access to information, everyone can support the family equally.

- The mother/sister could sell some of the shop's stock online in the father's absence and keep the business going without him.
- The mother/sister could do their own business or work without leaving the family compound.
- The mother/sister could research the father's treatment to find out more about it and if it was worth investing in.
- The mother/sister could launch an online page to raise money from friends and family for the father's operation.
- They could use Skype, WhatsApp, or Facebook to contact the oldest son and other members of the family.

8.   Summarize by highlighting that *digital technologies hold immense potential to improve everyone's economic and social outcomes and yet in our society men and boys tend to have more access to digital technology and the internet and can therefore benefit most from it. Meanwhile, women and girls are often restricted and cannot enjoy the many benefits digital technology has to offer.*

9.   Explain that *sometimes family members restrict women and girls from using the internet and digital technologies. This can be for a range of reasons, for example, because they are worried that others will judge them, because they don't know anyone else whose wive/daughters use technology, or perhaps they are concerned their wives and daughters might misuse the internet, or be negatively impacted by it. However, both women and men can use the internet for positive or negative purposes and the role of the family is to ensure everyone understands the value and the risks of being online. If everyone in the family can access technology safely, then the whole family can benefit.*

10.   End the reflection with a link to the Quranic injunction "Iqra," which commands all believers to seek for knowledge. Highlight how the internet is a tool for knowledge discovery and acquisition. Ask the group to read passage 4 and reflect upon it.

11. Finally, bring out the flipchart paper of the previous week where the group listed the positive and negative benefits of the internet. Ask them to reflect on the positive benefits and see if they can add any more.

UNIT 2.4
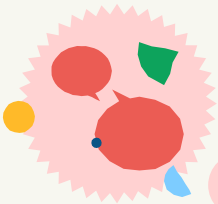
Wrap Up

5 MINUTES

1. Drawing from the discussion, summarize the key points of the day including:

   - The internet is a tool, and it can be used positively or negatively. No one should be prohibited from using a tool for positive purposes.
   - The internet is a tool for learning, an aspect which Islam prioritized by commanding all to learn and seek for knowledge.
   - Both women and men are susceptible to misuse of any tool and the family is critical to ensure that all members are able to use any tool positively and safely.
   - If we restrict some members of our family from learning about and from the internet, then we restrict our whole family and our nation from developing and fully embracing all the benefits that come with the digital transformation.

UNIT 2.5

Take-Home Activity

10 MINUTES

1. Ask each family unit to sit together for 10 minutes at home to discuss the use of technology in their family. Suggest they consider the following questions as they discuss:

- Do all members in your family access the internet and digital technology equally?
- If not, who uses it the most, who is excluded and why?
- What are the positive ways everyone in the house could use the internet and technology to benefit their own lives and the family as a whole?
- Is there a mechanism within the family to teach or counsel family members about safe ways of using tools?

FACILITATOR'S NOTES
The Gender Digital Divide

WHAT IS THE DIGITAL DIVIDE?
The gender digital divide is the unequal access to technology and the internet between women and girls compared to boys and men.
Girls and women often have less access to technology and the internet because of a range of reasons, from having less access to funds to buy technology and internet access, to rooted ideas that technology is only for boys/men, and fear of community backlash or online violence against women and girls.

WHAT IS THE IMPACT OF THE GENDER DIGITAL DIVIDE?
Not having access to the internet and technology has an impact on many areas of women and girls' lives, including limiting their ability to access and benefit from education and employment opportunities, reducing their income potential, and restricting their social interactions and ability to speak out on issues that affect them.

The gender digital and technology gap also affects the economic growth and development of entire communities and countries. If 600 million more women and girls could get online, the result could be an increase in global GDP of up to $18 billion.[2]

2 HTTPS://PLAN-INTERNATIONAL.ORG/EDUCATION/BRIDGING-THE-DIGITAL-DIVIDE

HOW CAN WE BRIDGE THE GENDER DIGITAL DIVIDE?
Everyone can play their part in bridging the gender digital divide by supporting women and girls to access and use technology, introducing technology to our children, male and female, at an early age, as well as ensuring girls and women can get the technical and literacy skills they need to make the most of the internet. It is also essential that we stand up against online violence and intimidation of women and girls, and teach our sons to do the same, so that everyone can feel safe and respected in online spaces.
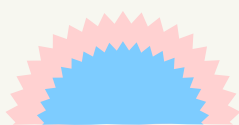
DURATION **2 HOURS**

RELIGION AND TECHNOLOGY

OBJECTIVE

To encourage families to discuss and reflect on religious arguments for and against the use of the internet by women and girls and to hear religion-based based justifications for technology for all.

MATERIALS

EPISODE 3 OF THE RADIO PROGRAM, RADIO FOR PLAYING THE PROGRAM, DEVICE TO ACCESS THE INTERNET

YOU WILL ALSO NEED TO IDENTIFY A RELIGIOUS LEADER WHO HAS A POSITIVE VIEW ON THE USE OF TECHNOLOGY FOR ALL TO INVITE TO THIS SESSION.

FLIPCHART, PAPER, AND PENS

UNIT 3.0

Let's Start

10 MINUTES

1. Welcome the families and ask if anyone wants to provide a brief recap of what was discussed the previous week. If required, remind the group that the group discussed how everybody, male or female, is susceptible to the misuse of any tool and that the family is critical to ensure all members are able to use any tool positively and safely. Remind the group about the gender digital divide and positive benefits of closing it, including how everyone can benefit from the internet and technology only if everyone can access it.

2. Ask some of the family members to share the outcomes of their take-home task using the following questions to guide discussions:

- Who in your family has most access to the internet and technology? Who has least?
- Were you surprised about this?
- What can you do in your own family to start closing the gender digital divide?

UNIT 3.1

Let's Listen

30 MINUTES

RADIO DRAMA SYNOPSIS:

Mustapha continues to try and find someone to help him pay for his online subscription to what he believes will be a great way to make money. He boasts to everyone, including a local girl he likes, that he will be rich one day soon.

We hear Idi and Kabir at Friday prayers as they listen to a sermon on the importance of education and learning for all. As they leave the mosque, Kabir shares with Idi how some of the younger people in his campaign team want him to use social media to encourage voters, but that he is worried what others may think if he is seen to be promoting the internet and technology. Idi reminds Kabir of the sermon they just listened to, highlighting how the internet is a source of information and education, which is encouraged under Islam.

Hadiza's business is growing on-line. Laraba suggests that her mum open a corporate account to accept payments. Hadiza is nervous as she doesn't know how to do this, but her daughter helps her research online and then takes her through the steps on her phone.

Binta's mother, Lami, discovers her daughter's phone and is very angry. Haruna, the brother, tries to intervene, pointing out the benefits of the phone for Binta if she uses it safely. He highlights that she can even use it to improve her religious knowledge and talks about different websites

and apps she can use to improve her Quranic recitations, learn hadith, and anything related to Islam. The mother is not convinced, but agrees they can talk to the father. Lami agrees to talk to her father but tells Binta to return the phone to whoever gave it to her. Binta agrees.

Kabir goes to visit a religious cleric to ask his advice about the internet and technology. The cleric is positive about it and tells Kabir the positive associations between Islam and technology.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear the program.

2. Play the radio program and listen together as a group.

3. When the program is finished, give everyone a five-minute break or an energizer before starting the next session

UNIT 3.2

Let's Talk

20 MINUTES

BRING EVERYONE BACK TO THE MAIN GROUP. ONCE EVERYONE IS SETTLED, BEGIN THE REFLECTION ON WHAT THEY HEARD USING THE FOLLOWING QUESTIONS:

• Were there any new or positive uses of the internet highlighted in this week's episode? (Write any on the flip chart paper from week 0)

• How are Labara and Hadiza using the internet? Do you think others would judge them negatively for this? If not, why not?

• What religious uses does Haruna mention? Have any families used the internet in this way? How might knowledge about these religious sites change the way others negatively view internet usage?

• The religious leader mentions the importance of learning and expanding knowledge for all. Do you feel that religion and religious scholars generally support or condone the use of the internet and technology?

- What new idea or perspective did you come across from listening to the radio program?

Task Time

40 MINUTES

1. Open by introducing the families to the guest of the week. This should be a religious leader who has a positive attitude about technology. Give the religious leader some time to start the session with a discussion on religion, women, and technology.

2. Ask the religious leader to share verses from the Quran or Hadith that encourage learning, education, and respect for rights. Ask the group to consider how these are related to access to the internet and digital technology for all. (Suggested response: Education is a right and the internet and digital technology today is an important tool for learning and accessing this right.)

3. Ask the group to reflect on why we deny women and girls access to the internet to advance their education or career, while men and boys are making progress by using it.

4. Facilitating together with the religious leader and using appropriate religious teachings, guide the group through a series of critical reflections on whether there are any religious injunctions against women's use of technology.

5. End by sharing examples of online learning sites that are related to religion. For example, sites that help families to learn how to read the Quran, search engines to get relevant religious literature or sites. If possible, allow everyone some time to use them on their devices.

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[3] HTTPS://WWW.PCC.EDU/ILLUMINATION/WP-CONTENT/UPLOADS/SITES/54/2018/05/GENDER-ROLE-BOXES-GL-BTQ-AND-SEXISM-EXERCISE.PDF
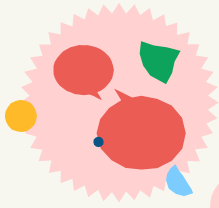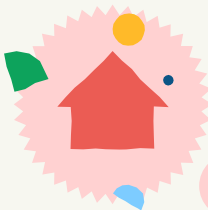
UNIT 3.4

Wrap Up

10 MINUTES

1. Drawing from the discussion, summarize the key points of the day including:

- Religion does not prohibit anyone from using the internet and technology for positive purposes.
- The internet, in particular, is a tool for learning, which Islam prioritizes by commanding all to learn and seek for knowledge.
- There are sites online that can also support religious learning for all.

UNIT 3.5

Take-Home Activity

10 MINUTES

DURING THE WEEK THE FAMILY SHOULD ENGAGE WITH TWO OR THREE RELIGIOUS CLERICS IN THEIR NEIGHBORHOOD AND ASK THEM THEIR VIEW ABOUT ISLAM AND THE USE OF THE INTERNET BY WOMEN AND GIRLS. ASK FAMILIES TO NOTE DOWN RESPONSES AND REASONS FROM THOSE WHO SUPPORT AND ENCOURAGE THE USE OF THE INTERNET BY WOMEN AND GIRLS, AND THOSE WHO OPPOSE IT. ENCOURAGE FAMILIES TO TRY AND ENGAGE THOSE WHO OPPOSE WOMEN AND GIRLS' USE OF INTERNET AND TECHNOLOGY IN DISCUSSIONS AROUND SOME OF THE POSITIVE BENEFITS. ASK THOSE WHO SUPPORT IT IF THEY ARE WILLING TO TALK ABOUT IT EITHER AT FRIDAY PRAYERS OR WITH A GROUP OF PEERS WHO YOU CAN HELP TO GATHER.
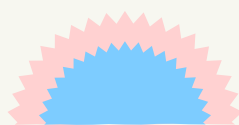
SESSION 4 DURATION **2 HOURS**

TECHNOLOGY AND MORALITY

OBJECTIVE

To encourage family members to reflect on accepted beliefs and norms that link the use of the internet and technology with a woman's expected behaviors. By looking more in depth at religious arguments, social assumptions, and negative gender norms, this week will promote the idea that technology is for all, regardless of age or gender.

MATERIALS

EPISODE 4 OF THE RADIO PROGRAM, RADIO / DEVICE FOR PLAYING THE PROGRAM A PROJECTOR

FLIPCHART PAPER AND PENS

UNIT 4.0

Let's Start

10 MINUTES

1. Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups about the discussion around religion and technology last time. Highlight that *while religion is often used as a reason for women's and girls' use of the internet to be restricted, there is actually no justification for this in the Quran and Islam's support of learning should encourage the use of the internet for all.*

2. Ask some people to share the outcomes of their take-home task. Use the following questions to guide that discussion:

    - How easy or difficult was it to find religious clerics who supported women's and girls' use of the internet and technology?
    - What were the reasons given for supporting and opposing women and girls' use of the internet and technology?
    - Were any clerics open to discussing the issue at Friday prayers or with a group of peers?
    - How easy or difficult was it to encourage those who were less supportive of women's and girls' use of technology and the internet to consider the alternative?

