



**WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS**



**STEPS TOWARDS SUSTAINABLE  
DEVELOPMENT  
A TOOLKIT FOR PROJECTS**

**PREPARED BY:  
WORLD ASSOCIATION OF GIRL GUIDES  
AND GIRL SCOUTS  
ARAB REGION**

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## WORD BY WAGGGS ARAB REGION COMMITTEE CHAIR

The Guides movement is always striving to serve and develop the community; sustainable development is one of the issues that affect our communities.

For the sake of sustainable development, all efforts must come together to ensure an inclusive and promising future. This tool kit was developed to encompass the work of the leaders in the Arab Region on the SDGs, and to serve as a comprehensive guide for future projects. On this occasion, we would like to thank the authors for their efforts to produce this guide in this excellent form and content.

We applaud your efforts and look forward to more to come.

**Dr. Libya Sbia**  
**Arab Regional Committee Chair**

## WORD BY THE GENERAL DIRECTOR OF OMAN SCOUTS AND GUIDES

The Oman Scouts and Guides Association is happy to cooperate with the World Association of Girl Guides and Girl Scouts (WAGGGS) on achieving the Sustainable Development Goals (SDGs), as part of the strategic partnership for strengthening sustainable development programs in the environments and with the resources available for the Girl Guides, both in the Arab Region and around the world.

The Sultanate of Oman's hosting of the regional meeting for the SDG team was an extension to the cooperation between the Oman Scouts and Guides Association and WAGGGS, with the purpose of supporting the projects for community service and development and achieving sustainable development. This meeting has contributed to the development of a tool kit for the Girl Guides associations in the Arab Region that will enable them to implement similar sustainable projects in their communities.

Finally, we congratulate WAGGGS and the authors of this tool kit, wishing them all continuous success.

**Dr. Yaqoob bin Khalfan AL-Nadabi**  
**General Director of Oman Scouts and Guides**

## ACKNOWLEDGEMENTS

This tool kit is the result of the work of a team of dedicated 19 volunteers from Egypt, Jordan, Kuwait, Lebanon, Palestine, Oman and Tunisia, representing the hundreds of leaders from their MOs that had implemented projects on the SDGs within the framework of the WAGGGS/UPS partnership in the Arab Region 2017-2020.

Special thanks to the UPS Foundation for their support of this programme and to all participating MOs for their tireless work and dedication to the project.

Sincere appreciation to Suzanne Beltagy for designing the tool kit and providing the English translation.

**Sophy Kotti**  
Global Programmes Manager, WAGGGS and UPS Project Manager for the Arab Region



## INTRODUCTION

### WAGGGS and the SDGs

In 2015, the leaders of the world, through the United Nations, reached a historical agreement that included 17 goals for sustainable development for addressing the challenges that face the world; from poverty and hunger to inequality, climate change, and other difficult challenges, by the year 2030. With only ten years left to achieve these goals, world leaders, during the Sustainable Development Goals Summit held in September 2019, called for a decade of ambitious work for the realization of these goals, pledging to mobilize the funds necessary for this mission and support implementation at all levels, so that these goals are achieved within the set date, without leaving any one behind.

The World Association of Girl Guides and Girl Scouts (WAGGGS) is concerned with the empowerment of girls and young women and supports them to develop their full potential and change their communities and the world around them. WAGGGS also supports girls and young women around the world to take action on the sustainable development goals.





Since 2003, the WAGGGS/UPS partnership has been providing opportunities for girls and young women become leaders in their communities and responsible citizens of the world. Each phase has supported Girl Guides and Girl Scouts around the world, from building membership and capacity in our Member Organizations (MOs), enabling girls and young women to make their voices heard at international events such as the United Nations Commission on the Status of Women (CSW) and the Conference of the Parties to the UNFCCC (COP). The partnership has also aimed at encouraging UPS employee engagement utilising UPS's global reach and wide staff base to encourage cooperation and direct involvement in the programmes delivered.

The 2017-2020 WAGGGS/UPS phase of the partnership has a focus on Diversity and Inclusion and Leadership Development. This phase is delivered over 2.5 years in 10 MOs including selected MOs across WAGGGS Arab Region: The Egyptian Girl Guides Association, Jordanian Scouts and Guides Association, Kuwait Girl Guides Association, Lebanese Girl Guides Association, National Orthodox Guides of Lebanon, Oman Scouts and Guides Association, and Palestine Scout Association.

The partnership focused on establishing a cross regional framework to diversify the leadership profile of the Arab Region and mobilise young women to take action for social change. Trainings were delivered to 11 mentors and 49 young women leaders from the participating Member Organisations to develop their leadership practice and raise their awareness on the Sustainable Development Goals (SDGs). From November 2018 to May 2019, with support from their MO, these young women implemented more than 65 projects on the SDGs at a local level, inspiring girls and young women to lead change in their communities.

The programme supported these young women in the Arab Region to run social action campaigns, raising awareness of the issues that girls from diverse communities face. Campaigns were designed to promote the relevance of Guiding to girls who have not traditionally been involved in the Movement and demonstrated the positive impact it can have on their lives. As a result of their efforts, a total of 300 new members have joined the Movement.



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### Purpose of Tool Kit - How to Use it

The purpose of this toolkit is not only to share with the wider WAGGGS family our shared achievements and the knowledge we gained on the SDGs through the project, but also to offer a tool with key takeaways for you to implement your own SDG youth led projects in other communities.

Every community is special, and leaders have their own ways to listen to and meet the needs of young people. This toolkit is a starting point for you to start your journey and adapt, modify, and take further based on your unique context and the needs of the young people you work with.

The last section of the toolkit offers a list of resources so you can further delve into these topics. Hundreds useful resources are also available online in many languages.

Please share your comments, feedback and achievements at [comms@wagggs.org](mailto:comms@wagggs.org)  
Good luck!!!



On behalf of myself and my colleagues from the participating Scouts and Guides Associations, I am honoured to present this tool kit, an achievement that is the result of the continuous efforts of leaders in the Arab Region to implement the “Be the Change” project, launched by the World Association of Girl Guides and Girl Scouts (WAGGGS), and funded by the UPS Foundation. This achievement sheds light on the role of the Girl Guides and the Girl Scouts in studying the needs of Arab communities, in order to make the change and the impact with regards to the sustainable development goals (SDGs).

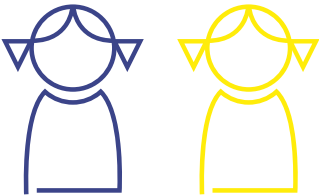
In this tool kit, we highlight what we have achieved through our MOs, and we look closely within in order to better see our communities. The projects included in this tool kit are examples of ideas, simple yet big in impact, that have been implemented in some Arab countries; namely Egypt, Jordan, Kuwait, Lebanon, Oman, and Palestine, as part of an effort that lasted for about eight months and included projects that simulated the reality of Arab communities with regards to the SDGs.

We present you with projects as beautiful as the cedars of Lebanon, as great as the pyramids of Egypt, as strong as the towers of Kuwait, as deep as the Petra engravings in stone, as continuous as the bounty of Muscat, and as distinct as the inscriptions on the walls of the revered Dome of Rock in Palestine. We come to you with projects that are passionate for change, and we culminate this effort with a tool kit that will be soon published in other languages, in addition to the Arabic, to serve as a light and a reference for other Arab and international Scouts and Guides Associations for implementing SDG projects that can further develop our communities.

We hope that our projects become the first step in building a bridge of creativity and excellence, and that this continuous achievement walks hand-in-hand with perseverance, will, passion, and impact.

