

# DAY OF THE GIRL TOOLKIT



***October 11***

Website: [www.girlsrights.org](http://www.girlsrights.org)

Twitter: @NGOWGG

Facebook: Working Group on Girls

# FORWARD

The Working Group on Girls (WGG) was founded in 1993 because of the recognition that educated and healthy girls will become educated and healthy women, mothers, and professionals. In 2010, members of WGG realized that they needed to hear directly from girls; thus began the girl advocate program. The WGG made a commitment to promote the active participation of girls as agents of change in their lives and in the lives of other girls. Meeting times were adjusted to accommodate the schedules of high school girls.



*Images courtesy of WGG*

In 2010, I was an incredibly shy high school student who had a strong interest in women's and girls' rights issues. But being only 16, I had no idea what to do with my interest. I had been attending the UN Commission on the Status of Women for the past three years, but beyond the two week conference I was not sure what I could do as a teenager. I never thought anyone actually wanted to hear from a young person and felt I had nothing to contribute. That's when a member of the WGG reached out to me and asked if I would like to apply to become a girl advocate. I loved the idea, as it was a way to actively use my interest in girls' rights issues. Girl advocates gain an in depth understanding of the issues and topics that affect girls and their communities around the world and help plan advocacy events for the UN community while trying to work to "make girls visible" within the UN System. I began to see that not only did people want to hear from young people, they also respected what they said, because young people are the experts of their own lives. Now, two years later, I am going off to university more confident in my knowledge of issues and topics affecting girls all over the world and with the understanding of what I want to study and do in the future. As a last project before going off to school, I've put together this toolkit so I can share what I've learned - because educated girls are healthier, stronger, and more powerful and are the key to change in this world we live in.



Caroline Christie  
WGG Girl Advocate

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# ORIGIN OF THE DAY OF THE GIRL

## UN Resolution

Introduced as a joint effort between Canada and Plan International, the Day of the Girl Resolution sought to establish an International Day of the Girl to:

- help raise awareness on the struggles girls face every day
- improve their personal lives and the lives of their communities
- galvanize worldwide enthusiasm for goals to better girls' lives, providing an opportunity for them to show leadership and reach their full potential
- create an opportunity for multiple stakeholders to come together and reflect on action taken, progress achieved and areas where more specific action was needed for girls



*Images courtesy of WGG*

Countries saw the need for an International Day of the Girl because:

- girls are the key to a nation's prosperity and can contribute to its overall prosperity, when given the opportunity
- the world community must make an annual celebration of girls and their potential as agents of change throughout the world

From the Department of Public Information • News and Media Division - The General Assembly GA/SHC/4027 8 November 2011



## General Assembly

Distr.: General  
30 March 2012

Sixty-sixth session  
Agenda item 69 (b)

### Resolution adopted by the General Assembly

[on the report of the Third Committee (A/66/462/Add.2)]

#### **66/170. International Day of the Girl Child**

*The General Assembly,*

*Recalling* its resolution 64/145 of 18 December 2009 and all other relevant resolutions, including the agreed conclusions of the Commission on the Status of Women, in particular those relevant to the girl child,

*Recalling also* all human rights and other instruments relevant to the rights of the child, in particular the girl child, including the Convention on the Rights of the Child,<sup>1</sup> the Convention on the Elimination of All Forms of Discrimination against Women,<sup>2</sup> the Convention on the Rights of Persons with Disabilities<sup>3</sup> and the Optional Protocols thereto,<sup>4</sup>

*Recognizing* that empowerment of and investment in girls, which are critical for economic growth, the achievement of all Millennium Development Goals, including the eradication of poverty and extreme poverty, as well as the meaningful participation of girls in decisions that affect them, are key in breaking the cycle of discrimination and violence and in promoting and protecting the full and effective enjoyment of their human rights, and recognizing also that empowering girls requires their active participation in decision-making processes and the active support and engagement of their parents, legal guardians, families and care providers, as well as boys and men and the wider community,

1. *Decides* to designate 11 October as the International Day of the Girl Child, to be observed every year beginning in 2012;
2. *Invites* all Member States, relevant organizations of the United Nations system and other international organizations, as well as civil society, to observe the International Day of the Girl Child, and to raise awareness of the situation of girls around the world;

<sup>1</sup> United Nations, *Treaty Series*, vol. 1577, No. 27531.

