

World Association of Girl Guides and Girl Scouts



Building World Citizenship

1996-2002 Summary



Culture and Heritage . Education . Environment . Food and Nutrition . Health . Peace

Building World Citizenship: an introduction

What is a Triennial Theme?

Every three years, the World Association of Girl Guides and Girl Scouts (WAGGGS) adopts a theme under which Member Organizations throughout the world can organize projects and implement non-formal education and exchange programmes. These are designed to build respect, mutual support and friendship amongst girls and young women around the world. Building World Citizenship was WAGGGS' Triennial Theme from 1996 to 2002.

Why Building World Citizenship?

Building World Citizenship was based on WAGGGS' Mission, which is "to enable girls and young women to develop their fullest potential as responsible citizens of the world". The Theme aimed to show the world how WAGGGS could make a difference through its global work.

Using the information packs produced by WAGGGS, Girl Guides and Girl Scouts were encouraged to think about what being a responsible citizen actually means, and how their actions have ripple effects which change their communities and the world. Through becoming involved in Building World Citizenship projects Girl Guides and Girl Scouts became aware of the reality that we all share one world from which we take every day, and recognised the necessity of giving something back. Positive local action taken all over the world had a global effect, and responsible local citizens became responsible world citizens.

How did the Theme work?

Member Organizations were asked to run projects which fit in to one of six core areas: Culture and Heritage; Education; Environment; Food and Nutrition; Health; and Peace. Within the chosen areas Member Organizations were free to develop their own unique projects which were relevant to their societies. Alternatively, they "twinned" themselves with Member Organizations in other countries in order to carry out joint projects. They worked solely within the Girl Guiding and Girl Scouting movement, or in partnership with other voluntary organizations, government agencies or businesses. Work concentrated on community development, or was educational for the Girl Guides, Girl Scouts and other individuals involved. However, all projects shared the common goal of making participants aware of their duty as a responsible citizen to give something back to their community and, consequently, the world.

What is in this publication?

This publication showcases just some of the work that was undertaken by the millions of Girl Guides and Girl Scouts who were involved in Building World Citizenship, the benefits of which were felt by themselves, their communities and their Associations. The many projects carried out were representative of Girl Guiding and Girl Scouting's diversity and originality and the incredible imagination of its members. It is not possible to include details of every project within these pages, but we hope that the information presented here will serve as a tribute to the hard work undertaken by all those girls and young women around the world who were involved in Building World Citizenship and their commitment towards making the world a better place to live.

A fuller report on Building World Citizenship is available on the WAGGGS website at www.waggsworld.org

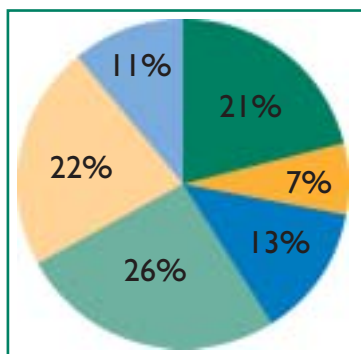


Building World Citizenship: an introduction

Who took part?

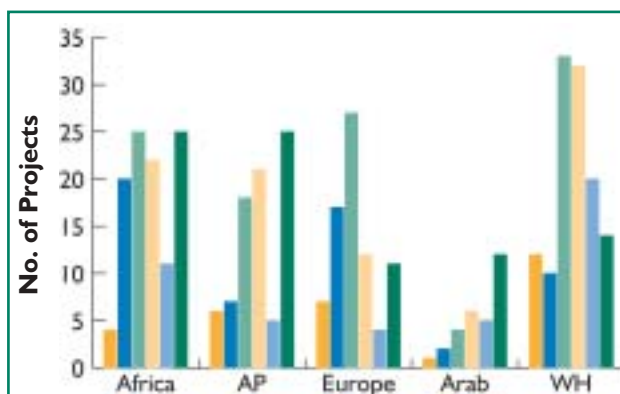
WAGGGS Member Organizations belong to one of five Regions: Africa; Arab; Asia Pacific (AP); Europe and Western Hemisphere (WH). Over six years 418 Building World Citizenship projects took place in 94 countries from all five Regions. This was a great achievement, with two thirds of WAGGGS' Member Organizations, and millions of girls and young women, becoming involved. The charts on this page give more information on the popularity of each theme, and the numbers of projects carried out by Member Organizations in each WAGGGS Region.