On behalf of the authors’ team,

**Zein Asqalan, Leader  
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The goal of this pack is to support you to plan and deliver your own social change project – but what does that mean?

**SOCIAL CHANGE**

Social change is about making a positive impact on a community, a society, or the wider world. It is about taking action to tackle one or several issues that you care about. Social change could relate to many different areas – for example, you could choose to protect the environment, end violence against women, ensure young people’s voices are heard or improve public health.

**PROJECT**

A project is an activity planned to meet specific aims. This means you’ll set a start date and regular deadlines with intermediate objectives, you’ll work out what your aim is (what you’re trying to change in the world and who will benefit from your project) and then you’ll plan out how to make this happen.

A community action project directly tackles an issue that matters to you, in a community you care about. You can tackle an issue you care about, by taking action directly to develop a local solution, in a community you care about, or a group of people you identify with or care about. This could be your local area, or other group/society. It could even be a group you aren’t part of, as long as you care about what the group does.

**Examples:**

- Communities in your local area could be; your village, town or city, or a group of people who you spend time with for a certain reason, such as your school, workplace, university, Girl Guide/Girl Scout group, place of worship, or other group/society.
- Communities that you are not a part of could be; a club for children from immigrant backgrounds in your area, or a health centre for older people.

“I learned that believing in ideas is the first step towards achievement and success. I also realized the importance of the SDGs and strove to achieve them firmly believing that it is better to light a candle than curse the darkness.—Nadia Hakok, Jordanian Scouts and Guides Association.

“I learned that self-development must come from within the leader so that she and her unit may reach the zenith of their ambitions.” — Fatma Al-Kalbani, Oman Scouts and Guides Association.



**PROJECTS**



Sustainable Development Goal:	
SDG (1): No Poverty	
Project Title:	Wall of Kindness
Location/MO:	Lebanese Girl Guides Association, Rangers/Rovers Branch, the Frères Maristes group, Byblos.
Age/Target Group:	All social levels.
Duration:	December 2018 – April 2019.
Project Summary:	The “wall of kindness” phenomenon started in Iran in 2015, as a response to the increase in unemployment rates. The concept later extended to Pakistan, China, Rime, Jordan, and finally in Beirut, Lebanon. With SDG (1) in mind, the Girl Guides decided to implement this concept by building a wall in the centre of Byblos.
Motives and Reasons:	Around one million people in Lebanon live without enough income to fulfil their basic living and social needs, such as rent, food, health care, and more. And while clothing became the last item on their lists, they still needed it to survive the cold weather season in Lebanon. Children from poor families could be seen on the streets wearing old clothes that barely cover their small bodies as they sell gum or flowers to the people passing by. Meanwhile, some middle- and upper-class Lebanese throw away the clothes that they no longer need. For this reason, we wanted to take action to change this sad reality.
Objectives:	Creating a connection between the more fortunate individuals in society who have excess clothes that they do not need and the less fortunate individuals who need such clothes.
Results:	Each Saturday, we would place the clothes that we had collected during the preparation process into empty boxes next to the wall.
Steps:	The Wall of Kindness is a phenomenon for social work that usually took place by hanging excessive clothes that were no longer needed outside the houses, as donations to those who needed them most. We wanted to encourage everyone within the community, families and friends within the neighbourhood, to donate beneficial items, including winter clothes. For this purpose, we established a wall next to a public garden in Byblos, and hung coloured boxes that the girls decorated, so that the donors could freely place anything that exceeded their needs, and other people could get what they lacked. We wrote the campaign’s slogan on the wall in Lebanese dialect, “Add if you can, take if you need”. We promoted the project through social media in order to reach the highest number possible of participants. Over three months, the girls were able to successfully collect clothes and books. The inauguration of the “Wall of Kindness” was held on 6 April 2019.
Materials/Resources:	Coloured wooden boxes for collecting clothes.
Evaluation:	The girls could feel the positive change happening, and they became more aware of the importance of giving, sufficing with less, and donating what is no longer needed.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>It was not easy to find a suitable location for establishing the wall, as we faced many constraints; namely the weather and finding a place in a public area that would be accessible to both donors and receivers. We were able to solve this issue by cooperating with the municipality that offered us a location next to a public garden.</li> <li>The clothes display. As Lebanon witnesses the four weather seasons, we had to come up with a suitable method for protecting the clothes and the other displayed items from the rain. After deliberations, we decided to make wooden boxes where we can place the clothes and the other items for protection.</li> </ul>
Support:	The municipality of Byblos supported this activity and assisted in finding the suitable location for the wall.

Follow-up and Sustainability:	The wall remains standing till date and receives much support from the locals. The wall helped tens of people feel warm throughout the long winter. There are many people who still take what they need from the wall, and we continue to receive a great number of phone calls from people who wish to donate. We are confident that this project will continue.
Footprint and Impact:	“As we worked on the SDGs, I was mostly touched by the effect the small projects had and their positive impact on society. The projects motivated the society to change and think differently.” –Yara Alasmar, Lebanese Girl Guides Association.





Sustainable Development Goal:	SDG (1): No Poverty SDG (2): Zero Hunger
Project Title:	Love and Giving
Location/MO:	National Orthodox Guides of Lebanon, Al-Foug and church location.
Age/Target Group:	All age groups.
Duration:	As of December 2018, and ongoing.
Project Summary:	Securing and distributing food and clothes to families in need, with the purpose of eradicating prevailing poverty and hunger. The clothes and food are secured from the townspeople and the families of the Guides.
Motives and Reasons:	The spread of hunger and high prices, rendering the less fortunate people unable to purchase their needs of clothes or food.
Objectives:	Helping as many people in need as possible and making the less fortunate happy.
Results:	Many items were collected from clothing stores and shops, then distributed to the people in need. This process is ongoing.
Steps:	<ul style="list-style-type: none"> <li>Distributing introductory pamphlets to the people to inform them of the proposed idea and collect items.</li> <li>Preparing a room for storing these items until they can be distributed.</li> <li>Upon securing enough items, they are sent to the different associations to be distributed to those who need them.</li> </ul>
Evaluation:	Educating individuals to help others and share their happiness.
Challenges/Solutions:	We did not face much challenges as the people were very cooperative and expressed their willingness to help.
Support:	The people and the different clothing stores and shops gave much support to this project.
Follow-up and Sustainability:	Items continue to be collected to date for distribution and are subject to daily follow-ups.
Footprint and Impact:	"The sustainable development projects added to our local participation as Guides a global perspective to the issues that we face." —Nicole Shalhoub, National Orthodox Guides of Lebanon.

