



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

EDUCATION

World Thinking Day
MDG 2 Activity Pack 2014





www.worldthinkingday.org

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INTRODUCTION

Welcome to World Thinking Day (WTD) 2014.

With 10 million Girl Guides and Girl Scouts from 145 countries across the world, the World Association of Girl Guides and Girl Scouts is the largest voluntary Movement dedicated to girls and young women in the world.

Our mission is: **“To enable girls and young women to develop their fullest potential as responsible citizens of the world.”**

The best way to achieve potential is through learning in every possible way. That’s why this year’s World Thinking Day theme is so important to the World Association of Girl Guides and Girl Scouts. Education is at the heart of our work. We deliver a well-established, unique values-based approach to non-formal learning that is international and intergenerational.

Although school isn’t the only place you learn, it’s one of the most important. The skills you learn at school are the foundations for your future. Alongside school, non-formal education, provided by organizations such as Girl Guiding and Girl Scouting, offers the opportunity for children and young people to develop confidence, leadership and skills for life and work.

This World Thinking Day 2014 activity pack includes information and activities to help members learn about issues such as access to quality education, lifelong learning and how we learn as Girl Guides and Girl Scouts.

World Thinking Day is a chance for Girl Guides and Girl Scouts to celebrate the international friendship they find in our movement; to raise money to help grow and share the Movement with more girls and young women around the world, and to join together to take action on issues affecting our world.

“Together we can change our world!”



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World Thinking Day 2014 Theme



MDG 2 – Achieve universal primary education

We have chosen one of the UN Millennium Development Goals (MDG) as the theme for this World Thinking Day (WTD) – MDG 2: Achieve universal primary education.

MDG 2 is a key issue affecting girls and young women around the world. Our message for 2014 is **“Education opens doors for all girls and boys”**.

Though access to education has improved worldwide, an estimated 250 million children of primary school age lack basic reading, writing and numeracy skills, whether in school or not. Globally, 123 million youth (aged 15 to 24) lack basic reading and writing skills; 61 per cent of them are young women. (MDG Report 2013)

This situation can and must be changed. As the voice of girls and young women, the World Association has identified the UN Millennium Development Goal 2 as a priority issue on which to speak out. We have a special focus on getting non-formal education valued and recognised as an important part of an all-round approach to education.

Our aim is to raise awareness of the issue, providing opportunities for Girl Guides and Girl Scouts to learn about the importance of education and to stand up for the rights of girls and young women. Together, the 10 million Girl Guides and Girl Scouts in our international Movement can help ensure that every girl has the right to learning so she reaches her fullest potential.

Introducing GLOW

New for WTD 2014 is an online course exploring our World Thinking Day theme, with online activities and sharing forums.

This is a great way for those older than 14 to get involved and share ideas on an international scale. See <http://glow.waggs.org>.

ABOUT THIS PACK

Advice for leaders

Thank you for choosing to work towards the World Thinking Day badge with your group. You can earn your badge by focusing on education.

Make World Thinking Day your opportunity to join together with the 10 million Girl Guides and Girl Scouts in our Movement to ensure that every girl has the right to learning so she reaches her fullest potential.

This World Thinking Day Activity pack aims to provide you with:

- Details of the four different topics or 'learning journeys'
- Advice on running the activities to explore MDG 2 in your group
- Information about the different ways to earn a World Thinking Day badge
- Information about the Millennium Development Goal and why World Thinking Day matters.

By earning your WTD badge, you will:

- Speak out for quality education for everyone
- Understand your own learning journey better and how learning helps you to where you want in life
- Learn more about education and learning in the World Association of Girl Guides and Girl Scouts
- Raise funds to support exciting Girl Guides and Girl Scouts projects around the world.

To earn a World Thinking Day badge you will need to complete at least one activity from each of four topics or learning journeys.

Four different learning journeys...

This pack explores learning and education in four ways:

1. Quality education

The quality of schools and teachers determines largely how well children learn. Every boy and girl should get equal chances to learn as much as they need for their future life, because knowledge and skills determine your opportunities. Everyone has a right to have quality education.

But what does quality education actually mean? Why does it matter and how can we make it better?

Reflect and act on page 20

3. No barriers to education

Unfortunately, not everyone gets the best out of school. Many young people face barriers and miss out on learning. This, of course, has limiting consequences for their lives. We need to be conscious that not everybody goes to school, even though they should. We need to take action to remove obstacles to education. And you can help.

What barriers to education do young people face? How can we overcome them?

Learn about the barriers to education and how to overcome them on page 38

2. Learn for life

Learning is a never-ending story. There are always new things to learn because the world changes every day. Young people should be able to learn what they need, to build the life they want. Education should give the keys to the future. It opens closed doors.

How do you learn and how does learning help you in your life? How can you motivate other people to learn?

See the power of learning on page 28

4. Learning at Girl Guides and Girl Scouts

Girl Guides and Girl Scouts organizations all over the world give children and young people unique and exciting opportunities for learning in a non-formal setting, outside of school. We learn many things through our Guiding and Scouting activities. And these skills are just as important as the things we learn at school!

What is non-formal education? How do we learn outside of school? And in The World Association?

Discover non-formal education on page 50

The World Association resources on education and learning

The World Association gives young people all over the world learning experiences to empower them to reach their fullest potential. In our activities, young people develop values and skills for life. Get inspired by a range of resources for learning, including:

- **Be The Change** community action kit
- **Voices against Violence** non-formal education curriculum
- **Smart Surf** internet safety pack
- **Together we can Change Our World** pack on the Millennium Development Goals (MDGs)
- **World Thinking Day packs**, covering different MDGs each year
- Packs on climate change, biodiversity and other environmental topics

You can download all these resources from www.wagggg.org

Running activities

You will find a set of activities throughout the pack to explore ideas about education and learning.





Education is key to a better future for everyone. These activities are a great way to show we care about the opportunities available to our peers and to work on an important issue as one Movement across the world.

Schools should equip pupils with the skills for life and empower them to reach their full potential. But there are also other ways of learning outside school.

Selecting the activities

You know your members and community best; please use your own judgement to choose the activities that are most relevant and suited to your group. Feel free to adapt the activities to your situation and in order to ensure all your members can participate. Take account of their ages, interests and abilities and remember that learning activities work best when the group is comfortable.

To help you pick the right activities, each one has information about:

	What it tries to achieve (objective)
	The time needed
	The material needed
	The suggested age group and group size





How to earn your **World Thinking Day 2014** badge and pin

Girl Guides and Girl Scouts can earn a World Thinking Day 2014 badge by:



- 1. Completing at least one activity from EACH of the four topics or learning journeys:**
 - Quality education
 - No barriers to education
 - Learn for life
 - Learning at Girl Guides and Girl Scouts
- 2. Raising funds for the WTD campaign during at least one of these activities**
- 3. Taking action and speaking out to enable children to access the education they need**

If you fulfil all these three elements, you earn the WTD badge. Get your badge at www.waggs-shop.org

GLOW WTD badge

You can also earn a digital World Thinking Day badge through GLOW (Global Learning Online for WAGGGS). Create an account at <http://glow.waggs.org> and enrol in the World Thinking Day course (available in 2014). Within this course you will be able to work through our WTD online learning materials, learning about World Thinking Day and education with interactive online activities; before joining international sharing forums.

Completion of this course will earn you a digital badge which will be shown on your profile and can then be downloaded and shared to show that you have taken part in this course.



2009 MDG 6

Combating HIV/AIDS and other diseases



2010 MDG 1

Ending poverty and hunger



2011 MDG 3

Gender equality and empowering girls and women



2012 MDG 7

Ensuring environmental sustainability



2013 MDG 4+MDG 5

Reducing child mortality and improving maternal health



2014 MDG 2

Providing universal access to primary education



2015 MDG 8

Developing partnerships for global development

World Thinking Day and the Millennium Development Goals

Since 2009, each World Thinking Day has been themed on one of the United Nations' (UN) Millennium Development Goals (MDGs). The MDGs are a set of eight goals that create a blueprint for improving social and economic conditions around the world by 2015.

The MDGs are drawn from the Millennium Declaration, which promises to "free all men, women, and children from the abject and dehumanizing conditions of extreme poverty." The Millennium Declaration was created at the Millennium Summit in 2000. It was adopted by 189 nations and signed by 147 heads of state. The UN, governments and development institutions have been working towards achieving the MDGs ever since.

? Did You Know

- The Millennium Summit in 2000 was the largest gathering of political leaders from around the world in history. The United Nations convened governments and leading development institutions for the Summit.

Girl Guides and Girl Scouts told us it was really important that we take part in achieving the MDGs. This is because the MDGs focus on important issues that affect the lives and communities of girls and young women around the world. Exploring the MDGs raises awareness of the challenges girls and young women face, and encourages people of all ages to make a personal commitment to change the world around them. This is why we launched our own Global Action Theme, "together we can change our world", with one key message for each MDG.



ABOUT MILLENNIUM DEVELOPMENT GOAL 2

MDG 2 is focused on achieving universal primary education across the world.

The target is to ensure that by 2015, children everywhere, boys and girls alike will be able to complete a full course of primary schooling.

Education is a basic human right and fundamental to the fight for human dignity and freedom. For 125 million children and 880 million adults, that right is violated every day.

Global statistics tell us how we are doing as a global community but not about the differences in education between or in countries. Information in this activity pack and on the World Thinking Day website will give you the chance to learn more about education in your own country, while earning your badge.

“*There is no tool for development more effective than the education of girls.*”
Kofi A. Annan, former UN Secretary-General

HOW WILL THE GLOBAL COMMUNITY KNOW IF WE ARE MAKING PROGRESS TOWARDS THE TARGET?

The indicators for monitoring progress towards MDG2 are:

- 2.1** Net enrolment ratio in primary education
(What percentage of all primary school age children has actually enrolled in school?)
- 2.2** Proportion of pupils starting grade 1 who reach last grade of primary
(What percentages of the pupils starting primary school reach the last grade?)
- 2.3** Literacy rate of 15-24 year-olds, women and men
(How many young men and women aged 15-24 are able to read and write?)