<sup>2</sup> *Ibid.*, vol. 1249, No. 20378.

<sup>3</sup> *Ibid.*, vol. 2515, No. 44910.

<sup>4</sup> *Ibid.*, vols. 2171 and 2173, No. 27531; *ibid.*, vol. 2131, No. 20378; and *ibid.*, vol. 2518, No. 44910.



# GIRLS IN UN DOCUMENTS

*Where the rights of girls are clearly established by law*

## Girls in Legal Documents

Girls are protected under a variety of official documents issued by the United Nations and ratified or signed by member states. Member States show support for the girl child and work for the elimination of all forms of discrimination and violence against the girl child. Documents to look at include the UN Declaration for Human Rights, the Millennium Development Goals, the Convention on the Rights of the Child, the Beijing Platform for Action (especially Section L), and the Agreed Conclusions from the 51<sup>st</sup> session of the Commission on the Status of Women. Fundamental to each of these documents is the Universal Declaration of Human Rights.



*Images courtesy of WGG*

## United Nations Universal Declaration of Human Rights -

<http://www.un.org/en/documents/udhr/>

**Article 26** - (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

## Millennium Development Goals

- <http://www.un.org/millenniumgoals/>

### MDG 2 – Achieve Universal Primary Education



[http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_2\\_EN.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_2_EN.pdf)

The goal aims to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling because:

- Sub-Saharan Africa and Southern Asia are home to the vast majority of children out of school
- Inequality thwarts progress towards universal education

### **MDG 3 – Promote Gender Equality and Empower Women**

[http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_3\\_EN.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_3_EN.pdf)

The goal aims to eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015 because:

- For girls in some regions, education remains elusive
- Poverty is a major barrier to education, especially among older girls
- Women are largely relegated to more vulnerable forms of employment
- Women and girls are over-represented in informal employment, with its lack of benefits and security
- Top-level jobs still go to men — to an overwhelming degree
- Women are slowly rising to political power, but mainly when boosted by quotas and other special measures

### **MDG 4 - Reduce Child Mortality**

[http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_4\\_EN.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_4_EN.pdf)

The goal aims to reduce by two thirds, between 1990 and 2015, the under-five mortality rate because:

- Child deaths are falling, but not quickly enough to reach the target
- Revitalizing efforts against pneumonia and diarrhoea, while bolstering nutrition, could save millions of children
- Recent success in controlling measles may be short-lived if funding gaps are not bridged
- *Girls* are particularly vulnerable to health risks because of feticide, female genital mutilations, and boy preference in respect to preventative and responsive health care

### **MDG 5 - Improve Maternal Health**

[http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_5\\_EN\\_new.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_5_EN_new.pdf)

The goal aims to reduce by three quarters the maternal mortality ratio because:

- Only one in three rural women in developing regions receive the recommended care during pregnancy
- Most maternal deaths could be avoided by the presence of a birth attendant
- Early and forced marriage, girls giving birth suffer from complications of childbirth and negative health consequences
- Giving birth is especially risky in Southern Asia and sub-Saharan Africa, where most women deliver without skilled care
- Inequalities in care during pregnancy are striking

Currently:

- The rural-urban gap in skilled care during childbirth has narrowed
- More women are receiving antenatal care

- Only one in three rural women in developing regions receive the recommended care during pregnancy
- Progress has stalled in reducing the number of teenage pregnancies, putting more young mothers at risk
- Poverty and lack of education perpetuate high adolescent birth rates
- Progress in expanding the use of contraceptives by women has slowed and their use is lowest among the poorest women and those with no education
- Inadequate funding for family planning is a major failure in fulfilling commitments to improving women's reproductive health