Sustainable Development Goal:	SDG (2): Zero Hunger
Project Title:	Saturday Market
Location/MO:	Lebanese Girl Guides Association, Rangers/Rovers Branch.
Age/Target Group:	The social classes unable to secure meals.
Duration:	December 2018 – April 2019.
Project Summary:	With the purpose of eradicating hunger, five units carried out several projects in different locations. The projects included the preparation of food for families in need; providing a refrigerator for storing excess food on an ongoing basis to be made available to people in need in two locations; and collecting food in the form of canned foods, pulses, and other food items and making them available to families in need.
Motives and Reasons:	Food shortage in our society has become a phenomenon that touches most people, especially the poor class that finds itself unable to secure food and continue to face dire living circumstances. This has led to the units mobilizing all their capabilities to support this class in finding ways for a better life.
Objectives:	Providing food to as many people as possible through six different projects carried out by the units.
Results:	The girls worked through the different units, each according to its capabilities, to eradicate hunger, even if for one day. These activities developed the girls', as well as the communities', sense of responsibility, resulting in the fact that they helped other overcome hunger and provided opportunities for the individuals in their communities to participate, thus making difference.
Steps:	<ul style="list-style-type: none"> <li>One of the units developed a project for funding the purchase of a refrigerator in which people could store excess food for those who need it or prepare meals and donate them by placing them in the refrigerator.</li> <li>We saw that individual initiatives were the way to make the project successful, so we promoted it in our neighbourhood and in nearby areas through pamphlets as well as social media.</li> <li>To ensure that food was always available, we wanted to place the refrigerator in a strategic location. We agreed with one of the stores to place the refrigerator in front of it. As a nice gesture, the store placed the foods that were about to expire and daily leftovers in the refrigerator.</li> <li>Through the meetings, the girls were introduced to ways for eradicating hunger, and helped in preparing the meals and distributing them to those in need.</li> <li>For the same purpose, the girls collected different food items; canned foods, pulses, oils, and more, then arranged them like a store at school in what they called the "Saturday Market". We invited the families in need to this store so that they could get the foods they needed.</li> <li>Several girls prepared meals in their Scouting locations to be distributed on the houses in the Ashrafeya Karam Al-Zeitoun area. They also placed a cart loaded with food in front of one of the houses for those in need.</li> </ul>
Challenges/Solutions:	One of the challenges we faced was how to achieve sustainability. Poverty is one of the main reasons for hunger. We were able, through a number of projects, to limit hunger for a small period of time, and we raised the girls' awareness of the importance of thinking of others and helping them.
Support:	The initiative taken by the store in the area.
Funding:	Individual donations.
Follow-up and Sustainability:	The increase in the girls' awareness will lead to sustainability through other projects.
Footprint and Impact:	"It was very nice to work on the implementation of the projects, but sustainability is a big challenge. But the girls were ready to answer the calling." —Ranine Abi Rached, Lebanese Girl Guides Association.





Sustainable Development Goal:	
SDG (3): Good Health and Well-Being	
Project Title:	Use Your Hands to Spread Peace, not Germs
Location/MO:	Kuwait Girl Guides Association.
Age/Target Group:	The Girl Guides, leaders, and young women participating in the annual Peace Camp, during 13-7 January 2019.
Duration:	November 2018 – April 2019.
Project Summary:	Estimates show that 1.4 million people around the world suffer from infection at the same time. From here stems the importance of projects promoting the act of keeping hands sanitized, to prevent diseases and the spread of infections, and reduce the numbers of sick cases in children, youth and in society as a whole.
Motives and Reasons:	<ul style="list-style-type: none"> <li>Creating a safe environment that ensures the safety of citizens from the germs that are transmitted through hands.</li> <li>Establishing a community that is free from all diseases transmitted through hands and providing health support for the community.</li> </ul>
Objectives:	<ul style="list-style-type: none"> <li>Educating %80 of the participants in the International Peace camp with the importance of sanitizing hands.</li> <li>Motivating Girl Guides and leaders in implementing hand sanitation projects in their schools.</li> <li>Following up on the implementation of the hand sanitation projects throughout the six governorates and in private schools.</li> <li>Measuring the extent of project implementation, identifying challenges, and proposing suitable solutions.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>Spreading the culture of washing and sanitizing hands and the importance of this practice in maintaining health and preventing diseases.</li> <li>Forging partnerships between the Kuwait Girl Guides Association, the General Ministry of health, and the Ministry of Education for implementing the project and achieving its goals.</li> <li>Successfully receiving support and sponsorship from companies for hand sanitation products.</li> <li>Training over 500 health sector employees on the right way to sanitize hands.</li> <li>Analysing the results of the WHO survey to identify reasons, issues, and solutions.</li> <li>Training more than 300 Girl Guides and leaders at the Peace Camp.</li> <li>Training 20 teachers and 185 students in public schools.</li> </ul>
Steps:	<ul style="list-style-type: none"> <li>Determining the scientific materials suitable for spreading the hand sanitation culture.</li> <li>Developing the necessary implementation plan and determining the logistic requirements.</li> <li>Addressing the Kuwait Girl Guides Association for approving the plan and following up on the implementation.</li> <li>Providing forms, educational materials, and stationery necessary for the study.</li> <li>Training the team members, formed of Girl Guides, leaders and young women, and holding training workshops during the annual Peace Camp.</li> <li>Following-up on the implementation of the hand sanitation project during the Peace Camp.</li> <li>Developing school programmes for the Brownies to be implemented in the second academic term.</li> <li>Supporting the trainees in the implementation of the hand sanitation programmes in school communities.</li> <li>Implementing the programmes in schools and health centres.</li> <li>Following up on the implementation of the programmes.</li> <li>Measuring the extent to which the programmes have been implemented using the WHO survey.</li> <li>Evaluating the project.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>Projector/screen</li> <li>Training venue</li> <li>Training materials and publications</li> <li>Stationery</li> <li>Hand sanitation materials</li> </ul>

Evaluation:	The set plan and procedures followed in correspondences were observed, and the project requirements were provided according to the terms set by the team members.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>The team faced some challenges associated with some of the members not embracing the roles given to them, due to their involvement in other activities or projects, or because the roles were not clear to them. To handle this issue, a training session was held to clarify the project, its objectives, and the steps for its implementation in an easy and simplified manner.</li> <li>Developing a comprehensive training programme in accordance with international health specifications and project goals, easy for all age groups within the community to understand.</li> <li>The slow exchange of correspondences, a matter that hindered the process of communication with schools and health centres.</li> <li>The lack of time available to implement the project during the academic year and during the Peace Camp.</li> <li>Some objection from the side of the teachers/educators to attending training sessions and workshops.</li> <li>The unavailability of training venues in most centres and schools.</li> <li>Lack of financial support for printing booklets and posters, and for developing awareness materials.</li> </ul>
Support:	The cooperation between the Kuwait Girl Guides Association and both the General Ministry of Health and the Ministry of Education facilitated many of the steps for the team members, as well as simplified and expedited the implementation process.
Partnership:	A community partnership between the General Ministry of Health, the Ministry of Education, the Kuwait Girl Guides Association, and the sanitation products companies.
Follow-up and Sustainability:	The project is ongoing as one of the sustainable development goals for the young women of the Kuwait Girl Guides Association, in cooperation with the General Ministry of Health and the Ministry of Education.
Footprint and Impact:	"I have learned that leadership is both art and ethics, and that excellent leaders take their groups to safety." –Najat Bekheet Hadeed, Kuwait Girl Guides Association.