Are these targets being met?

The end date for the MDG 2 is 2015.

Are we on track to achieve MDG 2?

Some of the world's poorest countries are making progress on increasing access to primary education. From 2000-2011, the enrolment rate grew from 83 per cent to 90 per cent (UN MDG Report 2013). However despite improvement specifically in girls' enrolment over the past decade (particularly in Asia), the rate at which the gender gap is closing will need to be accelerated if the gender parity targets are to be met by 2015.

Out of school numbers have declined but the rate of decline is now stalling.

In 2011, 57 million children of primary school age were out of school, down from 102 million in 2000 (UN MDG Report 2013).

But progress has come to a standstill as international aid to basic education fell for the first time since 2002.

Literacy rates are rising.

Gender gaps in youth literacy rates are also narrowing. Globally, there were 95 literate young women for every 100 young men in 2010, compared with 90 women in 1990.

Even after attending primary school, children lack basic literacy skills. After four years of primary schooling, 250 million children still cannot read and write. These skills are the foundation for all future learning. Going to school is not enough; improving learning is crucial

Early school leaving is a persistent problem. In 2011, among the 137 million children who entered first grade, 34 million are likely to leave before reaching the last grade of primary school. This is an early school leaving rate of 25 per cent – the same level as in 2000. Girls are far less likely to complete their education than boys.

If current trends continue, the world will not meet the goal of achieving universal primary education.

? Did You Know

FAST FACTS

- Currently there are more than 100 million children of primary school age not in school.
- More than one in four adults worldwide cannot read or write and two-thirds are women.
- A single year of primary school increases the wages people earn later in life by 5-15 per cent for boys and even more for girls.

Education is a basic human right and fundamental to the fight for human dignity and freedom. The UN Convention on the Rights of the Child, ratified by 194 countries, obliges member states to “make primary education compulsory and available free to all.” Of the total number of primary school age children in the world who are not enrolled in school, 42% – 28 million – live in poor countries affected by conflict (UNESCO 2011 *Education For All Global Monitoring Report: Hidden Crisis – Armed Conflict and Education*) Insecurity and fear associated with sexual violence among other things keep young girls, in particular, out of school.

- Poverty, gender and where you live are key factors keeping children out of school. Children and teenagers from the poorest households are three times more likely to be out of schools than children from the richest households. Even in the richest households, girls are more likely to be out of school than boys.
- According to the UNESCO Education for All Global Monitoring Report 2010, around 54% of children out of school are girls. In sub-Saharan Africa, almost 12 million girls may never enrol.
- Even if girls start school, they are far less likely to complete their education. Girls who miss out on primary education grow up to become illiterate women who are more likely to become HIV positive, live in poverty and pass on their vulnerabilities to their own children – if they survive.
- The earning potential of women is often lower than men as fewer women study subjects that lead to economic success. Education equips girls and women with the ability to acquire and process information and increase earning power. Every year of schooling lost represents a ten to 20 per cent reduction in girls’ future incomes (UNGEI 2005 *Girls’ Can’t Wait*).



WORLD THINKING DAY: Making a difference since 1932

What is World Thinking Day?

On 22 February each year, Girl Guides and Girl Scouts around the world celebrate World Thinking Day. World Thinking Day is an opportunity for us to celebrate the international friendship in our Movement, to learn and take action on important issues and to fundraise.

Girl Guides and Girl Scouts have been celebrating World Thinking Day since 1926. For 10 million Girl Guides and Girl Scouts around the world, World Thinking Day is a special opportunity to:

- Connect with their international sisters in 145 countries worldwide for the year
- Learn and take action about an issue which they care about
- Fundraise for the World Thinking Day Fund
- Earn the World Thinking Day badge

History of World Thinking Day

In 1926, delegates from around the globe met in the USA and agreed that 22 February would be known from then onward as a special day for Girl Guides and Girl Scouts all over the world.

Camp Edith Macy – now called Edith Macy Conference Center – in New York State, USA, was the venue for the fourth World Conference of the Girl Guiding and Girl Scouting Movement in 1926.

A special day

Conference attendees agreed that year that there should be a special annual day when Girl Guides and Girl Scouts around the world think of each other and express their thanks and appreciation for our international Movement. This was called Thinking Day.

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



A birthday gift

In 1932, during the seventh World Conference in Bucze, Poland, a Belgian delegate pointed out that a birthday usually involves gifts, and therefore everyone could show their appreciation on Thinking Day by offering gifts to our international Movement by fundraising or making a donation.

Olave Baden-Powell wrote to all Girl Guides and Girl Scouts later that year to tell them about this idea and to ask them to spare a penny to help support Girl Guiding and Girl Scouting around the world.

Read Olave's letter on the website at:

www.worldthinkingday.org/en/resources/document/view/956

World Thinking Day today

In 1999, at the 30th World Conference in Dublin, Ireland, delegates from around the world decided to change the name of the day from Thinking Day to World Thinking Day, to better emphasise its international aspects.

Raising funds remains an important part of World Thinking Day (WTD). The World Association of Girl Guides and Girl Scouts believes in empowering girls through a three-step process of belonging, leadership and advocacy. The World Thinking Day Fund is used to develop the Girl Guiding and Girl Scouting Movement around the world and make this possible.

Why World Thinking Day matters

The World Thinking Day helps the World Association to offer empowerment and self-development through global programmes that bring Girl Guiding and Girl Scouting to more girls and young women in more countries worldwide.

It ensures the delivery of non-formal education programmes, assists Member Organizations to develop projects, supports young women to develop leadership and advocacy skills and helps raise the profile and grow the Movement.

The World Association 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 issues important to them.

How you helped in 2013

In 2013, the World Thinking Day Fund directly supported projects related to improving maternal health and reducing child mortality in Jordan, Malawi, Pakistan and Venezuela.

- **The Jordanian Association** for Boy Scouts and Girl Guides are using the grant to run a campaign to promote healthy lifestyles and practices that protect the health and lives of mothers and their babies.
- **The Malawi Girl Guides** are training Patrol Leaders as peer educators to raise awareness of the MDGs – and particularly MDG 4 and MDG 5 – among school girls and adults through community campaigns.
- **The Pakistan Girl Guides Association** is working with health experts to help families in five communities in the North-western province to learn about child deaths and maternal health.
- **The Asociación de Guías Scouts de Venezuela** are using their grant from the World Thinking Day Fund to educate more young people about healthy and responsible behaviour.

In 2014, the World Thinking Day Fund will also directly fund educational initiatives run by Girl Guiding and Girl Scouting Organizations in selected countries. Learn more about the countries and their projects at

www.worldthinkingday.org

What is Philanthropy?

Philanthropy is when someone helps others from their own good nature and free will. There are different ways to be philanthropic. Many people choose to volunteer their time, efforts and skills; others give away material possessions to those who are in need, such as clothes, books, food or medication.

One of the most common ways to be philanthropic is to donate money to a cause you believe in. Organizations that support social causes are often known as 'charitable organizations.' The World Association is a charitable (not-for-profit) organization and the World Thinking Day Fund receives philanthropic donations.

Girl Guides and Girl Scouts are known for their understanding of others, their social conscience and their community action. Donating money to a cause you believe in is a natural extension of the values of the Movement – it is a way for individuals to fulfil their role in wider society and to be a good global citizen.

The main reason to donate to a charitable organization – like The World Association – is to help others in need or to support a cause you care about directly. Donating enables you to make a difference in the lives of others – for example through empowering women, fighting poverty, improving education and health or preserving the environment.

Donating can also help you grow as a person. Many people believe it is our duty as human beings to help each other and to 'give back' to society – donating is a way for them to share and appreciate their own well-being. Donating can also put a smile on your face! Supporting a charitable cause, such as the World Thinking Day Fund, is an opportunity to learn more about the cause you believe in – you can educate yourself on the issues and what needs to be done to help solve them. This also gives you the awareness you need to talk to other people about the problem and why you are supporting it.

Above all, supporting a charitable cause helps invest in the future. Making a donation, however small, goes towards a greater good that could very well outlive you. The World Thinking Day Fund is one way you can invest in the future of girls and young women around the world.

We suggest that as a group you ask everyone involved to donate one pound, dollar or unit of your national currency to The World Association by telling them a story about how the international Movement changes the lives of girls and young women around the world. Perhaps you could tell them a story related to how Girl Guiding and Girl Scouting has changed lives in your community.

You can distribute copies of the story with a donation request after your meeting; you can organise a tea party where girls tell the stories and ask for the donation; you may email all people involved with your group and ask them to donate directly to The World Association (see below).

Lady Olave Baden-Powell led by example in 1932 when she wrote a letter to all Girl Guides and Girl Scouts asking them to spare a penny for the international Movement.

You can download the letter from The World Association website:

www.worldthinkingday.org/en/grab/956/1/

Share your story!

Be creative, with telling and sharing the story. If possible use pictures and visual materials and get the girls involved.

Stories come from the heart and are meant to emotionally motivate those who listen. Then share your experience online:

www.worldthinkingday.org



How to donate

Have you raised money for World Thinking Day? You can donate the funds you've raised to the Fund in one of the following ways.



Girl Guide and Girl Scout groups or individuals donating through their national Association

Check with your national Association to see if they are collecting money to send to The World Association World Thinking Day Fund. Find out from your Association how they accept donations.



Girl Guide and Girl Scout groups or individuals donating directly

If your Association isn't collecting donations for The World Association World Thinking Day Fund, or if you wish to make a personal donation, please consider the following methods:



Donating online at

www.worldthinkingday.org/en/donatenow

Donating online is simple, quick and secure. Please have your credit card or bank details ready.