### **MDG 6 – Combat HIV/AIDS, Malaria, and other diseases**

[http://www.un.org/millenniumgoals/pdf/MDG\\_FS\\_6\\_EN.pdf](http://www.un.org/millenniumgoals/pdf/MDG_FS_6_EN.pdf)

The goal aims to have halted by 2015 and begun to reverse the spread of HIV/AIDS, because:

- The spread of HIV appears to have stabilized in most regions, and more people are surviving longer
- Many young people still lack the knowledge to protect themselves against HIV
- Empowering women through AIDS education is indeed possible, as a number of countries have shown
- In sub-Saharan Africa, knowledge of HIV increases with wealth and among those living in urban areas
- Disparities are found in condom use by women and men and among those from the richest and poorest households
- Condom use during high-risk sex is gaining acceptance in some countries and is one facet of effective HIV prevention
- Mounting evidence shows a link between gender-based violence and HIV
- Children orphaned by AIDS suffer more than the loss of parents

### **Convention on the Rights of the Child -**

<http://www2.ohchr.org/english/law/crc.htm>

**Article 12** - 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

**Article 19** - 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.



**Article 24** - 1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

**Article 28** - 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge

and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

**Article 31** - 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

### **Beijing Platform for Action -**

<http://www.un.org/womenwatch/daw/beijing/platform/girl.htm>

**Section L.4** - Ensure universal and equal access to and completion of primary education by all children and eliminate the existing gap between girls and boys, as stipulated in article 28 of the Convention on the Rights of the Child; [11] similarly, ensure equal access to secondary education by the year 2005 and equal access to higher education, including vocational and technical education, for all girls and boys, including the disadvantaged and gifted; Take steps to integrate functional literacy and numeracy programmes, particularly for out-of-school girls in development programmes;

Promote human rights education in educational programmes and include in human rights education the fact that the human rights of women and the girl child are an inalienable, integral and indivisible part of universal human rights;

Increase enrolment and improve retention rates of girls by allocating appropriate budgetary resources and by enlisting the support of the community and parents through campaigns and flexible school schedules, incentives, scholarships, access programmes for out-of-school girls and other measures;

Develop training programmes and materials for teachers and educators, raising awareness about their own role in the educational process, with a view to providing them with effective strategies for gender-sensitive teaching;

Take actions to ensure that female teachers and professors have the same possibilities and status as male teachers and professors.

**Section L.5** - Provide public information on the removal of discriminatory practices against girls in food allocation, nutrition and access to health services;

Sensitize the girl child, parents, teachers and society concerning good general health and nutrition and raise awareness of the health dangers and other problems connected with early pregnancies;

Strengthen and reorient health education and health services, particularly primary health care programmes, including sexual and reproductive health, and design quality health programmes that meet the physical and mental needs of girls and that attend to the needs of young, expectant and nursing mothers;

Establish peer education and outreach programmes with a view to strengthening individual and collective action to reduce the vulnerability of girls to HIV/AIDS and other sexually transmitted diseases, as agreed to in the Programme of Action of the International Conference on Population and Development and as established in the report of that Conference,

recognizing the parental roles referred to in paragraph 267 of the present Platform for Action;

Ensure education and dissemination of information to girls, especially adolescent girls, regarding the physiology of reproduction, reproductive and sexual health, as agreed to in the Programme of Action of the International Conference on Population and Development and as established in the report of that Conference, responsible family planning practice, family life, reproductive health, sexually transmitted diseases, HIV infection and AIDS prevention, recognizing the parental roles referred to in paragraph 267;

Include health and nutritional training as an integral part of literacy programmes and school curricula starting at the primary level for the benefit of the girl child;

