



GLOBAL BITS

Promoting increased Global Awareness Amongst Youth Workers in Aotearoa
New Zealand: Working towards creating a Socially Just World

Kia Ora

Welcome to 'Global Bits', a newsletter for youth workers, or those working with young people, who may be interested in including a global perspective in their work with young people. The purpose is to keep you updated on developments, provide you with information on global youth work, show case youth workers, and to provide you with interesting and relevant information to assist you in exploring issues that impact on young people in a increasingly globalised world.

We recognise that the issues young men and women face are different; thus we will be paying attention to this reality as well, in the newsletter and information we attach.

Best regards,
Gino, Jody, Yadana

Global Youth Work....

- Starts from young people's everyday experiences.
- Engages them in a critical analysis of the links between the personal, the local and the global and those influences on their everyday lives and that of their communities.
- Raises awareness of our globalised world, our history, and the rich diversity of its peoples, particularly in terms of issues of equity and justice.
- Encourages an exploration of the relationships and links between the personal, local and global.
- Seeks the active participation of young people in actions, which builds alliances
- Seeks positive change locally and globally.

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Update from the Community Youth Team

The purpose of this section is to keep you up to date with what is happening with global youth work via Dev-Zone. All the projects being developed are designed to include youth workers and young people in their development.

Late breaking News

The Education arm of the Dev-Zone is re-branding. Until now there has been confusion as to what the education programme actually does. Both the

Schools & Community-Youth programmes will re-brand as the "Global Education Centre". We will still be part of the Development Resource Centre. Dev-Zone will continue to be identified with the library/information arm of the organisation.



Hip hop project: Phew! This project has attracted a lot of interest in the community. Ears prick up when it is mentioned. Initial feedback from youth workers is positive. In terms of the potential for the project, the National YWCA of New Zealand, Save The Children NZ and Tearaway Magazine are all looking at partnering the project. An advisory group will be established in the near future to look at moving the project forward. Contact us if you would like to know more....

Global Issues page in Tearaway Magazine: We are currently exploring writing a global issues page for each monthly issue of Tearaway. The idea will be to work with young people to identify issues of interest to them, and then provide them with information and options for taking action. We will keep you updated on progress.

Stereotypes through advertising: Recently we ran workshops looking at engaging young people in social change through challenging stereotypes. The feedback from these was great, and to make it even better we have decided to develop some video based materials to include in future workshops. (the brief for the project is on the next page)

Young Person's Guide to participation: Muriel Buhrs is currently writing a page for the youth programme, on how young people can take action on a global issue of concern. This will be included as part of the YWCA-NZ / Association of Adolescent Health & Development's "Young Person Guide to Participation".

Challenging Global Stereotypes:

A strong thread running through the community-youth program, is the emphasis on challenging stereotypes that young people have about the world around them. Global media has made images from around the world more accessible now than at any other point in history. In an ideal world these images would increase our understanding of other peoples lives, issues, cultures, etc. without creating negative stereotypes.

Focusing on stereotypes is a great way to engage young people in the identification and challenging of stereotypes that they might hold about themselves, others and about their place in the world. Understanding where certain stereotypes originate from, and the impact that these stereotypes have on communities and between countries, provides young people with tangible opportunities for contributing to the creation of a fairer world.

The important point here is that young people do not need to take on the burden of wider issues in their communities, but rather take responsibility for their part in issues. Challenging stereotypes empowers young people to see what they can do, rather than what they cannot do.

Here is an outline for a project that we have been working on. It will give you an idea of the potential for using TV Ads to explore issues affecting the local and wider global community.

Project Description:

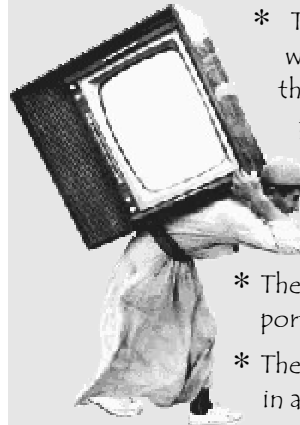
Using advertisements targeted at young people to analyse the impact that globalisation has on creating global stereotypes, and their effects on young people in Aotearoa NZ.

Objective:

To provide examples of television advertisements, which highlight the impact that global media has on young people in Aotearoa NZ, in particular identifying recurrent themes which perpetuate inequalities and negative stereotyping.