Donating by cheque

In the back of this pack is a World Thinking Day donation form. You can also download it from the website:

www.worldthinkingday.org

Complete the form and send it by post along with the cheque to:

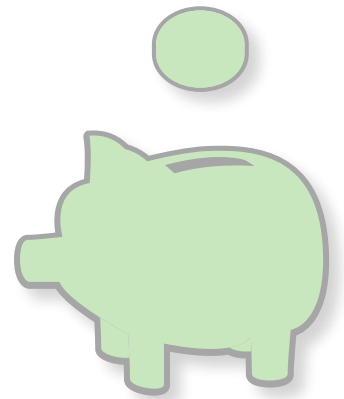
WTD Fund, The World Association, Olave Centre,
12c Lyndhurst Road, London, NW3 5PQ, England



Other ways to donate

If the above ways are not convenient for you, please contact us directly to find out how we can help you make your donation. Get in touch with the World Thinking Day Fund team by email at:

wtd@waggs.org
or call us on +44 (0)20 7794 1181.



Youth literacy around the world

The World Association supports Member Organizations in 145 countries to deliver non-formal education projects for girls and young women. Our programmes enable Girl Guides and Girl Scouts to learn about many subjects, including the right to education. In order to develop these programmes we need funding. You could support the WTD Fund and contribute to developing even more resources for Girl Guides and Girl Scouts by running the activity below.

Get creative and make a giving tin

Create a giving tin with a recycled and washed can or create one from cardboard together with your Girl Guide group. Then ask parents, grandparents and other adults interested in girls' education to use the tin to collect spare change from 22 February (World Thinking Day) to 22 April. Leaders can then collect the funds as a group activity and donate them to the WTD Fund. If every group member gets at least one giving tin, your group can really make a difference to girls' education.

GET INSPIRED TO **SPEAK OUT FOR EDUCATION!**

What is advocacy?

Advocacy is about standing up for an issue or cause you believe in to change people's lives for better. Advocacy is not a new concept for the Girl Guiding and Girl Scouting Movement. Speaking out to bring about change, not only for ourselves, but also for others, is a proud tradition of Girl Guiding and Girl Scouting. It goes back to when girls and young women demanded a place for themselves at the 1909 Crystal Palace Scouting Rally. Since then Girl Guides and Girl Scouts have developed a strong and powerful voice, speaking out on the issues affecting young people.

There are many definitions of advocacy, but WAGGGS defines advocacy as:

"We influence people to take decisions that will improve our lives and the lives of others."

There are different ways to influence people, including:

- **SPEAKING OUT**
on issues that affect girls and young women and influencing decision-makers
- **TAKING ACTION**
that addresses root causes of issues affecting girls and young women
- **EDUCATING**
girls, young women and society at large

Why should we advocate?

Being a responsible global citizen, a leader who wants to change injustices, is about speaking out and taking action for the rights and the well-being of those who cannot speak for themselves. This is in line with WAGGGS mission:

To enable girls and young women to develop their fullest potential as responsible citizens of the world.

There are many ways that Girl Guides and Girl Scouts can advocate. Young people worldwide can and do take their future into their hands by organizing campaigns, lobbying decision makers, educating their peers and taking leadership roles. They take action to raise the profile and quality of education, including non-formal education through persistent advocacy efforts. Why? Because education is not only a goal in itself but a means to breaking out of poverty, preventing child and maternal mortality, eliminating violence against girls and women and contributing to more environmentally-friendly societies.

Remember

Sometimes change happens quickly, but at other times it requires many years of ongoing work. Be patient and persistent. Each brick laid is vital for getting our voices heard and actions delivered.

FOCUS COUNTRIES

Celebration of the international nature of our Movement is an important part of World Thinking Day. This is a chance to learn about life for girls and young women in other countries and to explore the similarities and differences in the Girl Guide and Girl Scout experience across the globe.

Each year since 2010, World Thinking Day has featured five focus countries, one from each of our five regions. Some members choose to learn about different countries, finding out about the nation and what life is like for a girl or young woman there. Others choose to research more into the World Thinking Day theme in these five countries.

For 2014 we have identified five focus countries:

- **St Vincent and the Grenadines (Western Hemisphere Region)**
- **Egypt (Arab Region)**
- **Bangladesh (Asia Pacific Region)**
- **Armenia (Europe Region)**
- **Benin (Africa Region)**

More information about the issue of education in these five countries, and about how Girl Guides and Girl Scouts are helping their communities to improve education, is available online. See www.worldthinkingday.org

As World Thinking Day in 2014 focuses on education, WAGGGS will use some of the funds you raise to take action on these issues at a global level, and to provide the focus countries in Europe, Africa, Arab, Asia Pacific and Western Hemisphere regions with grants to carry out projects to improve the lives of children and women. These projects will have a long-term, practical and beneficial impact on the communities in which our members live.

DON'T FORGET...

The money you raise for the World Thinking Day Fund will be used to support projects on MDG 2 in the focus countries and the funding also helps girls' voices be heard internationally, delivers leadership training to young women and gives support for Girl Guide and Girl Scout organizations around the world.

LEARNING JOURNEY 1: QUALITY EDUCATION

AMONG THE WORLD'S 650 MILLION CHILDREN of primary school age, 130 million are not learning the basics of reading, writing and arithmetic.¹

A recent study of 28 countries found that more than ONE OUT OF EVERY THREE STUDENTS (23 million primary school children) could not read or do basic maths after multiple years of schooling.²

Every child has the right to go to school so they can develop the skills they need in their lives. But sometimes school doesn't deliver these skills. The majority of us go to school when we are young, but sometimes we feel that we could have learned more at school. Maybe we don't always agree with the ways of teaching. The infrastructure could be better or we didn't find the classes adapted to our needs.





The following activities start you thinking about how we can make schools better and prepare pupils better for their lives. Because quality education is a right for everyone.

¹ EFA Global Monitoring Report (2012). Youth and skills: Putting education to work. (Page 7).

² Africa Learning Barometer

<http://www.brookings.edu/research/opinions/2013/01/16-africa-learning-watkins>

Good school, bad school

	Get a common understanding of quality education
	15 minutes drawing, 10 minutes discussion
	Paper, crayons or paint
	Younger age group, any group size

1. Draw or paint two giant group pictures, each on a sheet of paper. Ask one half of the group to create a picture representing good education, and the other half of the group to create one showing bad education. Show as many different features and tell as many different stories as possible.
2. Swap the pictures between the groups to identify the different features.
3. Back in the big group, discuss similarities and differences. The thinking points listed below can help you. Come up with a common definition of 'good education'.
4. Share your pictures of good education online at our Facebook page, www.fb.com/wagggg



THINKING POINTS

- Which elements appear in more than one drawing?
- Were there any surprising findings in your concepts of good and bad education?
- Do you think drawings in other parts of the world would be similar? Why (not)?
- If we have a common picture of what good education is, why doesn't it exist everywhere yet?







FUNDRAISING TIP

Why not host an **exhibition** of the produced artwork?

Put the drawings depicting a 'bad education' on display and hide the drawings of a 'good education' behind them. Invite friends and family to view the work and ask them to donate to the WTD Fund. With every donation, reveal part of the hidden drawings that depict a 'good education' until they are all revealed. Make sure your guests enjoy the images of a 'good education' and thank them for donating to a cause that can make it a reality for young people everywhere.

1. QUALITY EDUCATION

Getting to good education

	Take action for you local school
	Discussions and visit to the school
	No material needed
	Middle/older age group, any group size

1. Make a list of what can be improved in your local school. What about accessibility? Available educational material and books? Support for students with difficulties? And so on.
2. Think about what **you** can offer to make the school better. Maybe you can fundraise to buy educational material. You could also volunteer to help students with special needs.
3. Visit the head teacher or director of the local school to present your suggestions for improvement and offer your support.

 **Take an extra step and give the gift of learning on page 27**



FUNDRAISING TIP

Share your fundraising ideas and get inspired by others online!

Visit www.worldthinkingday.org





Or you can find inspiration from GLOW by registering on the World Thinking Day e-learning course.

You can find out how other people are fundraising for World Thinking Day and tell them about your activities.

Visit: <http://glow.waggs.org>

“Education is the most powerful weapon which you can use to change the world.”
Nelson Mandela

Where do you stand?

	Develop a critical view of education and the issues at stake
	10 minutes
	No material needed
	Younger age group, maximum 25 participants (split bigger groups to give more talking time to each to talk)



EXAMPLE STATEMENTS

- I like to go to school.
- School/education is important.
- Bad children should be punished.
- School should be free for everyone.
- I learn more out of school than in school.
- The teacher is always right.
- Everybody should have to go to school.
- School should be fun.

1. Read out one of the **statements** below. Everybody indicates with their position in the room whether they agree or not. Mark the centre of the meeting place.

If you agree, move as close to the centre as possible.

If you don't agree, move away from the centre (indicate the space limits, so that people don't run too far away).



Alternatively you can put a long rope on the floor, with one end representing 'I agree' and the other 'I disagree'. Position yourself on the rope according to your reaction to the statement.

2. After each question, **ask why** participants stand where they stand. Make sure different people get to speak – there are no wrong or right answers. If people change their opinion during the discussion because they hear different views, they can change their position to express their new opinion. Ask why they have moved.

After a short discussion, move on to the next statement. Always start with the most important topics, or put a time limit per statement.


1. QUALITY EDUCATION

Role play a role model

	Realise the importance of teachers for quality education
	20 minutes role play, 10 minutes debriefing
	Depending on the activity: paper (origami), sticks and rope (house),...
	Older age group, 7-25 people divided in groups of 7-9

Teachers are very important as role models and to help pupils learn, but how should they do this? Let's explore this with your group.

1. In groups of 7-9, a volunteer **plays a teacher** and tries to teach one of the activities below. The rest of the group pretend they are the pupils and behave as they would do at school.
2. At regular intervals, **stop the process** and ask the 'class' how they think the teacher is doing. What could a teacher do better?


 **Make sure that the comments are about the role of the teacher in the role play and not about the person playing the teacher. Start each sentence with "The teacher in the play did ..."** This makes clear that the comments are about the role and not the person.

3. Next, ask a **new volunteer** to be the teacher to implement the suggested improvements.

Do this switch in roles a few times to give different participants the opportunity to practise.

ACTIVITY SUGGESTIONS:

- Make an origami figure (a plane, frog or other figure).
- Construct a house with sticks and ropes or with playing cards.
- Teach a game, for example Sudoku, a card game or other.
- Learn to sing a song together.

