

Education advocacy for South Sudan: Lessons from Malala Yousafzai's 2014-2023 speeches

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Abstract Low access to education for women in South Sudan is caused by prolonged conflict, food crisis and lack of policy support. In this context, Malala Yousafzai's advocacy model inspires awareness of the importance of education for women. This article explored the new advocacy model of education pioneered by Malala Yousafzai in South Sudan, based on her speeches from 2014 to 2023. The theoretical approach applied included the strategies of information politics, political symbols, political leverage, and accountability politics developed by Margareth E. Keck and Kathryn Sikkink. This research used a qualitative method with an in-depth literature review approach. This research uses NVivo 14 software, Anthiago.com, and the Critical Discourse Analysis (CDA) method for data analysis. Text data was collected through Anthiago.com, then transcribed to facilitate the analysis process. The CDA approach examined the discourse structure in Malala Yousafzai's speech, identifying the advocacy strategies applied. The results revealed that Malala's empowerment model effectively motivated young people and stakeholders in South Sudan to participate actively in educational initiatives. However, NGOs operating in the region face significant challenges that hinder the effectiveness of their advocacy programmes. This article also emphasises the importance of educational ethics as a foundation for women-focused education programmes in South Sudan. Thus, this article offers a new perspective in understanding the women's empowerment movement and education in South Sudan, inspired by the advocacy principles championed by Malala Yousafzai.

Keywords: critical discourse analysis; education advocacy; education ethics; South Sudan

INTRODUCTION

Armed conflict not only causes serious health problems, such as reduced life expectancy and high infant mortality, but also significantly reduces essential education opportunities (Berke & Sell, 2018; Justino, 2016). Armed conflict has had a particularly damaging impact on the education sector in countries such as Syria, Iraq, Ukraine, Afghanistan (Ayaz, 2020; Kayyali, 2024), and South Sudan (Mayai, 2022). However, internal conflicts tend to destabilise state institutions more than external ones (Le et al., 2022).

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South Sudan is the youngest country in the world that has faced internal conflict, particularly a prolonged civil war, especially in 2013, 2014, and 2016 after separating from Sudan. This civil war has killed tens of thousands of people and forced nearly two million people to become refugees. As a result, South Sudan now ranks among the lowest in the world on various economic, social and development indicators (Shimeles & Verdier-Chouchane, 2016). A third of children experience stunted growth, while maternal and newborn mortality rates are among the highest in the world (UNICEF, 2015). These factors have reduced access to basic services and led to most of the population having low literacy (Raza et al., 2019). Even after independence, the education sector in South Sudan has not seen significant improvements (Skårås & Breidlid, 2016). South Sudan's education policy is built on the premise that every child has the right to receive an education and is aligned with international frameworks, such as the African Union's Continental Education Strategy for Africa (2016-2025), as well as UN Sustainable Development Goal 4 'quality education' (Mekbib et al., 2023). According to UNICEF, about 2.8 million children, or more than 70% of the total children in the country, are out of school, and most are girls (UNICEF, n.d.)

In April 2022, an estimated 7.74 million people in South Sudan faced a food crisis (IPC, 2022). Children who are able to continue their education often have to paralyse hunger to continue attending school (World Vision, 2021). The worsening hunger crisis has finally taken its toll on education, especially for children as young as eleven years old. Coupled with inflation, pandemics, climate change, and conflict, violence continues to force people to flee, disrupting their education (Diaz Varela et al., 2016). This situation causes serious problems, including early marriage, underage pregnancy, and the sale of girls by their families to marry older men. According to UNICEF, 52% of girls in South Sudan are married before the age of eighteen (Paul, 2023). Following the COVID-19 lockdown in 2020, students returned to school and regained hope for their future. However, the region was hit by significant floods soon after, especially in Jonglei State, covering Twic East, Bor, and Duk regions (World Vision, 2021).

To improve the effectiveness of education advocacy in South Sudan, it is important to adopt approaches that have proven successful in countries with similar challenges, such as Afghanistan and Pakistan, which also face gender inequality in education, the impact of conflict, and policy and resource constraints. The advocacy model adopted by Malala Yousafzai, which emphasises education as a fundamental right and women's education as the basis of social development, can be an essential reference. Rita Martin, a women's rights activist from South Sudan and founder of EVE Organisation for Women Development, focuses on empowering women through education and skills training. However, NGOs such as EVE, and Windle International Trust face major challenges due to budgetary constraints, low teacher salaries, infrastructure damage from conflict, and additional pressure from the influx of refugees (Nobel Women's Initiative, n.d.; Raza et al., 2019; Windle Trust International, n.d.). Despite efforts from the government and international organisations to address these issues, South Sudan remains in a fragile state between war and peace (BTI, 2020). The shortage of qualified and trained teachers directly impacts students' ability to continue their education to higher levels (Windle Trust International, n.d.)

Therefore, there is a need for a new education advocacy model that education organisations in South Sudan can apply. Malala Yousafzai, as a global icon of education and women's empowerment, has used speeches and campaigns to highlight education and women's rights issues, particularly in the context of countries facing similar conflict challenges (Nawaz et al., 2022). This approach can be adopted as a new model in education, considering education as a fundamental right and women's empowerment as the basis of social development (Kienpointner, 2021). This model suggests that active participation of young people and community-based approaches can play a key role in advancing the education and women's empowerment agenda in South Sudan. In addition, the use of digital platforms and social media can enhance the effectiveness of education and empowerment campaigns in South Sudan, given the significant impact of the media in driving positive social change (Farooq et al., 2021). Therefore, developing an advocacy model that utilises technological advancements and innovative approaches in addressing the challenges of women's education and empowerment in South Sudan is important. Advocacy models that combine global communication strategies with strong personal narratives, such as that of Malala Yousafzai, can accelerate the spread of knowledge and increase support and resources for education in conflict areas.