Emphasize the role and responsibility of adolescents in sexual and reproductive health and behaviour through the provision of appropriate services and counselling, as discussed in paragraph 267;

Develop information and training programmes for health planners and implementors on the special health needs of the girl child;

**Section L.7** - Take effective actions and measures to enact and enforce legislation to protect the safety and security of girls from all forms of violence at work, including training programmes and support programmes, and take measures to eliminate incidents of sexual harassment of girls in educational and other institutions;

Take appropriate legislative, administrative, social and educational measures to protect the girl child, in the household and in society, from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse;

Undertake gender sensitization training for those involved in healing and rehabilitation and other assistance programmes for girls who are victims of violence and promote programmes of information, support and training for such girls;

Enact and enforce legislation protecting girls from all forms of violence, including female infanticide and prenatal sex selection, genital mutilation, incest, sexual abuse, sexual exploitation, child prostitution and child pornography, and develop age-appropriate safe and confidential programmes and medical, social and psychological support services to assist girls who are subjected to violence.

**Section L.8** - Provide access for girls to training, information and the media on social, cultural, economic and political issues and enable them to articulate their views;

Support non-governmental organizations, in particular youth non-governmental organizations, in their efforts to promote the equality and participation of girls in society.

## **Commission on the Status of Women 51 -**

<http://www.un.org/womenwatch/daw/csw/agreedconclusions/Agreed%20conclusions%2051st%20session.pdf>

# GIRLS' BARRIERS AND POTENTIAL

## *Things that hinder girls' progress and ways they can succeed*

The Day of the Girl is an opportunity for girls, schools, and organizations to deal with whatever issue affecting girls they care about. There are a broad range of issues affecting girls around the world. Each girl can be affected by barriers in her own way - by issues such as lack of access to education, violence, lack of access to health, early and forced marriage, harmful cultural practices, negative media portrayal and sexualization. But girls have tremendous potential in community leadership and participation.



*Images courtesy of WGG*

Life-span developmental perspectives point to institutional barriers that discriminate against girls. These include missing girls, non-registration at birth, early marriages, domestic labor, trafficking of girls and girls being pressurized to undertake housework and caring duties in the home (e.g., carrying water, harvesting crops, tending livestock, and caring for younger children). Gender inequalities deny girls their human right to basic literacy and primary education which prevents them from developing the foundation upon which technological and scientific fields are built. Girls are less likely than boys to be enrolled in school, more likely to remain illiterate and to drop out of school. Girls who live in poverty, and are members of ethnic or racial minorities are even more vulnerable. Access to education, training, science and technology is not guaranteed even with school entry as school curricula often reinforce gender stereotypes and gender biases. Teachers' lack of awareness of gender stereotypes also marginalizes girls in math and science classes. Unequal access to basic technologies contributes to gender inequities as does conventional wisdom that sex differences in vocational interests plays a critical role in gender disparity in scientific and technological fields. Further girls are not encouraged to make educational and career choices in the sciences or technology. Parental attitudes, portrayal by the media and peer group pressure are other significant elements that contribute to gender biases and stereotypes.

### **Institutional Access Barriers**

- **Son Preference:** The cultural preference for sons, due to prevailing beliefs that boys bring more prestige or wealth to a family than girls, has resulted in over 100 million missing girls due to female foeticide, infanticide, malnutrition and neglect.