3. Explain that in this session you will be discussing more and reflecting on society's expectations of women and men and how this impacts us in many different ways, including our ability to access and use the internet and technology.

UNIT 4

Let's Listen

30 MINUTES

RADIO DRAMA SYNOPSIS

Kabir is talking to his campaign team about using the internet to promote his election. One member of the group talks about a politician in another town who managed to increase his votes by encouraging women to get online and support his campaign. Kabir is shocked and talks about the corrupting influence of the internet on women and girls particularly. His team disagrees and share that women and girls have as much right to online spaces as men do. Kabir listens quietly.

Haruna has started taking online courses and is doing better at school. He is excited that his dream of going to university to become a lecturer might actually happen. His grandmother says she is worried that he should be focusing on finding a wife now, but Haruna says he will meet someone

suitable for him at university he is sure. The grandmother warns him about educated women, but Haruna just laughs and says he wants a wife who is his equal.

Kabir talks to Lami about what the religious cleric said and also what the youth on his campaign team told him. He is beginning to change his opinion about the internet. Seeing her chance, Lami shares that she found Binta with a phone given to her by someone outside the family. Kabir starts to get angry but Lami calms him down and suggests that if they got her a family computer and they all learned to use the internet and technology together, then Binta would not be tempted to go elsewhere to get online and he could also start to use it for his campaign. Kabir says he will work with his team to get his campaign online and will think about Binta.

Laraba shows Binta a site she found on the internet that gives knowledge on personal hygiene. Binta reads this and is excited about learning because when she started her period, her mother did not teach her how to take care of herself. Laraba tells her she'll get a lot of information on the internet about this including what to do when she's on her period, how to use and dispose of sanitary pads, and even how to make her own.

Kabir gets a call from a friend in the city who happens to see Kabir's campaign online. Kabir is surprised at how fast and far the internet can go. The friend tells him that the internet is the way to go now when it comes to communication. Kabir decides he will get the family a device for going online. Meanwhile, Binta returns the phone to the boy who gave it to her.

BEFORE YOU PLAY THE PROGRAM, MAKE SURE EVERYONE IS SITTING COMFORTABLY AND REMIND THE GROUP TO LISTEN QUIETLY SO THAT EVERYONE CAN HEAR THE PROGRAM.

1. Play the radio program and listen together as a group.

2. When the program is finished, give everyone a five-minute break or an energizer before starting the next session.

Let's Talk

20 MINUTES

- Were there any new or positive uses of the internet highlighted in this week's episode?

- By the end of the episode, Kabir has begun to change his opinion about the internet and is thinking of getting a family device. What do you think changed his mind? Has anyone in the group changed their mind in a similar way? Do you think Kabir will receive any backlash from the community for his new behavior?

- What benefits has Binta already had from getting a phone that can access the internet? Has it had any negative effects on her?

- In the last scene, Binta returns the phone that was given to her by a boy. Which do you think is better for her, having a device from her father or a phone from a boy?

- What do you think can make the most difference in shaping people's opinions about the internet and technology, influences from religious leaders and clerics? Influence from peers? Influence from the family?

- What new idea or perspective did you come across from either the radio or the drama?

- How does this relate to your thinking before listening to the program?

UNIT 3.3

Task Time

1. Begin by having two large pieces of paper on the wall with a square drawn on each of the pieces of paper. On top of one piece of paper have the words "Man/Boy" and on the other "Woman/Girl".

2. Explain to the group that society has different expectations of women and men, girls and boys that influence everything we do, from the way we dress and behave in public, to the jobs we have, and even our access to and use of technology. Highlight how these expectations form a box around us that can shape and limit how we feel, think, and act. Highlight how, in general, we are expected to stay inside the box and it can be much harder to step outside of the box, but the rewards are greater for all.

3. Point to the pieces of paper with the squares drawn on them and say these represent the "Woman/Girl Box" and the "Man/Boy Box." Explain that everything we will discuss and write down inside the box refers to all of the gender roles, rules, and expectations we have about how women/girls and men/boys should behave, feel, and think.

4. Start with the Woman Box and ask the group to suggest words or phrases that describe how women are supposed to behave in society. If the group needs more encouragement or direction, you can ask them, *"What comes to mind when someone says act like a lady? What behaviors are we expecting from women in society? What are women and girls told their role is in society?" Write down all the responses inside the square you drew on the large piece of paper.*

5. Next do the same for the Man Box, this time coming up with words or phrases that describe men's roles and expected behaviors in society. *What does it mean to act like a man? What are men expected to do in society? Write down all responses inside the Man Box square on the large piece of paper.*

6. Now ask the group the following three questions:

    - Is use of technology/internet/social media considered generally inside or outside the box for women?

- What are the fears or behaviors associated with use of the internet/technology by women that mean it is not inside the box? (Suggested response: Not doing their household chores, being disloyal to husbands, more at risk from sexual advances and moral corruption.
- Where or who do these concerns about women and girls and the internet come from?
- What are the advantages for girls and women if they stay in the box when it comes to use of technology/internet. Are there any disadvantages? (Suggested response: Advantages – they will not be judged by others, they will be acting in a way that is expected of them. Disadvantages - they do not have access to different information and education, they will have limited work opportunities, they won't understand how to use the internet safely, they may be more likely to use the internet in secret.)
- What challenges do women and girls face trying to step out of the Woman Box when it comes to technology and the internet? How might we overcome these challenges as a family/society? (Suggested response: By supporting women and girls' access to and use of technology, by being a role models to others, by showing others that access to the internet and technology is beneficial to women and girls.)

7. Now review the Man Box and ask the following questions:

- Does the Man Box prevent boys and men from accessing the internet and technology? Why is this different from the situation for girls and women?
- What is stopping men and boys from encouraging female family members to use the internet and technology? Are there expectations from society on men to prevent women from benefiting from technology and the internet?
- What advantages are there for men to support women to step outside the box when it comes to technology and the internet? Are there any disadvantages?
- What challenges do men face trying to step out of the Man Box when it comes to supporting women's use of technology and the internet? How might we overcome these challenges as a family and society? (Suggested response: *Men could face judgement or backlash by others in the community. However, by showing others that they support women they will be a role model for positive behaviors and encourage their peers and others to not fear the internet and embrace the benefits of it for all.)*

8. Finally, ask everyone to sit in groups of two or three with members of their own sex (so women and girls together, men and boys together) and talk about what was discussed in the gender box activity. Use the following questions to guide discussions:

- How would you feel if you were in the other gender box?
- Would you like the expectations society has for you when it comes to internet and technology? Why or why not?

9. End the discussion by allowing a few groups to share what they discussed.

UNIT 4.4
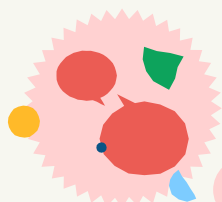
Wrap Up

10 MINUTES

1. Drawing from the discussion, summarize the key points of the day including:

- We are socialized to believe that there is a right and a wrong way for women and men to behave in society, and this includes access to and use of the internet and technology.
- Although the internet and technology are tools that can benefit us all, a person's gender can affect how they use the internet and whether or not they can access it at all.
- However, we are not confined to our gender box, many women are using the internet successfully and many men are supporting women and girls to benefit fully from the internet and technology.
- Talking about and breaking down ideas about who should or shouldn't be using the internet and technology benefits all of us!
- We cannot change alone. Everyone has a role to play.

UNIT 4.5

Take-Home Activity

10 MINUTES

DURING THE WEEK, THE FAMILIES SHOULD MAKE AN EFFORT TO NOTICE OTHERS IN THEIR COMMUNITY WHO THEY SEE AS STEPPING OUTSIDE OF THEIR GENDER BOX IN A POSITIVE WAY, PARTICULARLY RELATED TO THE FAMILY'S ATTITUDES AND BEHAVIORS TO THE INTERNET AND TECHNOLOGY. HOW ARE THEY PERCEIVED BY OTHERS IN THE COMMUNITY? WHAT ARE THE POSITIVE VALUES YOU SEE IN THEM? HOW HAS THEIR CHOSEN BEHAVIOR BENEFITED THEM AS A FAMILY? ASK FAMILIES TO NOTE DOWN THEIR OBSERVATIONS AND BRING THEM TO THE NEXT SESSION.
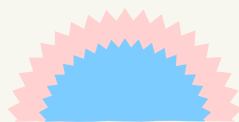
SESSION 5 DURATION **2 HOURS**

SAFETY AND SECURITY ONLINE

OBJECTIVE

To highlight how to stay safe while using the internet and learn the importance of communication within the family to ensure everyone is open and safe while using the internet.

MATERIALS

TABLE 8.1 TO DISTRIBUTE TO FAMILIES

COPIES OF THE SMART POSTERS TO DISTRIBUTE TO FAMILIES

DEVICES FOR THE GROUPS TO USE TO CHECK THEIR PASSWORDS

FLIPCHART PAPER AND PENS

UNIT 5.0

Let's Start

10 MINUTES

1. Welcome the families and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups that they discussed the Gender Box and how women and men are often confined by the roles and expectations placed on them because of their gender. Highlight that while a person's gender and a fear of the moral impact of the internet is often used as a reason for women and girls use of the internet to be restricted, in reality many women are

using the internet successfully and many men are supporting their wives and daughters to benefit from all the positive aspects of technology.

2.   Ask some of the participants to share the outcomes of their take-home task. Use the following questions to guide that discussion:

- How easy or difficult was it to find examples of people stepping outside of the Gender Box when it comes to technology? For example, did anyone find women and girls using the internet and technology openly? Or men who support women and girls use of the internet and technology?
- How were they perceived by others in the community? Had they faced any issues or backlash?
- What were the positive values you saw in them? And how were they benefiting their whole family?
- How easy or difficult was it to encourage those who were less supportive of women and girls use of technology and the internet to consider the alternative?

UNIT 5.1

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

Idi comes home to find Hadiza on her phone in the same spot where he left her. He cautions her about not neglecting her house chores and business and spending too much time on her phone. Hadiza tells him that she is working on her business and has already sold three things that day. She tells him that she has done the washing and cleaning but has not started on dinner yet. She reassures him that she has finished her house chores, but jokes that he still has his to do! Idi says he is happy to help Hadiza so that she can focus on her business as it is benefitting the whole family.

Laraba visits Binta and asks her why she has not responded to her messages she sent on Facebook. Binta gets upset and says that she has not used her account for a couple of days, because she was getting unkind and abusive

comments from people on her social media pages. Binta shows Laraba what has been posted on her site. Laraba counsels Binta on how to respond to internet bullying and attacks. She tells her not to respond to those comments and explains how she can block people and also report them. She warns Binta again not to ever meet anyone in person who approaches her only online. Binta thanks her and laments that there is so much to learn about keeping safe and secure online.

Idi and Hadiza are talking about how a friend's mobile banking was recently hacked. Idi is concerned that something similar could happen to Hadiza now that she has a corporate account for selling clothes. Hadiza shares what she learned in a recent workshop for online entrepreneurs about online security, including how to create a strong password and set up protections on your account. Idi is happy that his wife was able to attend such a workshop.

Mustapha's friends are asking him to join yet another quick money making scheme. He is not convinced as he has not seen any returns from the last one. Another friend cautions Mustapha to stay away from these scams. He has heard a rumor that Mustapha's friends have been hacking into people's accounts and stealing money from them.

Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear.

1. Play the radio program and listen together as a group.

2. When the program is finished, give everyone a five-minute break or an energizer before starting the next session.

UNIT 5.2

Let's Talk

20 MINUTES

BRING EVERYONE BACK TO THE MAIN GROUP. ONCE EVERYONE IS SETTLED, BEGIN THE REFLECTION OF WHAT THE GROUP JUST LISTENED TO WITH THE FOLLOWING QUESTIONS:

- What new things did you learn from the radio drama today?