 **Make sure that most of the group knows the activity already, so that it is easier for them to take over the role of the teacher.**



THINKING POINTS

- Is it easy to be teacher? Why (not)?
- What were the things that worked well? And didn't work well?
- How can we help teachers do a good job?
- How can teachers be better role models for children?



FUNDRAISING TIP

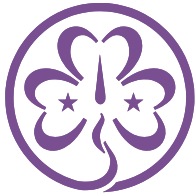
Variation for older age groups: Celebrate the power of teaching by creating a play that shows how a teacher can transform their pupils' lives.

Why not put the play on for a wider audience?

Ask friends and family to come along and get everyone involved by asking them to volunteer as a teacher or as students in the play. Put out three collection tins and ask your audience to rate each character from one to three by putting pennies in the corresponding collection tin.

Donate the proceeds to the WTD Fund.

Learning around the globe



Sangam
INDIA
World Association
of Girl Guides
and Girl Scouts

	Discover education in other parts of the world
	30 minutes
	No material needed
	Younger age group, any size group

Sangam is The World Association's World Centre in India. The World Centre works with many community organizations so that visitors can learn what living in India is really like and contribute to exciting community projects.

Many of these projects take place in schools and some focus on **literacy**. Did you know that schools all over the world use many different games and activities to learn to read and write?

Look up in the library or on the internet how children in different countries learn to read and write. What **literacy games** do they use? You will find some examples of these games on this page. Play them with your group.



SOME INSPIRATION

- **My name in Hindi.** Learn to write your name in Hindi, the most common language spoken in India. You can find the Hindi alphabet easily on the internet.
- **Which letter am I?** Put a letter on the back of each participant. They have to discover the letter on their back by saying a word to others. The reply is YES if the word contains the letter from their back, and NO if it doesn't.
- **Alphabet songs.** Different countries have songs to learn the alphabet. Learn to sing them in another language. You can find them online.
- **Letter waterfall.** The group sits in a circle. One person says a word starting with A. The next person says a different word starting with the same letter. Get round as far as you can. When you get stuck, move on to the next letter of the alphabet.







THINKING POINTS

- 123 million young people and 774 million adults do not know how to read or write.
- Think about your daily life. Which activities would you NOT be able to do if you were not able to read or write?

1. QUALITY EDUCATION

Convinced about education

	Learn to make the case for quality education
	10 minutes brainstorm, 15 minutes duel, 10 minutes debriefing
	No material needed
	Older age group, 8-25 people

- Split the group in two. They get 15 minutes to prepare in their smaller groups.
 - The first subgroup needs to find **arguments in favour** of primary education. Why is primary school important and good for children? What would happen if there were no schools? What do children get out of education?
 - The second group needs to find as many arguments **against education** as possible. Why should schools be abolished? They can think along the lines of how much it costs, that not everybody needs to have the same skills, maybe children don't like it...

The arguments can be as realistic but also as crazy as they want. The main aim is to convince the other group.

- Then the **duel** starts. The groups stand on opposite sides of the space. Draw a line in the middle. Each group takes it in turn to explain one of their (funny or serious) arguments.

If anyone from the other group is convinced by the argument, they can cross the line and join the other group.

- When all the statements are finished or when time is up, discuss the following thinking points together.



THINKING POINTS

- Was it easy to find arguments? Why (not)?
- Which arguments were most powerful? Why (not)?
- Who needs to hear the arguments to make a change in education?
- What would be the arguments that decision-makers are sensitive to?



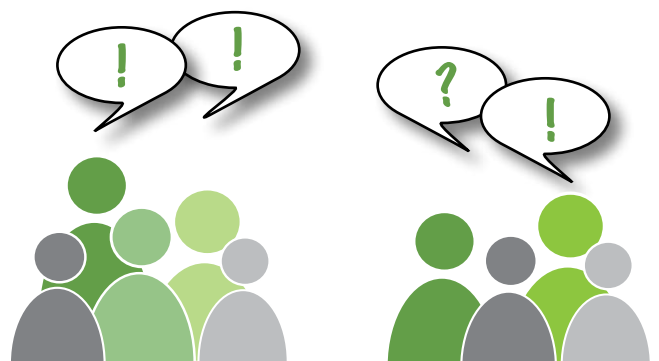
Negative arguments can often be turned into positive arguments. If an argument against quality education for all is money, you can counter it with the money it costs to have unemployed or unskilled people in society later.







Each coin has two sides and it will take convincing to go against negative and critical people. Think which arguments they are sensitive to and use them to speak out for education.

TIP

You can also check The World Association's Toolkit on Advocacy to help you build your arguments



Celebrate school

	Give recognition to people responsible for education
	Preparation, party
	No material needed
	Any age, any size group

Organise a party or gathering to celebrate education. Put on some music and play some games.

Invite the teachers from your local community to the party and give them a special award, because without them there is no education.

You can be as creative as you want:

- Design a certificate for the teachers and have it signed by everybody in the group.
- Bake a cake or prepare some special dish for the teachers.
- Create a homemade gift for them. For example, a postcard or a jewellery box decorated with shells or stones
- Give them flowers from your garden.



FUNDRAISING TIP

Why not ask guests to make a donation towards supporting more good teachers around the world? Use the teachers you've invited as an example and encourage guests to support the cause. You can suggest a donation amount for each slice of cake or drink etc.

Donate to the WTD Fund, and The World Association will continue to speak out for more good teachers to be recruited in schools around the world.

LEARNING JOURNEY 2: LEARN FOR LIFE

What you learn when you are young has an impact on the rest of your life. Education really opens doors for a brighter future. That is why it is so important to take education seriously.

Learning opportunities at any age help you fulfil your full potential. Experiencing a variety of learning opportunities benefits not just your professional career, but you as a person.

These opportunities help you develop a wide range of skills which you can use in the future and in different parts of your life.

The activities in this section make you think about the power and potential of education for your personal pathway through life.





So let's get inspired for your future.

“
Education is only a ladder to gather fruit from the tree of knowledge, not the fruit itself.
”
Albert Einstein



© UNESCO/José Gabriel Ruiz Lembo

Your treasure chest of learning

	Become aware of the things you learn and what you would like to learn in the future
	30 minutes and then regularly
	Boxes, paint, glue and decorative items such as shells, pearls, ribbons, tissue, twigs, coloured paper
	Younger age group, any size group

1. Each participant brings a **small box**. This can be an empty tea box, food container, jar with lid.
2. **Decorate** this box to be become a treasure chest or jewellery box. You can paint it or glue shells, fabrics, pearls or objects you find in nature on the surface of the box.
3. This will be your **treasure chest of learning**. Each time you learn something important, write it on a piece of green paper. Also when you think of something that you really would like to learn in the future, note it down on a piece of blue paper. Collect all the papers in your box and check regularly all the things you learnt in the past (green) and what you want to learn in the future (blue).

Adaptation for older participants: Start keeping a learning journal. Buy a notebook for recording interesting things you have learnt, or reflecting on your own learning journey. Spend a week carrying it with you to try and develop the habit of noting down your learning experiences and reflections.

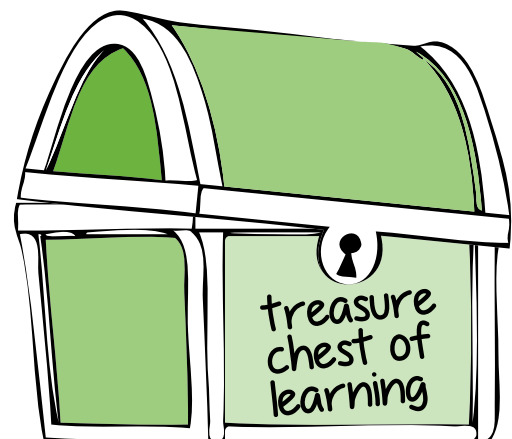


Of course you can adapt the colour code according to the coloured paper you have available. And if you don't have coloured paper, you can use different colours of ink or use symbols to indicate your past and desired learning.



THINKING POINTS

- What steps can you take to learn what you truly want to learn?
- Make a step-by-step plan to make your desired learning come true.







Education is the movement from darkness to light.

Allan Bloom



2. LEARN FOR LIFE

What do you want to be when you grow up?

	Be aware of the link between learning and the opportunities later in life
	15 minutes exercise, 15 minutes debriefing
	9 pieces of string (3 metres each)
	Younger age, any size group

1. Form groups according to what you want to be when you grow up. Those that want to have the same (or a similar) profession **stand in a circle** and put one of their hands on top of each other in the middle.
If too many people have the same professional ambition, then you can divide them into groups of maximum 6 per group.
2. Then **call out skills** one by one (list below). Each of the skills is represented by a string. If they need the skill for their dream job, they need to hold onto the string.

Which skills do you need?

- Reading and writing
- Counting
- Being fit and healthy
- Knowing how to use a computer and the internet
- Knowing geography (where you are)
- Speaking in a language other than your own
- Being confident to speak in front of people
- Working together with others
- Knowledge about religion

3. The end result is that most of the groups are holding onto the majority of strings.

CONCLUSION: There are few professions that don't require a number of basic skills. Discuss the thinking points below.



THINKING POINTS

- Why do so many professions need these skills?
- Are some more important than others? Why (not)?
- Are there jobs for which you need none of these skills? Which ones?
- Where can you learn those skills?





Education is what remains after one has forgotten what one has learned in school.

Albert Einstein



Life long learning

	Be aware that people learn things all throughout their lives
	Interviews and discussion
	No material needed
	Older age group, any size group

Explore your community to identify learning opportunities available to people outside of school. These could be on a particular topic or aimed at a particular audience. Choose one and either try it out with your group or creatively promote it in your local community (ask permission first).



THINKING POINTS

- Does everybody learn? At all ages?
- What type of things do people learn at which age?
- Are there certain things you cannot learn at specific ages (because you are too young or too old)?
- After your discussions, how do you see your learning path? Will you continue to learn for ever?

“The object of education is to prepare the young to educate themselves throughout their lives.”