- **Birth Registration:** Only 50% of children under five living in the developing world were registered at birth, with substantial differences between children in rural and urban areas (34% vs. 59% in Africa; 28% vs. 52% in Sub-Saharan Africa; 24% vs. 41% in Least Developed Countries; 37% vs. 60% in Asia).
- **Developmental Delays/Poorer Health:** Rural girls are more likely than their urban peers to manifest delayed growth and development, to show evidence of anemia and iron deficiency, and to be deficient in Vitamin D. In some countries (e.g., Mali, Senegal, Ghana), rates of anemia among adolescent girls (15 – 19) exceed 60%.
- **Barriers to Education, Social, and Economic Opportunities:** As a consequence of prevailing gender roles and their associated obligations, commitments, and expectations, girls' educational, social, and economic opportunities are hampered.
  - Girls, for example, are obliged to devote an unequal share of time to activities associated with both unpaid personal care work (e.g., children, the sick and the elderly) and care-related activities (e.g., fetching water and firewood, food processing and preparation, cleaning and washing).
  - Despite the fact that education yields many long-term benefits, including later marriage and greater opportunity to gain the skills to make a decent living, girls are more likely than boys to be denied their human right to basic literacy and education, especially at the secondary and tertiary levels.
- **Forced Marriage:** At the onset of puberty, or even before, some girls are forced into marriage, ending their education, limiting their freedom, and increasing their risk of domestic violence, adverse pregnancy outcomes, and HIV infection. In the poorest regions of the world (mostly rural), 35% of girls are married before the age of 18; levels range from 45% in South Central Asia to nearly 40% in sub-Saharan Africa, to 25% in Latin America and the Caribbean. In some countries (e.g., Niger, Mali, Chad, Guinea, Bangladesh) more than 60% of girls are married before age 18.
- **Complications in Childbirth:** Early pregnancy and complications in childbirth result in 70,000 deaths annually. Girls in rural areas have some of the highest rates of maternal mortality, obstetric fistula, and violence, while access to services, law enforcement, and legal protection remains limited or non-existent.
- **Social norms and cultural traditions** play a significant role in the marginalized status of girls worldwide. In addition, these practices often operate in ways that serve to control girls' behaviors and hinder their physical and social mobility.
- **Around the world, girls face violence that is supported by their communities.** Female genital mutilation, honor killings, and physical punishments are ingrained in certain cultures. It is necessary to work with community leaders to find alternatives to these traditions.

## **Girls' Potential**

- Remove all barriers to education for girls including school fees, discriminatory attitudes and curricula and ensure their safety in and out of school.
- Increase girls' competence through education and training that includes social, political and economic empowerment to prepare them for their critical roles in their families and communities.
- Promote the participation and empowerment of girls by creating safe spaces for them to speak and to obtain assistance and by strengthening the role of civil society, especially girls' organizations, in tackling gender stereotypes and empowering girls to participate more fully in their families and communities.
- Partner with families and communities to address the needs of girls heading households and children without parental care including in the context of the HIV/AIDS and ensure that programmes are holistic and include measures to increase men and boys' responsibility for caregiving.
- Enhanced investment in quality education and training in rural areas, including vocational and literacy training, is a central intervention with strong multiplier effects. Comprehensive national education strategies must be developed that include long-term funding that ensures adequate education infrastructure and prioritizes girls' education in all development plans and poverty reduction plans
- When girls are given equal access to employment opportunities, they are able to independently provide for their families and themselves regardless of their life situations. This positive model empowers the community counteracting the cycle of poverty.

## ADDITIONAL RESOURCES

*Here are some other places to find information about Day of the Girl, rights of girls, stories of girls, and videos to share*

### VIDEOS

**Too Young to Wed** <http://events.nationalgeographic.com/events/video-gallery/148/>

The story of the secret world of child brides and the harmful practice of early and forced marriage.

**A Stranger in Her own City** <http://www.youtube.com/watch?v=PAkPFZQA6EM>

The story of a 13 year old girl trying to be herself and find her own path growing up in Yemen.