This issue has been widely responded to by scholars, especially due to the fact that educational injustice and restricted access to education can cause deep suffering, especially in conflict-affected areas (Baral, 2022; Dahlan et al., 2022; Tiwari & Akber, 2023). Malala Yousafzai's advocacy approach demonstrates how the power of traditional and digital media can be used to advance important issues such as the right to education for women and girls. Malala's success in mobilising global attention and supporting gender equality in education shows that effective advocacy strategies can leverage media coverage to support deep social and policy change (Ivascu & Handeland, 2017). Malala believes that education is a fundamental right everyone should have (Ghozali et al., 2023). Her speeches have successfully challenged gender stereotypes and deconstructed power dynamics that disadvantage women, promoting educational equality through persuasive language (Sattar et al., 2021). Her speeches at the UN and various international forums have inspired a global movement to increase access to education and empower women with an integrated ethics-based approach to education and empowerment (Kienpointner, 2021). Although implementation has been challenging and controversial (Shah et al., 2022).

Malala Yousafzai's status as one of the world's most influential figures has made her an interesting actor for many researchers to study through various analytical frameworks. Many articles in reputable international journals discuss multiple aspects of Malala, including her advocacy style, personality, and campaigns for education and women's rights. In previous literature, Malala studies utilised a range of theories and models to determine variables or concepts that could explain the dynamics of Malala's advocacy and the impact of her campaigns. These approaches include discourse analysis, feminist theory, and autobiographical texts, each of which offers a different perspective in understanding Malala's role in social movements and education. Table 1 below presents the classifications and models that have been studied.

Table 1. Summary Of previous research on similar topics

Author	Insight	Framework
(Ullah, 2023)	The complexity of Malala's representation at different levels and how differentMedia narratives and perceptions conflict with each other in local, national, and globalRepresentation contexts.	
(Khurshid Pitts, 2019)	&Malala is portrayed as a brave hero who fought against the Taliban and as a victim ofDiscourse Analysis her perceived oppressive community in the Western media, particularly in The New York Times and The Wall Street Journal	
(Garcia Bethlehem, 2019)	&Human rights autobiographical narratives, through their empathetic appeal, have aAutobiography Text powerful ability to garner global support and drive concrete action.	
(Olesen, 2018)	Malala Yousafzai's portrayal focuses on how she became a global political iconPostcolonial through a process of adaptation and self-celebration in the global public sphereDiscourse dominated by Western values and media.	
(Qazi & Shah, 2018)	The complexity in the construction of Malala Yousafzai's identity in the PakistaniCritical media, shows how media discourse not only reflects but also shapes publicAnalysis perceptions and ideologies, as well as reveals the existence of competing discourses in society.	Discourse
(Berents, 2016)	Tagging girls in social media campaigns such as #iammalala and #bringbackourgirlsFeminism shaped global perceptions of girls affected by conflict, emphasizing gender, race, and adolescent concepts about girls.	

Source: Processed by the Author (2025)

Based on the table 1, the study provides a different perspective. In 2023, Ullah revealed how Malala Yousafzai is portrayed differently at different local, national, and global levels (Ullah, 2023). Meanwhile, Khurshid & Pitts (2019) explored how narratives depicting Malala as a hero and a victim contradict each other and how this framing affects public perceptions of Malala. Garcia & Bethlehem (2019) research analyses how Malala Yousafzai's autobiographical narratives, particularly those related to human rights, can draw global empathy and encourage action. In contrast to previous research. Olesen (2018) explored how Malala Yousafzai became a global political symbol and how the process of adaptation and self-celebration in Western media influenced her portrayal. Furthermore, Qazi & Shah (2018) explored how Malala Yousafzai's identity is constructed in Pakistani media and how media discourse shapes and reflects public perceptions and ideologies. According to Berents (2016) social media campaigns such as #iammalala and #bringbackourgirls shaped global perceptions of conflict-affected girls, emphasising gendered, racialised and adolescent concepts of girls.

Previous research has not addressed how speech is used to advocate for education and women's rights issues from the perspective of advocacy strategies proposed by Keck and Sikkink. Advocacy is generally defined by the ability to suggest, question, criticise and promote a subject through impactful communication, resulting in persuasive influence (Keck & Sikkink, 1998). Building up on these details, this research used four advocacy strategies, such as information politics, symbolic politics, leverage politics, and accountability politics (Contesa & Muhammad, 2024; Keck & Sikkink, 1999). First, information politics aims to inform the public about the issues being discussed to raise public awareness. Second, symbolic politics aims to involve organising ceremonies or events related to the topic to attract public attention. Third, leverage politics aims to link the issues being addressed with other issues in various places to attract wider attention to the problem. Fourth, accountability politics aims to expand networks through formal and informal means to ensure responsibility for actions. This research analysed how Malala Yousafzai uses these four advocacy strategies in her speeches. In Malala's context, these strategies are used to fight for education and women's rights in various international forums (Bloodgood & Clough, 2017; Contesa & Muhammad, 2024).