Robert Maynard Hutchins



© UNESCO/T. Habjouqa

2. LEARN FOR LIFE

Living library

	Make the link between people's learning path and their future opportunities
	40 minutes
	No material needed
	Any age, any size group

Today there are so many different ways to use your learning to make a living. The more you've learnt the more opportunities open up. Choose a few adults from your local community with interesting careers, or who inspire you to learn more about something. Invite them to attend a meeting as a 'living library', so you can learn from them. Come up with a set of questions to explore how education has enabled them to develop throughout their lives.

For older groups: identify someone in your community who has taken an inspirational path in their life, and ask to interview them or make a documentary about how learning has made a difference in their lives.



FUNDRAISING TIP

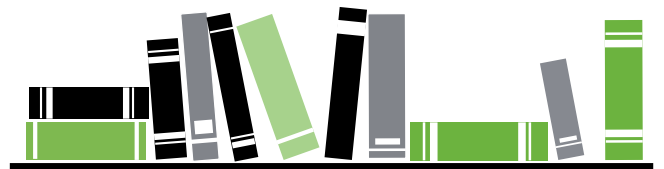
Why not **invite friends and family** to attend and charge a small fee for entry and access to the discussion? Use creativity to promote the event and design it as a 'human library,' a talk show, an interview, etc.

Donate the proceeds to the WTD Fund.







SOME GUIDING QUESTIONS

- What role did schooling play in your life?
- Where else did you learn the skills that you need for your job?
- What were the most important things you learnt?
- What was the most pivotal moment of your education?
- Do you have any advice for the group?



River of learning

	Be aware that everybody has different learning paths and that we can always change our lives
	Interviews and discussion
	Pen and paper
	Older age group, any size group

1. In smaller teams, **interview** a person from your community who has had a non-traditional learning path. Perhaps someone has changed career at a later age, or you know a person that went back to school at an older age, or who moved up in the hierarchy of an organization or company...

Ask them what were the crucial learning moments in their lives. What issues did they face in their careers? What helped their evolution? What were the steps on their learning paths? What were the obstacles?

“The first rule of learning is that people learn what they need to learn, not what someone else thinks they need to learn”

Peter Senge

2. **Visualise** the learning paths as a river of learning that flows from the source (young age) to the sea (future). You can represent obstacles to learning by stones in the river, influences by houses on the shore, inspiring people by boats on the river, changes in life are curves in the stream and so on. Add labels so that the drawing is easy to understand.
3. Write an **article** about the drawing and publish it together with the river of learning of the person you interviewed in your Girl Guide or Girl Scout magazine, on your blog/website or in the local media. Of course, make sure that the interviewees have agreed that you publish their learning path.



THINKING POINTS

- What would you like your river of learning to look like?
- What will you do to make your river of learning flow in the right direction?
- What would you do if you encountered some obstacles?

2. LEARN FOR LIFE

Give the gift of learning

	Support a fellow pupil to gain skills and to learn something new
	45 minute workshop or regular support
	No material needed
	Any age, any size group

Everyone needs help with some aspects of learning. We all have learning strengths and challenges. Perhaps you find it easier to learn maths than to learn to sing. Some people are good with their hands, but need support with other tasks.

1. Have a 'learning fair'. Each person thinks about the things they find both hardest and easiest to learn and writes down the skills they have.
2. Have a look around you. Is there anyone who could use some help in learning the skills that you are good at? Would they be interested in your **gift of learning**? Think too about what skills you would like to learn and who can help you.
3. Each person makes an offer and they swap or trade with people at the 'fair' until everyone will teach one thing and learn one as well.

SOME SUGGESTIONS

- Run a workshop in your Girl Guide or Girl Scout group to give other people a taste of your golden skill.
- Explain your favourite subject to your fellow students who do not understand it so well.
- Practise together the skills you learnt to become really good at them. You can coach the others.
- Help other pupils concentrate in class, by reducing distraction (be less noisy, etc).



FUNDRAISING TIP

Why not ask family, friends or even a local business to sponsor you to 'give the gift of learning' to others? Explain what you are doing for a charitable cause and ask people to sponsor you!

Donate the proceeds to the WTD Fund.

Learning Olympics



Our Chalet
SWITZERLAND
World Association
of Girl Guides
and Girl Scouts

	Give a taste of learning in many areas and realise that learning can be fun
	45 minutes or more
	Paper (origami), potato/wood, knife and ink (stamp), a stick (1 metre long), bottle, salt & package of ketchup/shampoo (experiment)
	Younger age group, any size

There are so many things to learn. Our Chalet is the World Association's World Centre in Switzerland. At Our Chalet we offer people a programme of events and activities all year round with a focus on learning about nature. Outdoor challenges and adventures are great learning experiences that stimulate your personal development. But also the international atmosphere at Our Chalet opens people's minds and hearts to cultural diversity.

With these 'Learning Olympics' you get a taste of **learning in different domains.**

1. Set up different learning stations.
2. In groups of four-five, go from station to station (as many as time permits). At each station, participants can experiment with learning.
3. When the time is up, talk about what you have learnt. The thinking points on the next page will give you some ideas for discussion.

Here are some examples of different learning stations or you can also use your own ideas.

Listed beneath each suggestion are the specific skills and abilities that are used in this activity.

- Make an origami frog/boat/flower (adapt the difficulty to your group).
> **hand-eye coordination, dexterity**
- Learn to say 'hello, how are you?' and 'I am fine, thank you' in three different languages. Contact Guide groups from other countries to find out how to say it or ask people in your community who know other languages.
> **language competence**
- Make a stamp from a piece of wood or a potato. Learn **mirror view** by cutting out the negative of the figure you want to see.
> **hand-eye coordination, safety management** (using the knife).

More suggestions for learning stations overleaf.

2. LEARN FOR LIFE

- Calculate (estimate) how many seconds of your life you have spent in the Girl Guides or Girl Scouts group.
> **mathematical skills**
- In groups of four, each person holds out a finger. Balance a broom stick on the fingers. The team has to walk around but the stick should remain absolutely horizontal.
> **team work and communication skills**
- Draw a modern painting or sketch about what you learn in Girl Guiding and Girl Scouting
> **artistic expression, creativity**
- Find information on the internet about a Girl Guide or Girl Scout group in a country of your choice and send them an email explaining what you are doing for World Thinking Day and ask what they are doing.
> **digital competence, communication in a foreign language**
- Compose and play a short song using the objects you find around you as music instruments.
> **musical ability, creativity**

When your time is up, discuss what you learnt. The thinking points below give you some ideas.



THINKING POINTS

- How did you find learning these different things? Did you have fun learning?
- What did you learn? What different types of skills do you see?
- Are there similar things you learn at school? What is the difference with learning in school?
- Are there activities or skills you liked more than others? Why?



Educate a boy, and you educate an individual.

Educate a girl, and you educate a community.

Adelaide Hoodless



World Thinking Day MERCHANDISE

Get ready for World Thinking Day
2014 and order your merchandise **NOW!**

We have designed a new World Thinking Day badge and a new pin for 2014. The badge and pin designs incorporate MDG 2.

Why not encourage your group members to get involved in World Thinking Day by giving them a badge when they complete activities? You can earn your badge by focusing on education.

The World Thinking Day badge and pin are available from the WAGGGS online shop.

Order your WTD merchandise now
www.waggs-shop.org

ALL PROFITS GO TO THE DELIVERY OF WAGGGS PROGRAMMES AND PROJECTS FOR GIRLS AND YOUNG WOMEN AROUND THE WORLD, ENSURING 100 MORE YEARS OF CHANGING LIVES.

World Thinking
Day Cloth Badge
45mm x 45mm
£5.50 (pack of 10
badges)



World Thinking Day
Metal Pin
20mm x 18.4mm
£1.00 each

WHY NOT ORDER A SET OF COMMEMORATIVE
POSTCARDS OF OUR FOUNDERS AT THE SAME TIME?

Founders Postcards.
£1.00 (set of two postcards)



LEARNING JOURNEY 3: NO BARRIERS TO EDUCATION

Not everybody has access to education. There are many reasons why children cannot go to school. However, education is a fundamental right for everyone, because it determines your opportunities in life.

That is why the Millennium Development Goal 2 focuses on access to education. Each child on the globe should at least get primary education. But still 57 million children at primary school age do not go to school. In developing countries this is one out of every 10 children.

THE MILLENNIUM DEVELOPMENT GOALS (MDGs) ARE THE MOST SUCCESSFUL GLOBAL ANTI-POVERTY PUSH IN HISTORY. AS WE APPROACH THE 2015 TARGET DATE OF THE MDGs, LET'S RALLY OUR WORLD TO STEP UP **#MDGMOMENTUM**

MDG2
ACHIEVE UNIVERSAL PRIMARY EDUCATION

HAS REACHED 90%

ENROLMENT IN **PRIMARY EDUCATION** IN DEVELOPING REGIONS

57 MILLION REMAIN OUT OF SCHOOL

LET'S STEP UP

SHARE #MDGMOMENTUM WITH YOUR COMMUNITY!





UN.ORG/MILLENNIUMGOALS

Girl Guides and Girl Scouts need to help change this.. The following activities raise awareness about the right to education and give you ideas for action. We need to work together to remove the obstacles to education for everyone.




Together we can create better chances for everyone.

Bye bye barriers

	Be aware of the obstacles to education
	20 minutes preparation, 20 minutes game
	Cardboard boxes or cans, paint or marker
	Younger age group, any size

The following activity gives you an insight into the different reasons why some children do not go to school. This is a good basis to start some action to overcome these obstacles.

1. Collect a set of cardboard boxes or empty cans. Look at the list of obstacles on this page and the symbols that represent them. Draw or paint on each of the boxes/cans a symbol representing a reason why young people do not have access to education. Choose approximately 10 for the activity. Show the group the boxes/cans with symbols one by one and ask what each might mean. Explain a little bit.
2. Next, take a ball or stone and try to roll or knock the obstacles to education over from a fair distance. Ask examples they know of the obstacles they knocked over.

