



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

World Thinking Day Activity Pack 2011



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girls worldwide say
“empowering girls
will change our world”

www.worldthinkingday.org

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INTRODUCTION

WORLD THINKING DAY 2011

Millennium Development Goal 3:

girls worldwide say
“empowering girls
will change our world”

Girls and women of all ages in many countries do not have the same opportunities as men. They do not have the same access to education as men - around 54 per cent of out-of-school children are girls. Women are underrepresented in the world's parliaments and in the labour workforce, and earn far less than men.

The World Thinking Day theme for 2011 is MDG 3: **girls worldwide say “empowering girls will change our world”** and the aim is to raise awareness of the situation for many girls and young women and empower them to take a stand against inequality.

Gender equality and empowering women is the third of the eight areas of focus made by 189 world leaders at the United Nations Millennium Summit in 2000. It is part of the WAGGGS Global Action Theme (GAT), which encourages girls and young women to make a personal commitment to change the world around them by linking to an important global agenda: the United Nations Millennium Development Goals (MDGs.)



HISTORY OF WORLD THINKING DAY

Each year on 22 February, Girl Guides and Girl Scouts all over the world celebrate World Thinking Day. World Thinking Day was first created in 1926 at the 4th Girl Guide/Girl Scout International Conference, held at Girl Scouts of the USA's Camp Edith Macy (now called Edith Macy Conference Center). Conference attendees decided that there should be a special day when Girl Scouts and Girl Guides all around the world think of each other and give thanks and appreciation to their 'sister' Girl Guides and Girl Scouts.

The delegates chose 22 February as the date for Thinking Day because it was the mutual birthday of Lord Baden-Powell, founder of the Boy Scout Movement, and his wife Olave, who served as World Chief Guide.

In 1932, at the 7th World Conference, held in Poland, it was suggested by a Belgian delegate that since birthdays usually involve presents, girls could show their appreciation and friendship on Thinking Day not only by extending warm wishes to each other but also by offering a voluntary contribution to the World Association.

Olave wrote to all Girl Guides and Girl Scouts after this idea was adopted asking them to help support the Movement by donating just a penny.

HOW THE WORLD THINKING DAY FUND WILL BE USED

Donate to WAGGGS for World Thinking Day and help other girls and young women around the world!

As World Thinking Day in 2011 focuses on '**Gender Equality and Empowerment for Girls and Women**', it is important to acknowledge the challenges that girls and women continue to face today:

- Girls are **twice** as likely to be illiterate as boys
- **70 per cent** of the 1.2 billion people living in poverty in the world are women
- Only **1 per cent** of the world's land is owned by women
- Women do **two thirds** of the work in the world, but earn only 10 per cent of the income

WAGGGS works to ensure that Girl Guides and Girl Scouts everywhere are able to act as agents of change within their communities, finding ways to address all of these issues. We believe in empowering girls through a three step process of belonging, leadership and advocacy, detailed below. With your help to raise much needed funds through World Thinking Day, WAGGGS will continue to develop Girl Guiding and Girl Scouting across the world and make this possible.

With your support we will:

1 Increase each girl's sense of self through peer support and a place to belong

Strengthening the Movement so more girls can benefit worldwide

Ten million girls and young women are already benefiting from being a Girl Guide or Girl Scout, finding new friends and a safe place where they can explore and learn by doing. By learning through non-formal education, girls and young women are developing leadership and life skills. Individual girls, groups, and associations are tackling the challenges of the Millennium Development Goals as part of our Vision for 2011; "We are a growing worldwide Movement – the voice of girls and young women who influence issues they care about and build a better world".

2 Increase her confidence by helping her develop as a leader

Developing the leaders of the future

Girls at all levels in Girl Guiding and Girl Scouting learn how to be a leader. Internationally the WAGGGS Leadership Development Programme (WLDP) provides young women from around the world the opportunity to develop their leadership skills, acquire a better awareness of their leadership roles within their association, and also identify their own leadership path. In 2011 this includes the Young Women's World Forum held simultaneously at our four World Centres.

3 Increase her impact by teaching her effective advocacy, giving her a platform to speak from and encouraging her to take action on the issues that matter for her and those around her

The voice of girls and young women on key development issues

Representatives from WAGGGS attend many important global gatherings to ensure that the voice of girls and young women are heard. Recent examples include the Climate Change conferences, Commission on the Status of Women annual gatherings and the International AIDS Conference in Vienna.

For World Thinking Day 2011 we have identified **five countries** (one from each region in which WAGGGS operates) to showcase gender equality and women's empowerment, demonstrating how Girl Guiding and Girl Scouting supports the girls and young women in these countries to have **a long term, practical and beneficial impact** on the communities in which they live. The five focus countries are:

- **Bolivia** (Western Hemisphere Region)
- **Cyprus** (Europe Region)
- **Democratic Republic of Congo** (Africa Region)
- **Nepal** (Asia Pacific Region)
- **Yemen** (Arab Region)

With funds raised through World Thinking Day, **one young woman in each of the five countries will receive a scholarship from the Fund to attend the Young Women's World Forum** in March 2011.

The **2011 Young Women's World Forum** is a unique empowerment and leadership development opportunity for young women across the world to work on the **Millennium Development Goals**. Each young woman will have the opportunity to build confidence, develop new skills and be fully equipped to advocate for real change within their Guiding Association, within their local community and within society in general.

The support for young women from these five focus countries is just one way that the World Thinking Day Funds will be used to empower girls and young women. With your help WAGGGS will be able to develop further initiatives in this area and achieve much more across all of the activities that the organization runs.

Through your fundraising activities during World Thinking Day we can continue to provide Girl Guides and Girl Scouts everywhere with the opportunity to speak out and be heard on the issues that affect them, making positive changes across the globe.

WORLD THINKING DAY 2011 BADGE



We have designed a new **World Thinking Day badge for 2011**. To earn a World Thinking Day badge, you need to complete six activities including at least one fundraising activity. The fundraising activities are marked with the title 'Fundraising idea!' but these are suggestions and you can substitute them with another fundraising activity.

Why not encourage your unit members to get involved in World Thinking Day (WTD) by giving them a badge when they complete an activity. Badges and WTD pins are available from the **WAGGGS online shop**

SOME TIPS



THERE ARE LOADS OF THINGS YOU CAN DO TO CELEBRATE WORLD THINKING DAY 2011!

Check out the activities in this pack which will help you to learn that “empowering girls will change our world” and give you some ideas on what you can do to make a difference. To earn a World Thinking Day badge, complete six activities including at least one fundraising activity. We have included some fundraising suggestions in this pack, or you can get creative and design your own. Remember to share your ideas with us when you send in your donation – let us know what you did and you may inspire others to get involved as well.