**Because I am a Girl: Invest in Me**

[http://www.youtube.com/watch?v=N4ok\\_5D27BY&feature=player\\_embedded](http://www.youtube.com/watch?v=N4ok_5D27BY&feature=player_embedded)

A video that focuses on the issues that girls and young women face growing up in the 21st century economic climate. Because I am a Girl: Girls in the Global Economy argues that the current financial slowdown is severely affecting girls and young women, who under the best of circumstances are the least likely to survive, be fed, go to school, or stay healthy. (Plan International)

**Because I am A Girl** <http://www.youtube.com/watch?v=mWa9jmv3u9o&feature=relmfu>

A video campaign that aims to transform the lives of the worlds poorest girls. Every year from 2007 to 2015, Plan International will be producing a report that looks at the different ways girls around the world are affected by discrimination. Plan International believes that girls' access to education and legal rights can break the cycle of poverty and discrimination that girls face around the world. (Plan International)

**The Girl Effect** [http://www.youtube.com/watch?v=WlvmE4\\_KMNw](http://www.youtube.com/watch?v=WlvmE4_KMNw)

A short video showing how girls can be and need to be part of the solution to global poverty.

**The Girl Effect: the Clock is Ticking**

<http://www.youtube.com/watch?v=1e8xgF0JtVg&feature=relmfu>

A short video showing the positive effects of the Girl Effect on girls in poverty.

**Very Young Girls Trailer** <http://www.youtube.com/watch?v=7fX6EaHuRCg>

The trailer for the film Very Young Girls shows the commercial sexual exploitation of girls in New York City. The film shows follows adolescent girls in their real lives with their struggles and triumphs exiting the commercial sex industry. (GEMS)

**Eve Ensler’s Ted Talk “Embrace Your Inner Girl!”**  
[http://www.ted.com/talks/lang/en/eve\\_ensler\\_embrace\\_your\\_inner\\_girl.html](http://www.ted.com/talks/lang/en/eve_ensler_embrace_your_inner_girl.html)

A talk from the author of the book of monologues *I am an Emotional Creature*.

**ARTICLES**

**Girls Just Want to go to School**

[http://www.nytimes.com/2011/11/10/opinion/kristof-girls-just-want-to-go-to-school.html?\\_r=2](http://www.nytimes.com/2011/11/10/opinion/kristof-girls-just-want-to-go-to-school.html?_r=2)

The story of a young girl from Vietnam who would give anything to attend school

**FACT SHEETS**

**Working Group on Girls Fact Sheets**

<http://girlsrights.org/fact-sheets/>

A collection of fact sheets on the situation of girls including issues of poverty, education, violence and many others and how they specifically affect the life’s of girls.

**Girl Effect Data**

[http://www.girleffect.org/uploads/documents/1/Girl\\_Effect\\_Fact\\_Sheet.pdf](http://www.girleffect.org/uploads/documents/1/Girl_Effect_Fact_Sheet.pdf)

Data on the importance of girls and their impact on economic growth and prosperity.

**TOOLKITS**

**Day of the Girl Proclamation Tool Kit**

<http://dayofthegirl.org/wp-content/uploads/2011/05/DayOfTheGirlToolkitJuly2012.pdf>

Resources for Day of the Girl plans, including a ‘how to’ for proclamations from your city/town.

**School Girls Unite Action Guide**

<http://www.schoolgirlsunite.org/ActionGuide>

Ways girls can get involved and create change through education.

**FAMILY PLANNING UNLEASHES**  
**THE GIRL EFFECT**

**A GLOBAL CHALLENGE**  
UP TO ONE-HALF OF GIRLS IN DEVELOPING COUNTRIES BECOME MOTHERS BEFORE THEIR 18TH BIRTHDAY

▶ PREGNANCY AND CHILD BIRTH ARE THE **#1 KILLER** OF 15-19 YEAR-OLD GIRLS

1 in 7 girls marry before turning 15 in developing countries

**MARRIED GIRLS: A GLOBAL PROBLEM**  
90% OF FIRST BIRTHS THAT OCCUR BEFORE 18 HAPPEN WITHIN PLEASURE

51,000,000 Worldwide, over 51 million adolescent girls 15-19 are married  
Equal to the population of England

**WHAT CAN BE DONE?**  
END CHILD MARRIAGE

MARRIED GIRLS In developing countries 14 million girls ages 15-19 give birth every year