Building World Citizenship activities were also run at WAGGGS' World Centres, and two international camps were organized around the Theme.



Percentage breakdown of projects by theme

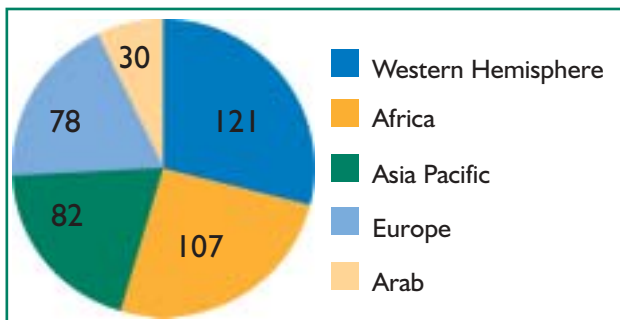
- Health
- Culture and Heritage
- Peace
- Education
- Environment
- Food and Nutrition



Regional distribution of projects by theme

Who did we work with?

The box below lists some of the organizations Girl Guides and Girl Scouts worked with during Building World Citizenship.



Total number of projects in each Region

- Family Health International (FHI)
- Food and Agriculture Organization of the United Nations (FAO)
- The Joint UN Programme on HIV/AIDS (UNAIDS)
- National government agencies
- Red Cross / Red Crescent
- Sightsavers International
- United Nations Children's Fund (UNICEF)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations High Commissioner for Refugees (UNHCR)
- United Nations Population Fund (UNFPA)
- World Health Organization (WHO)
- WWF
- Various Scout Associations
- Other local charities and non-governmental organizations



One of the aims of the **Culture and Heritage** theme was to encourage Girl Guides and Girl Scouts to learn more about the many aspects of their own cultural heritage. Another goal was to give girls the opportunity to learn about and understand other cultures, both within their own society and in different countries. Respect for their own way of life was therefore promoted alongside the need to respect, understand and have tolerance for people who live their lives in different ways. Such understanding is an important requirement for any world citizen, and a necessity for peaceful coexistence between different societies and cultures.



Trinidad and Tobago's "Craft Fair" project, gave over 1,000 girls the opportunity to learn how to make crafts indigenous to their communities, often using natural or recycled materials.



The YWCA-Green Girl Guides of Denmark's international "Crazy Camp" was attended by Girl Guides and Girl Scouts from around the world. Girls learnt new skills and different ways of approaching problems by working together in patrols, as well as making friends from other cultures.

Girl Guides Association of Thailand (Asia Pacific Region) "Amazing Thailand and Cultural Camps"

Between August 2000 and August 2001, the Girl Guides Association of Thailand held three international "Amazing Thailand and Cultural Camps". 1,600 Girl Guides and Girl Scouts attended the three Camps, with participants coming from the Philippines, Japan, Australia, Laos, Korea, New Zealand, the UK and Thailand. The Camps aimed to increase knowledge of and respect for Thai culture among the participants, as well as to give Thai Girl Guides the opportunity to learn about the foreign participants' cultures and traditions.

At the Camps the girls took part in activities through which they learnt about Thai lifestyles and customs. Girls took part in celebrations, visited historical sites and shared in international friendship activities. It was hoped that the experiences gained through these activities would lead to changes in attitude which would contribute to the girls becoming tolerant and respectful world citizens in the long term.



Cultural night



"Bai Sri":
Paying respect
to the elderly



Making
"Kathong"

As part of the **The Greek Girl Guides'** "Gifts of Our Country" project, girls learnt about the history of the Olympic Games.



In **South Africa**, 3,000 Girl Guides took part in project activities aimed at developing an awareness of their country's rich cultural diversity. Girls were given the opportunity to work on citizenship, world friendship and heritage badge programmes.



This was the most popular of all the themes in terms of numbers of projects carried out. Girl Guides and Girl Scouts were encouraged to consider the differences between formal and non-formal education, to think about the importance of literacy, and to consider issues affecting the education of girls and women. As well as learning more about the importance of education, many groups of Girl Guides and Girl Scouts chose to become involved in projects which offered education to members of their community, or chose to educate themselves in subjects which they perceived to be important.