Badges are available to purchase from WAGGGS' online shop and completing the activities is not compulsory.

This year, the activities have been divided into four sections. These sections include the areas which the UN is tracking to assess whether MDG3 is being achieved:

- 1 Self-esteem and self-confidence**
- 2 Educating girls and young women**
- 3 Economic empowerment**
- 4 Girls and young women as decision-makers**

There is also a special ‘Speaking out’ section to help girls and young women learn how to advocate on issues that concern them. Encourage your members to choose a range of activities from the different sections.

ADVICE FOR LEADERS

The activities have been developed so that WAGGGS members in many different countries can use them. Some activities are more suitable for older or younger members. Please use your own judgement about which activities are suitable for your group.

It is likely that some cultural and social contexts mean that some members are more comfortable dealing with certain topics than others. The aim is to support girls and young women as they learn about these issues in a safe space. You are the one that knows your members best.

Preparation is crucial, and it’s important to support your members as they work through the activities by finding a time to discuss any concerns they may have. Some of your members may have been personally affected by the topics in this year’s theme, so sensitivity and extra support may be needed when discussing particular issues.

We have included some warm-up activities that can be carried out in groups. Use these activities to introduce the subject and then ask your members which activities they would like to try in order to earn their World Thinking Day badge. We suggest that anyone completing six activities earns a badge.

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These activities have been inspired by WAGGGS' previous Triennial Theme: Our Rights, Our Responsibilities and the Global Action Theme GAT Badge. You can download all these resources by searching on the WAGGGS website, or request printed copies from wtd@wagggsworld.org.
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WWW.WAGGGS.ORG

ACTIVITIES

Group warm-up activities

PLANT LIFE * Younger *

The aim of this activity is to think of how our surroundings and climate affects us. You can use it to start a discussion about external things that make us feel happier about ourselves, and things we can do to make ourselves feel happier. This is a good introduction for self-esteem and self-confidence activities.

Ask all players to imagine they are plants or trees. Call out the descriptions and ask the players to act/mime the actions. Use noises and sound effects if you like!

1. Start as a seed in the ground: curl up small like a seed.
2. The sun shines and heats up the ground: open up a bit .
3. Refreshing rain pours: begin to grow.
4. The sun shines again: continue to grow to full size.
5. Harvest time: here comes the farmer (leader) to pick the fruits!
6. Suddenly there's a big storm: start sway from side to side, some trees might fall.
7. The winter comes: shiver and shake! Some leaves fall off.

LEMONS AND LIMES * All ages *

This activity shows that there are differences even in things you assume are the same. It can provoke a discussion about what makes us different and what similarities we have to each other.



You will need:

A lemon or lime for each player, a permanent marker pen.

1. Give every player a lemon or lime. Ask the players to write their name on the fruit. The players have two minutes to get to know their fruit, noticing the shape, texture and any marks on it.
2. Ask the players to sit together shoulder-to-shoulder in a close circle, with their hands behind their backs. The players should be facing the centre of the circle so they can't see anyone's hands.
3. Give each player a fruit, distributed at random. Ask them to feel the fruit and if it is not their fruit, pass it to the left. If they think they have their fruit, they hold it and continue to pass the rest of the fruits to the left.
4. Let this go on for 5 mins, or until they have all found their own fruits.
5. Ask the players to look at the fruits in their hands to see if they guessed correctly. What makes us different from each other? How might this cause problems in communities?

WHAT DO YOU SEE? * Older *

The aim is to explore how pictures are used in the media and how this can create prejudice. The discussion can consider how important it is not to make early judgements about people based on first impressions. Use this activity to introduce the self-esteem and self-confidence section.



You will need:

Six pictures from newspapers or magazines (with the captions hidden). Tape or sticky tack. Paper and pens.

1. Attach the pictures to the wall so that everyone can see them.
2. Give each player strips of plain paper. Ask them to look at each picture and then to write two alternative headlines: one positive and one negative on separate pieces of paper.
3. When everyone is ready, stick the headlines above and below the pictures.
4. Discuss how many different interpretations there were of each picture. How much do the pictures show the truth? How do editors use pictures to arouse emotions?
5. Reveal the captions for each picture, if you have them. How important are the captions the editors choose?
6. Discuss how easy it is to make judgements about people based on how they look. How might this affect a person's self-esteem and self-confidence?

ACTIVITIES

Group warm-up activities

STICK IT! * All ages *

The aim is to understand the importance of education by looking at the value of education as one of the basic human rights. Use this activity to discuss the right to education and to introduce the activities in the education section.

WHAT ARE HUMAN RIGHTS?

Human rights are the basic rights and freedoms that every human is entitled to. In 1948, the UN proclaimed a Declaration of Universal Human Rights, which sets out all the rights and freedoms that should be protected. These included: the right to work; the right to a decent standard of living; the right to take part in the government of an individual's country. The Declaration also included articles such as: no one should be subjected to torture; no one should be discriminated against because of race, gender, religion etc. To read the full declaration visit <http://www.un.org/en/documents/udhr/index.shtml#a1>.



You will need:

Nine stickers with the following words on each sticker:
EDUCATION – SHELTER – FOOD - PEOPLE YOU LOVE - SAYING
WHAT YOU THINK – RESPECT – RELIGION – FREEDOM -
PROTECTION FROM HARM

1. Give each player a sticker while the other members sit to one side and watch.
2. Each player takes a chair and puts it in the middle of the room.
3. Play music while the players walk around the room. When you stop the music, everyone must sit down.
4. Remove a chair and play again. Whoever is left standing must go out. However, everyone watching the game has 60 seconds to decide if they can live without whatever that player represents. If not, they must swap that player for someone else.
5. Repeat the process until everyone is out. Who was the final player? Why is this the most important human right?

DIFFERENT WAYS WITH PAPER

* All ages *

This aims to demonstrate that we all have different ways of learning and doing things. No one person's way is necessarily better than another's, it is just different! Use this activity to start discussing how people's differences might prevent them from getting a good education or finding work.



You will need:

A small piece of scrap paper for each player

1. Each player has a piece of paper and needs to follow the instructions. No one is allowed to ask questions. Every person must concentrate on their paper without looking at what others are doing. Call out the instructions:
 - a. Fold your piece of paper in half
 - b. Fold it diagonally
 - c. Rip off a corner
 - d. Fold it in half again
 - e. Fold in one third
 - f. Rip off a corner
2. Ask everyone in the group to unfold their sheets of paper. What do they look like? Are they all different?
3. Discuss the fact that everyone had an identical sheet of paper, followed the same instructions and yet ended up with a different result! Discuss how these differences can be advantages or disadvantages when trying to get a good job or qualification.

