

Girls' Clubs

BUILDING LEADERSHIP, ASSERTIVENESS AND CONFIDENCE IN GIRLS



**Training Manual for Girls' Clubs, Patrons and Organisations
Working for Girls' Rights and Development**

GIRL
Greater Accra/Volta Regional
Programme

act:onaid
ghana

GIRLS' CLUBS

**BUILDING LEADERSHIP, ASSERTIVENESS AND
CONFIDENCE IN GIRLS**

Training Manual
for Girls' Clubs, Patrons and Organisations
working for Girls' Rights and Development

act:onaid
ghana

Table of Contents

- Foreword5
- Organisation of the Manual6
- Objectives of Girls’ Club6
- Acronyms8

- 1.0 INTRODUCTION TO WORKING DEFINITIONS9**
 - 1.1 Relevance of the Girls’ Clubs9
 - 1.2 Membership of Girls’ Clubs.....10
 - 1.3 Benefits of Girls’ Clubs to Members.....10
 - 1.4 Expectations and Desired Outcomes10

- MODULE ONE.....12**
- THE HUMAN RIGHTS FRAMEWORK.....12**
 - 2.0 Background of Human Rights12
 - 2.1 Characteristics of Human Rights12
 - 2.1.1 An overview of Ghana’s Children’s Act, 1998 (Act 560)13
 - 2.2 Rights and Responsibilities of Children13
 - 2.3 Responsibilities of Children15

- MODULE TWO.....17**
- THE GIRL-CHILD AND HUMAN RIGHTS17**
 - 3.0 Introduction.....17
 - 3.1 Child Rights.....17
 - 3.2 Expectations of this module17
 - 3.3 Why learn about Girl-Child Rights?18
 - 3.4 Building Assertiveness and Confidence in Girls19
 - 3.5 Challenges, Dangers and Risks confronting the Girl-Child.....20
 - 3.6 Reasons why the Girl-Child should be Assertive and Confident21
 - 3.7 Girls and Leadership:21

- MODULE THREE.....23**
- MANAGING A GIRLS’ CLUB.....23**

4.0 Introduction.....	23
4.1 Duties and Responsibilities of Leaders and Position Holders.....	23
4.2 Duties and Responsibilities of a Patron/Matron.....	23
4.3 Duties and Responsibilities of the Executive.....	23
4.4 Duties and Responsibilities of Members of the Club.....	25
4.5 Sample of a Club Constitution.....	25
4.6 Writing of Club Reports.....	25
4.7 Handling Club Disputes.....	26
MODULE FOUR.....	28
CHILD ABUSE.....	28
5.0 Introduction.....	28
5.1 Defining a Child.....	28
5.2 Defining Child Abuse.....	28
5.3 Adolescence.....	28
5.4 Adolescent.....	28
5.5 Puberty.....	29
5.6 Gender-Based Violence.....	29
5.7 Forms of Child Abuse.....	29
5.7.1 Physical Abuse.....	29
5.7.2 Neglect.....	30
5.7.3 Emotional Abuse.....	30
5.7.4 Sexual Abuse.....	30
5.8 Where to Report Violations of Girl's Rights.....	30
MODULE FIVE.....	32
SEXUAL & REPRODUCTIVE HEALTH.....	32
6.0 Introduction.....	32
6.1 Learning about Values in Life.....	32
6.2 Life Cycle.....	34
6.3 Adolescence and Puberty.....	35
6.4 Body changes in Girls.....	38
6.5 Child Marriage.....	38
6.5.1 What is Child Marriage?.....	38
6.6 Why should Child Marriage be Abolished?.....	40

6.6.1 Human Rights.....	40
6.6.2 Sexual and Reproductive Health Problems	40
6.6.3 Education	41
6.6.4 Poverty.....	41
6.6.5 Domestic Violence	41
MODULE SIX	42
VOLUNTEERING IN SCHOOL AND IN THE COMMUNITY.....	42
7.0 Introduction.....	42
7.1 Defining Volunterism	42
7.2 Who is a Volunteer?.....	42
7.3 How can you Volunteer in your School and Community?	42
7.4 Benefits for the Community	43
7.5 Benefits to the Volunteer	43
MODULE SEVEN	44
SUSTAINABILITY OF THE GIRLS' CLUBS.....	44
8.0 Suggested Ways and Activities that can sustain the Clubs	44
8.1 Identifying Organisations for Collaboration	44
8.2 Importance of Partnerships and Networks	44
8.3 Fundraising for Club Activities.....	45
8.4 Developing Action Plans.....	45
8.5 Examples of Activities for Club Action Plans	45
8.6 Action Plan Development	46
APPENDICES	47
Appendix 1: REPORTING FORMAT FOR CLUB ACTIVITIES.....	47
Appendix 2: SAMPLE OF REGISTER FOR GIRLS' RIGHTS VIOLATIONS	47
Appendix 3: SAMPLE OF INTERNATIONAL CONVENTIONS AND PROTOCOLS.....	48
Appendix 4: SUSTAINABLE DEVELOPMENT GOALS (SDGs)	50

Foreword

This guide is meant to be used by the patrons, executive members of the Girls' Clubs and other members for the promotion of human rights, particularly the rights of the girl-child. It is aimed at addressing the capacity needs of patrons and executives in the running and management of the clubs in schools.

The manual will be useful to guide individuals, institutions and groups who wish to start similar structures to address relevant concerns or challenges of girls. It will also serve as an alternative approach to the development of the girl-child, which can be adopted by government and other stakeholders to address the needs of girls in our schools and communities.

There is no dispute that women and girls, who form the majority of our society, are marginalised and in some cases discriminated against. In many communities in Ghana, particularly in the Upper East, Upper West and Northern Regions, girls are sidestepped for boys when families enrol their children in school. This is clearly a denial of the girl-child's right to education, which eventually may lead to the denial of her other rights. The right to education is inextricably linked to the enjoyment of other rights, such as health care, shelter, economic empowerment, etc.

Violence in the form of sexual abuse, socio-cultural practices and economic deprivation, deny girls their right to education. This constitutes an infringement on their right and prevents them from enjoying the full benefits of their rights while in school. It also interferes with and undermines the attainment of internationally accepted educational goals, including the Sustainable Development Goals (SDGs).

It is against this background that ActionAid has facilitated the formation and operation of Girls' Clubs in our community schools, to empower the girls to identify and fight for their rights in and outside the school environment.

This guide is, therefore, intended to provide the Girls' Clubs with the necessary knowledge and skills to make them conscious of their rights, entitlements and responsibilities, as well as to empower them to demand accountability from duty-bearers, including parents, teachers, community leaders and the government. It is also expected to guide the running of Girls' Clubs in all ActionAid sponsorship communities and for other girls' rights initiatives across the country.

Sulemana Alhassan
Programme Manager
Upper East Region
ActionAid Ghana

Organisation of the Manual

This guide is divided into eight (8) modules, which explains technical terms and highlights the relevance, membership and expectations of the Girls' Clubs.

The manual was developed through participatory methods, including meetings, focus group discussions and workshops. This was to ensure that all concerned persons, stakeholders and users of the guide have the opportunity to contribute to the content. The clubs actively participated in the development of the action plans, with the support of their patrons.

Module One: Focuses on providing basic knowledge on human rights and Ghana's Children's Acts, 1998 (Act 560).

Module Two: Draws the synergy between human rights and girls' rights and helps the reader/user to appreciate the need to respect the rights of the girl-child.

Module Three: Looks at child abuse, types and where to report cases of child abuse.

Module Four: Provides simple tips to the user on how to manage Girls' Clubs, detailing the responsibilities of all stakeholders, particularly office holders.