<b>Sustainable Development Goal:</b>	<b>SDG (3): Good Health and Well-Being</b> <b>SDG (4): Quality Education</b>
<b>Project Title:</b>	<b>Leadership Camp for Girls</b>
<b>Location/MO:</b>	Oman, General Directorate for Scouts and Girl Guides.
<b>Age/Target Group:</b>	Girls aged from 12 to 17.
<b>Duration:</b>	Academic year 2019/2018.
<b>Project Summary:</b>	The project aims to develop a generation of girls prepared for a life of educational leadership, by helping them acquire the skills, experiences, and culture that would allow them to better plan for their lives and form a clear vision for the road ahead that will lead them to success and happiness, and advance their communities and their nation in general.
<b>Motives and Reasons:</b>	<ul style="list-style-type: none"> <li>• The abundance of free time the girls have during mid-year and summer vacations.</li> <li>• The girls lack the skills that would help them plan their lives.</li> <li>• Most girls do not practice any physical activities</li> <li>• Girls tend to spend their free time in matters that are of no use or benefit.</li> <li>• Lack of ability to form and develop relations.</li> </ul>
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>• Instilling values and good behavior.</li> <li>• Developing leading characters.</li> <li>• Raising realistic awareness and better understanding of life.</li> <li>• Developing balanced spiritual, mental, and emotional characters.</li> <li>• Improving the ability to form and develop relations.</li> <li>• Participating in youth community development.</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>• The provision of training through the project for 40 girls on life, academic, and physical skills.</li> <li>• The continuity of the project and the acceptance of the community of such projects that serve girls.</li> <li>• The cooperation and participation of many trainers in workshop implementation, which had a great role in the success of the project and in obtaining great results.</li> <li>• The initial number of girls rose to 60.</li> <li>• The participation of secondary school and university graduates in the training and the organizing committees.</li> </ul>
<b>Steps:</b>	<ul style="list-style-type: none"> <li>• Inviting the concerned parties to participate in the training of the girls.</li> <li>• Developing a training programme for the girls in cooperation with the institutions and individuals within the community.</li> <li>• Announcing the programme and its events.</li> <li>• Developing a well thought out plan that includes many of the activities and programmes that play a big role in the development of girls, rendering them able to use their free time in a manner that is beneficial to their academic and practical lives.</li> <li>• Concentrating on various programmes that encompass leadership, planning, as well as physical and sport-related skills.</li> <li>• Announcing the programme under the title "Leadership Camp for Girls" in the area through social media.</li> <li>• Corresponding with a number of entities for the purpose of supporting the project and showcasing its necessity.</li> <li>• Implementing the plan gradually over phases.</li> </ul>
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• Correspondences to the concerned parties and institutions and individuals within the community.</li> <li>• Training venues.</li> <li>• Training tools and means.</li> <li>• Human resources (trainers).</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>• The project achieved the required goals and developed to include more girls than originally planned.</li> <li>• The community responded and participated in the project's programmes and events with both financial and in-kind support, as well as volunteer participation in organization and implementation.</li> <li>• The programme will continue over the next phases.</li> </ul>

<b>Challenges/Solutions:</b>	<ul style="list-style-type: none"> <li>• Occasional lack of time.</li> <li>• Last-minute cancelations by some of the trainees, which led to replacing the programmes with other activities.</li> <li>• Suspension of programmes during exams.</li> <li>• The diverse audience regarding the age range (18-12).</li> </ul>
<b>Opportunities:</b>	<ul style="list-style-type: none"> <li>• Forming the group of girls according to the required number and in the required time.</li> <li>• Availability of a training venue.</li> <li>• The cooperation of many entities within the community.</li> <li>• The girls' commitment to attending the training programmes according to plan.</li> <li>• The cooperation and interaction of the participants and the parents.</li> <li>• The girls' great interest in participating in the project.</li> <li>• The presence of a volunteer group of girls (college students and university graduates).</li> </ul>
<b>Support:</b>	<ul style="list-style-type: none"> <li>• Sports Affairs Department.</li> <li>• Al-Yahmadi Group for Sports and Culture.</li> <li>• Al-Yahmadi School for memorizing the Quran.</li> <li>• Farm owners.</li> <li>• College students, and diploma and university graduates.</li> </ul>
<b>Follow-up and Sustainability:</b>	The project will continue over the next phases and a plan will be developed for holding a camp for girls where various programmes and events of interest to the girls will take place, meanwhile adding the element of sleeping in the camp site for three days as an initial phase. A group will be formed of diploma and university graduates, as well as college students, to participate in project organization, follow-up, and training.
<b>Footprint and Impact:</b>	"I have learned many skills, such as good project planning, and was introduced to different kinds of projects that serve the sustainable development goals." –Tahani Hamood AL-Maskari, Oman Scouts and Guides Association.





Sustainable Development Goal:	SDG (4): Quality Education
Project Title:	<b>A Nation that Reads Advances</b>
Location/MO:	Oman, Oman Scouts and Guides Association, Al-Buraymi Governorate, Hefeit School for Basic Education.
Age/Target Group:	School students and townspeople.
Duration:	Academic year 2019/2018.
Project Summary:	Due to the decline of reading at schools, the increasing number of students, learning difficulties, as well as the fact that students currently tend to go to modern technology for information, the school decided to improve the students' reading levels by implementing a reading project, announcing the establishment of a reading club at the school offering a variety of competitions for enhancing the students' reading capabilities.
Motives and Reasons:	The decline of reading at schools, the increasing number of students, learning difficulties, and the fact that students turn to modern technology for information.
Objectives:	<ul style="list-style-type: none"> <li>Raising awareness of the importance of reading in the school community.</li> <li>Strengthening the general culture of the local community participants.</li> <li>Developing the Arabic language skills of the participants for better understanding and expression.</li> <li>Offering various courses on the art of reading and culture.</li> <li>Utilizing the modern means of education and the knowledge materials available through the Internet.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>A noticeable increase in the number of subscribers to the reading club after implementing the project.</li> <li>The improvement of first term students' reading levels.</li> <li>The increase in the number of community members interested in visiting the reading club and borrowing the available books.</li> </ul>
Steps:	<ul style="list-style-type: none"> <li>Selecting members of the team in charge of implementing and following up on the project.</li> <li>Selecting the participants through tests and questionnaires.</li> <li>Designating a specific location for reading within the school community.</li> <li>Finding an entity to support the project.</li> <li>Developing a seasonal reading programme.</li> <li>Visiting a book fair.</li> <li>Holding competitions to encourage members of the community to read.</li> <li>Preparing the reading passport.</li> <li>Utilizing social media sites.</li> <li>Holding dialogue sessions with the participants to discuss the books read.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>Books for different levels of readers.</li> <li>Questionnaires.</li> <li>Location and the necessary tables, chairs, computer, printer, drawers, and papers.</li> </ul>
Evaluation:	The project achieved its goals which can be seen in the students' Arabic language test results and the skills they have acquired in summarizing stories and books.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>Students' lack of awareness of the importance of books for reading.</li> <li>Finding a location for the reading club outside the school.</li> </ul>
Support:	<ul style="list-style-type: none"> <li>Hadaeq Al-Fikr Library.</li> <li>The Deputy Governor's Office (Hefeit District).</li> </ul>
Follow-up and Sustainability:	Holding reading competitions for staff members and involving the school students in the different levels of the "Read" competition for youth.
Footprint and Impact:	"A journey of a thousand miles begins with a single step. Therefore, we have to organize our thoughts so that we make the change we want." — Fatma Khamis AL Kalbani, Oman Scouts and Guides Association.