Key Areas

- * Effects of globalisation on young people
- * The range of images that young people have access to via television programming



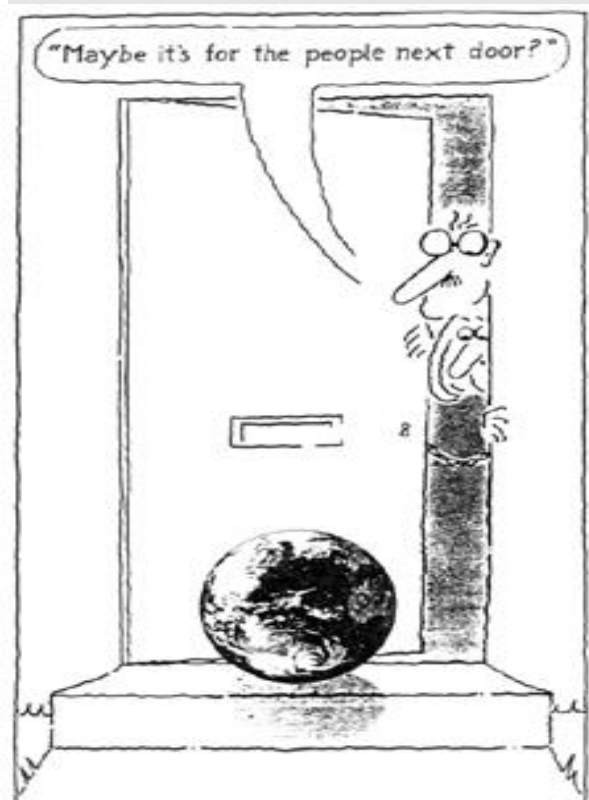
- * The types of behaviours which are portrayed as the 'normal' to young people in New Zealand

- * The impact that the images have on young people

- * The purpose of the images portrayed by advertisers

- * The stereotypes reinforced in advertising, in particular:

- ✗ Mental illness/mental health
- ✗ Body image/definitions of beauty
- ✗ Sexuality
- ✗ Gender roles
- ✗ Cultural stereotypes- in particular images of the developing world
- ✗ Roles available to young people in society, including the perception that society has of young people.
- ✗ Definitions of success
- ✗ Disabilities



BOX WATCHERS

Here are a few facts, which should get you thinking about the impact that television advertising is having in perpetuating the stereotypes mentioned on the previous page. The statistics below are predominantly American based. Given that all 'Industrialised countries show similar trends in television broadcasting, it shouldn't be to greater leap to apply it to Aotearoa NZ.

In the US 98 per cent of households have at least one television (although Taiwan tops the bill with 99.4 per cent and Mexico manufactures more sets than any other country). A recent study showed that six out of ten British and New Zealand

- ✕ In 1998 U.S. advertising topped \$ 200 billion, a 24% increase from 1990 and an 89% increase since 1980.
- ✕ The average amount spent by the advertising industry in 1998 to reach one household was \$1,987.00
- ✕ More than \$2 billion is now spent annually on advertising directed to children, over 20 times the amount spent just 10 years ago
- ✕ There are more than 230 magazines in the U.S. aimed at 12 to 17 year olds
- ✕ It is estimated that the average U.S. child sees between 20,000-40,000 TV commercials every year
- ✕ The average American spends almost an hour a day reading, watching, or listening to all types of ads. This is the equivalent to four years in a life time
- ✕ Children spend 60% more time watching television each year than they spend in school
- ✕ 24% of U.S. children under 6 have TV sets in their own bedroom
- ✕ At six months of age, the same age they are imitating simple sounds like "ma-ma", babies are forming mental images of corporate logos and mascots that may influence life time consumption habits.
- ✕ In a 1991 study, 91% of six-year-olds correctly associated Joe Camel (cigarettes) with camel (the animal).


The cost of cool: Youth Consumption and the environment (2002)

Wow, these statistics really make you think about the impact that TV Ads have on our perceptions of the world that we live in. It is safe to assume that the majority of us are influenced to some degree by the images we see on television. TV advertising is a powerful medium, full of queues about how we should look, what we need to own in order to feel complete, what we should be aspiring towards in order to be accepted by society, and most importantly who we should avoid ending up like.

Imagine for a second the impact that advertising is having on defining the world in which young people are seeking answers to the questions they have about the world they live in. What if young people's identity is increasingly more heavily influenced by media images and less by family and community? Could the stereotypes portrayed in TV ads be supporting a view of the world which promotes; women only as submissive sex objects; men as dominant and strong; one in which social exclusion, isolation, failure, racial tension and conflicts both personally, locally and globally are the norm.