Module Five: Looks at sexual and reproductive health and their related influences on the development of the girl-child.

Module Six: Examines voluntarism and its importance to development. It seeks to inculcate in the youth the spirit of voluntarism and community development.

Module Seven: Provides general information on how Girls' Clubs can survive, stay relevant and be sustained by their members.

Objectives of Girls' Club

- To increase awareness of girls on human rights in schools and their communities.
- To create space for the girls to develop self-confidence and assertiveness.
- To harness and develop the leadership potentials of girls for community development.

- To assist girls shape their personal and professional ambitions.
- To build leadership and strategic thinking skills of girls.
- To demand commitment from duty bearers for the realisation of the rights of girls.
- To strengthen the capacity of the Girls' Club patrons and executives to perform their roles.

Acronyms

AAG	ActionAid Ghana
AIDS	Acquired Immune Deficiency Syndrome
CHRAJ	Commission on Human Rights and Administrative Justice
DOWSU	Domestic Violence and Victim Support Unit
FGM	Female Genital Mutilation
HIV	Human Immunodeficiency Virus
JHS	Junior High School
LRP	Local Rights Programme
NCCE	National Commission for Civic Education
NGO	Non-Governmental Organisation
PTA	Parent Teacher Association
SDGs	Sustainable Development Goals
SHS	Senior High School
SMC	School Management Committee
STD	Sexually Transmitted Disease
UNCRC	United Nations Convention on the Rights of the Child
UNICEF	United Nations Children's Emergency Fund
WHO	World Health Organisation

1.0 INTRODUCTION TO WORKING DEFINITIONS

This section covers definitions of words and terms used or referred to in this guide. The module is intended to help all users of the guide to have a common understanding of these words and what they mean when used during club activities.

A Child: A person below the age of 18.

A Girl: A female child below 18 years. Typically, a girl progresses through childhood and adolescence to adulthood, where she becomes a woman.

Executive Members: Student/pupil leaders of the clubs.

Patron/Matron: Adult who supports, protects, or guides a group of girls to achieve their goals in the school.

Club Members: Girls who form part of the club and take advice and instructions from the executive, patrons and matrons, as they work towards achieving the clubs' objectives.

Child Rights: Freedoms, advantages, privileges, opportunities and benefits that every child is entitled to and should enjoy.

Girls' Clubs: A group of girls that get together with the aim of creating awareness and respect for the rights of children, particularly girls, developing their leadership skills, self-esteem and assertiveness, as well as to have fun.

Human Rights: Privileges, freedoms, advantages, opportunities and benefits that every person is entitled to by virtue of the fact that they are human beings. They can also be defined as standards without which a life of dignity is impossible. They are the foundation of freedom, justice and peace. The recognition, respect and protection of these rights allow the individual and the community to develop fully.

1.1 Relevance of the Girls' Clubs

Women and girls in Ghana are socialised to play a subordinate role in the society. From the house to the workplace, and even in religious circles, women are made to pick up roles and responsibilities that are deemed less tasking or intellectually less-demanding. While there have been many campaigns to highlight the human rights

violations of girls and empower many women to claim and contest their rights, women and girls are generally denied social, economic and political opportunities.

This situation does not promote a healthy development of girls and women to aspire to higher heights in the society. AAG believes that to achieve social development on a sustainable basis, women and girls, who constitute more than 50% of the population, must be supported and empowered to compete for positions traditionally reserved for boys and men. This will be more effective if it is done in the early stages of the girls' development.

The Girls' Clubs were formed by AAG to promote the rights of girls and develop their capacity to pursue their educational and professional development ambitions.

1.2 Membership of Girls' Clubs

Membership is open to all interested girls in school from upper primary to JHS, irrespective of age, religious orientation, political association and other cultural or social factors.

1.3 Benefits of Girls' Clubs to Members

- A source of good interaction with their peers.
- Enlighten girls about their duties and responsibilities.
- A source of guidance in achieving their life goals.
- Empower them with the knowledge of their rights.
- Prepare them to be responsible people as they approach adulthood.
- A source of motivation and encouragement for the girls to study hard.
- Equip them with knowledge regarding child rights abuses, including child labour, child trafficking, Female Genital Mutilation (FGM) etc.
- Motivate the girls to share good practices with other children.
- Produce responsible leaders to impact their generation.

1.4 Expectations and Desired Outcomes

The expected outcomes from the Girls' Clubs are as follows:

- Increased confidence levels of girls empowered to challenge rights violations.
- Recognition, fulfilment and protection of the rights of girls in and out of school.
- Reformation of negative cultural practices challenging the development of girls.
- Improved enrolment and retention of girls in schools.

- Increased interest of girls in leadership positions and other social responsibilities.
- Improved community response to rights violations as a result of girls' empowerment programmes.
- Increased enthusiasm and participation of PTA/SMCs in girls rights campaigns.



MODULE ONE

THE HUMAN RIGHTS FRAMEWORK

2.0 Background of Human Rights

In pursuit of natural justice and basic freedoms, humanity has for long deployed words and phrases like *mutual respect, equality, tolerance, solidarity, peace, safety and security* to describe actions and intentions for a better and fairer world. These expressions form the basis of what is today called human rights. After World War II, world leaders deemed it important to come up with a term that would encompass all these expressions to ensure the universal preservation and protection of human dignity and fundamental rights.

In different parts of the world, people were being denied these entitlements and subjected to slavery, human sacrifice, trafficking, mistreatment, and other abuses. This gave birth to human rights movements to champion the cause for respect of human dignity.

Human rights are fundamental rights to which a person is entitled, simply because they are human. All people are born free and equal with dignity and rights. Human rights are universal, because they apply everywhere and to everyone.

Children's rights are the human rights of children. It is important to know that children's rights and girls' rights are human rights.

Exercise 1:

Ask the children to brainstorm on the characteristics of Human Rights. You will need a flip chart and markers, post-it notes or coloured cards, tape or glue-stick.

2.1 Characteristics of Human Rights

- **Human rights are universal:** This means that human rights apply to everyone, everywhere.
- **Non-discriminatory:** Human rights do not discriminate. All people, regardless of location, social and economic status, should enjoy them equally.

- **Human rights cannot be divided or separated:** They are all enjoyed together and are connected to each other to ensure the dignity of all human beings who are enjoying them.
- **Human Rights cannot be taken away:** No one has the right to deprive another person of their human rights for any reason. People retain their human rights even when the laws of their countries do not recognise them or when they are violated. For example, when slavery is practiced, slaves still have rights as human beings, although these rights are being violated.
- **Human rights are the same for all human beings:** Regardless of age, race, colour, sex, religion, culture, political inclination, social origin, sexuality, or disability status.

Exercise 2:

Ask the children to identify the various rights every child should enjoy.


Write down one right per card/post-it note. Then match them against the Convention on the Rights of the Child.

1. Discuss those rights they were able to identify.
2. Talk to them about the UN Convention on the Rights of the Child and discuss those rights they missed.

In Ghana, the human rights of the child are enshrined in the Children's Act, 1998 (Act 560), which was passed into law with the expressed intent of ensuring that the rights of Ghanaian children are protected and fulfilled.

2.1.1 An overview of Ghana's Children's Act, 1998 (Act 560)

1. **Definition of a Child:** In this Act, a child is defined as a person below the age of eighteen (18) years.
2. **Welfare Principle:** The best interests of the child shall be paramount in any matter concerning a child.