The urgency of this research lies in the pressing need to design an innovative and evidence-based education advocacy model to address structural challenges and accelerate educational transformation for women in South Sudan. However, research analysing the education model pioneered by activist Malala Yousafzai and its application in South Sudan has so far been limited. This article examines Malala Yousafzai's speeches from 2014 to 2023 using 10 YouTube speech recording sources. The author chose the period 2014-2023 because 2014 marked the year that Malala Yousafzai began to gain international attention. Malala began to speak widely in international forums and received the Nobel Peace Prize award for her efforts to fight for children's education rights. With these, the primary research questions of this study are: how is the advocacy model of women's education conveyed in Malala Yousafzai's speeches?

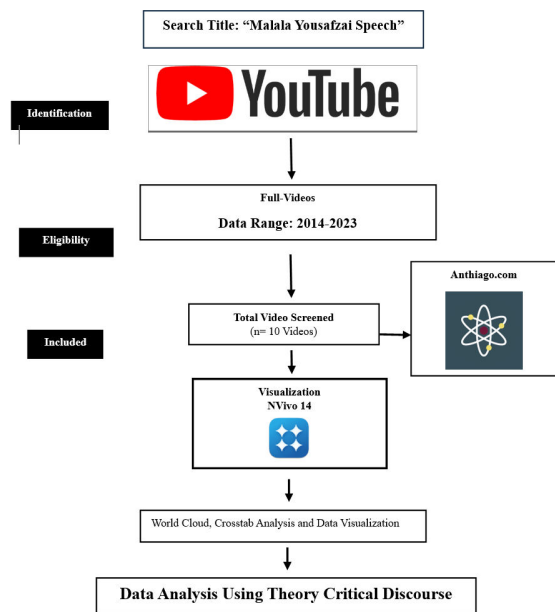


Figure 1. Research Flow
Source: Processed by the author, 2025

METHODOLOGY

This research used qualitative methods. Qualitative research seeks to maintain the complexity and nuances of individual experiences and views, resulting in a deep and holistic understanding of the subject under study (Ugwu et al., 2017). Qualitative approaches are methods for exploring and understanding the meaning obtained by several individuals/groups of people ascribed to social or humanitarian problems. This study uses a qualitative approach to understand social phenomena that occur with a holistic picture and a more comprehensive understanding of one phenomenon (Creswell, 2018). The data collection technique was carried out by searching and reconstructing various sources, such as books, scientific articles, and official reports published

by government and non-government institutions that are relevant to the research topic. The data collection stage was conducted systematically by utilising academic databases such as Scopus to identify relevant research.

Table 2. Video detail information

Source	Heading	Long	Main Contents
United Nations (2023)	Malala Yousafzai at the Transforming Education Summit	05:11	Malala emphasises tackling barriers to education globally
Malala (2023)	FundMalala speaks at the United Nations in Nigeria Malala Day 2023	12:37	Malala calls for comprehensive and sustained action to achieve universal education and address barriers that prevent girls and children from getting an education.
European Parliament (2022)	Malala Yousafzai speech on education	2:23	Malala advocates for a shift in global priorities towards education, emphasising that true strength and progress are determined by the right to education and the basic rights afforded to all citizens.
Malala (2022)	FundMalala Yousafzai: Speech at the United Nations General Assembly	04:45	Malala emphasises decisive action to address the global education crisis and ensure that every girl has access to quality education.
English (2024)	SpeechMALALA: Fight for Education	08:29	Malala urges global commitment and collaboration to ensure every child has the opportunity to get an education and build a better future.
United (2020)	NationsMalala: COVID-19 has been a setback for education, but it cannot be an excuse	02:09	Malala calls for deep commitment and concrete action to achieve sustainable development goals, especially in the areas of education and environmental protection, despite the challenges of the COVID-19 pandemic.
United (2017)	NationsMalala: Investing in quality education can change the world	01:20	Malala emphasises concerted efforts to support girls' education, highlights the benefits of gender equality, and encourages a hopeful and integrated approach to creating a better future.
United (2021)	NationsMalala Yousafzai on Afghanistan & the Future for Girls' Education	04:26	Emphasises solidarity, empowerment, and calls for global action to protect and advance the rights of women and girls in Afghanistan and beyond.
Gates Foundation (2018)	Malala Yousafzai: The Power of Women's Movements #GOALKEEPERS17	03:24	Malala emphasises the importance of educational opportunities for girls and the critical role of local efforts in overcoming barriers to achieving educational goals.
English (2014)	SpeechENGLISH SPEECH MALALA YOUSAFZAI Nobel Peace Prize (English Subtitles)	-26:19	Malala emphasises global action to ensure every child can get an education and reach their potential.

Source: Processed by the author, 2025

The sources were then selected and categorised based on their relevance to the theme of education advocacy and the role of Malala Yousafzai. In addition, secondary data obtained from reports of international organisations, such as the United Nations (UN), as well as Non-Governmental Organization (NGO) reports related to education in South Sudan were analysed to understand the broader context. To ensure the accuracy and validity of the research findings, the results of data collection were verified by comparing various sources. Data analysis was conducted using NVivo 14 through four stages. In the first stage, the keyword 'Malala Yousafzai Speech' was used to search for relevant speeches through the YouTube search engine. The search focused on aspects of gender and education with a time limit between 2014-2023. The election for 2014-2023 was based on Malala Yousafzai's pivotal role in education advocacy as well as the dynamics of education in South Sudan. The year 2014 was a turning point for Malala after receiving the Nobel Peace Prize, which strengthened her legitimacy and influence at the

Substance of Malala Yousafzai's speech using Data Tree Map

The content of Malala's speech substance will be explained sequentially on Figure 3. Figure 3 shows the tree map data visualisation of the word 'education', which shows Malala's goal of providing comprehensive education information today. Malala has consistently highlighted education as a fundamental human right for global progress. Malala emphasises that every child should have access to a good, quality education. This is important because education is the key to a better future for individuals and societies. As well as educating 130 million girls, it can develop economies, improve air quality, reduce the risk of violent conflict, and improve public health.