- How has the internet benefitted different characters in today's episode?

- Why is it important that Idi support Hadiza's online business ensuring she has enough time to devote to it? How will it benefit the family as a whole?

- What tips did Hadiza share on how to guard against having your account hacked? How many of you do these things to protect your online sites?

- Binta is suffering with online bullies. Have you ever been the victim of online abuse or bullying? What difference do you think it would have made to Binta if her family had spoken to her about how to handle online abuse?

- Idi and Family had a discussion about the internet together. Why do you think it is important for families to talk openly and together about their use of the internet?

UNIT 5.3

Task Time

40 MINUTES

- Explain to the participants that for today's activities the group is going to look more closely at safety online. Highlight that "a lot of us have heard different stories about what could happen to us or our family members online, but often we can protect ourselves by taking a few simple steps. In this way, we realize that our concerns, while valid, should not stop us or others in our family using the internet."

- Inform the participants that because men and women, adults and children have different perceptions about the internet and different security concerns, they will be doing the first part of the activity in peer groups. Arrange everyone into peer groups so there is a father group, mother group, daughter group, and son group.

- Give each group a large piece of paper and pen and ask them to discuss and note down any concerns they may have around how their safety online could be compromised. Remind the groups to think specifically

about their own safety and that of others in their group, rather than focusing on the safety concerns for other members of their family.

- Give the peer groups five minutes to work on their lists and then return to the main group to share and discuss what they've written altogether.

- Once each group has fed back to everyone, facilitate a brief discussion using the following questions as guides:

  - How are the security concerns of men, women, children, and adults different? Are there any concerns that are the same across all groups?
  - Who has had any of these security breaches actually happen to them or to someone they know?
  - Which of these are actual safety and security related (such as hacking, cyberbullying, phishing, identity impersonation, identify theft, etc.) and which are based more in our general perceptions about the internet (e.g. the perception that the internet is an immoral space, that people using the internet are bad people, that women on the internet are more likely to watch porn, etc.)
  - Have any of the parents sat with their children to talk about the potential dangers of the internet and how to best protect themselves against it?

1. Close this part of the discussion by using the table in the facilitators notes to highlight simple strategies for being more secure online and addressing the fears mentioned by the groups. Share the table and the SMART poster (https://cycaonline.org/staff-resources/internet-safety-resources/attachment/new-internet-safety-poster/) at the end of the session with all families.

2. Explain to the group that one of the easiest ways we can protect ourselves online is by making our passwords stronger. Use the facilitator's note below to talk about what a password is, why it is important, and what makes a password strong or weak.

3. Highlight that "whenever you register an account, you create a username through which the account will identify you. Associated with the username is a password. The username is a unique identity which you create. It may be your real name, combination of names or other words unique to you. No one else can have the same username as you. The password is like a key to padlock, or a combination lock on a safe and you use it to unlock the account. A password may consist of letters, numbers, and special characters. The harder the password is to guess, the less

likely that it can be discovered. Often when someone's account is used without them knowing, it is because the password has been broken into.

4. Share the below most common ways that a password can be stolen:

- Sharing your password with others
- Using a device (particularly in a public place such as at college, in school, at work, or in an internet café) without logging off
- Disclosing to an unknown online service request for password
- Using one password across different platforms
- Storing your password in a place is easily accessible to other people such as on your phone.
- Allowing others to watch you type your password.
- Having a short password or one that is linked to you (like your name or your child's name)

5. Ask if there is anyone in the group who had their password breached and let them share the experience.

6. Split the group into those who have an email account, online banking, social media account, or other online account with a password and those who do not have any online accounts that require a password. One facilitator should work with those who have passwords and show them the site https://howsecureismypassword.net/. This site tells you if your password is strong or weak. Let the group play with it for a while and try to come up with the strongest passwords they can.

7. For those who do not have any passwords, the facilitator should ask them to think of one they can use in the future and test its strength.

8. Find out who in the group had the most secure password according to the site. Make sure no one shares their passwords with anyone else in the group.
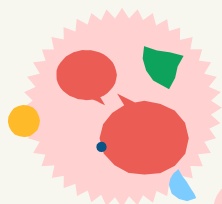
UNIT 5.4

Wrap Up

10 MINUTES

DRAWING FROM THE COMMENTS MADE THROUGHOUT THE SESSION BY THE PARTICIPANTS, SUMMARIZE THE KEY POINTS OF THE DAY, INCLUDING:

1. While there are many risks online, most of these can be avoided or lessened by being aware, being SMART, and using simple strategies to ensure yourself and your information is protected.

2. Passwords are key to protecting ourselves online, so always make sure your password is strong and change it regularly.

3. Banning others in your family from the internet does not protect them, what protects them is ensuring they are informed and aware of how to be safe online. Having regular conversations as a family is key to ensuring all family members are not at risk.

4. As a precaution against breaking, use the free service at https://howsecureismypassword.net/ to test how strong your password is

UNIT 5.5

Take-Home Activity

10 MINUTES

Ask each family to take 15 - 30 minutes before the next session to discuss the different concerns or negative experiences each of them have had using the internet and come up with 10 family guidelines (similar to the SMART guidelines) for staying safe online. These should include how long everyone can spend online, what sites everyone can use and what everyone should do to ensure they are safe. The rules should be the same for all members of the family. Once decided, all family members should agree to follow these guidelines and to regularly talk openly and honestly together about how they are using the internet as a family.

Some healthy ways to protect yourself online

THREAT	RESPONSE
Viruses can harm your devices, corrupt your files and be used to steal your credentials.	Never click on a suspicious link or an email containing a link from an untrusted source.
False identities – people are not always who they say they are online and can set up false accounts to exploit others.	Do not accept friend requests from people you do not know. Even if they are friends of friends. Try to only accept requests from people you have met or know personally. Parents can become "friends" with their children online, allowing them to see what their children post and who they are friends with. This should be agreed upon the parent and the child and used only for the child's safety. Never agree to meet anyone offline who you only know online.
Your posts could be used to blackmail you or gain personal information from you.	Make sure that whatever you post it is not confidential or something that relates to your privacy. Never share anything personal (photos or information) in a WhatsApp message or via social media (even with a friend).
Giving out too much information about your location online can result in people targeting your property because they know you are not home or targeting you because they know your location.	Avoid making posts that tell others where you are, or that you will be away from home for a long time. If you do post any photos of a holiday or time spent away from home, do it once you are back.
The internet can be addictive.	Be disciplined and set a time limit on how long you will stay online, set limits for your children's "screen time," avoid having personal devices or screens in your children's bedrooms. Have a day a week that the whole family is "screen free." Talk to your children about what is a healthy amount of time a day to spend online. Seek help if you think your screen time is interfering with your life, work, or personal interactions with others.

Some content on the internet is not suitable for children.	Most sites like YouTube have child safety settings/parental controls. Make sure you set these up before allowing your child to browse. Explain to your child that they should speak to you if they see anything online that makes them uncomfortable.
Your privacy may be invaded through your webcam.	Always be aware of your camera and make the habit of switching it off if you are not using it.
Your site can be hacked or your personal information can be stolen.	Your password is what protects your sites. Change your passwords at regular intervals, choose a strong password, do not use the same password for different accounts, and never share your password with anyone.
Even if you delete social media posts, they may still be available online.	Post only what you are certain you want to share with the public and that which you don't mind being in the public domain for a long time.
Your documents could be stolen by using a public unsecured network.	Avoid using public internet networks. Check that an internet connection is secure before using it to access personal accounts.
You could be the victim of a scam if you make transactions on unsecured platforms.	Do not make purchases or transactions on an unsecured site. Make transactions only on Secure Hypertext Transfer Protocol (HTTPS) websites as opposed to the regular Hypertext Transfer Protocol (HTTP).
There are different scams on the internet that can exploit you.	Always carefully check email addresses, especially those asking you to carry out a transaction. Don't just believe you are on a legitimate website. Always confirm by carefully reading the URL. Do not give any personal information to people or companies that approach you online and you don't know.

Online abuse and harassment

Do not respond to online bullies. If someone posts a harmful or upsetting comment or sends an email or WhatsApp with inappropriate content, ignore it. Many sites such as Facebook, Instagram, Twitter have options to report someone who is posting abusive or harmful content. You can also report it to the police if you feel your personal safety is at risk. Above all, talk to someone about it – a family member, friend, or trusted adult.

If you see someone being bullied or abused online or are asked by a friend to be part of online bullying, stand up against it. Online bullies, like all bullies, are usually cowards and will back down if their peers do not tolerate their behavior.

*Your metadata online leaves a trail that others can follow.*

Learn to browse privately. Most popular web browsers today have the ability to let you enter a special private session. It's called different things depending on which browser you're using; Google Chrome calls it "Incognito Mode," Microsoft Internet Explorer calls it "InPrivate Browsing," and Mozilla Firefox just calls it "Private Browsing."

Don't fall victim of identity theft or impersonation.

Be sure the person you are chatting with is actually the true person.

Hacking

Create strong password by using a combination of letters, numeral, and special characters.
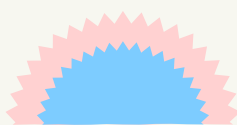
ONLINE HARRASMENT / USING SEARCH ENGINES

OBJECTIVE

This week will follow two objectives. The first is to help families understand how to access and use the wealth of information available to them online, and the second is to continue the discussion from last week around internet safety, but with a particular focus on online harassment of women and girls.

MATERIALS

ROLE PLAY SCENARIO 1 AND 2

INTERNET SOURCE AND LAPTOP OR AN ANDROID PHONE

FLIPCHART, PAPER, AND PENS

UNIT 6.0

Let's Start

10 MINUTES

1. Welcome the families and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the group about the importance of strong passwords and the SMART

approach to internet safety. Highlight that *often parents feel that banning their children is the safest way to protect them from the internet and mobile technology, but as it is such an integral part of our lives, it is better to educate our children and ourselves about how to navigate the potential risks and stay safe online while enjoying all the benefits.*

2. Ask participants if anyone wants to share the outcomes of their take-home assignment to create a set of family guidelines for using the internet and mobile technology. Use the following questions to guide discussion:

    • What did everyone feel was important to include in their guidelines?
    • How did the you ensure that everyone was able to contribute and agree to the guidelines?
    • Did anything unexpected come up in the conversation?
    • What benefits will these guidelines bring everyone in the family?

3. Once two or three families have had a chance to share their thoughts and experiences, bring the conversation to a close and explain that this week they will be continuing the discussion around internet safety, but also learning more about how to access and use the wealth of information available online. Explain there is a lot to get through this week, but it will be worth it!

UNIT 6.1

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

Kabir confides to his wife, Lami, how he is almost out of money due to the cost of his campaign. He says he needs to find some more money fast to print out posters and reach out to as many people as possible. At that moment the debt collectors arrive and warn Kabir and Lami that they need to pay their debts soon or face the consequences.

Kabir is in a meeting with his campaign team and tells them that they may have to give up the race as he is running out of money. They plead with him again to consider the internet, stating that he could launch a large campaign online at a fraction of the cost he is spending on posters. They

also tell him how he can set up a campaign fundraiser to raise money from supporters. Kabir agrees to give it a try.

Mustapha is hanging out with his friends. He shows them a picture of a girl and tells them how he has been sending her messages online. His friends comment that he knows her and she is getting married next month. Mustapha laughs and says he doesn't care, he knew something was up as she never responded to his messages. He says that he will keep sending them anyway. Why not, she is a beautiful girl and if she didn't want his attention she wouldn't be online. Mustapha's friend Tabo chides him for harassing girls online, saying that it is men like him who give the internet a bad reputation and make it harder for women to come online.

Laraba is showing Hadiza how to use search engines online to see examples of good branding and packaging for her products that she is selling. Idi comes in and says that she should also search entrepreneur funding, saying he had heard of a government scheme that was loaning money to women entrepreneurs who were using online technology to grow their business.

Haruna is meeting with a friend who laments at how he failed his last assignment because he copied and pasted from the internet and much of what he copied was not correct anyway. Haruna explains how universities can check if you have just copied someone else's words directly from the internet and that it is important not to believe everything you read there. He shows him how to find good sources online and how to acknowledge the source so he is not accused of plagiarism.