- 
3. **Non-Discrimination:** No person shall discriminate against a child on grounds of gender, race, age, religion, disability, health status, ethnic origin, location, birth or other status, social-economic status or because the child is a refugee.
 4. **Right to Name and Nationality:** No person shall deprive a child of the right (from birth) to a name, the right to acquire a nationality, or the right to know her/his parents.
 5. **Right to Grow up with Parents:** Children have a right to live with their parents and to grow up in a caring and peaceful environment unless proven and confirmed in court that living with the parents would;
 - i. lead to significant harm to the child
 - ii. subject the child to serious abuse
 - iii. not be in the best interest of the child
 6. **Parental Responsibility:** Parents have a duty to provide all the welfare needs required for the up-bringing of the child.
 7. **Right to Parental Property.** No person shall deprive a child of a reasonable provision of the estate of a parent, whether or not the child is born in wedlock.
 8. **Right to Education:** No person shall deprive a child access to education, immunisation, adequate food, clothing, shelter, medical attention or any other provision required for his/her development.
 9. **Right to Social Activity:** Children have a right to participate in sports, or in positive cultural and artistic activities.
 10. **Treatment of the Disabled Child:** No person should treat a child with a disability in an undignified manner. Children with disabilities have a right to special care, education, and training, wherever possible, to develop their maximum potential and be self-reliant.
 11. **Right of Opinion:** Children have a right to form views and have the right to express their opinion. Children need to be listened to and also participate in decisions which affect their well-being. The opinion expressed shall be given due consideration in accordance with the age and maturity of the child.

12.Children have a Right of Protection from Exploitative Labour: No child should be subjected to exploitative labour as specified in Section 87 of the Children’s Act.

13.Protection from Torture and Degrading Treatment: No child shall be subjected to torture, cruel, inhumane or degrading treatment or punishment, such as Female Genital Mutilation (FGM), child-trafficking, corporal punishment etc.

14.Right to refuse Betrothal and Early Marriage: No person shall force a child to be betrothed, to be the subject of a dowry transaction or to be married. The minimum age of marriage shall be eighteen (18) years.

Penalty for Contravention: Any person who contravenes any of these provisions commits an offence and is liable to a fine or to a term of imprisonment.

2.2 Rights and Responsibilities of Children

Exercise 3:

1. Ask children to write on squares of coloured paper the rights of Ghanaian children.
2. In pairs, the girls should discuss which of the rights are mostly violated in Ghana and their effects on children.

An outline of Children’s Rights

- Right to education
- Right to healthcare
- Right of protection from torture, cruelty, inhumane and degrading treatment or punishment
- Right to freedom of speech and expression
- Right to freedom of movement
- Right to play and to rest
- Right to a name
- Right to security
- Right to be taken care of by their parents and legal guardians
- Right to basic needs of life e.g., clean water, clothing, shelter and nutritious food.
- Right to their sexuality



Exercise 4:

1. Ask children to brainstorm on the duties and responsibilities of Ghanaian children and to note them on cards, writing one item on a card.
2. The girls should rank the rights and responsibilities in order of importance

Responsibilities of Children

- To respect their parents, members of their community and other children.
- To study hard, succeed with education and become the best in their field of endeavour e.g., nurse, doctor, teacher, farmer, meteorologist, journalist etc.
- To help other children when the need arises.
- To show others love and care.
- To keep their home and environment clean.
- To respect their head teachers, teachers, leaders and fellow students.
- To respect others who are from a different tribe, sex or religion.
- To preserve and respect the rights of other children.
- To work for unity and cooperation in the family.
- To help out in household chores, according to their age and ability.
- To love one another, their families, villages, communities and their country.
- To fulfil their right to education by staying to complete school.

MODULE TWO

THE GIRL-CHILD AND HUMAN RIGHTS

3.0 Introduction

Human rights are the inalienable and universal entitlements of all citizens, by virtue of being a human being. Human rights can also be defined as the fundamental moral and legal entitlements necessary for the basic wellbeing and dignity of every human person.

Human rights belong to a person by virtue of being born, irrespective of sex, race, ethnicity, religion, sexual orientation or any other status. All human beings are equally entitled to human rights without discrimination. Human rights exist to ensure that everybody is treated fairly and is given the freedom to develop to their full potential, and to promote their wellbeing.

3.1 Child Rights

In addition to the rights that are available to all people, there are rights that apply specifically to children. Children require special rights because of their unique needs; they require additional protection that adults do not. The United Nations Convention on the Rights of the Child (UNCRC) is an international instrument that sets out all the rights that children have.

The Convention demands that all governments enact laws that will protect the interest and well-being of all children without discrimination. The Republic of Ghana was the first country to sign the Convention on 29th January, 1990.

3.2 Expectations of this Module

It is expected that at the end of this section, the girls:

- Will be able to define who a 'girl' is, identifying all the peculiar characteristics and development stages that a girl goes through
- Will better appreciate and understand girls' rights
- Will have a deeper understanding of how to be assertive
- Will have increased their knowledge on leadership skills
- Will appreciate the international protocols and agreements on human rights

3.3 Why learn about Girl-Child Rights?

While education and public campaigns about child rights have been intensive, some families, communities and societies still hold strong beliefs and perceptions that girls should not have the same rights as boys. We, therefore, need to work together to change these negative beliefs and attitudes.

Like boys, girls deserve to enjoy all the rights that children are entitled to. Girls must be supported and empowered to realise their aspirations and dreams, to enable them contribute to the development of their societies.

Remember, human rights do not discriminate based on gender!

3.4 We learn about Girls' Rights to:

- Create awareness of girls' rights and responsibilities in schools, homes and communities.
- Change people's misguided beliefs and perceptions about girls and their rights.
- Assure girls of protection and boost their confidence.
- Build a society that respects and protects the rights of girls.
- Build the capacities and knowledge of girls in human rights issues to enable them make informed and better choices for their own lives.
- Help girls develop their leadership skills.

Exercise 5:

1. Organise the girls into groups of five (5) and ask them to identify the rights of the girl-child.
2. In the plenary, ask the groups to present and explain the rights that they have identified.
3. The facilitator will then add on and explain the various rights of the girl-child.

Examples of the Rights of the Girl-Child

- Right to education
- Right to healthcare
- Right of protection from child and forced labour
- Right of protection from slavery and servitude
- Right of protection from torture, cruelty, inhumane and degrading treatment or punishment

- Right to refuse betrothal and early marriage
- Freedom of speech and expression
- Right to make informed choices on important personal matters
- Right of protection from child trafficking
- Freedom of movement
- Right to play and to rest
- Right to a name
- Right to security
- Right to be taken care of by their parents and legal guardians
- Right to basic needs of life, e.g., clean water, clothing, shelter and nutritious food.

3.5 Building Assertiveness and Confidence in Girls

Assertiveness: Doing or saying something with confidence, i.e. being able to stand on your beliefs, values and having the conviction to say *Yes* or *No* to things that are good or bad.

Confidence: A strong belief in oneself, in others or in an opinion expressed. For instance, belief that one is right or that one is able to perform a task effectively.

Assertiveness and confidence work together. The two are essential when you are talking about your rights. One needs to confidently know her rights and the rights of others to be assertive in demanding those rights. The use of the two words '*assertiveness*' and '*confidence*', communicates strong mindedness and boldness, supported by relevant knowledge. It is important for young girls to be confident and assertive to be able to defend themselves and their rights.

Exercise 6:

Role play

1. In small groups, demonstrate challenges and constraints facing girls and what you think can be done to address them.
2. The patron will lead the girls to discuss the suggestions they propose.