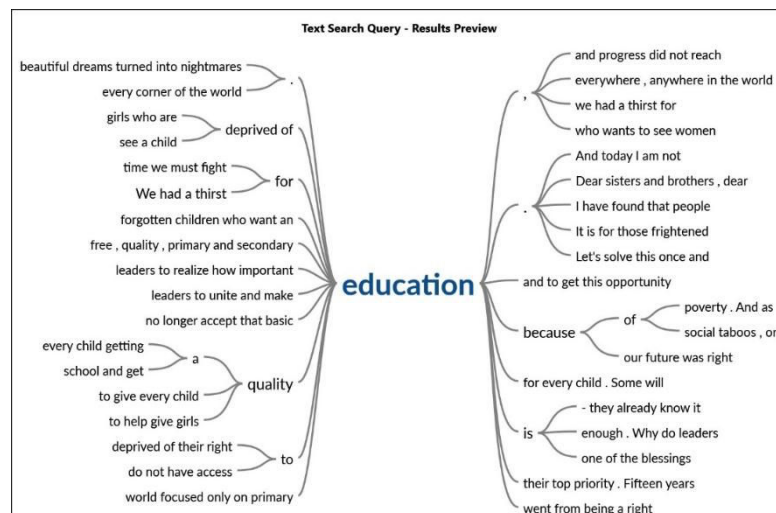


Figure 3. Word Tree data on the word 'education'
Source: Processed by the author, 2025

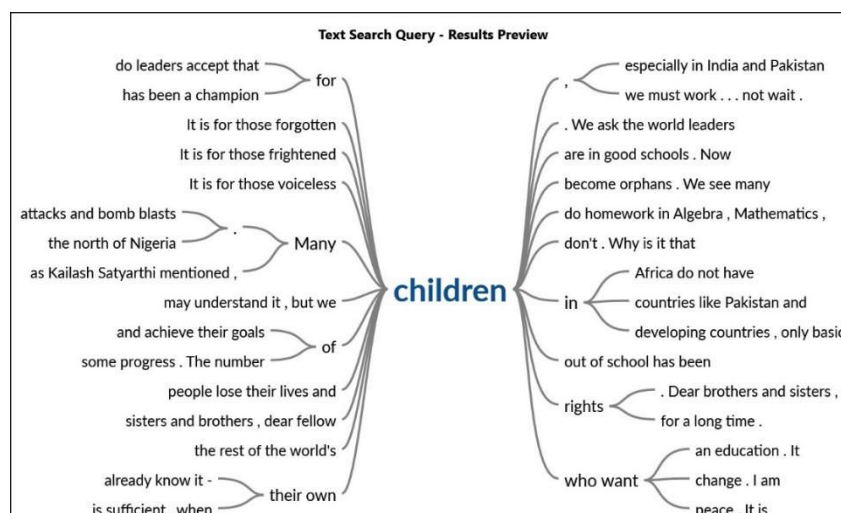


Figure 4. Word Tree Map data on the word 'children'
Source: Processed by the author, 2025

Figure 4. Shows a tree map data visualisation of the word 'children'. Malala emphasises their right to education and the importance of children's future. There are 57 million out-of-school children worldwide, indicating a huge gap in global access to education. Malala highlighted that girls are often victims of violence and sexual harassment, and they are often confined to their homes without freedom. Malala also emphasised that a country's true strength should not be measured by the number of soldiers and weapons it has, but rather by its literacy rate, the number of educated people, and the extent to which it provides basic rights to its citizens. According to her, a country with talented, skilled and educated citizens is a true superpower.

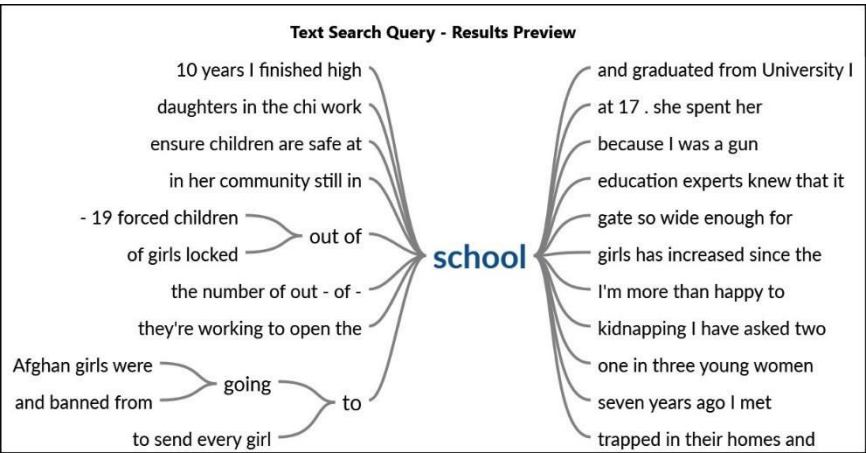


Figure 5. Word Tree Map data on the word 'school'
Source: Processed by the author, 2025

Figure 5. Showing a tree map data visualisation of the word 'school' is a recurring theme in Malala's speech. The COVID-19 pandemic has been a major setback for education, with around 20 million girls unlikely to return to school once the crisis is over. While the pandemic has presented many challenges, Malala emphasised that it is also an opportunity to improve and strengthen the global education system, so that every girl can have the opportunity to learn and lead. The inspiring quote, "One teacher, one book, and one pen can change the world", attracts public attention.