Kabir is getting frustrated trying to use the new family computer for his campaign. Binta comes in and shows her father how to set up a social media account and how to use it for his campaign, including using hashtags. Kabir is impressed and excited by his daughter's knowledge and the potential for online campaigning.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear.

2. Play the radio program and listen together as a group.

3. When the program is finished, give participants a 5-minute break or an energizer before starting the Let's Talk session

Let's Talk

20 MINUTES

1. How did you find today's episode?

2. Why do you think Haruna tells Binta not to respond to the internet bullies but just to ignore them/report them? (Suggested response: Because most bullies are actually interested in getting the attention of the victim so responding to them means inviting further communication from the bully. Also, most social media platforms have mechanisms for reporting content or users that breach their codes of conduct.)

3. What was your reaction when Tabo tells Mustapha that he should not harass girls online/using social media or WhatsApp? Why is it important for men and boys to stand up to their peers on this issue? How does male harassment online affect women and girls' access to and use of the internet/smart phones? (Suggested response: If women are continually harassed online, they will not feel safe and therefore will not get the benefits of the internet. Also, many fathers and husbands restrict their wives and daughters' access to online spaces because they fear that they will be harassed and/or abused. It is important to talk to men about not harassing women online, rather than simply stopping women from going online.)

4. How many different ways did people in today's episode use the internet and technology to find out information? What were the cautions that went along with using the internet for research and information? (Suggested response: Making sure the sites are reputable, not believing everything you read on the internet, not just trusting the internet when it comes to medical advice but using it for additional or initial information about a condition, not copying and pasting words from the internet and claiming them as your own, i.e. plagiarizing.

5. Beyond those mentioned, let participants suggest ways in which the internet can help as a research tool.

Task Time

45 MINUTES

1. Before beginning task time, split the group into male and female participants and ensure they have two separate rooms to work together on the activity and discussion. Explain you are doing this so that there are fewer people in the room and also to give everyone a chance to talk openly about some of the issues that will be covered. The female facilitator should stay with the women and girls and the male facilitator should go with the men and boys.

2. Explain that there are two activities in this task time; the first is a role play and the second is a learning task about online search engines.

3. Once the groups are separated, tell them that they will start with the short role play. Ask for three volunteers to take part in the role play. Explain that one will be the father, one the mother, and one the daughter. Ask those assigned the mother, father and daughter characters to come to the front and show them the scenario below:

SCENARIO 1
The mother and father have just been told by their neighbor that their daughter was seen talking to a man who was not known to the family. They are very angry that their daughter has done this and blame the influence of her phone and use of social media. The father is upset that he has been shamed in front of his neighbor by his daughter's actions. The daughter tries to explain that it is not her fault. He does not want to hear his daughter's excuses and she leaves.

4. Once the three volunteers have read the scenario ask them to quickly discuss and come up with a role play to present it to the rest of the participants. In this scenario we do not find out the real story from the daughter.

5. After the role play is complete, use the following questions to guide the discussion:

- Is this a scenario that may happen in your own family or community?
- Who typically would others in your community consider at fault/to blame in this scenario?
- How do you think the daughter feels? How do the parents feel?"

- What should the parents do in this situation?

6. Now ask for three more volunteers to play the mother, father, and daughter and show them Scenario 2 below. Once they have read this scenario, ask them to perform the role play again, but this time instead of getting angry, the parents listen to the daughter.

SCENARIO 2

The daughter did meet with an unknown man that she met online, but only because he told her that he was a math tutor and she wanted help as her parents had been upset at her for her bad scores in math. When she met with the man, she realized that he was not who he said he was and managed to run away. She was very scared by the incident, particularly as she told him her real name and where she went to school. Since then, he has continued to send her inappropriate messages to her WhatsApp and social media accounts. People at school have seen the messages and started talking about her and she is very upset by it all. She wants it to stop but doesn't know what to do.

7. After the role play is complete, use the following questions to guide the discussion:

- Which scenario had the most positive outcome for everyone involved? Why was this?
- Did the second scenario change the way you think about who is at fault? Did it change what the parents should do?
- What would you do if this happened to your daughter/sister (asked in the male group)? What would you do if this happened to you/your daughter in this situation? (asked in the female group).
- If the parents take away her phone is the situation solved? (Suggested response: *No. the girl is still at risk as the person has personal information about her and could find her at school, the person has not been stopped and even if she is not on her social media accounts, he can still post things about her for everyone to see. The girl does not know how to protect herself in the future. She has lost all the benefits of the internet/technology without reducing her risk.)*
- Do you think girls are harassed more online? Why is this and who is at fault? (Suggested response: *While everyone can face abuse and harassment online, girls do face more gender-based harassment online. Some people in our society blame the girl or woman saying that she should not be online in the first place. But women and girls have just as much right to be in online spaces as men and boys. Just*

because a woman or girl chooses to go online, it does not mean she should be harassed. Often we need to have these conversations with men about not harassing women and girls online, rather than stopping women and girls from going online, or blaming them for being victims to online abuse).

- Would parents ban their son from the internet and technology if he was found to be harassing girls online? Why do you think we treat girls and boys differently in this scenario?
- How can fathers be the allies of their daughters (asked in the male group)? How can mothers be the allies of their daughters (asked in the female group)?
- What role do other young men and boys have to ensure that online harassment of women and girls is not tolerated?

ACTIVITY B

8. Keep the female and male groups separate for this second activity (just to give everyone more chance to practice). Tell the group that they are now going to learn more about search engines and learn to research online harassment and how to protect yourself against it.

9. Ask the group to share examples of search engines and the kind of uses we may have for searching the internet (Suggested response: Academic, work related, findings old friends, finding the best price for something, understanding health issues etc.)

10. Explain what makes a good search term in Google. What kind of information should you provide to get the most accurate answers? (Suggested response: short, clear, just a few key words).

11. Ask everyone to work in groups of three and search the internet and find information on how to avoid online harassment and what to do about reporting it.

12. Give the groups five-minutes to research and five-minutes to provide feedback. If any information is missing about reporting online abuse, provide additional information.

13. End by explaining that while the internet can be a great source of information, we cannot trust everything we read and must always try to check where the information we are getting is coming from. Explain that we will discuss this in more detail in an upcoming session.

UNIT 6.4
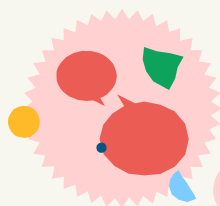
Wrap Up

5 MINUTES

1. Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- That the internet has a lot of great information that can help us as a family in so many ways. To navigate all this information, we use tools called search engines.
- When using a search engine such as Google, Yahoo, Bing, AOL, Ask. com, Internet Explorer and Mozilla FireFox, consider what you put in as your search term so that you get the information you need.
- While we can access lots of information online, we cannot trust all of it and if we are using it for work or academic purposes we should not simply copy and paste without checking the facts and also acknowledging the original author.
- Just as there can be fake information online, people in our community can also give us fake information and we should always try to listen to each other as a family to solve our problems together rather than jumping to conclusions.
- It is the role of all of us to keep the internet a safe place and stand up against internet harassment and abuse, particularly towards women and girls.
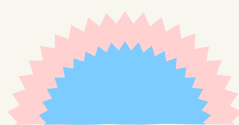
UNIT 6.5

Take-Home Activity

5 MINUTES

Ask the families to think of a dish that they are interested in eating but don't know how to make. They should work together to use the internet search engine tips they learned today and search for a recipe for this dish. Everyone in the family should be involved in the searching, the cooking, and the eating of the food!

SESSION 7 DURATION **2 HOURS**

BRIDGING THE GENDER DIGITAL DIVIDE

OBJECTIVE

To understand what is meant by the term "gender digital divide" and help participants to begin to build the skills required to bridge the divide. This will include both the hard skills women need to overcome the digital divide and the softer skills and strategies men need to better support women's access to technology.

MATERIALS

PROJECTOR AND SCREEN

FLIPCHART, PAPER, AND PENS

UNIT 7.1

Let's Start

10 MINUTES

1. Welcome the families and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups about the discussion on search engines and how they are a vital tool to navigate and make the most of all the information on the internet. Highlight also how the discussion last week touched on internet harassment and how it is up to all of us to stand up against the perpetrators of online harassment and not blame the victims.

2. Ask some of the families to share the outcomes of their take-home assignment using the following questions to guide discussions:
- Which search engine did they use to find the recipe?
- Did everyone prepare the food together? How was that?
- Did it taste good!?

3. Remind groups that in one of the earlier sessions they talked about the gender digital divide and ask if anyone remembers what that is? *(Suggested response: The gender digital divide is the gap that exists between the number of females versus the number of males who use and benefit from the internet and technology).* Explain that we will continue to discuss more about the gender digital divide this week and how we can all help to bridge the gap.

UNIT 7.2

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

The drama opens in Laraba's class. The teacher asks the students who has email addresses. Most of the boys do but Laraba and Binta are the only girls. The teacher talks about the benefit of the internet for all and explains the concept of the gender digital divide and how it is negatively impacting the ability of girls to progress at the same level as boys. He asks everyone to set up an email account as part of their homework.

Laraba is at her classmate's house and they are talking about the homework set by the teacher. The mother overhears and asks why the teacher would be asking such things, especially from girls. She tells them they have other priorities like preparing food, not wasting their time and money on technology. Laraba tries to persuade the mother about the benefits of the internet and technology, but the mother is adamanat.

Hadiza tells Idi that she got the loan from the government and she is going to use it to start branding and properly packaging her items. Idi is very proud of his wife and they talk excitedly about how they can make improvements to the shop that is being rebuilt with the money that Hadiza is making. At

that point Mustapha comes home and Idi chides him for his lazy behavior and choice of friends. Idi tells Mustapha that the shop will be rebuilt soon and that he will need to start working in it and earning money for the family. Mustapha argues back, saying that he will make his quick money one day, but Idi does not want to hear and says his decision is final.

Kabir goes to visit the school principal to talk about using the school space for a meeting with his supporters. The principal is with the teacher who tells Kabir how impressed he is by the improvements in Binta's schoolwork. Kabir says that allowing her to use the computer for school assignments and learning has really helped her and urges the principal to do more to help other girls benefit, saying it is often hard for them to learn about technology at home. The principal promises to bring someone in to who to teach the class about technology and the internet. Kabir suggests that this person should be a female role model who has benefitted from the internet in her career.

Kabir's campaign team are talking about how popular his social media accounts are getting. When Kabir walks in they all cheer and tell him he is up to 20,000 followers already. They laugh and joke about how he used to be against the internet and social media.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear.

2. Play the radio program and listen together as a group.

3. When the program is finished, give everyone a five-minute break or an energizer before starting Let's Talk.

UNIT 7.3

Let's Talk

20 MINUTES

- What new things have you learned from the radio program today – either the drama or the interview section?
- Which part of the program did you enjoy the most?
- When the teacher asked who had an email address, only two girls in the class did. Is this the usual situation in your communities?
- How common is the mothers' view that internet and technology is not important for girls in your community? What do you think? For those who disagree with Amirah's mother, would you say to convince her otherwise?
- When the teacher suggests having someone come in to the class to talk about technology, Kabir suggests a woman – why is it important to have a woman talk on these issues? How many women can you think of that have careers in technology? Why do you think it is so few?

UNIT 7.4

How Can We Bridge The Digital Divide?

45 MINUTES

1. Ask everyone in the room to stand in a line and explain that you will read out a number of questions to which the answer is either yes or no. Add that if they answer yes, they should take a step forward, and if the answer no they should take a step back. If there are too many people to stand in a line in the room, either move to a bigger space or ask for five female and five male volunteers (mix of parents and youth).

2. Read out the following questions, ensuring that everyone takes either a step forward or a step back after each question:

- Do you have a smart phone?
- Do you have an email address?
- Do you use social media?
- Have you used a computer at school?
- Do you use a computer at work?
- Do you feel encouraged by others to study digital or tech related courses at school or in your spare time?
- Do you know someone who is the same sex as you that works in tech or digital industries?
- Do you know someone who is the same sex as you who has been harassed online?
- If someone offered you a job in the tech or digital industry would you feel comfortable accepting it?
- Do you worry about your safety or your reputation if you use a smart phone/internet device?
- Do you worry about your safety or reputation if you go to an internet café or other place where you can use public devices?
- Has anyone negatively commented on or criticized your use of the internet/technology?
- Has anyone stopped, blocked, or banned your use of the internet/digital technology?