3.6 Challenges, Dangers and Risks confronting the Girl-Child

- In most societies and communities in Ghana, especially in some parts of northern Ghana, girls are considered as property and can be married off to men at a younger age when they too immature to make informed decisions about their choice of a life partner.
- Girls are discriminated against in many areas of personal and professional development, including education. In some rural communities, some parents still hold the belief that girls do not deserve to go to school. They favour and promote their male children to acquire education while the girls are made to do unpaid care work at home. Girls are regarded as people who should provide sex and produce children. This mentality needs to change.
- In recent times, girls and women have become targets of most conflict situations in many areas. They are mistreated, discriminated against, defiled and raped. This is referred to as gender-based violence.
- Many people, including some women, tend to think that a woman's place is only in the kitchen and the bedroom. This is a very unproductive and short-sighted appreciation of the value and potentials of girls and women.
- Girls who migrate from rural communities to urban centres are vulnerable and often become a source of cheap labour, including Kayayie (head porter), street hawkers and house-helpers. They are exposed to a lot of dangers, such as trafficking, physical abuse, rape, prostitution and teenage pregnancy. They face the risk of contracting infectious and sexually transmitted diseases. They usually live in poor conditions and have inadequate medical attention.
- Young girls are either betrothed or forced to get married, often to men who are old enough to be their father. This is a violation of their fundamental human rights.
- Besides betrothal and other forms of forced marriage, young girls are pushed into early marriages as a source of revenue or profit. Their families are motivated by the money their prospective husbands will pay as bride price. The money is sometimes used to pay the dowry on the wives of their brothers, or to finance a son's education.

All these are violations of the rights of the girl-child and must be stopped if we are to achieve equitable and sustainable national development.

Note to Patron: Make sure the suggestions made by the girls are fully discussed before dealing with instructions under section 3.3.

3.7 Reasons why the Girl-Child should be Assertive and Confident

- To be able to defend her rights.
- To help defend the rights of other girls.
- To champion the cause for positive change in attitudes towards girls.
- To be able to resist cultural and traditional acts of violence that challenge the full enjoyment of her rights. To be able to pursue and achieve her life ambitions and career goals.
- To identify talents and potentials to pursue meaningful and ambitious educational goals.
- To be able to make informed choices and good decisions for her life.
- To be informed and knowledgeable about her social and educational environment and be able to contribute to the development of her community.

Exercise 7:

Debate the topic: “Should girls be made leaders?”

3.8 Girls and Leadership:

Reasons why it is important for girls to be among the leadership of the clubs:

- It shows other girls that they can be leaders too.
- She becomes a role model to other girls who do not believe in themselves.
- It is another way of building confidence in the girls.
- To prove to all that what boys can do, girls can also do and sometimes even better.
- It projects the girls’ potential to the rest of the children in the school, hence changing the mentality that girls are not as clever as boys.
- It builds the girl’s confidence and assertiveness to enable her defend her rights and the rights of others.
- Leadership skills help the girls to appreciate and analyse the world around them.

- The girls are trained to develop teamwork skills and perform leadership responsibilities.
- By being involved in leadership, girls learn to develop a positive competitive spirit to excel in all things.
- Girls develop positive attitudes towards education and leadership, which may be useful throughout their lives.



MODULE THREE

MANAGING A GIRLS' CLUB

4.0 Introduction

The Girls' Club is a group of girls that get together with the aim of creating awareness and respect for the rights of children, particularly girls, as well as developing their leadership and assertiveness skills while having fun.

4.1 Duties and Responsibilities of Leaders and Position Holders

Each of the leaders has specific duties and responsibilities. A short description of the core duties and responsibilities of the different position holders is given below. The duties are not limited to those stated; the clubs may add any other duties or responsibilities they consider necessary at any time.

4.2 Duties and Responsibilities of a Patron/Matron

- To play a senior advisory role for the executive members
- To assist in high level lobbying and advocacy
- To support the President in organising club meetings
- To initiate and take lead in fundraising for the club
- To oversee accountability for club activities
- To undertake any other activity which the club shall determine
- To help the President to take decisions that are in the best interest of the club

4.3 Duties and Responsibilities of the Executive

The executive shall comprise:

- President and Vice President
- Secretary and Vice Secretary
- Treasurer and Vice Treasurer
- Persons appointed to lead special projects or initiatives

The following are some of the functions of the Executive:

- To organise club meetings.
- To initiate activities for the club.
- To plan club activities.
- To facilitate consensus and decision- making among club members.
- To provide feedback to club members on leadership workshops.
- To promote respect of children's rights, especially girls' rights in schools.

- To resolve problems and disputes in the club.
- To ensure that the members comply with the plans, rules and decisions made by the club.

President

- Chairs club meetings
- Represents the club in other meetings
- Leads and acts as spokesperson for the club
- Takes views of members before attending meetings
- Reports outcomes of all meetings to members

Vice President

- Assists the President in carrying out Girls' Club activities
- Represents the President in her absence
- Performs duties assigned by the President
- Exercise oversight responsibility over committees

Secretary

- Organises club meetings.
- Writes and keeps minutes of club meetings.
- Produces reports for club programmes and related activities.
- Keeps the membership register and other important documents of the club.

Vice Secretary

- Supports the Secretary to undertake her duties
- Takes the role of the substantive Secretary in her absence

Treasurer

- Keeps income and expenditure records.
- Advises the club on financial issues quarterly or as may be directed by the President.
- Keeps records of the club's assets and financial resources.
- Assists in auditing, procurement and other financial transactions.

Drama and Music Coordinator

- Coordinates music and drama performances that promote girls' rights in the school and the community.

- Design and come up with dramatic performances that promote the values of the clubs and the interests of the girls.
- Organises training and rehearsals at convenient times for club members.

4.4 Duties and Responsibilities of Members of the Club

- Advise colleague members on their rights and responsibilities, both in school and at home.
- Attend meetings regularly.
- Help in decision making.
- Educate non-club members on their rights, duties and responsibilities.
- Participate in the election of the executives.
- Talk about children's (girls) rights in their homes and communities.
- Help to resolve club conflicts.
- Participate in club activities, especially in fundraising.
- Perform voluntary activities in their communities and as may be assigned.

4.5 Sample of a Club Constitution

The club will be governed by a constitution, which spells out basic principles and legal provisions relating to human rights and girls' rights in particular. The constitution also spells out the roles and responsibilities of members and the rules that members must follow. The club's constitution should cover the following:

- Name of the club
- Aims and objectives of the club
- Membership of the club
- Composition and powers of the executive
- Duties and responsibilities of position holders
- Role of the patron/matron
- Frequency of club meetings
- Dispute handling procedures
- Changes to the constitution

4.6 Writing of Club Reports

Members of the clubs are encouraged to write reports about their work. Writing reports is a way of letting others know about the club's achievements and challenges. This will enable stakeholders find ways of assisting the club and generate support for their programmes.

Reports should be written on a regular basis, for example once every month, or every time an activity is carried out. It is strongly recommended that the secretary keeps specific reports of important activities that take place. The reports should inform the reader objectively about what has happened in a systematic and clear writing format, using simple everyday language.

The clubs may send their reports to the matron/patron, the head teacher, chairperson of the PTA/SMC, school Board of Directors, Municipal Education Director, the Municipal/District Assembly Coordinating Director and the Municipal/District Director of CHRAJ and Social Welfare. Other places to submit completed reports include ActionAid Ghana or other stakeholders such as NGOs working on child rights.

What should be included in a Club Report?

- Name of the club
- Address of the club
- Date of the report
- Activities that have been carried out by the club and outcomes of those activities
- Future activities planned by the club
- Achievements of the club
- Existing human rights issues in the school and the community
- Proposed solutions to the human rights problems faced by the school and the community
- Assistance needed by the club
- Challenges faced by club members in the performance of their activities
- Name and position of officer writing the report
- Any other information

4.7 Handling Club Disputes

When people work together in a group, disputes can sometimes arise. For example, two club members may disagree on how an activity should be organised. People react in different ways when they are involved in a dispute. Some people get angry or aggressive. Girls' Clubs members should try to solve their disputes in a peaceful, calm and positive way.