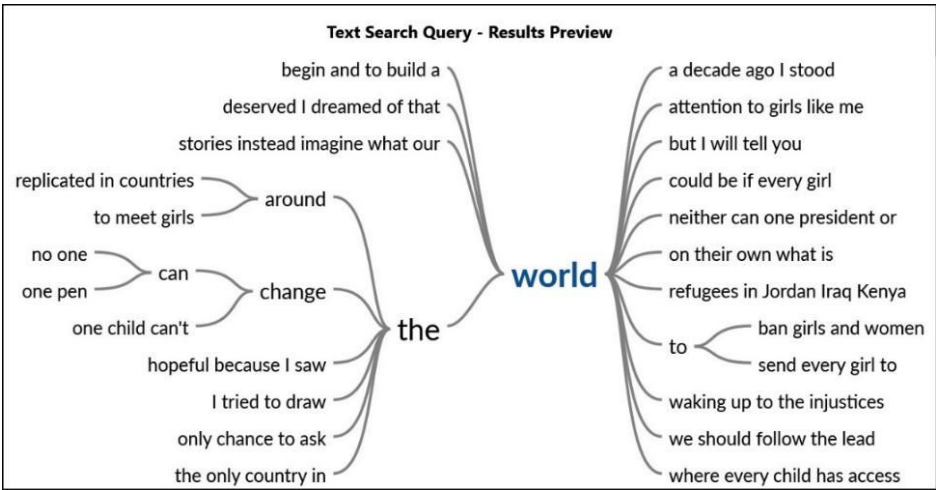


Figure 6. Word Tree Map data on the word world
Source: Processed by the author, 2025

Figure 6. Shows a tree data map visualisation of the word 'world' Malala often discusses the importance of education in a global context, illustrating how education can influence peace and progress around the world. Malala emphasises that investment in education, especially education for girls, has the potential to change the world. Education can bring about significant changes in various aspects of life, including economic and social. By supporting education and women's rights, we build a better, fairer and more prosperous world.

Advocacy strategies in Malala Yousafzai's speeches

The matrix coding query analysis combines data by grouping information into 'codes' and 'cases', which is an important element in the coding process in NVivo 14 for data analysis. Malala's speech adopted the advocacy strategies outlined by Keck and Sikkink, including information politics, symbolic politics, influence politics, and accountability politics. Malala is

recognised as a gifted orator, who utilises her speaking skills to effectively deliver advocacy messages.