3. Ask the participants to reflect on how the room looks. What you should see is that the men have mainly taken steps forward, while the women have mainly taken steps backwards as each question was asked.

4. Use the following questions to guide further discussions:

- Who has stepped forward the most? Is it young men or older men? Who has stepped back the most? Young women or older women?
- Were you surprised at the division in the room between men and women?
- Were you surprised about some of the questions that other participants answered no to?
- What does this exercise show us? (Suggested response: *That there is a big gap between men and women when it comes to internet and technology and some women are more impacted than others.)*
- What are the broader implications of this gap? (Suggested response: *The gender digital divide places women and girls at a serious disadvantage. The internet and technology are crucial in our own lives and our community development, from access to education and learning, to improved economic opportunities and the ability*

to participate in communications and decision making beyond the immediate family. Also, not all women are equally disadvantaged; age, education, wealth all can impact a woman's experience of or access to technology.)

5. Divide the participants into family groups. Ask them to spend five-minutes as a family reflecting on how the gender digital divide is evident in their family, how it impacts them, and what they can all do to bridge that gap. Questions they should consider during this discussion include:

   - Do the males in the family have more access and spend more time on the internet? If yes, what can we do as a family to make this more balanced?
   - Are the boys in the family more encouraged at school and at home to learn digital skills? If yes, how can we encourage our daughters too? What skills would they like to learn?
   - What skills do the mothers want to learn to benefit more from the internet? What could they do with these skills to benefit the whole family?
   - What role can fathers take in bridging the digital divide in the family? How can he support his wife and daughter?

UNIT 7.5
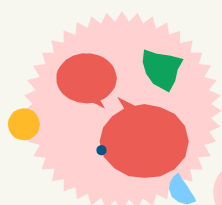
Wrap Up

10 MINUTES

DRAWING FROM THE COMMENTS MADE THROUGHOUT THE SESSION BY THE PARTICIPANTS, SUMMARIZE THE KEY POINTS OF THE DAY, INCLUDING:

1. Limiting women and girls' access to the internet has the effect of widening the development gap between men and women thus slowing the development of the entire society. The restrictions placed on women and girls also robs families of additional income that these family members could make as a result of their engagement with these tools.

2. The gender digital divide is a societal issue, but we can start to address it within our own families by being aware of who has the most access to the internet and trying to balance that out, encouraging men and women in our family to positively use internet in their lives.

3. If everyone in the family can benefit from the internet equally, then everyone can contribute to the development of the family equally.
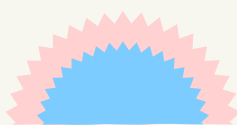
UNIT 7.6

Take-Home Activity

10 MINUTES

During the week, everyone in the family should be aware of different ways everyone notices the gender digital divide in homes of friends/family, in school, at work, and more broadly at the leadership/government level. Note these down and bring the notes to the next session.

SESSION 8

DANGERS OF FAKE NEWS

OBJECTIVE

To better understand what is meant by fake news and how to spot it.

MATERIALS:

PROJECTOR AND SCREEN

FLIPCHART, PAPER, AND PENS

UNIT 8.1

Let's Start

10 MINUTES

1. Welcome the participants and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups about the discussion around the gender digital divide last time. Highlight that while the gender digital divide is a global issue, we can start to make changes to address it in our own family by encouraging the use of the internet and technology for all.

2. Ask some of the participants to share the outcomes of their take-home assignment. Use the following questions to guide that discussion:
    • What different ways did you notice the gender digital divide in other families in your communities?

- What about at school or higher up at leadership and government levels?
- Were you able to talk to their family, neighbors, and others about the gender digital divide? What were their responses to it?

3. Explain that this week you will be talking about fake news, how to spot it, and why we should not trust everything that we read or see online.

UNIT 8.2
Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

Kabir and one of his youth campaign helpers discuss the success of Kabir's social media account, which is gaining in popularity each day. The youth suggests to Kabir that he should use his social media account to spread rumors about his opponent and gain even more popularity. He says spreading "fake news" is a tactic that many politicians use as people tend to believe what they see on social media without questioning it.

Kabir does not like the suggestion and tells the young campaigner that he is going to win for his honesty, not for spreading lies and misinformation. Hadiza and Laraba are working on a logo and name for their business. They talk about some of the issues they are facing with delivery, but it seems Hadiza may have found a solution.

A young female tech entrepreneur comes to the school and tells the students how to use the internet to build skills. She also tells them how to spot fake news and why they should not believe everything they read on the internet.

Kabir demands that Haruna goes to see the girl his grandmother has chosen for him to marry. Haruna states that he is not interested in getting married now, as he wants to focus on his studies. Kabir informs him that his decision is final, he will marry!

Lami is complaining that Kabir does not give her enough money to buy the food and other things they need in the house. Binta suggests to her mother that she start a small business and earn her own money like Hadiza. Lami says she could not go through the stress of starting her own and she does not want to be compared with Hadiza.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone can hear.

2. Play the radio program and listen together as a group.

3. When the program is finished, give everyone a five-minute break or an energizer before starting the discussion.

UNIT 8.3

Let's Talk

20 MINUTES

BRING EVERYONE BACK TO THE MAIN GROUP. ONCE EVERYONE IS SETTLED, START THE DISCUSSION WITH THE FOLLOWING QUESTIONS:

- What did you think about the young campaigner's suggestions of spreading false rumors about an opponent? Do you think this is a tactic that politicians and others use in Nigeria?
- What do think would can be the consequences of spreading fake news?
- What advice did the tech entrepreneur have about spotting fake news?
- Offline, what is the equivalent of spreading this type of "news"?

Understanding Fake News

45 MINUTES

1. Ask the group what they think about the term "fake news"? Go on to explain how stories can be created (or altered) to present misleading information as news or as true facts. This is done often to damage the reputation of a person or an organization or to get people to question what they are being told by others (use the facilitator's notes to help you with this explanation).

2. Talk about the various ways in which fake images and video can also manifest on social media including manipulations of pictures, digitally altering video to create false impressions, using old pictures to illustrate an event that is not related to them, using pictures of different events to illustrate another entirely different event, changing some of the specific particulars of an event that had occurred, etc.

3. Use an actual fake news piece to illustrate to the participants some of the techniques that can be used to verify where a story is true or not. This could include taking a manipulated picture and use it to show the participants how images are manipulated and use the "reverse image search" tool to verify the manipulation embedded in the picture.

4. Use the facilitators' notes below to discuss with the group the importance of not believing everything you see, read, or hear online.

5. Highlight to the group that if they come across something that they believe is fake or a rumor, they should report it and should definitely not share it with anyone else.

6. Explain that damaging rumors can also be spread between friends, including about people you know. Just like spreading rumors in the real world can have devastating consequences, when these rumors are spread online, it can be even worse. Give the group a few minutes to suggest why it might be worth before sharing the following: "Rumors spread online or through social media can reach more people much faster and once you create and share something online–an image, a

post, a rumor, a lie–you can no longer control who sees it and it is very difficult to delete, so it will likely always be online."

UNIT 7.5
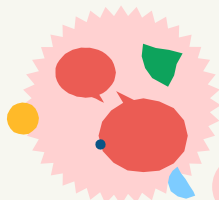
Wrap Up

10 MINUTES

DRAWING FROM THE COMMENTS MADE THROUGHOUT THE SESSION BY THE PARTICIPANTS, SUMMARIZE THE KEY POINTS OF THE DAY, INCLUDING:

1. Explain to them that fake news is the creation of stories about events or people that did not occur or distorting facts to create a false narrative or to manipulate facts to change the context and content of the event. Rumors are one example of fake news that can be shared about people you know.

2. Fake new can also be the manipulation of images and video to tell a story that did not occur or distort an event that occurred or alter the content of an image or video so as to tell an entirely different story.

3. In the context of news dissemination, fake news could also include the use of old pictures to illustrate recent events or events that occurred elsewhere to manipulate the audience's reaction or perspective.

4. Fake news and rumors spread online about individuals impinge on the integrity of the individuals concerned and can have serious repercussions on them and their ambitions.

5. When using social media, we must maintain a skeptical attitude and not to believe things that we see without confirming to ascertain their veracity and authenticity.

UNIT 7.6

Take-Home Activity

10 MINUTES

Ask each family unit when they go back home and discuss rumors they heard in their neighborhood. Were any of these spread through the internet or via WhatsApp? How did people react to them? How could they have helped to cut the circulation of these on the internet?

FACILITATOR'S NOTE

Fake news is not new phenomenon in news dissemination. What is new is the speed with which it can be spread and the massive amount of it that is disseminated on a daily basis. Apart from manipulation of images and videos, the manufacture and dissemination of rumors or untruthful content is common kind of fake news. Fake news has become a major political problem as it is used during election campaigns to discredit, blackmail, or otherwise harm candidates by spreading false information about them. Fake news can be created and disseminated in ways; by individuals, groups, governments, or software such as Twitter bots. Researchers have asserted that over 24% of tweets are created and disseminated by bots. A Twitter bot is a type of bot software that controls a Twitter account and can be customized to generate and disseminate multiple tweets a day. Proper usage includes broadcasting helpful information, automatically generating interesting or creative content, and providing automatic responses to people as part of a service. Improper usage includes sending bulk tweets, violating user privacy, spamming, and pretending to be a real person. A university in the United States has created a site https://botometer.osome. iu.edu/ that gives twitter accounts/handles a score – the higher the score the more likely it is a bot.

The International Federation of Library Associations and Institutions (IFLA) published a summary in diagram form (see below) to assist people in recognizing fake news. Its main points are:

1. Consider the source (to understand its mission and purpose).
2. Read beyond the headline (to understand the whole story).
3. Check the authors (to see if they are real and credible).
4. Assess the supporting sources (to ensure they support the claims).
5. Check the date of publication (to see if the story is relevant and up to date).
6. Ask if it is a joke (to determine if it is meant to be satire).
7. Review your own biases (to see if they are affecting your judgment).
8. Ask experts (to get confirmation from independent people with knowledge).
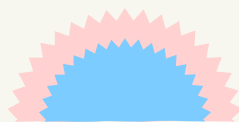
DURATION 2 HOURS

ROLE OF THE COMMUNITY

OBJECTIVE

To understand the different assets in the community and begin to identify who could become allies in support of women and girls' access to and use of technology.

MATERIALS

EPISODE 9 OF THE RADIO DRAMA AND SOMETHING TO PLAY IT ON

NAME TAGS AND STATEMENTS (PHOTOCOPIED AND CUT OUT BELOW)

FLIPCHART, PAPER, AND PENS

UNIT 9.0

Let's Start

10 MINUTES

1. Welcome the participants and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups that last week they discussed fake news and how to spot it. Highlight again that it is important to remember that not everything we read online or have sent to us via WhatsApp or social media is true and it is up to all of us to stop the spread of rumors.

2. Ask some of the participants to share the outcomes of their take-home assignment. Use the following questions to guide that discussion:
   • How easy was it to identify rumors that had spread in your community?

- Were most of the rumors you came across spread via technology and the internet (including WhatsApp) or word of mouth?
- What were the most commonly used platforms to spread rumors (i.e. Facebook? WhatsApp? Email? Others?)
- Were you able to stop or curtail any of the rumors? Did you talk to people in your community about the importance of not spreading fake news and rumors through technology?

UNIT 9.1

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

Laraba and her teacher get in touch with a local NGO that is working to help more women access the internet and technology and ask them to come and help raise awareness of the issue in her community and school. They agree to go and visit the local ward heads together to see if they can get any funding from the local government to do some programming on the issue.

Mustapha hears that the girl he was texting and harassing has had her wedding called off by her husband-to-be's family because of the messages they found on her phone. Mustapha feels guilty that it was him sending those messages and the girl did not want them or respond to them.