One way to solve a dispute peacefully is through mediation. For example, when two club members have a dispute, the matron/patron may act as a mediator. This means

that they will try to bring the two parties to an agreement. The chairperson or any member of the executive can also be the mediator.

If the dispute cannot be solved through mediation, it would be referred to all the executive members of the club. The members of the executive will discuss the conflict and then vote to come to a decision. It can also be solved through voting in a meeting with all the club members.

When handling disputes, Girls' Clubs should always respect the school rules and regulations as well as their own club constitution.

MODULE FOUR

CHILD ABUSE

5.0 Introduction

Child abuse is the physical, sexual or emotional maltreatment or neglect of a child or children, which constitutes a violation of the rights of the child. The four (4) main types of abuse are physical, sexual, psychological, and neglect. Globally, many children suffer all kinds of abuse. However, a lot of these cases are not reported for a number of reasons.

Often, children do not know who or where to report cases. Sometimes, they are not able to determine what constitutes an abuse or the gravity of an abusive conduct. It is also because they do not believe that the law enforcing agencies will deal appropriately with the perpetrator. This may be because the agencies mandated to deal with such cases may not have been effective in protecting the rights of children. Often, they do not project the harsh implications of rights violations on the child's development. Sometimes, abusive acts are mistaken for discipline or corrective measures.

It is therefore important that children, especially girls are made aware of what constitutes child abuse and where to report cases of abuse when they occur.

5.1 Defining a Child

A child is any person below 18 years.

5.2 Defining Child Abuse

Child abuse can be defined as any infringement on the rights of a child.

5.3 Adolescence

It is the period between childhood and adulthood. It can also be defined as a period between childhood and maturity, which is characterised by physical, mental and psychological development.

5.4 Adolescent

An adolescent is a person between 12 and 19 years (WHO).

5.5 Puberty

This is a stage at which a person becomes physically able to become a parent. It is the period that a person is capable of sexual reproduction.

5.6 Gender-Based Violence

This is any kind of violence or abuse subjected to someone simply because the person looks vulnerable. It could be meted out to a male or female. However, because of the patriarchal nature of our society where men are usually favoured in many decision-making processes and in other aspects of social and economic life, women suffer violence more than men. The term '*Gender-Based Violence*' is, therefore usually used to describe violence against women and girls.

Exercise 8:

Listing all forms of violence

Working individually, girls write on coloured cards/post-it notes (not indicating their names) the various abuses they, or someone they know, have experienced. They cluster them according to the 4 categories above, indicating whether they are physical, sexual, psychological or neglect.

5.7 Forms of Child Abuse

5.7.1 Physical Abuse

Physical abuse means using violence against a child in a way that harms or inflicts injury on the child. Physical abuse may consist of one incident or may happen repeatedly. Examples of physical abuse include:

- i. Beating
- ii. Bullying
- iii. Kicking
- iv. Burning
- v. Assaulting with a weapon

5.7.2 Neglect

Neglect means failing to provide the necessary care a child needs for his or her development and well-being. Neglect is often chronic and usually involves repeated incidents. Examples of neglect are:

- i. Failing to give a child food
- ii. Failing to give a child clothes
- iii. Failing to give a child shelter
- iv. Failing to give a child medical care
- v. Emotional neglect - failing to show a child love, provide safety or denying a child a sense of worth.

5.7.3 Emotional Abuse

Emotional abuse is any action (normally verbal) or attitude that may cause psychological harm to a child. Acts of emotional abuse may be passive, such as;

- i. Ignoring a child
- ii. Depriving a child of affection and security

Emotional abuse may also involve active behaviours such as;

- i. Shouting
- ii. Threatening
- iii. Scolding
- iv. Insulting

5.7.4 Sexual Abuse

It is a form of abuse in which an adult or older adolescent uses a child for sexual stimulation or satisfaction. Examples of sexual abuse are:

- i. Inviting a child to touch an adult or be touched sexually (fondling)
- ii. Having sex with a child
- iii. Involving a child in prostitution/sex trade
- iv. Rape
- v. Exposing the child's genitals or breasts to adults for non-medical purposes
- vi. Using a child to produce or promote pornography

5.8 Where to Report Violations of Girls' Rights

When a child's right is abused or violated, it should be reported immediately. These are some of the possible offices you may contact in case of any human rights abuse or violation.

- i. Commission on Human Rights and Administrative Justice (CHRAJ)
- ii. Ghana Police Service
- iii. Domestic Violence and Victim Support Unit (DOVVSU)
- iv. Department of Social Development (Social Welfare)
- v. Assembly member of your area
- vi. Municipal/District Director of Education
- vii. Head teacher, teacher, health worker in your community
- viii. An adult you trust who is near you
- ix. Child rights groups in your community
- x. The patron/matron of the Girls' Club in your school
- xi. The president of the Girls' Club in your school



MODULE FIVE

SEXUAL & REPRODUCTIVE HEALTH

6.0 Introduction

Adolescence is a time of dynamic change characterised by new feelings, physical and emotional changes, excitement, curiosity and difficult decisions. During this time, girls need information about their own sexuality. They also need to develop skills to help them plan for a happy future. Girls need to learn how to manage new feelings about their sexuality in order to make responsible decisions about their health, reproduction and adulthood.

Girls are mostly at risk of unwanted pregnancy, sexually transmitted infections, sexual abuse and HIV and AIDS. Accurate information will help them make informed and healthy choices about their lives and delay sexual activity. This will enable them concentrate on their education and pursue other productive activities.

This module will teach the girls about their bodies and how to better manage their sexuality as well as build better relationships. It will also teach skills that will help them resist peer pressure, enhance decision-making, set goals, and assess their values.

Note to Patrons: An experienced resource person with an in-depth knowledge of sexual and reproductive health issues is required for this session. The matron/patron of the club should take this up if possible. The club can also look for an external person to handle it.

6.1 Learning about Values in Life

This session will enable the girls define their values in life and understand the linkage between personal, societal values and behaviour.

Values mean different things to different people. They are usually informed by the sociological and cultural realities of a people. Generally, values are:

- Things that are important to us.
- Things we support or are against (give examples like sex before marriage, child abuse, teenage pregnancy etc).
- Things we choose freely (may be influenced by families, religious teachings, culture, friends, media).
- Things we believe in and are willing to stand up for.
- Beliefs, principles, or ideas that we hold dear.

- Perceptions, notions and beliefs that define who we are
- Things that guide our behaviour and lives

Exercise 9:

1. Ask the girls to list notions and beliefs that are important to them and write down ideas that help them make decisions.
 - A man who values family, cares about his wife, his children, and his home life.
 - A person who values education may strive to go to university.
 - A person who values friends may spend time making sure his/her relationships are strong.
 - A person who listens to the wise counsel of parents and follows approved norms usually avoids trouble.
2. In groups of four (4), the girls should indicate whether they agree with, disagree with or are not sure of the following statements, giving reasons.

Note to Patron: After the exercise, the facilitator will explain the issues to the girls, stressing the consequences of actions and behaviours that may adversely affect their development. Test the girls' opinions on these statements:

- It is okay to have a child before marriage.
- Having a job you enjoy is more important than earning a lot of money.
- When a man and woman have sex, it is the woman's responsibility to ensure she does not become pregnant.
- It is not okay for a boy or a man to cry.
- It is okay to have sex while you are still attending school if you love the person.
- Waiting to have sexual intercourse until you are an adult is a good idea.
- Women should understand that a man needs to have many sexual partners at the same time, even if he is married.
- A girl who dresses in miniskirts and sexy clothing is asking to be raped.
- It is important to follow traditions no matter what.
- When a girl says no to sex, she really means yes.
- It is okay for a boy to have pre-marital sex, but not a girl.