ACTIVITIES

Group warm-up activities

IT'S NOT FAIR * Older *

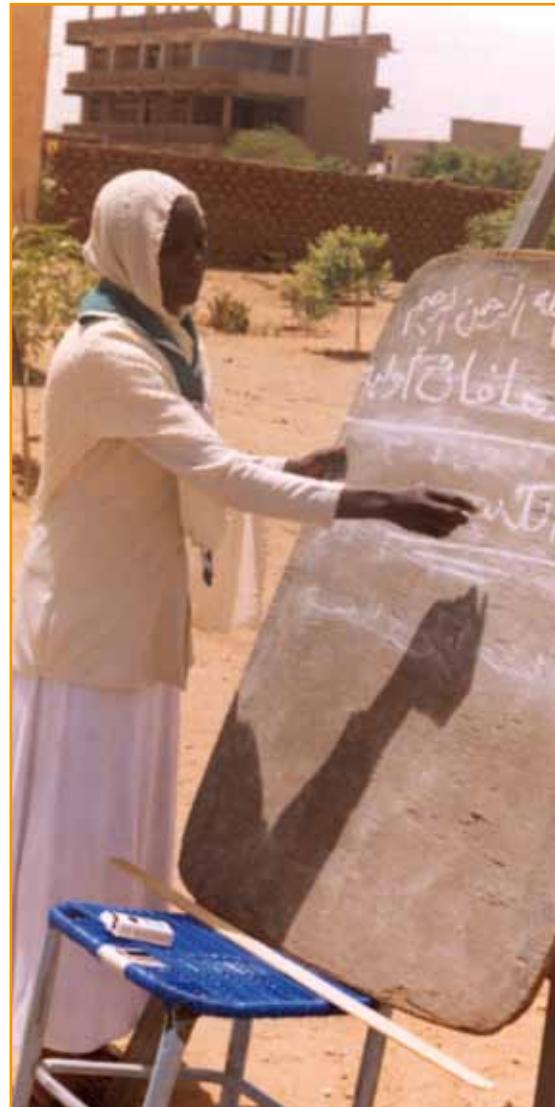
This raises awareness that everyone has a right to an education, whether they are boys or girls, rich or poor. In the discussion afterwards, point out that only a small percentage of girls and women in developing countries have access to education. Facts and figures on this available at www.uis.unesco.org - the UNESCO Institute for Statistics website. Discuss the reasons why this might be and what can be done to increase the numbers of girls that get to go to school.



You will need:

One piece of paper and a pencil for each player. Some objects for the memory game.

1. Divide the players in to two groups: One group has 10 per cent of the players, the larger group has 90 per cent of the players.
2. Give the smaller group 90 per cent of the pencils and paper. Give the larger group only 10 per cent of the pencils and paper.
3. Give the smaller group chairs and tables for each player and give the larger group only one table and one chair between them.
4. Set a test for all the children to complete, e.g. a memory test with 10 objects on a tray, show them the objects for 10 seconds, cover them up and then ask the children to each write down the 10 objects, giving them one minute to do so. Make it clear that no one is allowed to move from their area of the room, speak to each other or use anything else except paper and pencils provided.
5. In order to pass the test, players must draw or write down the objects on their own sheet of paper.
6. After one minute, collect the sheets and check them to see who has passed the test. It is likely that most in the smaller group will have passed, whilst few in the larger group will have done so. Announce the names of those who have passed, praising them for their excellent work.
7. Discuss what the exercise was designed to demonstrate. Ask members of each group and those who passed and failed how they felt.
8. Discuss what can act as a disadvantage and why. How does this extend to access to education?



ACTIVITIES

Individual activities to earn a World Thinking Day badge

1. Developing self-esteem and self-confidence

Self-esteem is all about how much we value ourselves, how much pride we feel in ourselves, and how worthwhile we feel. Self-esteem is important because feeling good about yourself can affect how you act. A person who has high self-esteem will find it easier to interact with other people and will enjoy life more. As we develop from children into teenagers and adults, we may care more about how other people see us. This can affect our 'body image' which is linked to self-esteem. It's important to encourage our friends and develop ways to increase our self-esteem and self-confidence.



SUPER SKILLS * All ages *

In your patrol, discuss your individual strengths and skills. Do you have any special talents? Come up with a three minute presentation that shows everyone's special skills. You can sing, act a role play or make a speech. Be creative!



Fundraising idea: Why not host a talent show to showcase your super skills? Have fun demonstrating your confidence to a live audience! Sell tickets to friends and family and donate the proceeds to WTD.

ROLE MODELS * All ages *

Pick two role models, one a public figure you respect and one someone you know. Find out their life story and come up with five things from each person's life that you could learn from. Swap and share these ideas with others.

WALK OF WELLBEING * All ages *

In a group, discuss what makes you nervous or what you worry about. Form two lines facing each other, 1m apart. Ask one person to walk down the centre while everyone else says positive and encouraging words or phrases.

CELEBRATE INTERNATIONAL WOMEN'S DAY ON 8 MARCH

* All ages *

- Think of a daily activity that demonstrates your self-worth or boosts your self-esteem that you can do on the 15 days between World Thinking Day and International Women's Day. Do your activity every day.

CONDUCT A SURVEY

* Older *

- about what affects girls' self-esteem. Produce a leaflet or message card with tips to increase self-esteem based on your findings. Distribute it to your group or community or hold discussion groups and meetings to spread the word.



Fundraising idea: Research existing studies about women and self-esteem, and prepare a 'True or False' questionnaire of the most striking facts you find. Prepare a homemade collection box. With the close supervision of your leader, approach people you know in your area and challenge them to answer the questionnaire – however, they must first agree to put a coin in the collection box for every wrong answer they give!

ACTIVITIES

Individual activities to earn a World Thinking Day badge

1. Developing self-esteem and self-confidence

PLAY 'STAND OUT FROM THE CROWD' * All ages *

Think about differences and similarities. Stand in a very big circle and shout out positive things the girls might be or have - anything from being a friendly person or good at drawing to having a brother or sister. The girls must jump a little way into the circle if they are or have that thing. Encourage the players to tell each other if they think others should be jumping in. The game ends when everyone is squashed in together in the middle of the circle!

REAL BEAUTY * Older *

Find out what three cultures, different to your own, think makes a woman beautiful on the outside. What should they wear, how should their face and figure be? Discuss the differences between them and draw how a 'beautiful' woman would look in these different cultures, including your own. Now discuss whether you think this is real beauty and why different cultures think differently about beauty. Draw a large outline of yourself and in it write everything that makes a person beautiful on the inside. Make a display of these different kinds of beauty. Which do you think is more important?