Sustainable Development Goal:	SDG (4): Quality Education
Project Title:	<b>With my digital skills, I will advance my family: Use of technology to advance our future</b>
Location/MO:	Oman, General Directorate for Scouts and Girl Guides.
Age/Target Group:	Students' mothers (Emama bint Al-Hareth, Al-Etqan, and Al-Malda schools).
Duration:	Academic year 2019/2018.
Project Summary:	It was noticed that mothers visit schools frequently to find out the educational attainment level of their children and their grades in the different subjects. This project was launched to cover sustainable development goals (4): Quality Education, with the purpose of developing the digital skills and knowledge of the Girl Guides and their mothers. The projects had several results, the most important being the mothers' ability to track the educational attainment level of their children by accessing the educational portal on the website of the Ministry of Education, as well as use digital programmes to prepare educational cards, films, and activities that can help in the development of educational methods and advance the educational level of their children. The project helped raise the community's awareness of the Girl Guides' role in achieving the goals for sustainable development.
Motives and Reasons:	<ul style="list-style-type: none"> <li>Parents do not know how to use the services provided through the educational portal.</li> <li>Parents are unaware of the other digital programmes that facilitate the educational process.</li> </ul>
Objectives:	<ul style="list-style-type: none"> <li>Creating a generation able to use and activate automated educational programmes for educational advancement.</li> <li>Spreading awareness of how important it is for mothers to acquire advanced skills in automated programmes.</li> <li>Training mothers in the use of automated programmes.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>Mothers have acquired the skills necessary for using the digital programmes.</li> <li>Specific educational programmes and means were developed using various applications.</li> </ul>
Steps:	<ul style="list-style-type: none"> <li>Holding a meeting with school management to discuss the project and the mechanism for its implementation (plan, tools, training rooms, and trainers), as well as specifying the applications for which training will be received.</li> <li>Announcing the programme at schools and through social media.</li> <li>Preparing the list of participants.</li> <li>Implementing the project over phases in three different locations throughout the governorate.</li> <li>Allocating Mondays and Wednesday of every week, from November 2018 to May 2019, for project implementation as these are the days when the computer hall at school can be made available for the purposes of this project.</li> <li>Training the mothers to use the educational portal as a start for the project at Emama and Al-Etqan schools, as well as at the Scouting Camp in Al-Malda, in parallel with the Gulf Camp for Girl Guides, and through the continuous training of the mothers.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>Computer rooms</li> <li>Computers</li> <li>Projector screen</li> <li>Posters promoting the project</li> </ul>
Evaluation:	The project achieved its goals as the trainees were able to develop educational means and activities that helped in advancing the attainment levels of the students participating in the project.
Challenges/Solutions:	The implementation location was one of the main challenges we faced. The computer rooms are linked to the school timetable, which was not always suitable for the hours and days allocated for project implementation.

Opportunities:	The Girl Guides were involved in the training of the mothers, in cooperation with school management and the IT teachers.
Support:	Management of schools in Al-Batinah South Governorate and the General Directorate for Scouts and Girl Guides.
Follow-up and Sustainability:	Organization of exhibitions to promote the educational means.
Footprint and Impact:	"I have learned how we can make great changes in society by initiating the goals for sustainable development." →Badrya Abdullah AL-Saddi, Oman Scouts and Guides Association.





Sustainable Development Goal: <b>SDG (5): Gender Equality</b>	
<b>Project Title:</b>	<b>The Issue of Family Disintegration</b>
<b>Location/MO:</b>	Arab Republic of Egypt (clubs, youth centres, and universities).
<b>Age/Target Group:</b>	<ul style="list-style-type: none"> <li>Girls.</li> <li>Civil society.</li> <li>The programme officials throughout Egypt.</li> <li>Rangers/Rovers in Egyptian universities.</li> </ul>
<b>Duration:</b>	December 2018 – November 2019
<b>Project Summary:</b>	<p>This project is of great importance due to the increase in divorce rates in Egypt; a matter that girls, leaders, university Rangers/Rovers as well as the general public must be made aware of to avoid its disadvantages. The project used different methods to address this issue, including acting, simulation, pamphlets, video clips, and presentations, as well as the second part of the “Free Being Me” programme, and “Be the Change 2030” programme. Light was shed on the sustainable development goals and the reasons, consequences, and forms of family disintegration, and emphasis was placed on the role of all family members in raising awareness of this issue, the importance of contemplating and deliberating well when choosing a life partner, parity and self-acceptance. The project used a specific form for evaluation, as well as the mood balance. The WAGGGS/USP partnership provided much support to the project during its implementation from December 2018 to November 2019.</p>
<b>Motives and Reasons:</b>	The increase in divorce rates in Egypt and the resulting family disintegration.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Developing girls’ skills in resolving family disintegration issues of all types.</li> <li>Shedding light on the role of families and their members in resolving the issue of family disintegration.</li> <li>Developing the girls’ contemplation and deliberation skills for choosing life partners.</li> <li>Introducing the sustainable development goals 2030.</li> <li>Promoting the values of clarity and self-acceptance.</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>Fulfilling the girls’ needs to deal with the issue.</li> <li>Raising awareness on the value of family bonds in our society.</li> <li>Identifying the role of the family and its members to void gaps between them.</li> <li>Supporting and promoting contemplation and deliberation skills.</li> <li>Focusing on the basic standards for choosing a life partner.</li> <li>Increasing awareness of the SDGs and the world vision.</li> <li>Self-acceptance.</li> </ul>
<b>Steps:</b>	<ul style="list-style-type: none"> <li>Organizing workshops on family disintegration, to include its definition, reasons, impact on the children, and the possible solutions. The workshops included explanations and open discussions to allow the participants to express their opinions through several activities that included dividing the attendees into work groups and presenting acting scenes to manifest the problem, its reasons, and the proposed solutions.</li> <li>Conducting awareness campaigns by talking to random people about the events held by our Association, and distributing pamphlets with information on family disintegration, its reasons, its impact, as well as some statistical information for several Egyptian Governorates.</li> </ul>
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>Pamphlets promoting the issue, its reasons, its results, and its solutions.</li> <li>Pens, coloured paper, video clips, and presentations.</li> <li>An explanatory method encompassing the SDGs.</li> </ul>
<b>Evaluation:</b>	<ul style="list-style-type: none"> <li>Using the mood balance.</li> <li>Using the evaluation form that included the advantages, disadvantages, and suggestions.</li> </ul>

<b>Challenges/Solutions:</b>	<ul style="list-style-type: none"> <li>The different cultures throughout the Governorates.</li> <li>The huge distances between Governorates throughout Egypt.</li> <li>The high financial costs.</li> </ul>
<b>Support:</b>	<ul style="list-style-type: none"> <li>We received support from the WAGGGS/UPS partnership.</li> <li>Some of the universities where the project was implemented provided venues for holding the workshops.</li> <li>We were able to use the equipped rooms of the General Union for Egyptian Scouts and Guides to hold the workshops.</li> <li>Several leaders joined and supported the project.</li> </ul>
<b>Follow-up and Sustainability:</b>	The National Board of our MO has embraced the project and we will continue to hold training courses and seminars on the SDGs and on this topic throughout the Governorates for leaders and Rangers/Rovers in Egyptian universities.
<b>Media Coverage:</b>	Media coverage was provided by the Ministry of Youth and Sports and the media team affiliated with the Egyptian Girl Guides Association.
<b>Footprint and Impact:</b>	“I have learned that each one of us has a role and a task that cannot be waived.” –Sahar El-Shazly, Egyptian Girl Guides Association.