6.2 Life Cycle

Learning Objectives

This session will enable the girls identify physical and emotional changes that happen during different stages of life and appreciate that these changes are normal.

The table below outlines different physical and emotional characteristics of every stage of the life cycle.

<p>BIRTH (till 3 years)</p> <ul style="list-style-type: none"> • Bond with parent • Learn to trust • Experience touching by another person • Develop gender identity • Boy and girl stereotypes learned • Explore genitals • Toilet training 	<p>CHILDHOOD (4 to 12 years)</p> <ul style="list-style-type: none"> • Learn gender roles • Begin to be independent • Childhood sex play • Same-sex friendships • Masturbation • Family life education • Begin puberty • Vaginal discharge in pre-pubescent girls 	<p>ADOLESCENCE (13 to 20 years)</p> <ul style="list-style-type: none"> • Puberty • Menstruation in girls • Sperm production in boys • Strong need for independence • Learning how to be a man or woman from family, friends • Masturbation • Experimentation with boyfriends / girlfriends • Possibility of pregnancy or impregnating someone 	<p>ADULTHOOD (20 to 50 years)</p> <ul style="list-style-type: none"> • Forming long term sexual relationships • Setting long-term goals and making plans to reach them • Possibility of contraception • Decision-making • Possibility of pregnancy or impregnating a girl Family life • Education for one's own children • Possibility of menopause for women
--	---	--	---

Source: Pamoja, T., (2006), *Adolescent Reproductive Health and Life Skills Curriculum*. Kenya.

Exercise 10:

1. Explain the physical and emotional changes people go through as they grow up.
2. List the five (5) stages of the life cycle (infancy, childhood, adolescence, adulthood, older age) and write them as headings on a board.
3. Ask the girls to describe physical and emotional characteristics of each stage, starting with infancy, thinking about their own experiences and their family situations.

Note to Patron: When the lists are complete for each stage, review the changes mentioned for each and explore the most important ones in greater detail.

6.3 Adolescence and Puberty

This session will enable the girls understand adolescence, and the physical and emotional changes that go with it.

Adolescence: It is the time in everyone's life when they change from a child into an adult. Adolescence is the age between 10 and 19 years.

Puberty: Puberty is a time when the bodies of boys and girls physically change. It manifests in bodies growing bigger and taller, genitals mature, and hair often starts growing in new places on the body. During puberty, a girl becomes physically able to become pregnant and a boy becomes physically able to father a child.

New chemicals produced by the body, called hormones, create changes in the body and turn young people into adults. Puberty typically starts between the ages 8 and 13 in girls, and 10 to 15 in boys, although some young people start puberty earlier or later. People are different, so everyone starts and goes through puberty at their own pace.

During puberty, young people experience major growth changes. Puberty lasts for about 2-5 years. Some people grow four (4) or more inches in one (1) year. This growth during puberty will be the last time the body will grow taller. When the growth period is over, young people will be at their adult height.

6.4 Body Changes in Girls

The bodies of girls usually become rounder and more womanly. They gain weight on their hips, and their breasts develop, starting with just a little swelling under the nipples. Sometimes one breast might develop faster than the other, but over time the smaller one catches up. Girls will occasionally feel sore under the nipples as the breasts start to enlarge. This is normal. Girls may notice an increase in body fat. Gaining some weight is part of developing into a woman, and it is unhealthy for girls to go on a diet to try to stop this normal weight gain.

About one (1) to two (2) years after girls' breasts start to develop, they usually experience their first menstrual period. Menstruation is one more sign that signals that girls are progressing in puberty. It means that the puberty hormones have been active and working. Girls might see and feel a white discharge from the vagina. This does not necessarily mean anything is wrong; it is usually just another sign of their changing body and hormones.

Exercise 11:

1. Discuss how these changes can affect the girls' emotions and behaviours.
2. In groups of four (4), ask the girls to list the consequences of these emotions and behaviours.
3. In pairs, ask the girls to describe to their partners the changes they experienced in their bodies when they went through the various stages of development.

Examples of Changes in the Development of a Girl:

- i. Struggling with a sense of identity and questions about oneself. Moodiness, anger, being rude and self-centred. Girls also demand more independence and privacy.
- ii. Experimentation (taking risks, smoking & drinking, having sex).
- iii. Identification with peers and relationships with friends and opinions of others become important (peer pressure, wanting to please friends even if it means getting into trouble).
- iv. Increasing concern or worry about appearance and body.
- v. Anxiety about the future (school, family, job).

- vi. Interest and “crushes” on friends, classmates, teachers, or celebrities.
- vii. Curiosity about sexual organs.
- viii. Feeling sexually attracted to people.

Exercise 12:

Ask the girls which attitudes and behaviours in adolescence they need to monitor in order to avoid negative consequences. Make sure they include unprotected sex and peer pressure.

1. Role-play

- a. Two (2) ten year old girls: One girl teases the other because she is taller than all the other girls in the group. The tall girl explains that girls grow at different paces and to different heights. She also explains why she does not like being teased and asks the other girl to be a nice person. The teasing girl apologises.
- b. One person plays a 14-year-old girl while the other plays the role of a 22 year old male teacher who has been touching the buttocks and breasts of the girl. The girl tells her teacher she dislikes it and warns him to stop, else she will report the matter to the matron of the club. The teacher accepts his fault, apologises and promises not to do it again.
- c. One person plays the 13-year old boyfriend; the other plays a 13-year-old girl. The boy wants to have sex with the girl but the girl tries to explain to the boyfriend the consequences of pre-marital sex, which includes pregnancy, dropping-out from school, contracting sexually transmitted diseases such as gonorrhoea, syphilis and HIV/AIDS. The boyfriend accepts her explanation and apologises to her.
- d. One person plays an 11-year old girl; the other plays her friend. The friend is worried because she has not started her period but the 11-year-old girl has. The girl comforts her friend, letting her know that the age when girls start menstruation varies from one girl to another.

2. Ask the group the following discussion questions after the role plays and write the responses on the board: Discussions should be done on one (1) group before you move to the other:

- i. What did you see?
- ii. What did you hear the two characters say?
- iii. Does this happen here in our community (school, home)?
- iv. What problems does it cause?
- v. What should we do when this happens?
- vi. What should we do to avoid such situations?
- vii. What else could she or he have said to give more information?

6.5 Child Marriage

This section covers the practice of child marriage and attempts to identify the reasons for the practice. It also proposes strategies to eliminate the practice. Recent surveys from UNICEF reveal that 1 in 4 girls in Ghana marry before they are 18 and 1 in 5 before 15 years. Every year, 15 Million girls around the world marry before they are 18. Breaking it down, the statistics further state that 41, 000 girls in the world get married every day, 28 girls every minute and 1 girl every second.

While child marriage is practiced in all the regions of Ghana, it is more prevalent in the northern regions of Ghana, resulting in early birth and poverty while forcing many girls to end their education and their career dreams.