The Egyptian Girl Guides Association's "Education for International Citizenship" project taught local women about computers and the internet and helped start a handiwork-based income-generation programme.



The Kenya Girl Guides Association set up a rehabilitation centre in the slum district of Kibera. The project provided day care for children, mainly girls, between the ages of three and 15. They attended sessions on literacy and numeracy, child care and economic skills, and were given counselling support.

Asociacion de Muchachas Guias de El Salvador (Western Hemisphere Region) **"Technical and Vocational Training for Under-Privileged Women"**

In partnership with Development Programme for the Displaced and Re-Patriated in El Salvador (PRODERE), and the Business Foundation for Educational Development in El Salvador (FEPADE), the Asociación de Muchachas Guías de El Salvador organised a "Technical and Vocational Training" project which ran from 1998 to 2000. The project aimed to promote women's participation in the economic sphere by giving training to disadvantaged women and by helping graduates of the course to find jobs or to become self-employed.

Students each received 320 hours of instruction in bakery, dressmaking and / or industrial machinery and 48 hours of self-development training. Each group also learnt about basic health and sanitation, business basics and life skills. Each class qualified its 20 students to work in a bakery or to start their own small businesses or co-operatives.

The course was enormously successful. Over 1,440 women benefited from the training offered and 95% of those who graduated from the courses obtained work and increased their income. The course also reduced the women's reliance on others for financial support, thereby raising their self-esteem.

46 local Girl Guides took part in the organization and running of the project. As well as gaining practical skills, these girls became more aware of women's roles and status in society. They also gained an increased appreciation of their role as agents of change within their community.



The Gambia Girl Guides Association ran an "Adult Numeracy and Literacy Programme" for rural women. The programme also taught income-generating skills to encourage self-dependency.



Approximately 3,500 **Irish Ladybirds, Brownie Guides, Guides and Senior Branch Unit** Leaders took part in The Irish Girl Guides' "Programme of Activities for Young People", which encouraged them to think about their responsibilities as world citizens.



The **Environment** theme aimed to teach Girl Guides and Girl Scouts about some of the many environmental problems facing the world today. They were encouraged to think about which environmental problems were particularly relevant to their communities and to work to ameliorate problems in the short term. They also developed the knowledge, skills and motivation to be able to start making positive long-term changes to their lifestyles, and to encourage their communities to do the same.



The Liberian Girl Guides Association conducted a “Clean-up Campaign”.



The Girl Scouts of the Philippines carried out several environmental projects, such as the “Clean a Shore” and “Herbal Garden” projects. Over one million Filipino Girl Scouts were involved in environment projects between 1997 and 2000.



The Bahamas Girl Guides Association worked to clean up their coastline.



Association of Ukrainian Guides (Europe Region) “Water is Life”

In 1997, The Association of Ukrainian Guides started their Building World Citizenship project “Water is Life”. Its aim was to educate Girl Guides about water pollution (particularly important after the accident with the nuclear reactor in Chernobyl in 1986) and teach them how to protect and manage fresh water.



Approximately 600 Girl Guides took part in the project, through which they learnt how to identify if water was good enough for drinking and, if not, how to clean it and keep it

clean. The Girl Guides also took part in activities to clean up rivers and water pools. All of them gained practical skills and knowledge (how to protect, manage and reduce wastage of water) which would be of benefit to them and their environment throughout their lifetimes, as well as developing a sense of their responsibilities as world citizens towards a world resource.

Roughly 200 members of the rural communities of Kharkiv, Kherson, Chernivtsi and Lugansk were also involved in the programme. Members of the public helped to clean rivers and took part in demonstrations about how to protect water and the environment.

The Association regarded this work as so important that the project became ongoing, linking into a more recent programme on Girls’ Health.



The Asociación de Guías Scouts de Colombia’s “Our Mountain” project in the region of Manizales taught girls the importance of fighting for a clean and safe environment. They helped clean up and look after their mountainside, and ran an anti-litter campaign aimed at residents and tourists.



The Federação das Bandeirantes do Brasil ran the “Child Alive” project, which educated girls through activities carried out with 20 communities. Environmental issues addressed included recycling, ecology, natural medicine, solar energy and sanitation.