BE POSITIVE * All ages *

A positive comment received unexpectedly can brighten someone's day and make them feel more confident. Ask everyone to think of five girls or women they know whose self-esteem they could boost with a simple compliment or kind word, and review this in a week's time.

HAPPY PACK * All ages *

Make an envelope per girl and ask everyone to write (anonymously) a friendly comment about each person and put the comments in the envelope. Each girl will then have an envelope full of positive comments to read whenever they're feeling down.



ACTIVITIES

Individual activities to earn a World Thinking Day badge

2. Learning together to change our world

There are many benefits associated with educating girls which go beyond the girl herself. Better educated girls and young women pass the knowledge on to their families and communities. They can make informed choices about the health of their children and themselves. They are more able to protect themselves against HIV and AIDS, abuse and exploitation. Educated girls are able to get better jobs with higher wages. Their children also gain more opportunities.

INTERVIEW AN INFLUENTIAL WOMAN * All ages *

about why formal and non-formal education is important. Publish the interview in the school magazine or local newspaper.

HOLD AN ATTENDANCE COMPETITION * All ages *

at school. Award homemade prizes.

TALK TO YOUR FRIENDS AND COMMUNITY * Older *

Find out the top five reasons why girls might not have access to a good education in your country. Draw a poster to raise awareness.

BEATING BARRIERS

* Younger *

Split the girls up into teams, and tell them their aim is to get from one side of the meeting place to the other, getting through all barriers put in their way. The barriers could be physical, or could require a certain answer to get through. Each must require the teams to work together to get to the other side. Discuss the conclusion of the game: any difficulty of getting somewhere - e.g. school - can be overcome if people work together.

HELP A YOUNGER MEMBER

* Older *

- to learn a new skill.

ORGANIZE A BOOK CLUB * Older *

Arrange for each member of your patrol to read the same book and then discuss it. Alternatively, each member can read a different book and then presents a review of their chosen book.



Fundraising idea: collect unwanted books, magazines and other publications and put them on sale to the public. Make sure you indicate that the proceeds will go towards supporting a good cause. Consider displaying the September issue of *Our World* magazine, which is dedicated to empowering women and gender equality, and encourage people to go to the WAGGGS website to get copies.



Fundraising idea: Challenge yourself to read a book, or a set of books in a short period of time. Produce a simple sponsorship form and invite friends, family and teachers to sponsor you to achieve your challenging task and then donate the money to the World Thinking Day Fund.

ACTIVITIES

Individual activities to earn a World Thinking Day badge

2. Learning together to change our world

RESEARCH SCHOOL ATTENDANCE

* Older *

in three different countries. Find out why girls may not be attending school in those countries. Present your findings to your group and discuss the different situations and reasons.



Fundraising idea: attending school five or six days a week may not always feel like a privilege, however many girls around the world don't get to go to school. Why not commit to making a donation in a box each day you go to school over a period of say a fortnight – invite your friends to do the same. Or even put a coin in each morning you don't want to go to school! Donate the money to WAGGGS so that girls can benefit from non-formal education even when school is not an option.

WRITE A 10-MINUTE PLAY

* Older *

about a girl who can't read well. Show how this affects her life and how she overcomes her problems. Perform it to your class or Girl Guide/Girl Scout group.



Online alternative: Make a video of your play and post it online or record a radio version and ask a local radio station to broadcast it.

WRITE LETTERS OF THE ALPHABET

* Older *

on small pieces of paper or card. Make up a spelling game with the pieces. Play it with a younger group.



Online alternative: Search "word search maker" and create a word search using words related to the World Thinking Day theme.

VOLUNTEER * Older *

to help younger people or people who have difficulties with their reading.

FIND OUT THE PERCENTAGE OF ILLITERATE WOMEN

* Older *

in your country. Compare them to two of the five featured countries (see country profiles in this pack). What are the differences and similarities? How can the problems be tackled? Write an article about what you've learned.

ORGANIZE A STORYTELLING SESSION

* Older with Younger *

where older girls read their favourite childhood stories to younger girls. Alternatively, act out the story.



Fundraising idea: advertise your storytelling far and wide and ask for a small donation from families attending.

ACTIVITIES

Individual activities to earn a World Thinking Day badge

2. Learning together to change our world

PLAY A GAME * All ages *

where you need to learn a skill or remember something to solve a clue to move on to the next stage. The winning team is the one that works together to help each other learn the skill or remember the facts quickest to reach the end first.

WHAT I'VE LEARNED * All ages *

Think about a few things you've learned this week. Where can this learning lead? Sit in a circle and one person says what they've learned. The rest of the circle shouts out where this learning could take you, in steps - e.g. learning the nine times table could help you pass a maths exam, which could help you go to a good school, to university, to become an engineer, to join NASA, to go to the moon etc.

HOW I LEARN * All ages *

People learn best in different ways - some with their eyes, some with their ears, and some by moving around and touch. Try out all the different ways and see which is best for you. For instance learn a poem. Divide into three groups, one group use their eyes - so they could draw what happens in the poem, write and rewrite it etc. Those using their ears speak the poem out to each other, and those in the moving group could make play or flash cards. Who thought their way worked well? Who would prefer another way of learning?



Fundraising idea: Host a quiz night: Prepare a list of questions related to general knowledge, and invite friends and family to buy tickets to participate. Make sure your questions vary in level of difficulty and cover a range of topics, in order to demonstrate how a group of people benefit from the sum of their individual knowledge and expertise.



SCHOOL'S COOL SHOWCASE

* All ages *

Organize an event that shows off the skills that you have learned at school. Invite parents, guardians and other members of the community to the showcase. Tell the audience why it is important that girls in all countries should be allowed to go to school.



Fundraising idea: You could charge a small entry fee to raise funds for World Thinking Day.

ACTIVITIES

Individual activities to earn a World Thinking Day badge

3. Living and working for a fairer world

Did you know that women work two-thirds of the world's working hours, produce half of the world's food, and yet earn only 10 per cent of the world's income and own less than 1 per cent of the world's property? In many countries, women are not given equal access to bank loans or the right to inherit or own property. Yet helping women in business is a better investment: women usually invest more of their money in their families and communities than men, spreading wealth beyond themselves. Countries with greater gender equality tend to have lower poverty rates.



ARRANGE TO 'SHADOW' SOMEONE

* Older *

in a career that you admire for a few hours. Find out the good and bad points of the job and tell your group.