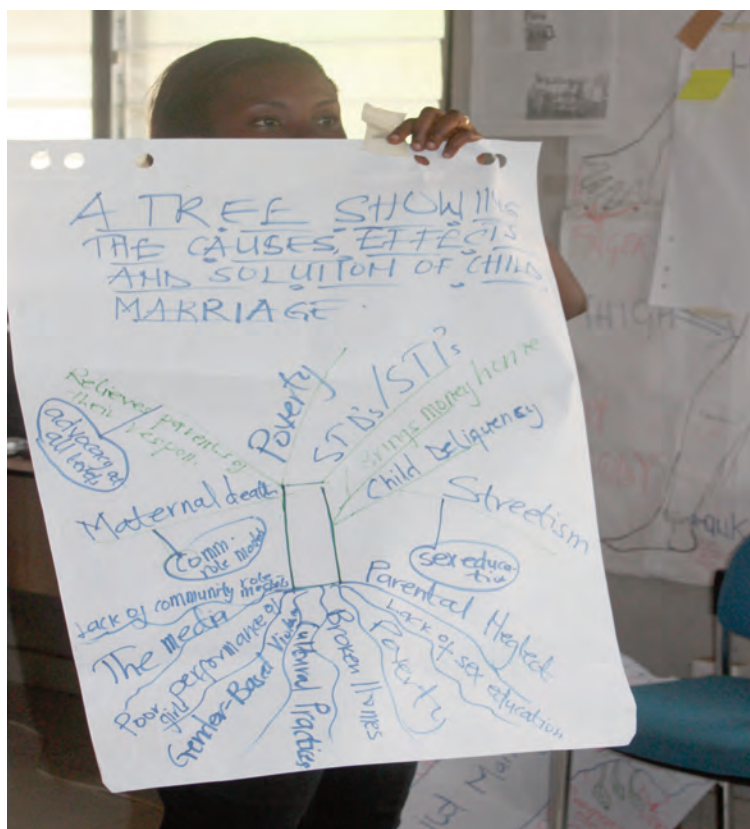
6.5.1 What is Child Marriage?

Child marriage is defined as a union involving a child who is below 18 years old, usually to an adult male. It may also involve a boy below 18 years to a woman. While child marriage affects both boys and girls, it has dire consequences for girls than boys. It is a violation of the right of the girl, which often results in social isolation, marital abuse and other forms of violence.

Exercise 13:

1. Put the girls into groups of five (5) and ask them to give reasons why child marriage should be abolished.
2. In a plenary, let the groups present to the larger group and discuss their reasons.

Child marriage is also forced marriage, as the consent of the child is not considered before the marriage is contracted or consummated. Girls coerced into child marriages are too immature and inexperienced to appreciate the implications of living with a man they do not love or know little about. Often, they are unaware that it is a violation of their rights.



6.6 Why should Child Marriage be Abolished?

6.6.1 Human Rights

- Child marriage is a violation of the fundamental human rights of the girls. It compromises their development, often resulting in early pregnancy, dependency and poverty.
- Child marriage also contravenes the rights of all children to protection, development and survival, as prescribed in the UNCRC and in many human rights instruments and child protection protocols.
- The girls do not give their full consent to the union and are often coerced to marry against their will to people they do not love or know little about.
- Lack of freedom to interact with peers and participate in community activities.

6.6.2 Sexual and Reproductive Health Problems

- Girls who marry early are exposed to early and frequent sexual relations. They become mothers before they are physically mature and psychologically ready for motherhood.
- Obstetric fistula is one of the most devastating consequences of child marriage. Girls with fistula are often abandoned by their husbands and ostracised by society. There are approximately 2 million girls living with fistula, and 100,000 new cases are recorded every year.
- Increased incidence of pregnancy-related deaths, as they are not emotionally and physically mature to carry babies. Girls younger than 15 are five (5) times more likely to die during child birth or pregnancy than older women.
- Increased infant mortality rates for babies born to mothers under age 15 are almost 75% higher than for children born to older mothers. The children that survive are more likely to be premature, have a low birth weight, etc.
- Mental Health problems due to physical and emotional violence; constant abuse can lead to post-traumatic stress and depression.
- Child brides are forced to assume responsibilities and handle situations for which they are often physically and psychologically unprepared.

6.6.3 Education

- Child brides are often pulled out of school and denied further education. Their children are also more likely to be illiterate.
- They are forced to sacrifice their careers and professional dreams, hence depending on their husbands for survival.
- They are unable to make healthy decisions about their lives and the development of their children.

6.6.4 Poverty

- High rate of unemployment among teenage mothers. This reinforces cycle of poverty among their families.
- Child wives tend to have more children and fewer independent income options.
- Child brides, who are already poor, are isolated and denied education and employment opportunities, making it difficult for them to break out of the cycle of poverty.

6.6.5 Domestic Violence

- Child brides are more likely to experience domestic abuse and violence than their peers who marry later.
- Child brides are less likely to challenge or take action against these abuses and rights violations.
- Girls who marry young do not have the emotional intelligence and maturity to manage marital conflicts and demand their rights.



MODULE SIX

VOLUNTEERING IN SCHOOL AND IN THE COMMUNITY

7.0 Introduction

This section introduces the girls to the concept of volunteerism. It explains the concept and its benefits to individuals and the community. It also highlights some examples of voluntary work that can be undertaken by members of the Girls' Clubs. The module explains what it means to be a volunteer, and how Girls' Clubs can help to promote volunteerism in the school and the community.

7.1 Defining Volunterism

Volunteering simply means *offering oneself to do something without expecting financial returns or other forms of material reward for the service offered*'.

Volunteering will create the space for the girls to give back to the society what they have learned while encouraging adults to share their ideas and experiences towards community development.

7.2 Who is a Volunteer?

In the context of the Girls' Clubs, a volunteer is a person who works for the good of the school, community or society without being paid for it. A volunteer is someone who out of their free will and commitment decides to give her time for the benefit of others. The act of volunteering is called 'volunteerism'.

Although there are many ways of volunteering, they all have the following in common:

- The work is done out of choice, without force or coercion.
- There is no financial motivation and the volunteer is not paid.
- There is always a beneficiary.

7.3 How can you Volunteer in your School and Community?

There are many different ways in which you can volunteer in your school or in your community. Below are some examples:

- Paying visits to pupils and students who absent themselves from school.
- Assisting students with disabilities in your school.
- Organising and carrying out clean-up exercises in the school, community and the market.
- Carrying out peer education in school and in the communities.

- Taking care of the sick and the old in your community.
- Helping to plant trees for a good environment.
- Offering to help out during community durbars, festivals and other functions.
- Organising drama, poetry recitals, dance and cultural activities on human rights at your school or in your community.
- Talking with friends, classmates, family and neighbours about child rights.
- Doing any other activity for the good of your school or your community.

7.4 Benefits for the Community

Through voluntary work, people of different ages and from different social, economic, cultural, religious and political backgrounds come together and work as a team. This leads to improved understanding and tolerance of diversity in the community. In post-conflict situations, voluntary activity can play an important role in reconnecting people who have been divided or displaced.

In such situations, volunteerism offers;

- A powerful way to build trust and cohesion among community members.
- Opportunities to contribute towards the social and economic development of the community.
- Empowerment of the community and reduction of dependency on outsiders.
- A feeling of assurance and confidence in neighbours, community structures and traditional institutions.

7.5 Benefits to the Volunteer

As a volunteer, you benefit from volunteering because;

- Working as a volunteer helps you to develop skills and community knowledge.
- Working as a volunteer boosts your confidence and self-esteem.
- Volunteerism gives you rich experiences and allows you to learn many things while making use of your talents and skills.
- It gives you pleasant memories that you would always cherish.
- When you do good things for others, it gives new meaning to your life.
- Volunteerism is a cherished value of most successful people. It provides a unique opportunity to impact the lives of people and support worthy community initiatives.
- It builds your leadership and organisational skills.
- It provides avenues for profitable networking opportunities and contacts.