This theme aimed to teach Girl Guides and Girl Scouts about the importance of a balanced diet and food safety, so that they would be able to improve their own health as well as that of their families and communities. Girls were also encouraged to think about issues relating to food in a global context, thus increasing their awareness of their responsibilities as citizens of the world.



The Girl Guides in Burundi developed an “Agro-Pastoral Activities” project in conjunction with the UN Food and Agriculture Organization. Girls from rural areas received practical training in various agricultural activities, as well as in how to improve nutrition and increase income.



Girl Guides and Girl Scouts in Lebanon conducted a project entitled “Importance of Vitamin A”. Dressing up as vegetables, girls educated people about the importance of Vitamin A, which can prevent poor vision, cancer, infertility and mucus infections.

The Uganda Girl Guides Association (Africa Region) “Nutrition Guide”

Between 1998 and 2002 The Uganda Girl Guides Association (UGGA) worked on their “Nutrition Guide” project. The project was carried out in partnership with the Norwegian Guide and Scout Association, the Guide Association of the United Kingdom, the Girl Guides of Canada and the Forum for Women in Development. This project was a continuation of work which earned the UGGA the FAO/WAGGGS Nutrition Award in early 1999.

The project concentrated mainly on improving the Girl Guides’ knowledge around the preparation of locally grown food stuffs. Through the training of peer educators, Girl Guides in rural areas learnt about agricultural techniques such as growing vegetables, how to run a piggery, and how to set up a home bakery. These Guides also produced traditional recipe books which were distributed to local communities.

The Girl Guides’ local communities were notable beneficiaries of this project. As well as being given the traditional recipe books, undernourished children in one rural area, Bumageni, received the Girl Guides’ vegetable harvests three times a year. Acute cases of malnourished children were identified and referred to health centres, and mothers were taught how to meet their children’s nutritional requirements.



The Girl Guides Association of Trinidad and Tobago ran a “Cheese and Yoghurt Making Project”. Participants were trained in this cottage industry and educated about health and nutrition.



The Hong Kong Girl Guides Association’s “Food and Nutrition” project educated 4,000 Girl Guides and over 40,000 members of their communities in healthy eating. Similar projects in China were also supported.



Girl Guides and Girl Scouts were encouraged to think about their own health and that of their families and community. By learning about the health problems their communities faced they improved their own general health and educated their peers and families. They also helped out in hospitals and took part in practical community schemes such as immunization campaigns and programmes to provide education around reproductive health.



The Asociación Nacional de Muchachas Guías de Panamá carried out a vaccination campaign in Curundú, a poor area of the capital. One of their roles was to go house to house announcing the following day's vaccination schedule and encouraging parents to bring their children.



The Bharat Scouts and Guides of India continued a long-term Leprosy Eradication and Awareness Programme which had begun in 1991 and which was particularly focused on eliminating leprosy in schools. Girl Guides and Rangers were encouraged to participate either through the Leprosy Control Proficiency Badge or through the Prime Minister's Shield Competition programme.

Scouts Tunisiens (Girl Guides Branch) (Arab Region) "Sexual and Reproductive Health for Young People"



The Scouts Tunisiens carried

out this educational project with the support of a local NGO, the Tunisian Agency for Mothers and Families.

Experienced teachers, mid-wives and psychologists trained 120 peer educators in the field of sexual and reproductive health. Once trained, the Girl Guides held discussions and workshops in public schools and youth centres, and distributed pamphlets and contraceptives. The Girl Guides then jointly assessed the impact of the project with the Tunisian Agency for Mothers and Families.

It was estimated that more than 10,000 teenagers attended the educational sessions and workshops provided. The Girl Guides' work educated Tunisian teenagers about sexual and reproductive health and sexually transmitted diseases, including HIV/AIDS. They also learnt about the consequences of unplanned pregnancies and were able to discuss various issues relating to abortion.

After the project, the Girl Guides had improved their communication skills and had an increased willingness to help raise public awareness about important threats. They developed a sense of world citizenship as they took on their roles as peer educators on issues relevant not only to their own community and culture, but also to all human beings.

The project reinforced the Scouts Tunisiens' partnership with one of the oldest and most successful health agencies in Tunisia, which, by the end of the project, considered the Girl Guides a major partner in the implementation of its various projects.