Fundraising idea: Tell the people you are working with in your work shadow about your experience of Girl Guiding or Girl Scouting and about the worldwide movement. Ask if the company supports charities and if so if they'd like to learn more. You might want to suggest they contact your national Association or WAGGGS offices.



Fundraising idea: With supervision from your leader and the consent of your parent/guardian, try to find work in your area. Consider running errands for family friends or taking up chores for a fee. Once you've completed your tasks, think about your experience and how it felt to earn your own money – then donate your earnings to the World Thinking Day to allow less fortunate girls and young women to access the same opportunity.



Fundraising idea: Hold a 'rich/poor supper'. Invite guests to your supper where everyone pays the same to attend. Create two types of tickets – one 'rich' or 'poor'. Upon arrival, guests must draw a ticket and go to a corresponding room or table. People who pick a 'poor' ticket are served bread and water, and people who pick a 'rich' ticket are served a feast. This activity helps raise awareness of economic inequalities and encourages people to think about other living and working in hardship.

DREAM JOB * All ages *

- In your group, describe your ideal job and discuss the advantages and disadvantages of your chosen job. If possible, invite a careers advisor or local business person to talk to your group about careers opportunities.

PATH TO YOUR IDEAL JOB

* Older *

- Discuss how you could get into your ideal career. Cut out paper feet and place them on the floor like a footpath. Write the step-by-step actions that need to happen to get you where you want to be. Alternatively, draw the path out on a pavement in chalk.

FUNDING SUCCESS

* Older *

- Find out which foundations, trusts and charitable organizations around the world fund girls and women's education and career development. You can do this by visiting a library or searching on the internet. Look at who they have funded and their success stories.

ACTIVITIES

Individual activities to earn a World Thinking Day badge

3. Living and working for a fairer world

GUESS-THE-JOB * All ages *

Write different careers on pieces of paper. Split into two teams. Two members of each a team take it in turns to perform a mime of the job and the rest of the team must guess what it is. Discuss which of the mimed jobs you are interested in and why.

MAKE A CAREERS' CALENDAR

* All ages *

to count down to World Thinking Day 2011. Show a different career for each month with pictures of people in those careers. Include positive and encouraging words. Collect positive quotes from women in those careers and put those in the calendar.

DRESS FOR SUCCESS * Younger *

Dress up as women in different careers. If you have a camera, take photos or take a picture of real women in the careers. Display the pictures in your meeting place or use them to decorate your calendar.

THINK ABOUT THREE CAREERS

* Older *

that you'd like to have as an adult. What percentage of those jobs are taken by women? Why? Present your results to the group.

CREATE YOUR OWN BOARD GAME ABOUT CAREERS * Older *

The aim of the game is to reach the end first, to get your dream job. Make the squares on the way full of positive and negative things in life that can affect your career - for example, you pass your exams, or you need to leave school to look after a sick relative. You need a die, a large piece of paper and a pencil to draw out the board, and make counters from card.

BOYS' JOBS? * All ages *

List a series of jobs you think of as being things men usually do. Now try them out! You could arrange for an expert at the job to come and teach you.



ACTIVITIES

Individual activities to earn a World Thinking Day badge

4. Girls and young women as decision-makers

The goals of equality, improving lives and peace can only be achieved if women's voices are heard at all levels of decision-making. Although some progress has been made, there are still many obstacles that prevent women from participating in decision-making processes. Some of the main obstacles are related to poverty; the lack of equal access to health, education, training and employment; the impact of armed conflicts and natural disasters.



INTERVIEW A FEMALE MEMBER OF PARLIAMENT

* Older *

or community leader about women in decision-making positions. Write a report including quotes from the interview. Read it to your group or broadcast it on local radio.

DESIGN A CAMPAIGN POSTER

* All ages *

If you're running a mock election (see 'giving girls a voice' section), design a campaign poster.

MAKE A SCRAPBOOK * All ages *

of successful women leaders and add quotes about how to be a good leader. Present it to your group.



Fundraising idea: Produce a poster of these photos and quotes to print a large quantity and sell for people to use to decorate their homes or make your scrapbook very beautiful and auction it, giving the money raised to World Thinking Day fund.

- **FIND OUT THE NUMBER OF ELECTED WOMEN REPRESENTATIVES (e.g. Members of Parliament) compared to men in your country.**

* Older *

- Discuss in your group the reasons why there is gender inequality within parliament and what can be done to improve the situation.

DECISION-MAKING * All ages *

- How do you make decisions in your Girl Guiding/Girl Scouting group? Try some new ways of making decisions - e.g. make a ballot box and vote for what you want to do. Alternatively, clap and stamp your feet when you hear the activity you want to do, and keep quiet if you don't want to do the activity being read out.

ACTIVITIES

5. "Speaking out": Empowerment through advocacy

Giving girls a voice

Speaking out is about giving girls and young women a voice, it's about girls and young women becoming the agents of change and making a difference on issues that are important to them. Each person can make a difference, even a small action can make a positive change and if girls across the world speak out imagine how powerful your voice would be!

WARM UP: USING YOUR VOICE

* All ages *

Play this game to get girls used to using their voices to affect the world around them. Create an obstacle course around your meeting place and put girls into teams of three. One in each team is blindfolded, and the others must guide her with their voices only - they cannot touch her! The winning team is the one who gets round the course in the fastest time.



Fundraising idea: How can you use your voice to raise money? Do you have a good singing voice? Perhaps you're a good speaker or actor, or maybe you can use your voice to coach a team at a fundraising sports event.

WRITE A LETTER TO YOUR LOCAL PAPER * Older *

about an issue for women and girls in your local area. If possible, plan it so that it will appear in the newspaper just before International Women's Day. If local newspapers are not available, why not read your letter at a community meeting or on local radio?

DESIGN POSTCARDS TO PROMOTE INTERNATIONAL WOMEN'S DAY ON 8 MARCH * All ages *

Think of an issue that's important to you as a girl/young woman in your local area and send to a local decision-maker asking them to help you celebrate International Women's Day by doing something about this issue.



Fundraising idea: Make extra copies of your postcards and sell them, or offer them in return for a suggested donation. Can you find a local printer that will print some copies for you for free?

HOLD A MOCK ELECTION

* All ages *

Choose an issue that affects girls and young women in your community. Ask the candidates to debate the topic and invite members of your school to join in.



Fundraising idea: Why not try to get your mock election sponsored? Seeking sponsorship is a chance for you to exercise your communication, presentation and negotiation skills. Approach local organizations and fundraise for your cause – let your passion and conviction guide you!

INVITE A LOCAL WOMAN POLITICIAN TO SPEAK

* Older *

with your group about her job. Prepare some questions for her about issues you feel are important.