 **Alternatively you can draw the obstacles on paper and put them on the ground. Try to throw stones on top of them.**

Obstacles to education

- School is too expensive – *Dollar sign*
- Girls being sidelined as it is thought that educating boys is more important – *Girl with cross over it*
- Accessibility for people with disabilities – *Stairs*
- Discrimination of minority groups – *Black and white face*

- Parents don't let girls go to school – *Chain*
- School is too far or there is no transport – *Long winding road*
- Schools are not adapted to pupils' different abilities – *Think bubble*
- No sanitation or clean water – *Tap*
- Land mines, soldiers on the way to school – *Gun or tank*
- Forced into early marriage – *Wedding dress*
- Have to work to raise money for family – *Market seller*
- Girls have to help out with household chores – *Broom*
- There are no separate toilets for girls and boys, which often puts girls in a vulnerable position – *Toilet*
- There is no school in the area – *Building with cross over it*
- You have to look after younger siblings or sick relatives – *Stick person in bed*
- You are scared of being badly treated at school or subjected to violence – *Teacher with angry face*
- There aren't any trained teachers – *Teacher with cross over it*
- ... (maybe you know some more obstacles?)







FUNDRAISING TIP

Why not play this activity with a wider audience? Ask friends and family to join in and for every throw that misses an 'obstacle to learning' fine the thrower a small amount. You could even set up the activity like a **funfair game** and give the person with the most successful hits a homemade prize or medal. You can donate the proceeds to the WTD Fund.

3. NO BARRIERS TO EDUCATION

Take a step...

	Reflect on different obstacles to education
	20 minutes preparation, 20 minutes exercise, 15 minutes debriefing
	Copy the role cards, one for everyone
	Older age group, any size

1. Copy the character cards on the next page. Each participant should get one card. So if you have more participants than roles, several people can have the same role.
2. Imagine you are the person on this card. Invent a name for your **character**. Think how many brothers and sisters your character would have, what job the parents are doing, what kind of hobbies your character has and so on. Participants do not share their character yet.
3. When everybody has identified with their character, form a line standing next to each other. You call out different **situations** (opposite). If the situation is ok for you, take a step forward. If the situation prevents you from going to school or creates difficulties, then take a step backward.

The character descriptions are not very detailed. If it is not clear from the role card if a situation would create problems or be positive, you can make it up.

4. See who gets furthest in school and who really lags behind. After this exercise, reflect on the obstacles to education and how you could overcome them. The thinking points opposite can help you structure the debriefing.

SITUATIONS

- The school asks for a contribution of \$100 for school material.
- The teachers only help the best students because they think the others are stupid.
- The school decides to run mixed activities with boys and girls together.
- The school is 25 km away from your house and there is no bus.
- The school does not provide lunch.
- The military puts up a checkpoint on the road to school.
- Your class room is on the 3rd floor and there is no elevator.
- Teachers ask you to use a computer and the internet for your homework.
- If you fail tests more than three times, you are kicked out.
- The school is organising an educational trip to the neighbouring country.
- The school has set an exam during harvest time.



THINKING POINTS

- How was it when you had to go a step forward? Backward? Why?
- How did you feel when you could go forward and your friends had to go backward? And the other way around?
- Why do you think some of the characters had to take a step back? What could be the reason? After these questions you can share your character's story and the reasons why you took steps forwards or backwards.
- What obstacles can you see to education?
- How can we overcome these obstacles?

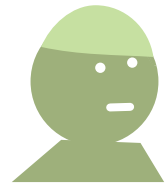
CHARACTERS



You come from a poor family. You have just enough money for one meal per day. You need to help your mother regularly to earn money.



You come from a strict religious family. It is forbidden for you to play or do activities with people from the opposite gender.



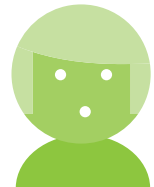
You are in a wheelchair. You are an only child so you get a lot of extra attention. But you don't have money for special facilities (e.g. car etc).



You come from a farmer's family. Every harvest time, you need to help work on the fields. You are a good student.



You had an accident and have difficulties walking. Because of your physical disability, teachers think you also have a mental disability.



You have difficulties understanding the lessons. You need more explanation. Nobody at home helps you with your homework.



Your father is a political opponent. Your family is closely watched. You notice that the authorities are trying to make your life difficult.







You live in a nice house in a green neighbourhood just outside of the capital city. Both your mother and father work in a big bank.



You have a big family, and have to spend time helping to take care of your younger brothers and sisters after school. You try hard at school, but your parents are very busy.

3. NO BARRIERS TO EDUCATION

Education pathway


	Become aware of the right to education and the obstacles to education
	45 minutes
	Chalk or stone (to draw path), a pawn/object for each group (optional)
	Younger age group, any size

1. Draw a **path** with 24 numbered squares on the ground outside (use chalk or a stick to draw a path in the sand). The aim of the exercise is to get through your education to square 24.
2. Divide the group in five teams. Each team takes turns to roll the die (or pick a paper from a hat, papers are numbered from 1 to 6). One person from the group (or an object for your group) moves forward that number of steps on the path.
3. When the group lands on a square, the facilitator reads out the corresponding situation and instructions opposite. Once the group has completed their activity, the next group rolls the die. The group that reaches the last square wins. They can then help the other teams in their tasks so that everybody reaches the finish.



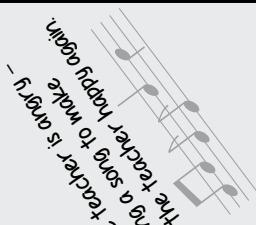
This game is available as a PDF which you can download and print out. Visit www.worldthinkingday.org

START
 Your first day at school - invert a your group to celebrate education


You are a very slow learner - skip your next turn.



School money is due
 The previous group can give you a short task to do to earn the money (e.g. sing a song, tidy the room...)


Weekend - you don't have to go to school. Nothing happens.



The teacher is angry - sing a song to make the teacher happy again.


Maths class - in your group take turns to say a number counting from 1 to 50 but you have to skip every number that contains the digit 7 (e.g. 7, 17, 27, 37, 47) and each number that is a multiple of seven (7, 14, 21, 28, 35, 42, 49). If you make a mistake, go back 2 places.

Your new teacher explains lessons very clearly
 go forward 3 squares.


Holidays - you don't have to go to school. Nothing happens.



You have to stay home to help your parents - skip one turn.



Biology class - name 20 different fruits. If you cannot find 20, go back 3 places. If you can name 20, go forward 2 places.


You live in a country where boys are more important than girls - go forward one square for each boy in your team, move backward one square for each girl.

Literature class - tell a short story. But each person of your team can say only one word at the time. So the first person starts with one word, the second continues and so on to make sentences taking turns in the group. If you manage, move forward 2 places.

War breaks out in your country - schools are closed - skip one turn.

Teacher convention - school is closed. Nothing happens.



Geography lesson - if you can name 7 countries starting with the letter B, you can roll the dice again. Otherwise go back 2 squares.



Weekend - you don't have to go to school. Nothing happens.


Maths class - in your group take turns to say a number counting from 1 to 50 but you have to skip every number that contains the digit 7 (e.g. 7, 17, 27, 37, 47) and each number that is a multiple of seven (7, 14, 21, 28, 35, 42, 49). If you make a mistake, go back 2 places.

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War breaks out in your country - schools are closed - skip one turn.


Teacher convention - school is closed. Nothing happens.



Geography lesson - if you can name 7 countries starting with the letter B, you can roll the dice again. Otherwise go back 2 squares.



Preparation for final exams - if you manage in your team not to say one word till you are in your next round, go forward 2 places. If anyone of you says a word before you roll the dice in your next turn, you have to go back 4 squares.

You want to go on a school trip but you don't have the money - the next team can give you a small task to earn the money (e.g. do a dance, run 5 times around the room...)

Your sister gets ill and you have to stay at home to take care of her - skip one turn.






Language class - say 'hello' in minimum 5 different languages. If you succeed, continue 2 places. Otherwise you stay where you are.


Public holiday - you don't have to go to school. Nothing happens.


You graduated from school - congratulations! You are finished.


3. NO BARRIERS TO EDUCATION

Breaking stereotypes

	Raise interest amongst young women to pursue science, technology, engineering & maths careers
	Introduction, 15 minutes brainstorm, 20 minutes sharing and action planning
	No material needed
	Older age group, any size

At school, girls and young women have similar grades as their male counterparts for subjects like science, technology and mathematics. However, when we look at the people working in professions such as engineering, only a very small portion of them are women. Unjustly so.

1. Ask your group who knows a woman engineer, a woman mathematician or a woman who works in the area of technology and science. Chances are that only a few exceptional cases are known.
2. In groups of five-six participants, come up with as many **reasons** that you can think of why women are underrepresented in so-called STEM professions (Science, Technology, Engineering, Mathematics).
3. Share your results. Compare your explanations with the studies done. Come up with some actions you can do to raise young women's interest in STEM.

Research shows why women are underrepresented in science, technology, engineering and maths (STEM).

- People see science and maths as 'male' fields, whereas humanities and arts field are considered as 'female' fields. These beliefs negatively influences girls' interest in STEM.
- The general public can have a negative opinion of women in 'male' jobs. They distrust the capability of women in these fields. Women need to perform better than their male counterparts to get social approval. We need to show that women perform equally well as men.
- The learning environment in school does not stimulate girls to improve in STEM subjects. We need to make them believe in their intellectual capacities and growth. We need to create a growth mindset amongst girls.
- The stereotype that boys are better in maths than girls also has a negative effect on girls' test results. If teachers, parents and leaders, etc tell girls they are equally capable, their achievements in STEM are similar to those of boys.
- Because of all the stereotypes, girls think they are not as good at STEM subjects, even though the performance of male and female pupils is equal. We need to emphasize that girls achieve equally well in STEM.
- When it comes to spatial skills associated with STEM, boys tend to outperform girls. However, these skills can be easily trained. This would enhance girls' success, confidence and interest in related STEM careers.
- When it comes to STEM, there are not many role models for girls to look up to.