The Girl Guides Association of Malaysia ran two health projects, entitled "Caring - Nursing Children at the Seremban General Hospital" and "Blood Donation Campaign and Free Eye Examinations".



The Sahel Group of the Lebanese Girl Guides and Girl Scouts produced a colouring book – "Hala Takes Care of her Teeth". They then organized a day of games and colouring in around the theme of healthy teeth for the children in an orphanage.



The **Peace** theme encouraged Girl Guides and Girl Scouts to think about the effects of war and what can be done to prevent it. Girl Guides and Girl Scouts chose to learn about and understand the different cultures and communities in their society and to think about why conflicts may arise between them. They thought about the consequences of war, or they considered how they, as individuals, could spread peace within their own communities or further afield.



The **Girl Scouts of Japan** worked with the Pakistan Girl Guides Association and various other organizations to send thousands of Peace Packs to Afghan refugees in Pakistan. Between 1994 (when the project started) and 2000, over 60,000 Girl Scouts and refugees were involved or benefited.



September 1998 saw the first Peace Festival organized by the **Kenya Girl Guides Association**. UN agencies and other NGOs involved in peace work each had "Peace Tents" where they exhibited their work around peace. 2,000 Guides were involved in the Festival, which was attended by 100,000 people.

Kuwait Girl Guides Association (Arab Region): "Peace Camps"



Once a year between 1995 and 2002 the Kuwait Girl Guides Association held a Peace Camp in its headquarters. The Camp received support from various government ministries, national companies and organizations, and the girls' parents. Around 500 Girl Guides and their Leaders attended the Camp during this period, which ran various activities, seminars and lectures and aimed to:

- teach girls the principles of peace;
- increase their sense of belonging to their country and community;
- prepare them to be responsible citizens, both locally and globally;
- educate them in areas such as the environment and technology;
- encourage them to take part in public service activities;
- provide them with fun activities and recreation time;
- encourage communication and a sense of cooperation.

As well as the enjoyment they got from the activities, the Girl Guides benefited from the Camp in various ways:

- they gained the trust of their parents and other adults in the community;
- they improved their leadership skills;
- they learnt how to become responsible citizens.

The community also benefited from the girls' community service and voluntary work during and after the Camp.

The annual Camp was an on-going activity, and the Kuwait Girl Guides Association planned to continue holding it once a year for the foreseeable future.



In 1999, as part of their "Working for Kosovan Refugees" project, **Girl Guides in the United Kingdom** produced over 1,000 teddy bears for distribution among refugee children.



The **National Girl Scouts Association of Taiwan** ran a four-day "New Century Challenge Camp". 1,350 participants from Taiwan, Japan, Korea and the Philippines took part in activities aimed at sharing international friendship and peace.



Other activities

World Centres

WAGGGS has four World Centres which provide structured programmes of activities for Girl Guides and Girl Scouts from around the world. One of the World Centres' principal goals is to promote international understanding and create world citizens, and the Centres incorporated the Building World Citizenship themes into many of their regular programme activities. Two of the World Centres' Building World Citizenship activities are described briefly below.

Our Chalet (Switzerland)

Between 1998 and 2000 Our Chalet chose annual themes which reflected one or more of Building World Citizenship's six core areas. These themes included "Think Globally, Act Locally", "Don't Stop Us Now – Women Towards the New Millennium" and "Pathways Connecting Cultures". Activities challenged young women to look at how they could make a difference in the world.

Our Cabaña (Mexico)

Our Cabaña ran many activities which incorporated the spirit of the Building World Citizenship theme. These included:

- Mexican culture activities, in which participants learnt about Mexican cultural sites and crafts and exchanged information about different cultures around the world;
- Local community service projects, through which Girl Guides and Girl Scouts from richer countries learnt about the reality of poverty and became more tolerant and understanding;
- World Food Projects, which raised awareness about world food distribution, and taught participants how to use food wisely.



eurolife.01 upstream

Organised by WAGGGS and the Swiss Guide and Scout Movement, "eurolife.01 upstream" was a unique event – a camp based on the Building World Citizenship theme which included the six core areas in the programme activities. It was an opportunity for participants to become world citizens, to get to know like-minded people and to have fun. The camp was held from 21 July to 4 August 2001, during which time 1,600 Girl Guides, Girl Scouts and Leaders from more than 20 countries came to the campsite near Interlaken in Switzerland.