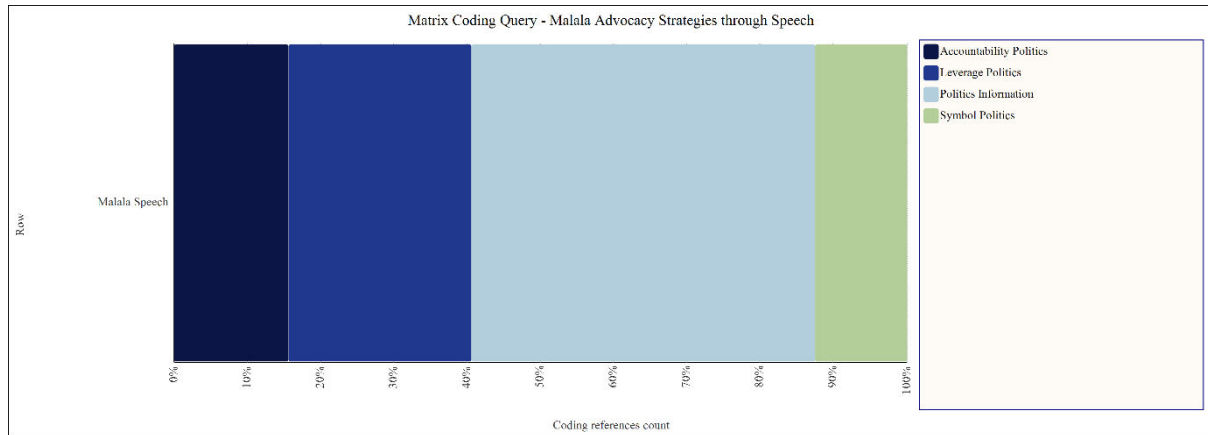


Figure 7. Crosstab query analysis data
Source: Processed by the author, 2025

Table 3. Excerpts of Malala Yousafzai's emphasis on information in her speeches

No	Speech	Quote
1	United Nations (2023)	"When I was in Swat, which was a place of tourism and beauty, it suddenly changed into a place of terrorism. I was just ten that more than 400 schools were destroyed. Women were flogged. People were killed. And our beautiful dreams turned into nightmares. Education went from being a right to being a crime. Girls were stopped from going to school"
2	Malala Fund (2023)	"I tried to draw the world's attention to girls like me the nearly 120 million girls denied the right to education by poverty patriarchy climate and conflict"
3	European Parliament (2022)	"Many children have no food to eat, and these children are starving for an education! It is alarming that 57 million children are deprived of education. They cannot go to school. This must shake our conscience. Girls have been the target of sexual violence and abuse, and they are only limited to the four walls of their houses. There is no freedom"
4	Malala Fund (2022)	"Education transforms lives strengthen economies and contributes to a more peaceful world"
5	English Speech (2024)	"I ask for nothing else but unfortunately there are 57 million children who are out of school for some of us this would be a really sad news a really shocking news maybe and it might be happening like somewhere far away from this world, but it is happening in this world where we are living it's not on any other planet"
6	United Nations (2020)	"Covid 19 has been a striking setback for collective goals on education alone 20 million more girls may never be able to go back to their classroom after this crisis ends global education funding gap has already increased to 200 billion dollars per year the pandemic is a setback"
7	United Nations (2017)	"... They need quality education and if we want to see our future bright, developed; if you want to make our lives better, we must invest in girls' education. That is crucial. We can not ignore it"
8	United Nations (2021)	"We know that education is a human right for all children. We also know that education improves the quality of society. Education brings more peace and harmony. We also know that education has economic benefits, it lifts people out of poverty, and helps us address issues like climate change and so on. Education improves conflict and so on. Education helps us improve the economy"
9	Gates Foundation (2018)	"Education can change the world what can 130 million do they can grow economies improve the air we breathe cut in half the risk of violent conflicts"
10	English Speech (2014)	"There are many countries where millions still suffer from the very old problems of war, poverty, and injustice. We still see conflicts in which innocent people lose their lives and children become orphans. We see many people becoming refugees in Syria, Gaza, and Iraq. In Afghanistan, we see families being killed in suicide attacks and bomb blasts. Many children in Africa do not have access to education because of poverty. And as I said, we still see, we still see girls who have no freedom to go to school in the north of Nigeria"

Source: Processed by the author, 2025

The data visualisation in Figure 7 shows that Malala's main strategy in her speeches is information politics, which represents 46.88%. Malala's speeches mainly emphasise the

importance of providing accurate and relevant information to support her advocacy. Table 3 contains speech excerpts that reflect Malala's emphasis on education, which includes the importance of access to education for all children, especially girls, and the positive impact of education in transforming societies and empowering individuals. This strategy involves collecting, analysing and disseminating accurate and comprehensive information on specific issues to raise awareness, shape public opinion and support advocacy campaigns. The aim is to expose injustices or human rights violations, as well as provide reliable evidence to press for action or policy change.

World leaders' response to Malala Yousafzai

Malala Yousafzai's delivery of a new advocacy model has triggered a range of reactions from global stakeholders, including world leaders such as Barack Obama, Antonio Guterres, Bill Gates and Justin Trudeau. Their responses are manifested through posts on social media Twitter (X) as well as concrete actions in policy implementation.

Congratulations from Barack Obama and Bill Gates

A number of world figures have warmly welcomed Malala's presence on social media. When he was President, Barack Obama congratulated Malala Yousafzai on Twitter for winning the 2014 Nobel Peace Prize. Obama praised Malala's courage (Figure 8) and determination in fighting for the right to education for girls, despite facing threats from the Taliban. He highlighted how Malala has inspired the world and reaffirmed the United States' support for human rights and Malala's efforts in building a better future (Samander, 2014). In addition, Microsoft founder Bill Gates also revealed that Malala continues to inspire him and thanked her for helping millions of young women around the world dream about a brighter future (Susilo, 2017).



Figure 8. Congratulatory message via Twitter (X)
Source: Processed by the author, 2025

Antonio Guterres and Ahmed Hussen's response

Congratulations and welcoming Malala on Twitter also came from UN Secretary-General Antonio Guterres, conveying that Malala Yousafzai's courage in fighting for girls' education has inspired many people around the world (United Nations, 2017b). Ahmed Hussen, Canada's Minister of International Development, described Malala Yousafzai as a young woman who has inspired many people around the world (Figure 9).

Response by Prime Minister of Canada-Justin Trudeau

In 2018, Prime Minister Trudeau and Malala Yousafzai discussed Canada's efforts to advance education for women and girls, including through the implementation of a new \$3.8 billion fund for crisis and conflict situations (Figure 10). They also spoke about the importance of education as a global priority in various international forums, including during the United Nations General Assembly, the G20, and the upcoming G7 presidency. Trudeau thanked Malala for her leadership and the two committed to continue finding ways to address barriers to girls' access to education (Prime Minister of Canada, 2018).



Figure 9: Response via Twitter (X)
Source: Processed by the Author (2025)



Figure 10. Meeting between Justin Trudeau and Malala
Source: Processed by the author, 2025

New advocacy models in education advocacy

Malala's speeches from 2014 to 2023 consistently highlighted concerns about access to education for young people around the world. Malala demonstrated how vital education is to girls' development and future and how educational injustice impacts their opportunities. Malala's efforts, along with the global youth network, reflect an innovative movement with an open opposition approach, which differs significantly from the traditional advocacy models used by previous generations (Keck & Sikkink, 1999). This data supports the successful actualisation

of a new advocacy model that emphasises the active role and direct participation of youth in social change.