SUGGESTIONS TO BREAK THE STEREOTYPES

- Invite a woman who studied STEM and who is working in that area to meet your group.
- Go to the local school to speak to the pupils. Discuss some of the reasons why girls and women are underrepresented in science, technology, engineering and maths (STEM) and try to boost their confidence. Show some good examples of women role models around the world who were successful engineers, scientists or mathematicians.
- Set up a study group for STEM subjects where you can help each other study, do homework, explain difficult cases and so on.



FUNDRAISING TIP

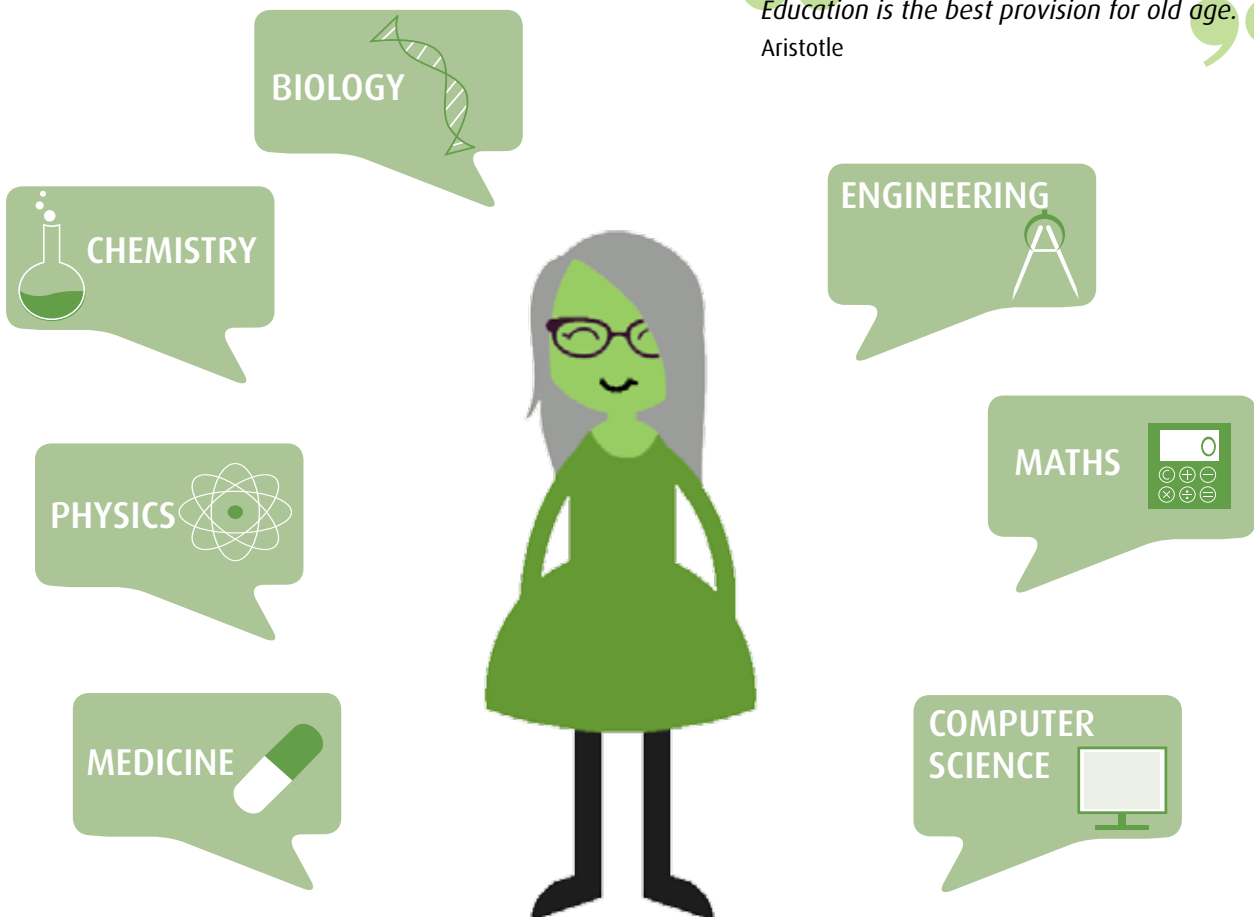
If you are able to identify a woman in a STEM profession in the local community, or any other profession that is deemed 'unusual' for a woman, why not invite her to give a talk? Invite friends and family along and charge a small fee for entry and participation.

Donate the proceeds to the WTD Fund.







Education is the best provision for old age.

Aristotle




3. NO BARRIERS TO EDUCATION

Science fair

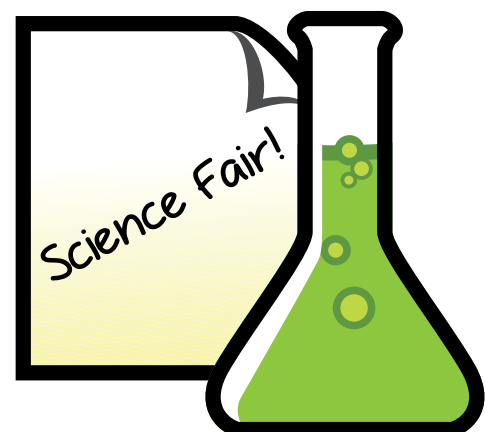
	Raise interest amongst young women to pursue science, technology, engineering & maths careers
	An afternoon
	Depending on the experiments you choose (read below)
	Younger age group, any size

1. Find some fun science and technology activities. You can search the internet or use some of the activities below.
2. Prepare a few scientific experiments and invite other girls of your age from your community to join your science fair. Everybody should have the opportunity to try out the activities for themselves.

 **Why not ask your science teacher in school for help? Maybe you can use a free afternoon in school to run your science fair and also invite mothers to come and experiment with your group.**

FUN SCIENCE EXPERIMENTS

- **The floating egg**
Does an egg float on water? It can. Fill a glass with 10cm of water (enough to see if the egg floats or sinks). Put the egg gently in the water. It sinks. Remove the egg.
Now add a few spoons of salt to the water and mix well. Put the egg in the water again. It should float (if it doesn't, add more salt).
The salt fills the water and pushes other objects away (makes them float).
- **Oil and water**
Some fluids don't mix. Put some colouring in water (e.g. a drop of ink or paint). Add some oil and shake: oil and water never mix.
However, add a drop of washing up detergent and the oil is absorbed in the water. That is also how detergent cleans greasy pans. It draws oil into the water.
- **Static electricity**
We can create static electricity by rubbing certain materials together. Inflate a balloon and close it with a knot. Rub it on a woollen cloth or sweater. Hold it next to your hair and you will see that your hair is attracted to the balloon. Or it will also stick to the ceiling. The static electricity attracts objects.



- **Taste or smell?**

Peel an apple and a potato and dice them into cubes of the same size.

One of the member of the group (a 'guinea pig') holds their nose (use a wash peg or pinch it tight with the fingers). The experimenter gives a piece of apple or potato to taste (without smelling). The 'guinea pig' needs to guess if it is an apple or potato. It is almost impossible to notice the difference! It shows that we also 'taste' with our nose!

- **Watch plants grow**

Fill a glass with soil. Place a seed (pumpkin, beans etc) in the soil but against the outside of the glass so that you can see it. Make sure the soil stays moist but don't add too much water.

Observe how life grows from a little seed.

You can experiment with different amounts of water, different amounts of light and discover the effect on the plants.

- **Hot is fast, cold is slow**

The molecules in hot liquids move faster than in cold liquids. Take one glass of hot water and one of cold water. Put the same amount of water in the glasses.

Carefully put a drop of ink or food colouring in each glass and see what happens. The colour will disperse very quickly in the hot water but slowly in the cold water. This shows how quickly the water molecules move.



FUNDRAISING TIP

Why not sell activity tokens for participants to use at the fair?

Each token allows participants to take part in one activity. To encourage participation, make sure you price the tokens so that the 'more you buy, the more you save.'

Donate the proceeds to the WTD Fund.

*“Instruction ends in the school-room,
but education ends only with life.”*
Frederick W. Robertson

3. NO BARRIERS TO EDUCATION

School promotion



Pax Lodge
UNITED KINGDOM
World Association
of Girl Guides
and Girl Scouts

	Speak up about education for all girls and boys
	45 minutes
	Paper and drawing material
	Any age, any size group

TIP You can also use the One Minute Message exercise. Make use of the WAGGGS Toolkit on Advocacy to help you build your arguments and a convincing message.

- Put up your advertisement in different places in **your community** or act out the advertisement on the streets for passers-by.

The Pax Lodge World Centre is located in London, United Kingdom. Our facilities bring people together from our Movement from around the world. We invest in leadership development and capacity building to strengthen our member organizations.

London is one of the big commercial centres of the world. So let's adapt an activity from the commercial sector, to build a better world.





- Make an **advertisement** for 'education for all'. You can choose to act it out as a play (like a commercial on tv) or you can draw a poster (like an advertisement on a billboard).

Think about the following elements:

- What is your message?
- What arguments do you use?
- Who are you trying to convince?
- Would they be interested in your arguments?
- How can you make your message stronger?



Time for action

	Raise awareness about access to education for all
	Depends
	You may need to print out information from the internet about the MDGs that your country has subscribed to and the International Convention on the Rights of the Child
	Older age group, any size group

From the activities above, you know that education is important to get somewhere in life. We should ask decision-makers to invest in the future of all young people, by making sure that every child can go to school.

1. Come up with an **action** to improve the access to education for different groups in your community. What could make it easier for them to go to school and perform well?

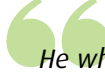

SOME SUGGESTIONS

- Write a letter to the mayor or other important people in the community.
- Make an exhibition about education and the benefits of going to school.
- Talk to people who do not go to school about what they think would support them into school and how you can work together to achieve this.

2. **Speak** to decision-makers about the importance of education. Show them the Millennium Development Goals that your country subscribed to, alongside the International Convention on the Rights of the Child. Be specific on what you want them to do, whether it is building a school in your community, launching a nation-wide awareness raising campaign on the importance of girl's education or building separate toilets for boys and girls in schools. Give the arguments and suggestions you developed in the other activities of this pack. Ask them to take concrete measures to give all young people the best education possible.