Kabir is talking to other men in the market about the positive impact technology has had on him and his family. Idi and a friend who have both been affected by the fire outbreak join the conversation and start discussing the problems they are having due to money from the state government that they were promised not coming through yet. Kabir says he has heard similar stories from others in their community. He mentions that he could bring this issue up as part of his campaign and raise awareness of it on his now very popular social media channels.

Hadiza is very happy that her new packaging and branding has really helped her business and she has received her first bulk order. She talks with Laraba about how much she has expanded her business online over the last few

months and they talk about how they could help other women do the same.

Haruna tells his friend how he persuaded the family of the girl chosen for him to marry to let her have access to her mother's phone so they can talk regularly. He tells his friend how he would never have been able to get to know this girl properly and learn all about her if he had not been able to speak to her like this. At that moment, his phone rings, Haruna smiles – it is the girl calling again!

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone van hear the program.

2. Play the radio program and listen together as a group.

3. When the program is finished, give participants a five-minute break or an energizer before starting the next session.

UNIT 9.2

Let's Talk

20 MINUTES

1. Bring everyone back to the main group and begin the discussion.

- In this week's drama, there were many examples of individuals and groups promoting the women and girls' access to the internet. Can you remember a few? (Suggested response: *Laraba and her teacher talk to an NGO, which then talks to the local government. Hadiza considers how she can talk to other women about tech and business, Haruna talks to the girl's family about her getting a phone, and Kabir talks to other men about how he has changed his view personally.*)
- If we want to bring about change in our community and society related to women's access to the internet, why is it important to have all these different people talking about the issue? (Suggested *response: It takes a whole community to effect social change like this. We may decide in our families that we want to give our daughters access to a smart phone but if there is not support for women and girls' access*

to technology outside of our home then our daughter will always be at a disadvantage and we may not maintain our own change because of real or perceived pressure from others to conform to the belief that women and girls should not have access.)

- What positive uses of the internet and technology were highlighted in this episode? (Suggested response: *Using social media campaigns for accountability from the government, using WhatsApp to market goods for sale, using phones for communication)*
- How might some of these tools be used to promote the positive benefits of access to the internet and technology for all and to address fears in society that technology is a negative influence on women and girls?
- What is our role as individuals who are part of this project to help more women and girls have access to the internet/technology?

UNIT 9.3

Task Time

40 MINUTES

1.   Introduce the session by explaining that: *"Each one of us is part of a wider social group and we are all connected, including our family, our friends, our community, and our leaders. If we want to make a change in our lives, we need to start at home, but we also need the support of everyone around us. If only one person in a community changes, it is very difficult to maintain that change. But if a whole community changes, then we can all support each other and make the change a reality in all our lives. One of the changes that this project wants to see is women and girls being encouraged and supported to access and benefit from technology and the internet. One of the challenges facing women and girls is society's beliefs that women and girls do not need to access and use technology and are more at risk of being corrupted and bringing shame on the family if they do. In this session we are going to explore how we all have a role in this issue and can either stop women and girls from accessing the internet and technology or support them for their own benefit, as well as that of their family and community."*

2.   Give each person in the room one of the nametags and the corresponding statements you cut out earlier. Give them a piece of tape and ask them to stick the nametag to their chest so that everyone can see it.

3. Ask them to read their statement to themselves, but not to show it to anyone else. If anyone in the group cannot read, they can pair up with someone who can.

4. Ask the participants who have chosen the characters of "Fatima" and "Maryam" to stand in the middle of the room.

5. Announce to participants: *This mother and daughter are Maryam and Fatima.* Ask Maryam and Fatima to introduce themselves by reading aloud the first statement on their slip of paper. IT IS VERY IMPORTANT THEY ONLY READ THE FIRST STATEMENT ON THEIR PIECE OF PAPER

6. Once Maryam and Fatima have introduced themselves. Ask the participants who have numbers 3 through 6 (so 3, 4, 5, 6) on their nametag to make a circle around Maryam and Fatima. Once they have made the circle, each person in the circle should read out the first statement on their piece of paper (AGAIN IT IS IMPORTANT THEY ONLY READ THE FIRST STATEMENT ON THEIR PIECE OF PAPER).

7. Next ask those who have the number 7 through 10 (so, 7, 8, 9, 10,) to come and make another, larger circle around Fatima, Maryam, and their family. Now, Fatima and Maryam should be in the middle, with two circles around them. Once those with the number 7-10 have formed a circle, ask them to read out the first statement on their piece of paper.

8. Lastly, everyone who is left with a name tag should make another circle around the others, so now there should be three circles of people around the Maryam and Fatima. Ask the final individuals to read out their first statement .

9. Once everyone has read their first statement, ask the group the following questions (they should all remain in their circles during the questions):

- *Which circle do you think has the most influence on whether Maryam and Fatima will have access to the internet/technology? Why?* (Suggested response: The inner circle, those are the people who they see and talk to every day and they have direct influence on them.)
- *Do any of the circles NOT have influence on Maryam and Fatima's opportunities to access technology? Why or why not?* (Suggested response: All circles have some influence, although some more directly than others.)

- *What influence do the statements read so far have on whether Fatima and Maryam will feel comfortable and supported to use the internet/ technology? How do other people's views increase or decrease the likelihood that they will benefit from the internet in their lives?*
- *From listening to everyone's statements, would you say that a woman's choice to use the internet is driven by herself, her family, or the whole community/society? Why?*
- *How are others affected when someone privately supports women and girls use of the internet but publicly does not support it?*

10. Now go around the circles again, starting from the outside circle this time, and ask everyone to read the second statement on their piece of paper. Fatima and Maryam should be the last to read their statements.

11. When everyone has had a chance to read their second statement, ask the group the following questions:
- *What was different this time?*
- *What happened when more people supported women and girls' use of the internet publicly?*
- *What does this exercise tell us about the role of family, community, and the wider society in ensuring women and girls can benefit safely and fully from the internet/technology?* (Suggested response: We need to work with people at all different levels of society to close the digital divide and ensure women and girls are given the same opportunities as men and boys.)
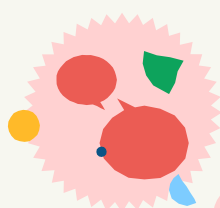
UNIT 9.4

Wrap Up

10 MINUTES

1. Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Many different people and opinions influence the way we think and act as individuals. People are usually influenced most by those closest to

them, but we are also influenced by people in our community who are not so close to us.

- We are also influenced by things such as the media, our religion, and the laws that govern us.
- The gender digital divide is a national issue, not just a private discussion within a family. We must be willing to openly promote women and girls' access to the internet and support others who have influence to also speak out.
- If we all change together, we can create a supportive environment for women and girls and create positive new behaviors that support women and girls to make the most of all the internet has to offer. We can all be part of the solution!

UNIT 9.5

Take-Home Activity

10 MINUTES

For the take-home assignment explain they will be doing some research to understand barriers to the internet in their local area. The mothers and daughters in each family should find at least five women and five girls who are not using the internet and ask each to talk about the reason why they are not using it. The fathers and sons should try to find at least five men and five boys who do not support girls using the internet and find out the reasons why.

Remind the group to bring the results of their research with them to the next session where we will discuss these barriers and potential ways to address them in more detail.

Also remind the group to tell their friends and family about the radio program and the topics that the group has been discussing in the sessions so far.

NAME TAGS:
CUT THESE OUT AND GIVE ONE TO EACH PERSON IN THE GROUP (PUT PEOPLE
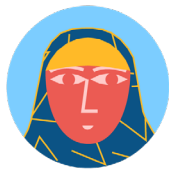IN PAIRS IF THERE ARE TOO MANY PEOPLE)

Fatima

Neighbor

Maryam

Female Tech Entrepreneur

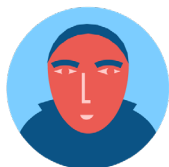Fatima's Older Sister
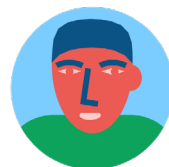
Teacher

Maryam's Friend

Imam

Fatima's Father/ Maryam's Husband

Business Owner

Fatima's Brother

Tech School Owner

Elder

National Politician

FATIMA

SENTENCE 1

My name is Fatima, I am 15 years old. My family does not allow me to use the internet or have a smart phone. Some of my friends at school use computers in their homes or at the local library to research for school assignments and they always get better marks than me. I would like to know more about how I can use the internet/technology but I am scared what might happen to me if I ever go online. My dad says it will corrupt me and bring shame on the family.

SENTENCE 2

My name is Fatima. My parents encourage me to use the internet for my studies and I am getting really good marks at school. My sister and I share a phone so that we can stay in contact with our parents when we are out of the home. We talk openly with my parents about the internet and how to use it safely. We set rules as a family for myself and my brother and sister so everyone is clear when we can go online/use our phones and what we use them for. The same rules apply for everyone.

MARYAM

SENTENCE 1

My name is Maryam. I am married and have three children. I spend my days cooking, cleaning, and doing other household chores. I used to enjoy making clothes and my friends said I was very good at it, but I don't have time now with all the household chores. Besides, fashions have changed and I am not sure I would know how to make the clothes people like to wear anymore. Our family is struggling financially and my husband and I often argue about money. I have never used the

internet or owned a phone. My husband is worried that I would talk to men online and neglect my duties in the home. My daughters have asked if they can get a phone, but what if they are corrupted? I say it is better we just obey my husband and leave it alone. Want do women want with such things anyway?

SENTENCE 2

My name is Maryam. I am married and have three children. I sew and sell clothes from my home to help out financially. I get the patterns from the internet and watch videos online to improve my techniques. I have even begun to sell a few clothes online. My husband helps out with the household chores so that I have time to work on my business and contribute to the household finances. I talked to my husband about letting our daughters also use the internet for studying and staying in contact with us when they are out of the home. He agreed and we are both proud of how they use the internet to expand their knowledge. We talk about safety online at home all the time so that all three children are staying safe online.
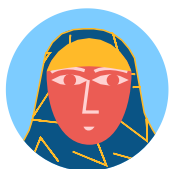
FATIMA'S OLDER SISTER

SENTENCE 1

I am Fatima's older sister. I tell her to not bother asking our parents about getting access to internet/technology. Dad will never support it. If our parents won't give us a phone, there are other ways to get one. I am meeting up with one guy next week who says he will help me to get a phone. Not sure how but I guess I will find out when I meet him.

SENTENCE 2

I am Fatima's older sister. We are great friends! We share a smart phone and I make sure she can come to me if she is worried about anything she sees or hears about online. I share with her what I am learning in an online course I am taking at the local tech college. I encourage her to study hard and stay in school. She is really bright and the internet is helping her do well at school. I also help my mum with her business. She is new to the internet so I help her set up her profile and business online and find new patterns to sew.

MARYAM'S FRIEND

SENTENCE 1

I am Maryam's friend. Sometimes she talks to me about wanting to know more about technology/the internet but I tell her that it is not for women. Technology is for men, and we should not be worrying ourselves with it and focus on our duties as wives and mothers. I tell her to make sure her daughters are kept away from it too. What good will it bring? Everyone knows that these phones only bring shame!

SENTENCE 2

I am Maryam's friend. I share with her everything I learn from a course I am taking on becoming an entrepreneur using simple, free online tools and apps. I asked my husband to talk to Maryam's husband about the positive benefits of using the internet and how he encourages me to make the most of it. He spoke to her husband after Friday prayers and helped encourage him to get Maryam a phone.
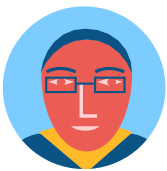
FATIMA'S DAD/MARYAM'S HUSBAND

SENTENCE 1

I am Fatima's dad and Maryam's husband. A woman's morality is something that needs to be guarded by men. I see it as my responsibility as the head of the household to protect my wife and daughter from the internet and the evils that technology can bring. A single mistake can affect a woman's moral standing and in turn negatively impact her whole family.

SENTENCE 2

I am Fatima's dad and Maryam's husband. I see it as my responsibility to to support the education of my daughter and the hopes and dreams of my wife, so I encourage them both to use technology and the internet to learn and grow. I tell my friends that restricting women and girls' access to the internet restricts their ability to improve their education, learn new skills, and earn money for the family. A man who encourages and supports women and girls to make the most of the internet and technology is a good role model for others.