JOIN THE 'STAND UP AND MAKE A NOISE' CAMPAIGN

WAGGGS will be joining the 2010 Stand Up Campaign – 'stand up and make a noise' – we're asking members to stand up and make a noise for girls and young women. Organise your own stand up and make noise event. Further details are available on the WAGGGS website

End violence against girls

One in three girls and women experience violence in their lifetimes. Violence against girls and women is one of the most widespread violations of human rights and affects girls and women across the world. Violence against girls can take many forms, perhaps you can think of instances of bullying at your school or it might be that girls are subject to forced marriages or violence by someone in their home. Violence against girls undermines their self-esteem and self-worth. It is also a consequence of women's sometimes unequal status with men in society. In order to achieve the Millennium Development Goal of promoting 'gender equality and empowering women' violence against girls and women needs to be stopped.

DESIGN A POSTER * All ages *

saying No to violence against women and girls.
Display your poster somewhere that lots of people will see it.

VOLUNTEER YOUR TIME

* Older *

at a local shelter for women who have been victims of domestic violence. Make sure that you have been given appropriate training and advice in order to do this.

ORGANIZE AN OPEN DISCUSSION

* Older *

that encourages young women to talk about violence against women. How is violence perceived in your community? How can communities support victims of violence against women?

INVITE THE MANAGER OF A LOCAL SHELTER * Older *

along to talk to your group about the issue of violence against women within your community. If you can't find details of local shelters consider asking a representative from the police or an NGO that works locally with women vulnerable to violence.

TAKE A SELF-DEFENCE CLASS!

* All ages *

CAUSES AND CONSEQUENCES

* Older *

Come up with an imaginary situation which has turned violent. Write the situation in a circle in the middle of a large board or piece of paper. Draw arrows coming from the left side into the circle, showing possible causes or triggers; the length of the arrows showing how long ago these happened. Some of them could go as far as the violent person's childhood, or even before he was born. Arrows coming out of the circle to the right can show the consequences of the violence - the longest arrows again showing how far the consequences could reach. Divide the group in two, so one half thinks of causes, one consequences, then join together.

VIOLENCE DOESN'T SOLVE ANYTHING * All ages *

Pick a situation which makes the group angry - e.g. a little brother being annoying or bullying. Divide into groups, and think about different ways you could react to that issue. Act them out in front of the group. Which was the best way to deal with it?

LET IT OUT * All ages *

Sometimes violence happens because of pent-up feelings. It's good to release that anger! Bring in soft pillows, and have an anger release session. Jump on them, or use them as punch-bags. Ask everyone to scream as loudly as they can - or try a more relaxed approach and do some mediation.



Fundraising idea: At a fundraising event, have a stress-relief stall, where people pay to spend five or 10 minutes relieving their stress! You could have a punch bag or make one from cushions, then a quiet place where they can spend time meditating and listening to relaxing music, or maybe have a head or shoulder massage.

FACTS AND FIGURES ON GENDER EQUALITY AND EMPOWERING WOMEN

Millennium Development Goals (MDGs) targets and indicators



Goal 3: Promote gender equality and empower women

Target 3.A: Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015

- 3.1** Ratios of girls to boys in primary, secondary and tertiary education
- 3.2** Share of women in wage employment in the non-agricultural sector
- 3.3** Proportion of seats held by women in national parliament

Are targets being met?

- Almost 60 per cent of the 128 countries with data in UNESCO's Education For All Global Monitoring Report appear unlikely to achieve gender equality in both primary and secondary education, based on past trends.¹
- Of the 113 countries that failed to achieve gender difference in both primary and secondary school enrolment by the target date of 2005, only 18 are likely to achieve the goal by 2015.²
- Southern Asia has made the most progress in gender equality since 2000. Sub-Saharan Africa, Western Asia and Northern Africa have also made strides in reducing gender inequality. At the same time, Oceania (the islands of the Pacific and adjacent seas) has taken a step back with a slight deterioration in gender equality in primary school enrolment. Oceania, sub-Saharan Africa and Western Asia have the largest gender gaps in primary enrolment.³

¹ <http://www.dfid.gov.uk/pubs/files/uk-cont-mdg-report.pdf>

² http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf

³ http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2008/MDG_Report_2008_En.pdf

⁴ <http://www.endpoverty2015.org/goals/gender-equity>

⁵ <http://www.endpoverty2015.org/goals/gender-equity>

⁶ <http://www.endpoverty2015.org/goals/gender-equity>

⁷ The State of the World's Children 2007

DID YOU KNOW....?

There are **twice as many** illiterate women over the age of 15 than men⁴

Women earn **10 per cent** of the world's income but work two-thirds of the world's working hours.⁵

70 per cent of those living in poverty are women⁶

At the 1909 Crystal Palace Boy Scout rally, girls and young women demanded '**'something for the girls'**'

Involvement in girls' organizations **increases self-esteem and self-confidence**⁷

WAGGGS adolescent health survey said:

82 per cent felt they were under pressure to act a certain way. **36 per cent** began caring about how they looked before the age of 12 years

45 million girls are currently denied an education

In Europe women earn only **76 per cent** of men's gross hourly pay for the same job

Just **nine per cent** of HIV positive women in the developing world have access to the treatment that blocks HIV passing to new-borns

Women hold only **18.2 per cent** of the world's parliamentary seats

FOCUS COUNTRY: BOLIVIA

WAGGGS Region: Western Hemisphere
Girl Guiding and Girl Scouting introduced: 1915

AGE GROUPS:

Brownie (6-7+ years)
Pre-Intermediate (10-12 years)
Intermediate (13-14 years)
Ranger (15-18 years)

ACTIVITIES AND PROGRAMME TOPICS:

Health and environment campaigns; community projects; key skills for young people; sexual and reproductive rights; women's rights.



MDG 3 IN BOLIVIA

According to Womankind, 14 per cent of all Bolivia's women are illiterate.
The figure is higher, nearly 30 per cent for rural women.

60 per cent of women are economically active (individuals who are employed or actively seeking employment). This compares to 82 per cent of men.

25 per cent of parliamentary seats are held by women.

The maternal mortality rate is the highest in Latin America at 290 deaths per 100,000 live births.

According to Bolivia's National Institute of Statistics (INE), 64.1 per cent of women are survivors of some type of violence (sexual, psychological or physical) perpetrated by a current or ex-partner.

GUIDE SCOUT PROMISE

I promise, on my honour, to do my best:
To do my duty to God and my country,
To help other people at all times, and
To obey the Guide-Scout Law.

BROWNIE PROMISE

I promise to do my best for the love of God and my country, to help everyone, especially those at home.