Sustainable Development Goal:	SDG (5): Gender Equality SDG (10): Reduced Inequalities
Project Title:	Say “No” to Violence Against Women
Location/MO:	Jordanian Scouts and Guides Association (Amman, Zarqa, Madaba, and Al-Salt).
Age/Target Group:	<ul style="list-style-type: none"> <li>Girl Guides (aged 18-14).</li> <li>School students.</li> <li>Local community.</li> </ul>
Duration:	November 2018 – May 2019
Project Summary:	As women in our societies are facing all forms of violence, we launched this project with the purpose of spreading awareness amongst the Girl Guides, school students, and local community of women rights as stipulated by religion, constitution, and human rights, as well as empower women throughout society in all social, economic and political fields.
Motives and Reasons:	The fact that women face all types of violence in our societies.
Objectives:	<ul style="list-style-type: none"> <li>Raising awareness amongst Girl Guides, school students, and the local community of women rights as stipulated by religion, constitution, and human rights.</li> <li>Empowering women in all social, economic and political fields.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>Women became more aware of their rights within society by %80.</li> <li>Training the students on small economic projects to support the empowerment of women.</li> </ul>
Steps:	<ul style="list-style-type: none"> <li>Working with the relevant authorities.</li> <li>Holding awareness lectures on violence, its forms and its motives.</li> <li>Holding workshops on women rights.</li> <li>Interviewing abused women.</li> <li>Preparing an exhibition that includes -3D presentations and artworks on this topic.</li> <li>Preparing reports on violence against women.</li> <li>Designing the logo “Be Strong”.</li> <li>Distributing handmade cards on the topic.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>Training venues.</li> <li>Trainers and lecturers.</li> <li>Data presentations.</li> <li>Posters and awareness pamphlets.</li> </ul>
Evaluation:	The objectives of the projects were achieved in a smooth and easy way.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>Because the society is both male and tribal, customs and traditions do not allow women to seek legal help.</li> <li>Abused women are afraid of divorce and losing their right to see their children should they report the abuse.</li> <li>The social stigma facing abused women who demand their rights.</li> </ul>
Support:	<ul style="list-style-type: none"> <li>Jordanian Scouts and Guides Association.</li> <li>Association of the Jordanian Women Solidarity Institute (a Jordanian women association specializing in short documentaries).</li> <li>The National Committee for Women Affairs.</li> <li>Some legal entities.</li> <li>The Family Health Institute (Noor Al-Hussein Foundation).</li> </ul>
Follow-up and Sustainability:	By presenting the success stories and shedding light on all aspects of the issue, we were able to successfully raise the awareness of many Girl Guides and girls of this important issue. With this awareness, they will in turn be able to raise awareness of this issue wherever they are.
Footprint and Impact:	“I have learned to a great extent how to organize my thoughts and define steps to be able to work in an organized manner.” –Majeda Elmaaita, Jordanian Scouts and Guides Association.





<b>Sustainable Development Goal:</b>	<b>SDG (5): Gender Equality</b> <b>SDG (10): Reduced Inequalities</b>
<b>Project Title:</b>	<b>Child Marriages</b>
<b>Location/MO:</b>	Jordanian Scouts and Guides Association (Amman, Zarqa, Madaba, North Al-Aghwaar).
<b>Age/Target Group:</b>	Girl Guides (ages 17-14).
<b>Duration:</b>	November 2018 – May 2019
<b>Project Summary:</b>	As child marriages exist in some parts of the Kingdom of Jordan, this project was implemented to raise the awareness of Girl Guides of the health, social and economic disadvantages and risks of this type of marriages that the girls suffer, and of the importance of education for girls throughout society. The project also aimed to raise the awareness of Girl Guides of the important role women have in society beyond marriage.
<b>Motives and Reasons:</b>	The child marriages phenomenon in some parts of the Kingdom of Jordan.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Raising the awareness of Girl Guides of the health, social, and economic disadvantages and risks of child marriages for girls.</li> <li>Raising awareness of the importance of education for girls throughout society.</li> <li>Raising the awareness of Girl Guides of the important role of women in society beyond marriage.</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>There was a %70 increase of awareness of the child marriages issue amongst Girl Guides, school students, and the local community.</li> <li>Some failed child marriage cases have resumed their university studies.</li> <li>An increased awareness of the role of women in society and their empowerment.</li> <li>An increased awareness that women can change societies.</li> </ul>
<b>Steps:</b>	<ul style="list-style-type: none"> <li>Interviewing some Girl Guides who have suffered from child marriages.</li> <li>Conducting a survey on child marriages (a random sample of 50 school students, Girl Guides, and members of the local community).</li> <li>Organizing awareness workshops and lectures in which the competent authorities participated (the Family Protection Department, Endowments, the school educational guide) and presenting previous experiences.</li> <li>Organizing a specific scouting camp on the negative impacts of child marriages.</li> <li>Organizing field visits to the Family Protection and Social Development Department.</li> <li>Holding a series of activities that included drawing sketches and cartoons revolving around this issue, performing awareness plays, and holding competitions for the best song expressing this issue.</li> </ul>
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>Official correspondences to the competent authorities.</li> <li>Training personnel and lecturers.</li> <li>Data presentations.</li> <li>Training rooms.</li> <li>Stationery.</li> <li>Survey.</li> <li>Interviews.</li> </ul>
<b>Evaluation:</b>	The project achieved %70 of its goals and the girls and Girl Guides became more aware of the different health, social, and economic disadvantages of child marriages.
<b>Challenges/Solutions:</b>	<ul style="list-style-type: none"> <li>Customs and traditions, especially those calling for child marriages in some areas.</li> <li>The fear of spinsterhood and girls aging without marriage.</li> <li>Some families did not accept the idea of the project.</li> </ul>

<b>Support:</b>	<ul style="list-style-type: none"> <li>Family Protection Department.</li> <li>Ministry of Education.</li> <li>Ministry of Health.</li> <li>Ministry of Endowments.</li> <li>Jordanian Scouts and Guides Association.</li> </ul>
<b>Follow-up and Sustainability:</b>	As the girls and Girl Guides are now more aware of the issue, they can in turn raise the awareness of their families of this problem, as well as other Girl Guides and students.
<b>Footprint and Impact:</b>	"I have learned that working with a team spirit makes the work more distinct and better, and that we all have capabilities and experiences that we share with others to enrich our intellect." –Nadia Hakok, Jordanian Scouts and Guides Association.





Sustainable Development Goal:	
SDG (5): Gender Equality SDG (10): Reduced Inequalities	
Project Title:	Controlling Cyberbullying and Cybercrimes
Location/MO:	<ul style="list-style-type: none"> <li>Jordanian Scouts and Guides Association (the governorates of Zarqa, Madaba, North Al-Aghwaar, and Amman).</li> <li>Palestine Scout Association (Hebron governorate, Ramallah and Al-Bireh governorate).</li> </ul>
Age/Target Group:	<ul style="list-style-type: none"> <li>Primarily Girl Guides and school students within the age group -12 18.</li> <li>All girls who can be affected by the project.</li> </ul>
Duration:	November 2018 – May 2019
Project Summary:	With the increase of cyberbullying and cybercrimes that girls specifically face, and their negative social impact that sometimes include suicide and murder, representatives of the Palestine Scout Association and the Jordanian Scouts and Guides Association decided to address the issue of cyberbullying to raise the awareness of the parents and the girls of such crimes and how to prevent them, while connecting with the competent authorities to limit the occurrence of these crimes.
Motives and Reasons:	The increase of cyberbullying and cybercrimes that girls face and the negative social impacts of such crimes that can include suicide and murder.
Objectives:	<ul style="list-style-type: none"> <li>Raising the awareness of Girl Guides and Girls of these cybercrimes and highlighting the dangers facing girls in particular, and society in general.</li> <li>Determining how to handle social media.</li> <li>Determining how to handle cybercrimes in case they happen.</li> <li>Defining cyberbullying and cybercrimes.</li> <li>Raising awareness on how to prevent cybercrimes.</li> <li>Establishing a bridge of trust between the girls and their parents so that they can speak about their problems and determine ways to resolve them.</li> <li>Establishing a bridge of trust between the competent authorities on one hand and the girls and their parents on the other.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>Ridding society of cybercrimes.</li> <li>Creating social awareness of cybercrimes and cyberbullying and how to prevent them.</li> <li>Establishing a bridge between judiciary and other competent authorities on one hand and the girls and their parents on the other.</li> <li>Creating a healthy environment of communication between the parents and the girls, by breaking walls of fear, hesitation, and silence, so that the parents can track their children's use of social media sites.</li> </ul>