FATIMA'S BROTHER

SENTENCE 1

I am Fatima's brother. I privately think my sister should have the same access to technology as I do, but I don't challenge my parents' ideas. I see the ways some of my friends use the internet to harass girls and I don't want my sister to be exposed to that.

SENTENCE 2

I am Fatima's brother. I try to advocate with my parents to let her use the same technology I do. It is only fair for us both to benefit. When I see my friends harassing girls online, I tell them that it is not appropriate behavior. I have started a campaign online. To raise awareness of the damage caused by spreading rumors and demand we all work together to end online harassment of women and girls.

ELDER

SENTENCE 1

I am a respected elder in the community. At home I let my wife and daughter use the internet and technology. My daughter uses it to further her education, but I don't let her use it outside the home as I don't want anyone to know. I know that people frown upon the use of internet and technology by women and girls and I need to keep the respect of my community so I stay quiet about what I let them do privately.

SENTENCE 2

I am a respected leader, as such I see my job as being a role model in the community. I believe strongly that everyone should have equal access to the internet and technology, regardless of their sex. For that reason I speak openly about letting all my children use the internet and support my wife to use technology. I hope that others will follow if they see how my family benefits from having the internet and technology for all.

NEIGHBOR

SENTENCE 1

I am the neighbor. I see girls using mobile phones and I wonder where they got these phones? I don't ask the girls about it but I tell their parents – you know your daughter was using a phone, it doesn't look good. I also tell other neighbors how this family are not worried about the shame their daughters may bring.

SENTENCE 2

I am your neighbor. I see girls using mobile phones and I am happy to know that they are learning and want to better themselves. We weren't given these opportunities when I was young, it is good to see girls today have opportunities to learn new skills. I tell my family and friends how the internet and technology has improved the lives of your daughter and wife and suggest they try the same.

FEMALE TECH ENTREPENEUR

SENTENCE 1

I am a woman in tech. I do my job but it is not my responsibility to help others, it was hard enough to get here myself.

SENTENCE 2

I am a woman in tech. I know that I am an important role model for other women and girls so I do what I can to promote the importance of girls and women in tech. I speak at school regularly and try to show everyone that women can make a big difference to our society if they are given the opportunities.

TEACHER

SENTENCE 1

I am a teacher. I focus more on the boys in my class, as they need education more than girls. Girls will just get married. If I hear the boys are harassing a girl online or in the classroom, I do not say anything. It is just fun and does no harm. "boys will be boys."

SENTENCE 2

I am a teacher. I value and encourage all my students to do their best. I tell boys and girls in my school that harassment online or offline is not okay and deal with students who are caught harassing others. I talk to parents about the importance of girls accessing technology for their education.

RELIGIOUS LEADER/IMAM

SENTENCE 1

I am an Imam. It is not my place to talk about technology, I don't know much about it as I don't use it personally. Many people tell me it is going against the religion and values of our society. I don't disagree with them.

SENTENCE 2

I am an Imam. My duty is to guide members of my community to acquire knowledge and education. Given that Islam enjoins all to acquire education I therefore support the use of internet by all, because it provides us with incredible means and tools to access educational materials and opportunities. I talk about this openly in my Friday prayers, hoping that I can inspire all families to acquire learning and knowledge.
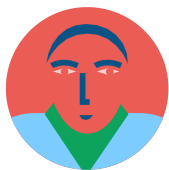
LOCAL BUSINESS OWNER

SENTENCE 1

I am a woman who runs a clothes shop. I only sell my own clothes to people from my area who come into the shop.

SENTENCE 2

I am a woman who runs a clothes shop. I sell a range of different clothes to women and men across Nigeria through my online shop. I also help other women who work from home to sell their clothes through my online shop and to learn more about how to sell clothes online.

TECH SCHOOL OWNER

SENTENCE 1

I run a tech college. All my students are men/boys but that isn't strange. Technology is not really something women are interested in.

SENTENCE 2

I run a tech college. I know that it is often difficult for women and girls to know about or access tech skills, so I try to make it as easy as possible. I have female teachers and run classes in areas that women can access easily. It is important for women and girls to learn these skills too.

NATIONAL POLITICIAN

SENTENCE 1

I am the Minister for Communication Infrastructure. I decide which services are available to the public. I don't try and do anything different for women, because the services are there for anyone to access them.

SENTENCE 2

I am the Minister for Women and Social Development and I understand that women and girls face different barriers to accessing services than men and boys. I have spoken to many women and girls and their families to understand these barriers and make sure women have equal access to training and education so that they can be productive citizens in society.

ROLE MODELS

OBJECTIVE

To inspire participants with true stories of women and technology.

MATERIALS

1-2 FEMALE ROLE MODELS*

FLIPCHART, PAPER, AND PENS

*EXPLAIN THAT THESE SHOULD BE WOMEN OR GIRLS WHO HAVE USED THE INTERNET AND TECHNOLOGY POSITIVELY IN THEIR LIVES, MAYBE AS PART OF THEIR CAREER OR TO FURTHER A CAUSE THEY BELIEVE IN. THE THE ROLE MODELS SHOULD BE INVITED TO ATTEND SESSIONS AND SPEAK TO THE GROUP.

UNIT 10.0

Let's Start

10 MINUTES

1. Welcome the participants and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the groups that last time they discussed the role that everyone plays in ensuring that women and girls have access to the internet to reach their full potential. Highlight that while it is important that we address gender imbalances in our own homes to help our own families prosper, and to ensure women and girls are able to fully benefit from the internet and technology, we have to involve our whole community. Only then will women and girls be supported and encouraged in school, at work, and by community and national leaders. When this happens, our whole community will benefit from everyone having safe access to the resources,

education, and connections that the internet and technology offers.

2. Ask some of the participants to share the outcomes of their take-home assignment. Use the following questions to guide that discussion:

- What were the most common reasons given by women and/or girls for not being able to access the internet?
- What were the most common reasons given by men/boys for not allowing women and girls to access the internet?
- What strategies do they think will be most effective in persuading others in the communities to support and promote access to technology for all family members?
- Which people or groups in the community would be most helpful in encouraging others to support internet access for all? Who do people listen to and trust?

UNIT 10.1

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE:

The local NGO was successful in getting local government funding and has organized a gathering to discuss the benefits of the internet for all. Speaking at the gathering are Hadiza, Laraba, and Kabir, who share how the internet has positively benefited them and their families.

A mother and daughter approach Hadiza and Laraba after the event to share how they have been inspired by their story. The mother says she was hesitant about her daughter getting a phone but now she has seen the benefit for both of them. Hadiza and Laraba say how glad they are that they were inspired by the meeting.

Binta tells her teacher how she has joined a writing club online and shares her most recent story. The teacher is very impressed and asks Binta to speak to the whole class about how she has been improving her writing

through this online group. The teacher tells Binta he hopes other students will be inspired to do the same

Still feeling guilty about how his actions affected the girl who was going to get married, Mustapha and his friends have decided to start a campaign against online harassment and violence against girls. They decide that it is time for boys to take a stand and plan how they will try be positive role model to other boys.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone van hear the program

2. Play the radio program and listen together as a group

3. When the program is finished, give everyone a five-minute break or an energizer before starting the next session

UNIT 10.2

Let's Talk

20 MINUTES

BRING EVERYONE BACK TO THE MAIN GROUP. ONCE EVERYONE IS SETTLED, BEGIN THE MAIN FACILITATION FOR THE DAY WITH THE FOLLOWING QUESTIONS:

- How does hearing Hadiza and Laraba talk about how they have benefitted from the internet help to inspire the other mother and daughter? Why do you think this was the case?
- What impact do you think Mustapha's decision to take a stand against online harassment and start a campaign against it with Binta have on other boys? (Suggested response: They might be impressed that he is taking a stand and also feel that they can do the same).
- How are Mustapha, Binta, and Hadiza being positive role models to others in the society? (Suggested response: By doing something positive and showing others that it is possible. By taking a positive stance and encouraging others to do the same)

- What makes a good role model and why is it important for us to have role models that come from the same community as us?
- How can we all be role models in our community?

Task Time

40 MINUTES

1. Begin the discussion by picking up on some of the points made in the Let's Talk unit about role models and why we need role models in our society. Explain that many behaviors and ways of thinking are governed by what we see others doing (or what we think others are doing) and what we believe others think we should do. Highlight that often this can be in a negative way, for example, if we see everyone around us paying bribes (or we think everyone around us is paying bribes) then we might believe that we are also expected to pay bribes. Or if we think others in our community are beating their children, we might also beat our children to fit in with those around us.

2. Go on to say that we are also positively influenced by others in our community and that it may only take a small group of trendsetters or role models to inspire others to adopt a positive behavior. For example, if we openly support our whole family to use the internet and technology and others see how we are benefitting, they may also be encouraged to do the same.

3. Highlight that often it is hard for women and girls in our society to feel inspired or supported to use technology because they do not see any positive role models who are like them. Equally, men and boys do not always see the positive examples of what can happen to women and girls who are encouraged to access and use technology and therefore focus on the negative sides they hear from others in society.

4. Explain that you have invited two guests today and that they are female role models who have made the most of being able to access technology and the internet. Ask the two guests to come and introduce themselves and tell the group about their story. Once they have finished, give the group time for questions and answers with the two role models.

5. Use the following questions to guide further reflections as required.
   - What can we learn from the stories of today's guests?
   - Are they different from other women that we see around us in terms of their core values?
   - What can we learn from the ways they were able to overcome the challenges and embrace the internet as a key tool for both their learning and professional development?
   - What can we admire about their lives? What role do you think their family played in their achievements?
   - What can we learn from these role models?

6. Thank everyone for a great discussion and to the guests for sharing their stories.

UNIT 10.4

Wrap Up

10 MINUTES

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Women, like men, can study and be successful in technology-based careers. Being a woman should not stop them fully reaching their potential. In fact, there are many women like the role models we met today who demonstrate that that it is beneficial for everyone when women seek their passion and excel in whatever professions they choose.

- Many of us in our society will experience social pressure to not pursue our dreams or make certain choices. However, with the support of our family members and personal determination, we can overcome societal pressures and inspire others to do the same.

- We all have a role to play as role models in our society and family, demonstrating how it is okay to either be a woman/girl who makes the most of the opportunities online or to be a man/boy that supports women to access and use the internet and technology. Although it can seem intimidating at

first to speak out or act differently than others in our community, you will be surprised how it only takes a few people to inspire a change in others.

- The success of women like the role models you have heard from today and many others like them is a demonstration of the fact that given the right opportunities and encouragement women and girls can be admired for leading the way in technology.
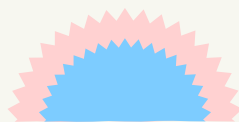
UNIT 10.5
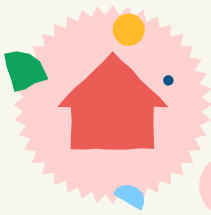
Take-Home Activity

10 MINUTES

Each family should think about what they could do to either be a role model themselves or support someone else to be a role model promoting women and girls' access to and use of the internet and technology. What is one action could they take before the next session that promotes them as role models in their family and society?

SESSION 11

CONNECTING WITH LEADERS

OBJECTIVE

To understand the roles that community and religious leaders can play in addressing the gender digital divide.

MATERIALS

EPISODE 11 OF THE RADIO PROGRAM AND A DEVICE FOR PLAYING IT.

FLIPCHART, PAPER, AND PENS

UNIT 11.0

Let's Start

10 MINUTES

1. Welcome the participants and ask if anyone wants to provide a brief reminder of what was discussed the previous week. If it is not covered, remind the group that last time they discussed the importance of role models and how we can all be role models in our own community, championing the importance of access to the internet for all and highlighting positive stories of women and girls who have successfully used technology to improve their own lives rather than continuing to spread fear about the negative consequences of the internet and technology in people's lives.