LAW

To be a Girl Guide is to be trustworthy.
To be a Girl Guide is to be loyal and to respect the truth.
To be a Girl Guide is to be useful to others at all times.
To be a Girl Guide is to value friendship and sisterhood.
To be a Girl Guide is to be kind and courteous.
To be a Girl Guide is to preserve nature and to see in it the work of God.
To be a Girl Guide is to know how to obey.
To be a Girl Guide is to face difficulties with optimism and conviction.
To be a Girl Guide is to be thrifty.
To be a Girl Guide is to be honest in what she thinks, says and does.

FOCUS COUNTRY ACTIVITY

The Asociación De Guías Scouts De Bolivia runs programmes on women's rights. In groups, make a list of all the 'rights' or freedoms that you think should have as girls and young women (see the human rights definition on page 10). Then, try a 'speed debate' activity. One person in each group is designated a 'group representative', and must visit each of the other groups to explain their list of rights. They only have four minutes to explain their list and persuade the new group to agree to their list. After four minutes, they must move onto the next group. You could ask the 'group representatives' to move onto the next group in a clockwise fashion. When each 'group representative' has visited all the other groups, draw up a universal list of rights that everyone agrees on.

FOCUS COUNTRY: CYPRUS

WAGGGS Region: Europe

Girl Guiding and Girl Scouting introduced: 1912

AGE GROUPS:

Chrysalides (5-6 years)

Butterfly (7-9 years)

Guide (10-12 years)

Sea/Air/Forest Guide (13-15 years)

Senior Guide/ Prospective Leader (16-18 years)

ACTIVITIES AND

PROGRAMME TOPICS:

AIDS-Free Cyprus (HIV/AIDS prevention education); youth participation; peace; human rights; cultural heritage; environment; development of women.



MDG 3 IN CYPRUS

Seven seats in Cyprus' Government are held by women, equaling 12.5 per cent.

62.9 per cent of Cyprus' women

are in employment, while 79.2 per cent of men are employed.

Women spend on average 33.1 hours per week on family and domestic work, while men spend just 6.3 hours.

Just 8.2 per cent of women hold leading positions in business. 91.8 per cent of men are leaders in businesses.

There is a 21.6 per cent gender pay gap in Cyprus, one of the biggest pay gaps in Europe.

Cyprus is one of the lowest-ranking European countries in the World Economic Forum's (WEF) global Gender Gap Index.

FOCUS COUNTRY ACTIVITY

Ask older members to get into groups and decide on the five most important qualities that a leader should have, and the five least important qualities. Get them to rank the five most important qualities in order (one being most important, five being least important). Ask each group to present their ideas to the rest of the group and encourage them to compare and discuss their ideas. Direct them to consider the question: Does it matter if a leader is male or female? You could contact a Girl Guide/Girl Scout group in Cyprus and ask them to do the same activity, comparing your findings with theirs.

GIRL GUIDE PROMISE

I promise on my honour that I will do my best:
To do my duty to God and Cyprus,
To help other people always,
To obey the Guide Law.

BUTTERFLY PROMISE

I promise to do my best:
To do my duty to God and Cyprus;
To help other people always and bring happiness at home.

GIRL GUIDE LAW

The word of honour of a Guide is to be believed and respected.

A Guide is loyal and obedient to her parents and her elders.

A Guide is useful and always helps others.

A Guide is friendly to all.

A Guide is courteous and affable.

A Guide loves, respects and protects the environment.

A Guide is consistent and punctual.

A Guide is calm, optimistic and joyful.

A Guide is conscientious, tidy and thrifty.

10 A Guide is pure in her thoughts, words and deeds.

BROWNIE LAW

The Butterfly obeys her elders.

The Butterfly does not think only of herself but is a friend and sister to all other Butterflies

FOCUS COUNTRY: DEMOCRATIC REPUBLIC OF CONGO (DRC)

WAGGGS Region: Africa

Girl Guiding and Girl Scouting introduced: 1928

AGE GROUPS:

Bengalis (5 to 11 years) Captains (17 to 30 years)
Guides (12 to 17 years) Organizers (25 to 60 years)
Rangers (17 to 25 years) Leaders (25 to over 60 years)

ACTIVITIES AND PROGRAMME TOPICS:

HIV/AIDS prevention and support for those living with HIV/AIDS; the environment; poverty reduction; food safety; helping young mothers learn to sew; supporting orphans, widows and elderly people; help for children suffering from malnutrition.



MDG 3 IN DEMOCRATIC REPUBLIC OF CONGO

Women have a particularly low status in the DRC, a situation that has been made worse by a long-running civil war from 1998 to 2003.

Following the war, men lost their jobs and women turned to income-generating activities to provide for the household.

The DRC ranks very low in the global gender-related development index (GDI) – it is 151st out of 155 countries. The GDI measures the gap between women and men's life expectancy, education and standard of living.

Women are traditionally expected to do all the domestic chores as well as carry around heavy loads with no break throughout the day in order to meet the needs of the family. This situation leaves their health in a poorer state than men.

Families favour the education of boys over that of girls.

Violence against girls and young women of all ages is a major issue in post-war DRC. It is not known exactly how many women have experienced violence, but one estimate says that there are at least 40,000 survivors of gender-based violence in the DRC.

FOCUS COUNTRY ACTIVITY

Organize a walk to raise awareness of violence against girls and young women either in your country or in the DRC. You could create banners, hand out fliers, make T-shirts with the slogan 'No to violence against women and girls'. Make sure you tell everyone in your community about it, and contact your local press to see if they will write about your activities. You could even get sponsorship for your walk and raise money for World Thinking Day.

PROMISE

On my word and with the help of God, I promise to do my best to serve God, my Church and my Country, to help others in all circumstances and to obey the Guide law.

LAW

A Guide is true, she has only one word.
A Guide is faithful to God, her country, her family and herself.

A Guide is useful and helps others.
A Guide is a friend to all, and a sister to all other guides.

A Guide is polite and welcoming.
A Guide loves and respects nature and the work of God.

A Guide joyfully obeys until the end.
A Guide is always of good humour and courageous in the face of difficulties.
A Guide is thrifty and hard working, she respects other people's property.
A Guide is pure in thought, words and in deed.

FOCUS COUNTRY: NEPAL

WAGGGS Region: Asia Pacific

Girl Guiding and Girl Scouting introduced: 1952

AGE GROUPS:

Brownie (8-11 years)

Girl Scout (11-16 years)

Ranger (16-25 years)

ACTIVITIES AND

PROGRAMME TOPICS:

Safe drinking water; the environment; adult literacy; leprosy awareness; prevention of drug abuse; sanitation; and solar cooker projects



MDG 3 IN NEPAL

Nepal ranks very low on the global Gender Gap Index, which measures educational attainment, political participation and work opportunities.