Steps:	<ul style="list-style-type: none"> <li>Obtaining written consents from the Girl Guides' parents approving their participation in the awareness campaign against cyberbullying and cybercrimes.</li> <li>Obtaining signed forms from the participating Girl Guides, consenting to publishing relevant photos to realize the benefits of the project.</li> <li>Sending official correspondences to the concerned parties that have roles in the campaign.</li> <li>Holding a series of social workshops; holding a meeting with the Girl Guiding Commissioners within the governorates and leaders of the Guiding groups to introduce the project and clarify its objectives.</li> <li>Holding meetings with the parents and civil society specialists, such as the educational supervisors in schools, the managers and Girl Guides in the Guiding groups as a whole, and the competent authorities in this field, such as the cybercrimes police, the cybercrimes prosecution, and the legal and religious entities.</li> <li>Holding awareness workshops in a number of schools and Guiding groups.</li> <li>Preparing awareness pamphlets and posters on how to use social media, and how to report cybercrimes and cyberbullying, especially incidences in violation of honour and decency, while presenting police-certified cybercrime statistics in society. The pamphlets also include information on international cybercrime and how to take guidance from the mechanisms used when the perpetrator and the victim are from different countries, hence different laws apply. The pamphlets also include information on the behaviours that the law considers to be cyberbullying, and the punishment for such behaviours in accordance with Article (15) of Decision No. (10) of 2018.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>Official correspondences addressed to the concerned parties.</li> <li>Stationery, posters, pamphlets, and training rooms.</li> <li>Trainers in different fields and specialized lecturers (judiciary, executive, religious, and guidance entities).</li> </ul>
Evaluation:	The project achieved its goals by relatively raising the awareness of the target group. This awareness is the seed of positive change that the project aimed for.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>We faced some financial issues relevant to the Palestine Scout Association, as we did not have enough budget to implement the project. However, we were able to hold workshops in a simple way in different sites. Some of the workshops were limited to small meetings, with limited media coverage and limited feedback. This financial deficit did not allow the team to place any posters promoting the project and encouraging women to report cybercrimes. We were not able to produce enough posters or provide training venues or transportation.</li> <li>We also faced some social issues related to customs and traditions. It was not easy to address such a sensitive issue with all its aspects, especially that Palestinian and Jordanian societies are both conservative and maintain customs and traditions that are not open to handling such ideas boldly.</li> <li>We also faced a time issue. Approval of official correspondences and coordination took a lot of time, and the time allocated for implementing the project was not enough to achieve all its goals.</li> </ul>
Support:	<ul style="list-style-type: none"> <li>The Palestine Scout Association.</li> <li>The Jordanian Scouts and Guides Association.</li> <li>The Jordanian Cybercrime Police.</li> <li>The Palestinian Cybercrime Police.</li> <li>The Jordanian Ministry of Endowments.</li> <li>The legal authorities.</li> <li>The competent media entities.</li> </ul>
Follow-up and Sustainability:	The project was able to achieve %70 of its goals. We were able to find a guidance entity able to provide similar workshops in other areas and other Governorates.
Footprint and Impact:	"I have learned that believing in an idea leads to creativity. I also tried to spread the idea that girls have a voice, and it should be loud." —Zein Asqalan, Palestine Scout Association.



Sustainable Development Goal:	
SDG (8): Decent Work and Economic Growth	
Project Title:	A Life of Economic Skills
Location/MO:	Oman, General Directorate for Scouts and Girl Guides, Al-Dakheleya Governorate, Sorour Basic Education School.
Age/Target Group:	Grade ten girls and Girl Guides, aged 15, at the Sorour Basic Education School, Samael State, Al-Dakheleya Governorate.
Duration:	Academic year 2019/2018.
Project Summary:	Due to the increase in the number of people with diplomas and bachelor's degrees looking for jobs throughout the community, we thought of some small entrepreneur projects that could help them fulfil their needs and provide a better income for the families. The Girl Guides attended several workshops, opened accounts on Instagram and other social media sites, and worked as a team on implementing the workshops, presenting them on Instagram and selling the end products at a suitable price, with the earned income later used as necessary. To ensure project continuity, the school director will be providing the Girl Guides implementing the project with a device for extracting oil from seeds at the school. The device costs 180 Omani Rials, which the Girl Guides alone cannot afford.
Motives and Reasons:	The increase in the number of people with diplomas and bachelor's degrees looking for jobs throughout the community, and our desire to help through some small entrepreneur projects that could help them fulfil their needs and provide a better income for the families.
Objectives:	<ul style="list-style-type: none"> <li>• Training the Girl Guides in how to manage small projects.</li> <li>• Having the Girl Guides implement a variety of small projects.</li> <li>• Using social media to promote the small projects.</li> <li>• Enhancing the economic situation of the Girl Guides, and accordingly their families.</li> </ul>
Results:	<ul style="list-style-type: none"> <li>• A group of girls was formed to entrepreneur the small projects, to better serve themselves and their communities.</li> <li>• The products were successfully promoted and marketed.</li> <li>• An exhibition for selling the products to community members was held.</li> <li>• The girls opened accounts in Instagram and other social media sites to market and sell their products.</li> <li>• A device for extracting oil from seeds was provided by the school director to ensure project continuity.</li> </ul>
Steps:	<ul style="list-style-type: none"> <li>• Holding a meeting for the Girl Guides unit implementing the project.</li> <li>• Announcing the project to the community.</li> <li>• Inviting the concerned parties to participate in training the Girl Guides.</li> <li>• Visiting the Nazwa charity team.</li> <li>• Holding a workshop on extracting oils from seeds.</li> <li>• Holding a workshop on manufacturing soap.</li> <li>• Holding a workshop on making scented lotions.</li> <li>• Holding a workshop on making frankincense.</li> <li>• Holding a workshop in using beads in handcrafts.</li> <li>• Conducting a trip to Nazwa citadel in Al-Dakeleya Governorate.</li> <li>• Holding a workshop for handcrafts.</li> <li>• Marketing the products through social media (Instagram and WhatsApp).</li> <li>• Organizing an exhibition for the products of the community service and development project "A Life of Economic Skills".</li> <li>• Honouring project participants.</li> </ul>
Materials/Resources:	<ul style="list-style-type: none"> <li>• Correspondences to concerned parties (community institutions and members).</li> <li>• Training venue.</li> <li>• Training tools.</li> <li>• Fees for the trip bus, exhibition tools, and gifts for honouring the participants.</li> <li>• Human resources (trainers).</li> </ul>

Evaluation:	The project achieved its objectives and developed to include other small projects for which the Girl Guides had not received prior training. However, the Girl Guides trained themselves to work on these projects in cooperation with the parents and the school community.
Challenges/Solutions:	<ul style="list-style-type: none"> <li>• The limited time allocated for workshops as the Girl Guides are committed to their academic curricula.</li> <li>• The suspension of the project during exams.</li> <li>• The prices of some of the workshop tools are very high and they cannot be provided by the parents or the school, such as some of the perfumes and the device for extracting oil from seeds.</li> <li>• The irregularity of the project because secondary school students are busy with their studies.</li> </ul>
Opportunities:	<ul style="list-style-type: none"> <li>• Sorour school and the parents' participation in the implementation of the project.</li> <li>• The students' interaction with the Girl Guides unit to implement the project. Some of them joined the movement.</li> <li>• The vocational guidance at the school adopted the Girl Guides' project and presented it to the school students to benefit from it when implementing similar projects.</li> <li>• The Girl Guides self-trained for the project and searched for other projects that would fulfil the needs of the surrounding community.</li> </ul>
Support:	<ul style="list-style-type: none"> <li>• The Scouts and Girl Guides Section at the General Directorate for Education, Al-Dakheleya Governorate.</li> <li>• Sorour Basic Education School.</li> <li>• Nazwa charity team.</li> <li>• Educational Supervision Office in Samael.</li> <li>• Bawader Company for Nazwa Citadel management.</li> <li>• Community members.</li> </ul>
Follow-up and Sustainability:	The Girl Guides continue to implement small projects, whether the one they were trained for or new ones, and market them through social media, namely Instagram and WhatsApp. A device for extracting oil from seeds will be made available at the school during the academic year 2020/2019.
Footprint and Impact:	"I feel fulfilled to have participated in promoting the SDGs at colleges, universities, and Omani women associations, and implanting community service projects." –Asiya Majid Al-Hashami, Oman Scouts and Guides Association.