Malala Yousafzai used various advocacy strategies in her speech. She applied the strategy of information politics by disseminating in-depth knowledge about injustices in access to education, such as gender inequality, early marriage, and violence against girls. Tree map analysis related to the term 'education' shows Malala's involvement in this politics of information. In addition, Malala educates the audience about the negative impact of lack of education on children's futures, and the importance of quality education for all children around the world. She presents data and facts about the progress and challenges in global girls' education, including the increase in education standards from 9 years to 12 years, as well as the increase in the number of girls out of school due to the COVID-19 pandemic. These analyses show that providing comprehensive information on educational inequities and related issues, such as gender disparities and violence against girls, can increase public awareness of these issues. By receiving clear and detailed information about education challenges, audiences better understand the importance of education in advocacy campaigns and are encouraged to take action to address these disparities (United Nations, 2017a).

The symbolic political strategy is related to the term 'children'. Malala passionately fights for the educational rights of girls and young women who are hampered by various challenges. Malala represented the younger generation in affecting real change, which was seen through the formation of a global movement after her speech (Happer & Philo, 2013). Malala used powerful symbols and narratives to draw the world's attention to the issue of education. For example, by advocating for children's education rights through the #BooksNotBullets and Stand #withMalala campaigns and becoming a widely recognised news icon (Institute, 2016). Malala has also managed to establish an advocacy network of youth committed to education, as evidenced through the Malala Fund Girl Programme by providing them with training and potential. Malala has also been involved in various actions and campaigns, including the global Transforming Education Summit (Zajacova & Lawrence, 2024). The author's analysis reveals that Malala's statements in various international forums encourage the expansion of education advocacy networks among the younger generation.

The leverage politics strategy is related to the term 'school' to attract the world's attention, especially among the younger generation, and inspire them to be more concerned and involved in education issues. Inspiring quotes such as "one child, one teacher, one book and one pen can change the world" are used to represent the power of education. Education significantly improves individual well-being and freedom, empowers individuals and promotes social mobility. It strengthens social cohesion and promotes economic growth, leading to improved human capital and contributing to a more stable and democratic society, as highlighted in this study (Shavkidinova et al., 2023). Young people around the world are increasingly aware of the importance of education through the various terms emphasised in Malala's speech. Analysis of the tree map data for the term 'school' reveals Malala's strong emphasis on the right to education and the ability of this issue to capture public interest. In addition, Malala encouraged society, including parents, teachers, religious leaders, governments and international organisations to play an active role in supporting women's education rights. In addition, she also used media influence and global campaigning through the film *He Named Me Malala*, which profoundly illustrates the restriction of basic education rights due to gender discrimination (Institute, 2016).

The accountability politics strategy is visible in the tree map data analysis for the term 'world' in Malala's speech. Malala emphasises global responsibility in providing equal and quality education. She criticises inadequate policies and demands accountability from world leaders to fulfil their commitment to advancing girls' education. Thus, the term 'world' is used as a tool to criticise the inadequacy of education policies and push for reforms, to ensure every girl has access to proper education, which can have a significant impact on peace, economic and social progress. Malala also influences decision-makers to invest and maintain their commitment to girls' education and promote gender equality in education at local, national and global levels (Malala Fund, n.d.).

Table 2 shows that in her ten speeches, Malala was critical of ongoing global education issues. Malala's efforts not only bring attention to the education gap and engage stakeholders but also underline solutions that can be implemented to improve access to education for girls.

Malala's efforts in advocating for education drew attention from figures such as Barack Obama, Bill Gates, Antonio Guterres, Ahmed Hussen, Justin Trude who supported her campaign and voiced the importance of education in international forums. The author's analysis shows that world leaders recognise Malala's aspirations that have a positive impact on global education advocacy. Malala's speech provides an example of the application of educational ethics in advocacy. Malala turned her attention primarily to educational rights and equality in access to education and highlighted the negative impact of educational injustice caused by poverty, conflict and inadequate policies. The author's analysis shows that Malala's campaign is based on Keck and Sikkink's strategies, as well as educational ethics.

Education advocacy lessons for South Sudan

The innovative campaign approach initiated by Malala can be a strategic model in encouraging the women's education movement in South Sudan. In Keck & Sikkink's (1999) analytical framework, the advocacy model for women's education in South Sudan can be explained through four main concepts: information politics, symbolic politics, leverage politics, and accountability politics.

Information politics: the success of education advocacy in South Sudan relies heavily on the effectiveness of information dissemination strategies. Malala has proven that her speeches can be a communication tool that can draw global attention to the issue of women's education. In the context of South Sudan, social media and data-based reports published by NGOs can be utilised to convey empirical information about the low participation rate of women in education, the socio-cultural constraints that hinder access to education, and the lack of policies that support educational equality (Ikrama & Qumer, 2023).

Symbolic politics: Malala has become a symbol of the struggle for women's education at the global level. A similar approach can be applied in South Sudan by elevating local figures contributing to women's education advocacy. As in the context of conflict resolution education and training in 2017, Agnes Wasuk and Awut Deng Acuil represented the South Sudan Council of Churches - National Women's Programme (SSCC-NWP) in the No Mas II educational tour in Canada. The programme highlighted gender justice issues and discussed SSCC-NWP's peace efforts during the civil war in South Sudan (Andris & Tambunan, 2023). Speeches and testimonies from local figures in national and international forums can strengthen the legitimacy of women's education advocacy and raise awareness of the urgency of the issue.

Leverage politics: to increase the effectiveness of education advocacy, local actors in South Sudan can leverage international networks, such as international media, international organisations, UNESCO, African Union and education-focused philanthropic organisations, to pressure the government to accelerate education policy reforms (Gunawan et al., 2024). In addition, strategic partnerships with global figures, including Malala and the Malala Fund organisation, can increase the bargaining power of education advocacy in the policy-making process in South Sudan.