Nepal is positioned at the bottom of the table at number 125, out of 128 countries.

Women earn far less money than men.

Women's educational attainment is far lower than men's: around 52 per cent of males are literate as compared to 24 per cent of females.

GIRL SCOUT PROMISE

On my honour I promise that I will do my best:
To do my duty to God, and my country
To help other people at all times
To obey the Girl Scout Law.

BROWNIE PROMISE

I promise to do my best:
To do my duty to God, and the King and my country.
To do a good turn every day.
To keep the Laws of the Brownie Pack

LAW

A Scout's honour is to be trusted.
A Scout is loyal.
A Scout's duty is to be useful and to help others.
A Scout is a friend to all and a sister to every other Girl Scout.
A Scout is courteous.
A Scout is a friend to animals.
A Scout obeys orders of her parents, Patrol Leader or Scoutmaster, without question.
A Scout is brave and smiles under all difficulties.
A Scout is thrifty.
A Scout is clean in thought, word and deed.

BROWNIE LAW

The Brownie obeys her elders.
The Brownie is courteous and clean.
The Brownie utilizes her time properly.

FOCUS COUNTRY ACTIVITY

Illiteracy poses one of the greatest hindrances to the advancement of girls' and women's rights. If your local council conducts literacy classes for girls or young women, find out if you can get permission to join for a day. Ask participants to express – without writing! – how being illiterate has affected their lives and why they decided to sign up to learn. Encourage them to get creative: take photos, draw pictures, make video/audio recordings etc. Ask your leader if she can arrange for the resulting work to be sent to the WTD website (or by post to WAGGGS) for other girls and young women to learn from.

You could also write a letter to your local newspaper and to the Girl Scout Section of Nepal Scouts about your activities, highlighting the fact that you want to raise awareness of low standards of literacy in Nepal.

FOCUS COUNTRY: YEMEN

WAGGGS Region: Arab

Girl Guiding and Girl Scouting introduced: 1962

AGE GROUPS:

Brownie Zahrat (7-11 years)

Guide Murshidat (12-15 years)

Ranger Juwalat (16-23 years)

ACTIVITIES AND PROGRAMME TOPICS:

Home economics; health care; income-generating projects; service and community development; handicrafts.



MDG 3 IN YEMEN

Yemen is ranked at the bottom of the WEF's Global Gender Gap Index, which measures women's work opportunities, education levels, health and life expectancy and political participation.

According to the WEF report, Yemen remains the only country in the world to have closed less than 50 per cent of its gender gap.

39 per cent of women are literate, in comparison to 76 per cent of men. Official figures say that there are no women in parliament.

PROMISE

On my honour I promise to do my best:
To do my duty to God then to my country,
To help other people in all circumstances,
To abide by the Girl Guide Law.

LAW

A Girl Guide's honour is to be trusted.

A Girl Guide is loyal to God, her country, her leaders and subordinates.

A Girl Guide is useful and helpful to others.

A Girl Guide is a friend to all and a sister to every other Guide.

A Girl Guide has a praiseworthy character.

A Girl Guide is kind to animals.

A Girl Guide is obedient to her parents and leaders.

A Girl Guide keeps her smile when facing difficulties and deals with all such difficulties with patience and perseverance.

A Girl Guide is thrifty.

A Girl Guide is pure in word and in deed.

FOCUS COUNTRY ACTIVITY

Research the **Arab Day for the Eradication of Illiteracy** (celebrated on 8 January) and find out what is happening in Yemen and other countries in the Region on that day. Mark the day by sharing your findings with your troop and completing a related World Thinking Day activity.

Next, chose two or three countries from another region and conduct similar research on how they are combating illiteracy. Celebrate **World Thinking Day** on 22 February by sharing your findings with your troop. Compare and contrast the facts and figures with your previous research, discussing difference in culture and traditions of each country.

OTHER USEFUL RESOURCES

On the World Thinking Day website www.worldthinkingday.org you can:

- Upload pictures of your **national uniforms** and share it with Girl Guides and Girl Scouts all over the world. Participate and make this section a great pool of uniforms!
- Add your World Thinking Day activities to our **new global map!** Send us details and a picture of your activity and it will appear on the map. You will also be able to see what other Girl Guides and Girl Scouts have done around the globe!
- Send an **online 2011 World Thinking Day card!** Just select the language (English, French or Spanish) and enter the email addresses of friends and family you want to send it to. At the same time, you can show your support for WAGGGS and contribute to the WTD theme, **girls worldwide say “empowering girls will change our world”**, by **donating £1, \$1 or €1**.

On the WAGGGS website www.wagggsworld.org you can find:

- Detailed information of all **WAGGGS Member Organizations**: www.wagggsworld.org/en/world
- WAGGGS **position statements** on various issues relating to MDG 3.
- The **WAGGGS Advocacy toolkit** can help you to introduce or develop the role of advocacy in your Girl Guiding and Girl Scouting programmes and to help influence decision-makers to improve the lives of girls and young women.
- **Commission on the Status of Women 2011.** Applications will open at end of year, send a young women to raise her voice, lobby the delegation from your country on the issues. For more information keep checking the WAGGGS website.

ALSO TAKE A LOOK AT...

- **Stand Up Against Poverty campaign:** www.standagainstpoverty.org/
Join the global movement to end poverty. The campaign takes place around 17 October every year. In many countries around the world thousands of people stand up and take action to fight poverty and hunger.
- **Say No- Unite- End violence against women:** www.saynotoviolence.org/
Say no to violence against women is a campaign launched by Unifem together with WAGGGS and other international organizations.
- **1 billion hungry campaign:** www.1billionhungry.org/
The UN Food and Agriculture Organization (FAO) has launched the campaign ‘1 billion hungry’, which aims to collect at least a million signatures against hunger. The signatures will call upon national and international leaders to move hunger to the top of the political agenda.
- **United Nations website:** www.un.org/millenniumgoals/
Get more information about the eight Millennium Development Goals (MDGs), all by the target date of 2015.
- **World Economic Forum:** www.weforum.org/pdf/gendergap/report2007.pdf
The Global Gender Gap report 2007. The report covers a total of 128 countries.
- **Gender Equity Index (GEI):** www.wikigender.org/w/index.php/Gender_Equity_Index
The GEI measures inequities in different areas of women’s and men’s everyday lives around the world.
- **The World factbook, Global Gender GAP Index 2008:**
www.allcountries.org/ranks/gender_gap_gender_equality_country_rankings_2008.html
Level of gender equality achieved by country, highest to lowest score in 2008.

NOTES

NOTES



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
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