Sustainable Development Goal:	SDG (12): Responsible Consumption and Production
<b>Project Title:</b>	<b>Saving Blessings</b>
<b>Location/MO:</b>	Oman, Oman Scouts and Guides Association, Al-Sharqueya North Governorate, Al-Bahja Basic Education School.
<b>Age/Target Group:</b>	Students from grade one to grade four.
<b>Duration:</b>	Academic year 2019/2018.
<b>Project Summary:</b>	Due to the fact that many students get rid of their leftover food after the daily school break, a project was launched to cover the “Responsible Consumption and Production” sustainable development goal, with the purpose of developing the Cubs’ and Brownies’ social side, instilling Islamic values and principles, and raising students’ awareness of the importance of not wasting food.
<b>Motives and Reasons:</b>	Getting rid of leftover food after the daily school break.
<b>Objectives:</b>	<ul style="list-style-type: none"> <li>Developing the Cubs’ and Brownies’ social side, by having them cooperate with their school colleagues who are not part of the Scouting and Guides movement.</li> <li>Instilling Islamic values and principles.</li> <li>Raising students’ awareness of the importance of not wasting food.</li> </ul>
<b>Results:</b>	<ul style="list-style-type: none"> <li>The leftovers are collected and sold to livestock owners (recycling).</li> <li>The money obtained from livestock owners was distributed to students in need.</li> <li>There was an increase in the Scouts and Guides movement memberships.</li> <li>Coupons were given to the students participating in the project to be used at the school canteen.</li> <li>Raising the awareness of a large number of students and helping them develop compassion towards those in need.</li> <li>Winter clothes were purchased from the revenues of the project for students in need.</li> <li>Livestock owners are now more aware of the importance of the project. They have increased their financial support for the project and are participating in transporting the leftovers to the locations they have allocated for that purpose.</li> </ul>
<b>Steps:</b>	<ul style="list-style-type: none"> <li>Preparing the project participation form.</li> <li>Preparing a questionnaire on food storage targeting parents, to introduce the project, its vision and its objectives.</li> <li>Creating a table with information on the students’ daily allowance, how they spend it, and comparing this information with the costs of leftover food.</li> <li>Submitting support requests to public and private institutions (regional municipalities, the environment department, and the Omani company for liquified natural gas).</li> </ul>
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>Containers for leftover food in a colour other than that of the school containers.</li> <li>Bags for storing the food.</li> <li>Gloves for the participants.</li> <li>Posters introducing the project.</li> </ul>
<b>Evaluation:</b>	The project achieved its objectives and developed to include wider social circles by involving the local community. It also included a larger number of school students in other age groups. The project has expanded under new names, among which is “You are Blessed.”
<b>Challenges/Solutions:</b>	<ul style="list-style-type: none"> <li>The students’ lack of awareness of the importance of not throwing food.</li> <li>Some of the parents objected to their children’s participation in collecting leftover food.</li> <li>The stress resulting from this project, and the school psychologist’s refusal to handle more work stress.</li> <li>Some livestock owners’ abuse of the project and their attempts to get the leftover food for very little money.</li> <li>The difficulty in transporting the leftover food to livestock owners.</li> </ul>

<b>Support:</b>	Public and private institutions (regional municipalities, the environment department, and the Omani company for liquified natural gas).
<b>Follow-up and Sustainability:</b>	Similar containers were provided close to some restaurants for the same purpose. The project was generalized in other schools in the governorate, including older age groups (grades five to nine) and the Girl Guides units.
<b>Footprint and Impact:</b>	“I have participated in instilling and implementing the values of sustainable development, and I will continue to do so in the coming years.” –Thaniya Saleh AL Mukaini, Oman Scouts and Guides Association.





<b>Sustainable Development Goal:</b>	<b>SDG (12): Responsible Consumption and Production</b> <b>SDG (13): Climate Action</b>
<b>Project Title:</b>	<b>Sorting Trash from the Source</b>
<b>Location/MO:</b>	National Orthodox Guides of Lebanon, Anfa.
<b>Age/Target Group:</b>	All ages.
<b>Duration:</b>	May 2019 till present.
<b>Project Summary:</b>	Due to the increase in trash issue, we found a way to sort trash from the source and secure containers for it, then sent it to the concerned companies for recycling.
<b>Motives and Reasons:</b>	The big trash issue and the inability to get rid of it; a matter that threaten the environment and pollutes the air. We also want Anfa to become more sustainable.
<b>Objectives:</b>	Spreading the idea of sorting from the source, with the purpose of recycling and alleviating the disadvantages of trash.
<b>Results:</b>	Containers have been placed and we started the sorting process. The sorted items were then sent to the concerned companies for recycling.
<b>Steps:</b>	<ul style="list-style-type: none"> <li>• Securing containers for placing recyclable trash.</li> <li>• Distributing pamphlets and recycling guides to raise awareness of trash recycling.</li> <li>• Conducting door-to-door interviews and distributing bags for collecting recyclables.</li> <li>• The bags are placed daily in the containers allocated for this purpose and located all over town, to be picked up by the recycling companies.</li> </ul>
<b>Materials/Resources:</b>	<ul style="list-style-type: none"> <li>• Pamphlets and recycling guides.</li> <li>• Bags for sorting.</li> </ul>
<b>Challenges/Solutions:</b>	We faced some challenges in the beginning because we introduced a new idea and the community resisted the change. But after raising awareness within the community and distributing the pamphlets, the sorting process continued as planned.
<b>Support:</b>	In-kind and financial support from the town's municipality and businessmen.
<b>Follow-up and Sustainability:</b>	The project was able to raise community awareness of the importance of protecting the environment and benefiting from the sorting operations.
<b>Media Coverage:</b>	Social Media.
<b>Footprint and Impact:</b>	"Without sustainable development projects, we would not have realized the extent of challenges the world faces." –Marie-Rose Al Nemer, National Orthodox Guides of Lebanon

## RESOURCES AND LINKS

- WAGGGS/UPS Partnership
- Media coverage for the Wall of Kindness
- Wall of Kindness
- WHO Campaigns for Preventing Infection
- WHO: Solutions for Patients' Safety
- WAGGGS: Be the Change 2030
- UN Sustainable Development Goals
- Jordanian Constitution
- The Holy Quran and Sunnah
- Universal Declaration of Human Rights
- Child Marriages
- Legal Brief on Decision for Law No. (10) of 2018 concerning cybercrimes, issued from the Independent Authority for Human Right, on 20 May 2018.
- Addenda on cybercrimes from the Public Prosecution of Palestine
- Statistics from the Palestinian Central Bureau of Statistics
- Al-Orouba Guiding Group
- Palestine Scout Association







**WORLD ASSOCIATION  
OF GIRL GUIDES  
AND GIRL SCOUTS**

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