

Guide for Child Rights Clubs

CISP
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A publication by CISP

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Title of guide: Child Rights Club Guide

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List of Donors: the European Union

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Acknowledgements

This document has been originally developed by the International Committee for the Development of Peoples (CISP), during the UNICEF funded project: Enhancing integrated child protection prevention and response services through Child Protection Centers in Nakuru and Kilifi, between 2017-2018. The authors were Moses Juma and Magdalene Muoki, at that time CISP staff, with the technical support of CISP staff Rachel Litoroh and Valeria Costa. This guide has been revised and adapted for the implementation of the project TETEA - **Together Empowering society To Eliminate the Abuse of women and children (2023-2025), co-funded by the European Union and implemented by CISP** (the lead agency) **in partnership with 4 local CSOs:**

Men Engage Kenya Network (MENKEN), Kenya National Outreach Counselling and Training Programme (K-NOTE), Kakamega County Widows Empowerment Programme (KCWEP), and Pastoralist Girls Initiative (PGI).

Special appreciation is extended to Esther Waduu and Valeria Costa from CISP and Catherine N. Githae and Fredrick J.K. Nyagah from MENKEN for their technical support and great contribution during the revision of the guide, in particular for their role in developing new modules, the inclusion of engagement of men and boys (MENKEN) and the pre-testing of the manual with the partners.

Some of the activities in this guide have been borrowed from consortium partners' manuals and from other organizations' manuals, as indicated in the footnotes of the manual. We acknowledge the commitment and support of all TETEA consortium partners and specifically: Maureen Pacho, Jaffer Kiruya, and Miriam Maliro from CISP; Sammy Gatheru, Anwar Nuh, and Pili Habela from PGI; Martin Mwaura, Catherine Gathoni, and Ochieng Ogutu from K-NOTE; Gerry Mwanzi, Mary Keya, and Fred Anami from KCWEP.



Co-funded by
the European Union



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Acronyms

BOM – Board of Management

CRC – Child Rights Club

CP – Child Protection

DCS – Directorate of Children Services

FGM – Female Genital Mutilation

GBV – Gender Based Violence

HIV/AIDS – Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome

MHM – Menstrual Health Management

MoH – Ministry of Health

MOU – Memorandum of understanding

SMC – School Management Committee

TOR – Terms of Reference

VAC – Violence Against Children

1. INTRODUCTION TO THE CHILD RIGHTS CLUBS IN SCHOOL

Children may not be aware that are subjected to forms of abuse and violence, as they don't know which are their rights and responsibilities. They also often lack of self-esteem and self-determination and therefore, even if they recognize an abuse, they don't have the power to oppose to such abuse. The Child Rights Clubs (CRC) are child friendly spaces that bring children together to discuss about issues affecting them. The objective of the clubs is to empower children by making them aware of their rights and responsibilities, guide them in developing their self-confidence and independent opinion about their role in society, protect them from abuses and violence and engage them in public speaking and peer-to peer education. The clubs comprise of children of age 10-15 years, who are willing to participate in empowerment activities and cascade the learnings to their peers within the school and in the community. The clubs have child's leaders (a boy and a girl) selected by the members. Each club consists of at most 25 learners and can either be at primary school or junior



secondary. Participation in the clubs is voluntary and membership might change after 2 years. The clubs have two patrons (male and female) who are teacher volunteers, committed to the protection of children. The patrons are trained on child rights, child protection, child participation, communication skills and psychological first aid, among other skills. The club members are therefore trained through participatory methodologies, including arts, on 16 modules addressing child rights and responsibilities, gender equality, leadership skills, GBV, life skills (including children development and dealing with peer pressure), among other topics. After the training, the club members meet once a week to participate in discussions facilitated by a teacher mentor through talks and debates, role-plays, and games. With the support of teacher-patrons, the CRC members organize and facilitate awareness activities, at school level, that are child-centred and are geared towards empowerment of all children in school.

This document is to be used as a guideline by implementing partners when training selected teachers (called patrons) on the CRC methodology and by the trained patrons when training child rights club members and overseeing peer-to-peer activities in school. It will help the patrons ensure that key information is understood and passed to the members of the clubs in a systematic way. The guide is divided in 16 modules – topics; one or more activities per module are proposed to facilitate the transfer of concepts, allow reflection and discussion among the children.

This guide adheres to all key human rights principles and peaceful practices such as gender equality, child participation, adherence to positive norms, non-violent behavior and attitude, and stress management.