FOCUS ON NATIONAL PRIORITY AREAS  
FOCUS ON LOCAL PRIORITY AREAS Fertilize crops + 7% in countries where child marriage is the highest

% MARRIED UNDER 18  
70% (Developing)  
30% (Developed)

AREAS WITH THE BIGGEST NEED = AREAS WITH THE GREATEST OPPORTUNITY

**INVESTING IN GIRLS IS SMART ECONOMICS**  
Cost of preventing an adolescent pregnancy is **JUST \$17 PER YEAR**

Reducing adolescent pregnancy in India by 10% could add \$767 million to the Indian economy

Source: Population Council  
THE GIRL EFFECT





Wash and iron clothes  
More chance of being raped  
Have to take care of husbands and kids  
Girls can't work even though  
They are educated.

### **What Do You Like About Being A Girl?**

Girls are kind  
We get to be glamorous  
You can wear makeup  
Girls are human  
Girls are close to their fathers  
Girls don't force boys to do stuff  
Girls wear pretty clothes  
Girls can create a new life  
Girls are shy  
Girls are tender  
Girls are soft  
Boys sit for hours and never talk  
They yell at the television  
Girls can do things better  
Ballet  
Wearing dresses  
Being different  
Women are closer

### **Discussion Questions**

1. Respond to the questions posed in the monologues. What don't you like about being a girl?
2. Can girls "do things better"?
3. Can there be good things about being a "bad girl"? Can there be bad things about being a "good girl"? How can you focus more on what you like about yourself?
4. What's your favorite thing about being a girl?
5. What are some misconceptions about girls?

## QUESTIONS BY TOPIC

### Gender Violence

1. Why do you think gender violence is so common throughout the world and throughout history?
  2. What does your culture expect from you as a girl?
  3. What expectations do you need to challenge?
  4. Where would you like to have reconciliation for yourself, in your family, in your friendships, or in other aspects of your life?
  5. Do you know of any places where long – practiced traditions have changed?
- (from: *I am an Emotional Creature*)

### Media Portrayal and Image

1. How can you challenge the belief that girls “ask for it” if they dress in a certain way?
  2. How do women look in real life versus in the media? How does this influence you?
  3. What do you find beautiful in real life?
  4. How can your clothing express defiance or empowerment?
  5. What does power “look” like in the television shows, advertisements, movies, and music videos you watch? How do you think these images have affected the way you view yourself?
  6. When did you first realize the restrictions that society places on gender? What are those restrictions?
- (from: *I am an Emotional Creature* and “Miss Representation”)

### Education

1. Why is education so important for girls?
2. What are some the benefits of being an educated girl? What are some of the harms of not educating a girl?

### Community

1. What are the most pressing issues facing your community?
2. How can you go out and become an active member of your community?
3. Are there any groups or organizations you can join?
4. Think of a one way to help your community. Then go out and do it.

## SHARE YOUR RESULTS

Record your events and share what you did. In either written or video form, share your results with the rest of the global community and continue to advocate for the cause.

<http://dayofthegirl.org>

Join Us!  
10•11•12



DAY OF THE GIRL VIRTUAL SUMMIT  
DAYOFTHEGIRLSUMMIT.COM

WHAT DO GIRLS WANT? We want equality. In everything. Equal access to education opportunities, in the subjects we choose. Recognition for how good we are at math, science, and lots of other stuff. More opportunities to play sports. Media images that show girls and women who actually look like us. Health care that helps us live longer, stronger lives. Freedom from violence, so we can feel safe in our bodies. To make our own choices, regardless of the culture, stereotypes, hemisphere, or history we were born into. Equal work, equal pay, and equal power. Is this too much to ask?

Well, we're not asking, we're telling you that we are the future of our planet and our people. We deserve lives filled with abundance where our voices have impact. We want to be valued and respected so we can exceed expectations. We want what everyone wants: to live our lives in our own ways.