Accountability politics: education advocacy in South Sudan should also be orientated towards increasing the accountability of the government and educational institutions in providing equitable access to education for women (Maper, 2024). With the support of empirical data and pressure from civil society, the government can be encouraged to implement more inclusive and gender equality-based education policies.

By integrating the four concepts in Keck and Sikkink's unit of analysis, women's education advocacy in South Sudan can be strengthened through an evidence-based approach that not only attracts the attention of the international community but also puts pressure on local stakeholders to create more inclusive and sustainable education policies.

Figure 11 shows that the media plays a crucial role as a tool to disseminate information and influence public opinion. Research shows that Malala's speech significantly increased the dynamism of discussions about education on social media platforms such as Twitter (X). This suggests that speeches can act as a catalyst for effective information exchange on education issues (Yubel & Azizah, 2024). The role of young influencers is also very important in the context of advocacy. Influencers who have a large following on social media can utilise their platforms to raise awareness about the importance of education for women in South Sudan. By highlighting issues such as education equality, women's right to education, and the challenges faced by young women in South Sudan, they can build a strong narrative among the younger generation.

Moreover, they also have the potential to act as a bridge between the education advocacy movement and the wider community, helping to spread important messages and encourage action on the ground (Ikrama & Qumer, 2023).

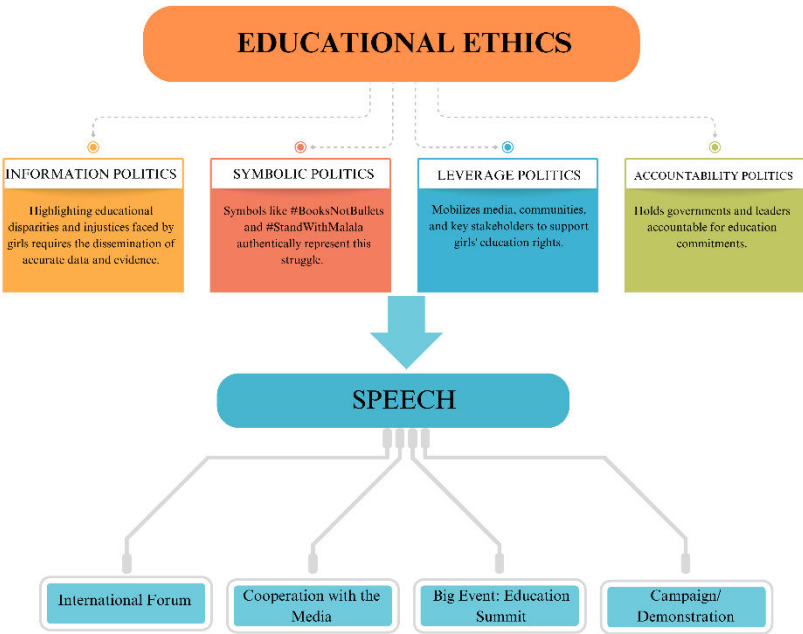


Figure 11. New advocacy model based on Malala action
Source: Processed by the author, 2025

As mentioned earlier, the younger generation in South Sudan has great potential, both in terms of numbers and their involvement in women's education issues. The demographic growth of young women in South Sudan offers significant opportunities for them to actively participate in education advocacy, including in the formulation of more inclusive and equitable education policies (Owino et al., 2022). In addition, with the development of media and technology, as well as young people's skills in using these tools, innovations in education advocacy methods will be increasingly easy to implement and access (Yubel & Azizah, 2024). By considering the four concepts in Keck and Sikkink's unit of analysis, women's education advocacy in South Sudan can be strengthened with evidence-based strategies that can attract the attention of the global community and local policymakers.

The implications of this research confirm that advocacy strategies based on public speeches, social media and symbolic narratives can be a powerful tool in increasing awareness and access to education for women in conflict areas such as South Sudan. By adapting Malala Yousafzai's approach, various stakeholders can strengthen the education advocacy movement through cross-sector collaboration, policy strengthening, and utilising digital media and technology.

CONCLUSION

The education advocacy model developed by Malala Yousafzai has strong relevance in the context of South Sudan as the country's education challenges are similar to those that have been successfully addressed through Malala's advocacy strategies. South Sudan still faces various barriers to women's access to education, including political instability, poverty and limited education infrastructure. Malala's information politics approach, such as disseminating data and facts about education inequality, can help raise public awareness and promote transparency in education policy in South Sudan. In addition, the power of symbolic politics in campaigns such as #BooksNotBullets can change public perceptions of women's education and build wider social support. In terms of the politics of leverage, South Sudan relies heavily on international aid, so Malala's strategy of pressurising global actors to contribute to education funding and policy can be an effective model. Meanwhile, in the context of accountability politics, this

advocacy model can be applied to urge the South Sudanese government to be more responsible in ensuring inclusive education for women. By considering these factors, Malala Yousafzai's advocacy model can be a reference for the education movement in South Sudan to improve access, support and sustainability of women's education policies.

The author strongly recommends the adoption of this new advocacy model by education movements in various developing countries, including South Sudan, to increase the real impact and sustainability of education advocacy. However, this study still has limitations and requires further study, especially in applying this approach in a region that faces great challenges such as South Sudan. Therefore, Malala's advocacy model not only offers a systematic framework, but can also be adapted to the local context of South Sudan to be more effective in fighting for education for women.

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