2. Ask some of the participants to share the outcomes of their take-home assignment. Use the following questions to guide that discussion:
   - What did you discuss as a family regarding how you could be role models promoting access for all to the internet?
   - Did anyone think about others they could support to be role models on the issue? Did you identify anyone in your community who was already a good role model on this issue?
   - What action did you agree to take towards becoming a role model? Did anyone manage to do take their action? If yes, how did it feel and what were the results?

3. Explain to the group that this week's session will be focused on the role of religious and community leaders in helping more women and girls get access to technology.

UNIT 11.1

Let's Listen

30 MINUTES

Kabir is talking to a friend who is very upset saying he wants to divorce his wife because he found her using the internet. Although the wife was not doing anything wrong, the man states the internet his against his culture and religion and he cannot forgive his wife for bringing shame on them. Idi persuades his friend to go with him to talk to the local Imam about the situation.

Kabir and his friend meet the Imam and talk about his view on women and technology. The Imam explains his view that the internet is a source of learning and is therefore not against the teachings of Islam. He tells the friend that he got a diploma in tauhid online and appeals to the friend to reconcile with his wife and find ways for them both to learn from technology. The man agrees to try. The Imam says he will talk more on the subject at the Friday prayers as it is an important topic.

Mustapha and his father (Idi) are starting to rebuild their relationship. Kabir is proud of what his son was doing to raise awareness of harassment online and Mustapha apologizes to his dad for his past behavior. Mustapha asks

his father to help him get the job at the local mechanic, promising he will work hard.

The Imam holds a Friday prayer session, and as promised, at the end he recites some du'a's and starts a sermon on promoting access to the internet for all.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone van hear the program.

2. Play the radio program and listen together as a group.

3. When the program is finished, give the group a five-minute break or an energizer before starting the next session.

UNIT 11.2
Let's Talk

20 MINUTES

Bring everyone back to the main group. Once everyone is settled, begin the main facilitation for the day with the following questions:

- What did you think about the incident when the man wanted to divorce his wife because she was found using the internet?

- Why do you think the man had such a strong reaction to his wife using the internet? What else could he have done that would have maintained a good relationship with his wife? (Suggested response: Talk to his wife about what she was using the internet for, spend time on the internet with his wife in ways that benefit them as a couple/family, enroll in a course at a local college so they can both better understand and benefit from the internet.)

- Why was it important that the religious leader address the issue in the mosque? Why do you think the religious leader's influence changed the man's mind?

- Have you heard about such incidences in your community (where husbands divorce wives because of the internet?) Have religious leaders played a role in mediating in those situations?

- Have you ever heard a religious leader speak about the internet in your local mosque? What influence did it or could it have on others to hear this?

Task Time

40 MINUTES

1. Begin the discussion by asking families to sit together and make a list of all the possible roles community and religious leaders play in communities. Give them five-minutes to do this.

2. Once the groups have made their list, give them an additional five-minutes to discuss how these roles played by religious/community leaders could be used to challenge negative social norms that prevent women and girls access to the internet/technology and promote the positive ways internet/technology can benefit everyone equally?

3. Ask the groups to prepare a short role play to highlight one of the positive ways religious leaders can influence social norms and behaviors related to women and girls' access to the internet.

4. End by inviting a religious leader or community elder who positively uses his position to advocate for access to the internet/technology for all to share their experiences.
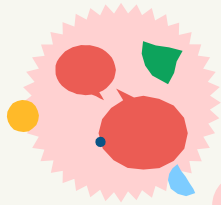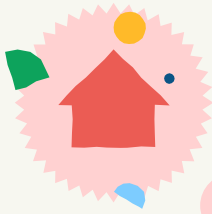
UNIT 11.4

Wrap Up

10 MINUTES

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- Community and religious leaders have a duty not only to promote decency and high moral standards but also the wellbeing of all members of the community, including ensuring everyone has an equal chance to benefit from access to information and learning.

- The voices of these leaders are particularly important in clearing misconceptions around the use of the internet in general and by women and girls, as often religion is used as a reason to keep women and girls away from technology.

- As educated and experienced people that are trusted voices, religious and community leaders are often great allies to promote the benefit of the internet and are well aware about the immense benefits of different technologies not only to the individual users but also to the wider community. By showing themselves as examples of decent users of the internet, religious and community leaders can become role models to inspire others and quell fears that the internet is not culturally or religiously appropriate in our society.

- Overall, participants should support leaders to understand and use their responsibility to promote a better understanding of the importance of the internet and add their voices to the discussion, ensuring that women and girls, like boys and men, have the opportunity to make effective use of the internet to advance their educational and career prospects.

Take-Home Activity

10 MINUTES

Each member of the family should engage at least two community/religious leaders in their neighborhood (or notable people at school for children). Find out if they are using the internet or not, whether members of their families, including wives and daughters, are using the internet or not, and whether they are willing to lend their voices to the effort to promote better access to the internet for women and girls. Discuss making a plan together to support each other to become positive role models and advocates in their society for women and girls' access to and use of the internet/technology. If everyone is interested, make a plan of action including some activities you can do together over the coming months. Ask everyone to bring their findings and notes with them next week.
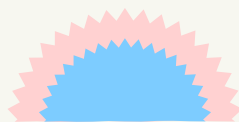
COMMUNITIES COMING TOGETHER

OBJECTIVE

This week group members will get a chance to share and feel proud of all they have achieved over the last few weeks as individuals and families. Understanding they are only at the start of a long process of change, group members will discuss how to seek support and motivation from each other and their family members to stay motivated to ensuring digital opportunities for all in their homes and their communities.

MATERIALS

CARDS
(THREE PER PERSON)

UNIT 12.0

Let's Start

10 MINUTES

Welcome the group and ask if anyone wants to provide a brief reminder of what was discussed last week. If it is not covered, remind the group about the importance of involving our local leaders and other influential members of their communities in advocating for digital access for all. Re-emphasize that women

and girls have a right to access and use the internet and to feel safe online and that if they don't, it is the community that needs to look at their actions, not the women and girls. Use the following questions to address the take-home task from last session:

- Did everyone have the chance to talk to a religious/community leader as part of the take-home task? (Please ask those group members who have completed the table that was shared last week to please hand that in.)
- Does anyone want to share briefly about what they discussed?
- Did anyone find leaders who were willing to become positive voices/advocates for women and girls' digital inclusion?
- Did anyone find any push back from religious leaders? How did you handle that?

Let's Listen

30 MINUTES

RADIO DRAMA OUTLINE

There is a workshop going on in the community for women to learn technology skills to help their businesses. Hadiza is leading a session. After the workshop a woman from a neighboring areas asks if Hadiza can also come and talk to women in her community. Hadiza agrees.
Haruna is talking to his family about his upcoming wedding and shares that he is happy to have got to know the girl, but they have decided together to wait until after he has finished his exams. The father agrees and promises that the family will no longer pressure him to get married sooner.

Laraba is in school, and the teacher informs them about a new IT center that is going to be launched in the school soon. He asks for volunteers to help run the center. Laraba volunteers to teach the junior class and shares how excited she is that this facility will be available for all.

The youth leaders come and congratulate Kabir on his election success.

He thanks them and also says how he appreciates their support to him during his campaign, particularly the advice they gave about using social media. He says he will keep his election promise of ensuring better access to technology for all and will work with the local NGO and other government departments to do this.

The drama ends at the opening of the new IT center. The teacher thanks the community for their support and give special thanks to Kabir for donating computers. Everyone cheers.

1. Before you play the program, make sure everyone is sitting comfortably and remind the group to listen quietly so that everyone an hear the program.

2. Play the radio program and listen together as a group.

3. When the program is finished, give participants a five-minute break or an energizer before starting the next session.

UNIT 12.2

Let's Talk

20 MINUTES

Bring everyone back to the main group. Once everyone is settled, begin the main facilitation for the day with the following questions:

• How are all the characters inspiring others on how to positively use technology in their lives? (Suggested response: Hadiza has organized for women in the community to learn how to use the internet to sell goods, Labara is volunteering to teach IT in her spare time, Kabir is working with the NGO to get the IT center computers.)

• Were there any characters who you felt were most like you? Who do you think has changed most over all the episodes? (Suggested response: Kabir as he has gone from not letting his own wife and daughter use the internet, to helping all women in the community access the internet.)

• Do you think this radio program had an impact on you individually or your family? In what way?

Task Time

40 MINUTES

1. Explain to participants, "Over the last few weeks we have been working together to not only change how we view technology as individuals, but also to change how we use it as a family and in our communities, particularly to make sure that women and girls can have access without being judged or labelled. Speaking out about sensitive issues is challenging, but with the support of each other and our family members here today, we can all make a difference. Today we are going to look at some of the ways we can keep learning and growing as individuals, families and communities. By doing this we can be like the characters in the story, who not only changed their own views but helped others in the community change too."

2. Ask each family to work together to list all the possible contributions they could offer to continue to reduce the gender digital divide in their family and in the community. These could include ensuring that everyone in their family is equally encouraged to use and benefit from the internet, having regular conversations as a family about how they are learning from and using technology, finding out about and joining more digital literacy classes, talking to friends and neighbors about the benefits of technology, volunteering to teach others, particularly women and girls, what they have learned, starting a community training for girls or women in the community, encouraging schools and teachers to provide IT training for all students, identifying leaders who can promote digital access for all, identifying role models who can speak out about the positive benefit of technology for all, starting an online campaign against online harassment of women and girls, advocate with policy makers and duty bearers such as school authorities to ensure more resources are available for technology for all at the community level, etc). Give them five minutes to discuss their list as a family, before asking each family to share with the rest of the group.

3. When each family has shared their list, ask the group, "Is something like this already happening or is someone already leading this in your community?" If no, how can we inspire it? If yes, how can we support these existing initiatives or people?

4. Finally, ask the group what barriers they might face and discuss collectively some strategies to overcome these barriers.

5. Thank the participants for their enthusiasm to keep working towards communities where access to and use of the internet/technology is encouraged for all. Explain that they have all learned so much and changed so much as individuals and as a family over the last few weeks and that although the sessions are stopping, the learning and changing does not need to stop.

6. Give each participant three pieces of paper/cards and ask them to write down…
   • one positive change in themselves
   • one positive change in their family
   • one commitment they make personally to maintain the changes in themselves/their families and work towards a community where women, men, girls, and boys all have equal access to the internet and technology.

7. To end the session, ask each participant to stand up and read out their cards. After each person has read their card, give them verbal encouragement and praise and end with a round of applause for everyone.

UNIT 12.4

Wrap Up

10 MINUTES

Drawing from the comments made throughout the session by the participants, summarize the key points of the day, including:

- The last few weeks has been a big journey for everyone involved, but the journey does not end here. This is only the beginning, as we continue to change as individuals, families, and a community.

- While it can be hard to maintain all we have committed to here today, there are many ways to overcome the obstacles including:

  - Stay in contact with others in the group and keep supporting and motivating each other.
  - Continue to have discussions as a family about the internet, technology, and how you are using it in your lives.
  - When trying to talk to others remember to be creative. Saying or doing the same things over and over will become boring. Show people how you have benefitted as a family. That is often more impactful than telling people.
  - The biggest and hardest change is the one everyone has begun to make within themselves and as a family. However big or small the change you feel has been, as long as we all commit to continue respecting and listening to each other, our relationships, our families, and our communities will continue to change for the better. We must all help to support each other to keep our commitments to each other
  - Remember that change begins at home and by becoming the change you want to see around you, you will not only feel good about yourself, the community will look up at you and you will inspire change in others.

UNIT 12.5

Take-Home Activity

10 MINUTES

Ask the group to spend time as a family to develop one of the contributions identified at the start of the activity session, for example, starting a community training for girls and women in your community, securing the support of a religious leader, starting an online campaign against harassment of women online, encourage your school to teach IT skills to girls and boys.

Explain they should develop a short plan on how they hope to implement their

idea and how to mobilize other members of the community to contribute and support them.

Tell the group that this is the last official session, but they will get together again in a week's time for the closing ceremony and certificates. Each group should bring this plan with them to the closing ceremony so that they can talk at the ceremony about their plan.

Thanks everyone for their time and commitment over the last 12 sessions and celebrate everyone's success and journey as a group.