MODULE SEVEN

SUSTAINABILITY OF THE GIRLS' CLUBS

8.0 Suggested Ways and Activities that can sustain the Clubs

- Carrying out activities within the clubs, e.g. holding meetings regularly, organising clean up exercises, engaging in drama and outreach programmes in communities, organising quizzes, debates, exposure visits, etc.
- Electing committed leaders, e.g. executive members.
- Appointing honest, respectful and dedicated adults as patrons.
- Committing to resolve disputes expeditiously among the members of the club.
- Developing work plans and sharing roles.
- Carrying out fundraising activities to earn some money for the club.
- Developing reports and sharing them with relevant stakeholders.
- Keeping records of meetings and activities of the clubs.
- Engaging various stakeholders in the different activities of the clubs, eg, inviting resource personnel to talk about topics like HIV/AIDS, child trafficking, child labour and abuse, slavery, defilement, child marriage, domestic violence, prostitution, career counselling, etc.
- Forming partnerships and alliances with people and organisations who share the vision and aspirations of the Girls' Clubs.

8.1 Identifying Organisations for Collaboration

- Commission on Human Rights and Administrative Justice (CHRAJ)
- Domestic Violence and Victim Support Unit (DOVVSU)
- Department of Social Development (Social Welfare)
- National Commission for Civic Education (NCCE)
- Partnering with other child rights clubs in other districts
- Other non-governmental organisations working with children

8.2 Importance of Partnerships and Networks

- Sharing best practices
- Sharing skills and knowledge
- Sharing resources and learning new approaches
- Encouraging and developing teamwork
- Sustainability of activities to support and prolong the lifespan of the clubs
- Organisations can support child rights clubs and assist them to achieve their objectives

8.3 Fundraising for Club Activities

- Club members could contribute an agreed amount every month or at specified event dates to run club activities.
- Writing funding proposals to organisations
- Directly appealing for funds from benevolent people and organisations.
- Appealing for funds through Municipal and District Assemblies.
- Forming music, dance and drama groups within the club. These groups can perform in the school and at events to solicit money and other resources to support club activities.
- Staging performances during PTA/SMC meetings to solicit for support.

8.4 Developing Action Plans

Clubs must be active and functional to remain relevant and sustainable. There is therefore the need to develop interesting, innovative and educative programmes to sustain the interest of the girls and keep the momentum of the clubs high at all times.

Factors to consider when developing action plans:

1. Objective(s) of the activity
2. Relevance of activity to club members
3. Needs and interests of club members
4. The skills and experiences of club members and the patron/matron
5. Available resources (time, material and financial)
6. Knowledge of child rights in the immediate educational environment and in the community

8.5 Examples of activities for Club Action Plans

- Role plays/drama
- Games, fun programmes
- Career guidance
- Inter-club competitions
- Debates/quizzes/poetry recitals
- Motivational talks by invited guests
- Storytelling/reading of stories
- Community service (clean-up exercises)

8.6 Action Plan Development

Sample format for Action Plan Development

Date	Activities: What are we going to do?	Objectives Why are we doing it?	Responsible persons Who is going to do it?	Time Frame When are we going to do it?	Remarks / comments
------	---	------------------------------------	---	---	--------------------

NOTE: The development of the action plans should be participatory to ensure that all members take active part in planned activities.

APPENDICES

Appendix 1: REPORTING FORMAT FOR CLUB ACTIVITIES

SAMPLE REPORTING FORM

Name of the club: _____

Name and place of the school: _____

Name of Patron/Matron: _____

Date: _____

- a) Activities that have been undertaken by the club.
- b) Achievements of the club.
- c) Future activities that are planned by the club.
- d) Existing girls and child rights issues in the school and community.
- e) Proposed solutions to the human rights issues.
- f) Assistance needed by the girls and child rights club.
- g) Any other information

President

Secretary

Appendix 2: SAMPLE OF REGISTER FOR GIRLS' RIGHTS VIOLATIONS


CASE REGISTER

No	Name of victim	Sex	Age	Nature of case	Assistance given	Remarks/comment

Reference






1. *Adolescent Reproductive Health and Life Skills Curriculum: (Tuko Pamoja) 2006*

Appendix 3: SAMPLE OF INTERNATIONAL CONVENTIONS AND PROTOCOLS



UN CONVENTION on the RIGHTS OF THE CHILD

"Rights" are things every child should have or be able to do. All children have the same rights.

1. Everyone under 18 has these rights.
2. **All children have these rights**, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. **No child should be treated unfairly on any basis.**
3. **All adults should do what is best for you.** When adults make decisions, they should think about how their decisions will affect children.
4. **The government** has a responsibility to make sure your rights are protected. They **must help your family** to protect your rights and create an environment where you can grow and reach your potential.
5. **Your family** has the responsibility to **help you learn** to exercise your rights, and to ensure that your rights are protected.
6. You have the right to be alive.
7. You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country). 
8. You have the right to an identity – an official record of who you are. No one should take this away from you.
9. You have the right to live with your parent(s), unless it is bad for you. You have the right to **live with a family who cares for you.** 
10. If you live in a different country than your parents do, you have the right to **be together** in the same place.
11. You have the right to be protected from kidnapping.
12. You have the right to **give your opinion**, and for **adults to listen** and take it seriously. 
13. You have the right to find out things and **share what you think with others**, by talking, drawing, writing or in any other way unless it harms or offends other people.
14. You have the right to choose **your own religion and beliefs**. Your parents should help you decide what is right and wrong, and what is best for you.
15. You have the right to **choose your own friends** and join or set up groups, as long as it isn't harmful to others. 
16. You have the right to **privacy**.
17. You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need. 
18. You have the right to be **raised by your parent(s) if possible**.
19. You have the right to **be protected** from being hurt and mistreated, **in body or mind**.
20. You have the right to **special care** and help if you cannot live with your parents.

© Liz's Early Learning Spot

21. You have the right to **care and protection** if you are **adopted or in foster care**.

22. You have the right to **special protection** and help if you are a **refugee** (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

23. You have the right to **special education and care** if you have a **disability**, as well as all the rights in this Convention, so that you can live a full life.

24. You have the right to the best **health care** possible, **safe water** to drink, **nutritious food**, a **clean and safe environment**, and information to help you stay well.



25. If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

26. You have the right to help from the government if you are poor or in need.

27. You have the right to **food, clothing, a safe place to live and to have your basic needs met**. You should not be disadvantaged so that you can't do many of the things other kids can do.



28. You have the right to a **good quality education**. You should be encouraged to go to school to the highest level you can.



29. Your education should help you use and develop your talents and abilities. It should also help you learn to **live peacefully, protect the environment and respect other people**.

30. You have the right to practice your own **culture, language and religion** - or any you choose. Minority and indigenous groups need special protection of this right.



31. You have the right to **play and rest**.



32. You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

33. You have the right to protection from harmful drugs and from the drug trade.

34. You have the right to be free from sexual abuse.



35. No one is allowed to kidnap or sell you.

36. You have the right to **protection from** any kind of **exploitation** (being taken advantage of).

37. **No one is allowed to punish you** in a cruel or harmful way.

38. You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.



39. You have the **right to help** if you've been hurt, neglected or badly treated.

40. You have the right to legal help and fair treatment in the justice system that respects your rights.

41. If the laws of your country provide better protection of your rights than the articles in this Convention, those laws should apply.

42. **You have the right to know your rights!** Adults should know about these rights and help you learn about them, too.

43-54. These articles explain how governments and international organizations like UNICEF will work to ensure children are protected with their rights.

© Us' Early Learning Unit

APPENDIX 4: SUSTAINABLE DEVELOPMENT GOALS (SDGs)



www.actionaid.org/ghana •     ActionAidGhana

Location: Oko Kotey Link, East Legon, Accra

P. O. Box AN 19083, Accra, North

Tel: +233 (0) 302 544 714 / 5 • Cell: +233 (0) 244 316 392, (0) 289 109 560