A wide range of activities was held during the camp, including:

- workshops featuring practical activities on the different core areas of Building World Citizenship;
- forums for Leaders and Building World Citizenship, where specific topics were presented and followed by discussions and suggestions for further activities;
- hikes and day trips.



World Camp

The third ever World Camp, held at Foxlease in the UK from 24th - 31st July 1999 and organized by the UK Guide Association, was attended by over 3,000 people from 53 different countries. The Camp included a Global Development Village, which hosted eight tents – one for each of the Building World Citizenship core areas – as well as a tent on WAGGGS and an "Interactive" tent. Participants joined in activities focussing on many aspects of Building World Citizenship, extending their knowledge and developing many diverse skills.



Conclusion

What did those who took part say about Building World Citizenship?

“ Planet earth belongs to each and every one of us and we are giving something back. ”

Sri Lanka Girl Guides Association,
“Health is Wealth” project.



“ The most cherished reward was building international friendship. ”

The National Girl Scouts Association of Taiwan, “New Century Challenge Camp”.



“ We worked together and with solidarity. ”

Asociación Nacional de Guías Scouts del Perú, “A Bedspread for Mother” project.

“ The Girl Guides became aware of their responsibilities to their community. ”

Lesotho Girl Guides Association,
“Tin Can” project.



An enormous achievement...

... for Girl Guides and Girl Scouts

It is clear that the benefits of Building World Citizenship were felt far and wide. Girl Guides and Girl Scouts gained new skills which will serve them throughout their lifetimes, and learnt about issues of enormous importance to themselves and their communities. In the process they experienced a huge sense of achievement, raised their self-esteem and self-confidence, made friends, and had a lot of fun.

... for Communities

Girl Guides and Girl Scouts' communities benefited in countless ways. Many people, especially women and girls, were empowered to take control of aspects of their lives over which they previously felt powerless. Not only did individuals learn new and useful practical skills, but whole

communities gained from improved healthcare, cleaner environments, better nutrition, and education in a whole range of issues.

... for Girl Guiding and Girl Scouting Associations

Girl Guiding and Girl Scouting Associations also experienced the benefits of taking part in Building World Citizenship. Setting up and running their projects, often on a large scale, provided valuable practical experience in how to organise such schemes. Experience was gained in areas such as public relations and fundraising. Publicity in the local and national media about Building World Citizenship projects meant that Girl Guiding and Girl Scouting's profile was raised in many countries, and some Associations experienced an increase in

membership as a result. Member Organizations also learnt how to manage partnerships with national and international NGOs and with local businesses. Furthermore, these partnerships led to a recognition in both the voluntary and business sectors of Girl Guiding and Girl Scouting's effectiveness and what it is able to achieve.

... for WAGGGS

WAGGGS itself gained in various ways. As well as supporting its Mission, Building World Citizenship reinforced friendship and understanding between Member Organizations. It also highlighted the fact that, as a global movement of over 10 million girls and young women, WAGGGS has a significant role to play in addressing world issues.



From Building World Citizenship to Our Rights, Our Responsibilities...

The World Association of Girl Guides and Girl Scouts' new Triennial Theme is Our Rights, Our Responsibilities. The Theme focuses on rights issues, and draws the link between rights and responsibilities. The emphasis is on:

Education around rights and responsibilities
Advocacy: influencing others to take positive action on matters relating to rights and responsibilities

This Theme will engage young people in contemporary issues that affect their lives. Citizenship issues, which focus on young people as part of the global community, are particularly highlighted. The Theme will explore six areas:

The Right to be Me
The Right to be Heard
The Right to be Happy
The Right to Work Together
The Right to Learn
The Right to Live in Peace

Each area deals with important principles which relate to confidence in oneself, appreciation of others and co-operation between individuals and groups. Importance is placed on the search for internal as well as external harmony and key questions are raised about the causes and consequences of inner and outer conflict.



World Association of Girl Guides and Girl Scouts

World Bureau, Olave Centre, 12c Lyndhurst Road, London NW3 5PQ, England

Tel: +44 (0)20 7794 1181 Fax: +44(0)20 7431 3764

Email: waggggs@waggggsworld.org

Website: www.waggggsworld.org

Registered Charity No.306125

© World Association of Girl Guides and Girl Scouts