For more information about the UN Millennium Development Goals, visit the Take Action section of the WAGGGS website.

 *Take an extra step and give the gift of learning on page 27.*

 *He who opens a school door, closes a prison.*
Victor Hugo 

LEARNING JOURNEY 4: LEARNING AT GIRL GUIDES AND GIRL SCOUTS

You can learn things in many different ways. We all know how school teaches us different subjects. You also learn a lot in Girl Guides and Girl Scouts activities. But schools and Girl Guides and Girl Scouts use a very different approach.

- School is called formal education.
- Youth activities are non-formal education.

These activities explore how you can learn in **different ways**. We will have a closer look at how the World Association activities are also great opportunities for learning.



© UNESCO/Ministerio de Educación, Colombia

THE WORLD ASSOCIATION'S EDUCATIONAL PRINCIPLES

Girl Guides and Girl Scouts activities are fun and are based on a set of educational principles. We try to reach the following aims:

DEVELOP VALUES

Our activities take place in a context of values. We want to encourage **respect** and support for self and others. Members should learn to take responsibility for their own actions (**integrity**), be active in the wider community (**citizenship**) and develop their **spiritual** side.

GIVE LIFE SKILLS

We aim to prepare our members to thrive in a changing world and empower them to live the life they want to lead. We focus on the 5 'C' skills for the 21st century:

- Character – Self-aware and confident, we take initiative to set and achieve goals, both individually and by leading others.
- Creativity – We are creative thinkers and resilient problem solvers who can access, understand and use information to find innovative solutions.
- Citizenship – We are active in our local communities, and connected to the wider world.

We want to take action to make the world a better place.

- Communication – We express our ideas confidently to different audiences, are good listeners and respond empathically to others.
- Collaboration – We are true team players, who understand how to work positively with people and care about diversity.

EMPOWER GIRLS TO REACH THEIR FULLEST POTENTIAL

Our educational programmes give space for the whole girl to develop. Our members learn to know, to do, to be and to live together. They develop intellectually, physically, socially, emotionally, morally and spiritually. They are challenged to see themselves as leaders and to develop the skills to take the lead in the wider world.

ENCOURAGE ACTION TO CHANGE THE WORLD

Making a difference for other people is a core value of Girl Guiding and Girl Scouting. Empowered girls go a step further: they can change the world. Our activities build confidence to take the lead and speak out. They develop the values that motivate them to put their learning into action. Our programmes challenge them to take action in their local, national and global communities and advocate for change.

Your favourite activity

	Reflect on what you learn in Girl Guide and Girl Scout activities
	20 minutes and time to carry out your favourite activities
	No material needed
	Younger age group, any size group


1. Divide the group in teams of 5-6 participants. Each team lists the Guide or Scout activities you like the best. Share what you learned in each activity.
2. Vote for the activity that you learned the most in. Arrange to repeat that activity with your group or share the learning experience with another group (run the activity for them).

“What we learn with pleasure we never forget.”
Alfred Mercier

A movie of learning

	Be aware of what you learn in the Girl Scouts and Guiding activities
	20 minutes preparation, 25 minutes shooting and showing time
	Video camera or smart phone (optional)
	Any age, any size group

1. Think about all the things you learn in the Girl Guides and Girl Scouts. Create an outline for a short movie or commercial about Girl Guides and Girl Scouts to persuade other children and young women to give it a try too.
2. Rehearse your scenario a few times and then record it with a camera or smartphone.

 ***If you don't have access to this equipment, you can also perform the commercial live, for example in your back yard or school.***

4. LEARNING AT GIRL GUIDES AND GIRL SCOUTS

Guides across the world



Our Cabaña
MEXICO
World Association
of Girl Guides
and Girl Scouts

	Connect to Girl Guides and Girl Scouts from other parts of the world, create a feeling of solidarity
	Depending
	Paper, pen, envelope, stamp (for letters) or internet connection (e-mail)
	Younger age group, any size group

There are four World Centres where girls and young women from around the globe meet and do activities together. Our Cabaña is the World Centre in Mexico. It offers the chance to experience the unique culture and traditions of Mexico. We believe international contacts and friendships reduce barriers, not only physically but also in people's heads and hearts.

1. Contact a World Centre or Member Organization of your choice and ask them directly to see if they can match you up with a Girl Guiding or Girl Scouting group in their country. Visit the WAGGGS website for a directory of all Member Organizations and their contact details and for lots of information about Girl Guides and Girl Scouts in different parts of the world.





2. If you establish contact, write letters or emails to each other exchanging pictures and stories about the type of activities you do. You can focus on some of the following questions:
 - What is different? What is the same?
 - Why do they do the activities they do?
 - What do you have in common?

International friendship is an important part of being a Girl Guide or Girl Scout – but it is important to always be safe when contacting people you don't know. You can also download the Surf Smart badge curriculum for more tips on staying safe online.



You can always use translate.google.com to translate your conversation between different languages. (Not all languages are available.)

Experience the difference

	Experience the difference between formal and non-formal education
	Preparation, 2 x 5 minutes play, 20 minutes debriefing
	Paper, marker or blackboard, chalk (teacher), shoelaces (leader)
	Older age group, any size group

So if you learn many things in school, but just as well in the Girl Guides and Girl Scouts, what is the difference?

- List as many differences as possible between learning at school and learning in a youth organisation. Write them down on a big piece of paper in two columns.
 - Compare your list with the suggestions opposite.
- Ask for two volunteers. One will play a teacher. The other will play a youth leader. Both will be teaching the rest of the group how to tie shoelaces.

The **teacher** explains how to tie a shoelace only by talking in front of the class room and making a drawing on the blackboard (or paper). After explaining the teacher asks one person to stand up and repeat how to tie a shoelace. The teacher judges whether the answer is correct or not.

The **youth leader** asks the group to sit in a circle and take their shoe (with shoelace). The leader shows step-by-step how to tie a shoelace on her/his own shoe. The leader asks regularly if the people understand. The group then goes in pairs to practice tying the shoelace. The leader goes around to help, also making jokes to get a good atmosphere or positive remarks. The leader asks why it is important to be able to tie your shoelaces.



If the group is big, you can ask some people to be observers. They should look at the body language and behaviour of the young people reacting to the teacher and to the youth leader.

- After the two learning sessions, talk about the differences in approach to learning the same thing. The thinking points below can help you. Ask the observers for their observations.



THINKING POINTS

- How did you feel in the two role plays? Which approach did you prefer? Why?
- What are the strong points and weak points of each approach?
- Is one style better than the other? Or are they complementary?
- Should the teaching method be adapted to the learning style of the learner? Why?
- Are there things that you can learn better in either formal or non-formal education?
- How can you make the different approaches better?







Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

Native American Saying



4. LEARNING AT GIRL GUIDES AND GIRL SCOUTS





A certificate for learning

	Reflect on what we learn in our activities and give recognition for it
	20 minutes reflection, 20 minutes certificate-making
	Paper, crayons & pens (or computer and printer)
	Younger age group, any size group

We learn many things in the Girl Guides and Girl Scouts and we are proud of that. So we should also reward people for what we learn in our lives.





1. In pairs, **talk about** what you have learnt in the activities over the last few weeks.
2. Make **certificates** for people in your group to show what each person has learnt. You can do this on a computer or be as creative as you want with paper and crayons. Ask the rest of the group to sign the certificates.

A learning adventure

	Work as a team to learn something new and challenging
	20 minutes discussion, followed by time for activity and debriefing
	Paper, crayons & pens (or computer and printer)
	Younger age group, any size group

One of the best ways to learn something new is by challenging yourself. In your groups, choose an adventurous activity you've never tried before, or think you could do better at. Discuss in your groups how you can support each other to learn as much as you can from the activity, then put your plans into action. Did you learn more because you worked as a team?

Back in time

	Be aware of the long history of the Guides and Scouts Movement and how learning evolved over time
	30 minutes
	No material needed
	Younger age group, any size group

Invite previous leaders of your Girl Guide or Girl Scout group to talk about what they learnt in the Movement in the past. What learning methods did they use? Did they use the library, internet, ex-leaders? How does that compare to how you learn?

World Association of Girl Guides and Girl Scouts

I would like to make a World Thinking Day donation

(Please tick ✓ currency and amount and then select your method of payment below)

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giftaid it



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Congratulations for working on the World Thinking Day 2014 MDG 2 Activity Pack.

Don't forget to share with us your experiences of World Thinking Day. You can do this in several ways

- Share ideas and tips as part of the e-learning course on GLOW.
- Find us on Facebook at www.fb.com/waggs to post and see the World Thinking Day photos and cards.
- Tweet using **#WTD2014** to tell the world about World Thinking Day. You can find and follow us on Twitter at **@WAGGS_world**.
- Send us your messages and photos via our website and social media and we'll share them globally with Girl Guides and Girl Scouts.

Resource feedback

WAGGS would really value your feedback on the experience of using this resource. Your feedback will help us improve our resources in the future.

Please email any comments or feedback you have to wtd@waggs.org or visit www.worldthinkingday.org, where you can complete a short feedback form online or download it and post to:
World Thinking Day, WAGGS, Olave Centre, 12c Lyndhurst Road, London, NW3 5PQ, England

Thank you

SUPPORTING OUR WORK WORLDWIDE...

The World Association of Girl Guides and Girl Scouts 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 issues that are important to them. We believe in empowering girls through a three-step process of belonging, leadership and advocacy. The World Thinking Day Fund is used to help develop the Girl Guiding and Girl Scouting Movement around the world and make this possible.

Your donations bring more opportunities to girls through Girl Guiding and Girl Scouting. What you do when you donate to the World Thinking Day Fund is invest in Girl Guiding and Girl Scouting around the world – helping national Associations to develop their non-formal education programme, deliver projects and grow their membership.

TOGETHER WE CAN CHANGE OUR WORLD.

You can donate the money you have raised or collected by sending a cheque payable to WAGGGS to the address below or donate online at www.worldthinkingday.org/en/donatenow. For more information contact wtd@wagggsworld.org or call on the number below and ask to speak to a member of the Fund Development team.



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
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