At the end of the day, who really knows what the impact of TV advertising has on the perpetuation of negative stereotypes. From a Global Youth Work perspective, however, using TV ads as a way to explore the world young people live in is a powerful tool for identifying what they can personally do to make a difference, even if it is only in their own lives.

Here is a simple activity to get you started. Try it! The results could shock you.



Critical Television Viewer Exercises

1. Watch a family member or friend watch TV for ten minutes. notice their behavior.
2. Turn the sound off and watch commercials for ten minutes. How are the advertisers appealing to your desires?
3. Turn the TV off and watch the screen for ten minutes. How strong is your desire to turn it back on? As you notice your reflection on the screen, consider how we are a reflection of what we see on TV.

(The Better World Handbook 2001)

The Youth Programme runs workshops on exploring the world through stereotypes. If you are interested in us running a session for you please contact us (details on the last page).



Rap Locally, Rhyme Globally Hip-Hop Culture Becomes a World-Wide Language for Youth Resistance.

By Patricia McBroom, 2000

Many middle-class parents thought it was just a fad when their teenagers started wearing jeans that sagged below their hips in imitation of hip-hop culture. But the fad did not pass.

Now, almost 30 years after hip-hop got its start in the black urban scene of the 1970s, this complex, riveting mixture of sound, rhythm, dress, attitude and poetics has become a universal, underground culture for youth resistance around the globe, according to a new course on the sociology of hip-hop being taught at Berkeley.

Last year, rap -- one of four components of hip-hop culture -- became the top-selling music genre in America.

"Hip-hop has become a global culture," said Halifu Osumare, a lecturer in African-American Studies, who teaches "Power Moves: Hip-hop Culture and Sociology."

"It began in black and Latino American communities, but you can't go to any youth culture in any capital city on the globe today where you won't find rappers talking about their marginalization using similar lyrics, similar music and similar dress," said Osumare.

Osumare has found, in research on hip-hop cultures in Japan, England, France and Germany, that youths in each region adapt American patterns to their own demographics.

♦ In London, marginalized East Indian youth blend Indian melodies and Hindi with English rap as a street form of protest.

♦ In Paris, poor Jewish, Middle Eastern and West African youth coming out of the projects use hip-hop styles and rap to talk about their poverty and police brutality, as exemplified in a current French video called "La Haine" (hate) shown in Osumare's class.

♦ In Japan, female hip-hoppers use the genre to defy gender restrictions for women.

"Hip-hop has become a universal tool for talking back to the mainstream of any society," said Osumare, adding that hip-hoppers communicate re-

gional news through their lyrics on CDs, not only between communities in the United States, but with youth in Tokyo, London and Paris.

But the very success of this genre has created something of a schism in hip-hop culture, according to Osumare and one of her teaching assistants, Michael Barnes, a graduate student in sociology who is also a disc jockey.

Community-based underground rappers are drowned out by the mass appeal and commercialisation of the big-time, best-selling artists, some of whom are marketing a gangster persona with songs that focus on wealth, possessions and crime, often with a misogynistic attitude toward women, said Barnes.

Although the "gangsta" style arose in New York, Philadelphia and Los Angeles in the early 1990s as an authentic expression of the grinding poverty, mass unemployment and prison experience of ghetto youth, Barnes believes it has been appropriated in recent years by "studio playas" (players), who don't come from that background and are in it only for the money.

"These guys are ultra capitalists who glorify materialism," said Barnes. "Whether these playas are as rich as they say they are is up for debate, but they definitely appeal to the outlaw, anti-establishment tendencies of American culture, and the music industry capitalizes on that."

"You can't tell in the beginning if a studio player comes from poverty, as he claims, but if he becomes famous, he can't hide it, and authenticity matters. It certainly does."

"Now you hear songs not just criticizing the establishment, but calling people (other rappers) out, saying, 'This isn't right for hip-hop culture,'" said Barnes. "'Fine. You're making money, but what are you going to do for the community?'"

"Hip-hop is incredibly diverse," said Barnes. "More underground artists are doing substantive, in-depth social criticism, and you're starting to see more youth-based movements based on hip-hop."

April 12-18, 2000 (Volume 28, Number 28)
Copyright 2000, The Regents of the University of California.

<http://www.berkeley.edu/news/berkeleyan/2000/04/12/hiphop.html>



The purpose of these interviews is to provide an opportunity for youth workers and young people to share their thoughts on aspects of global youth work.



Interview with Anita Wilson, Youth Worker @ Kilbirnie/Lyall Bay Youth Centre

1. How long have you been working with Young People?

That depends what you mean by 'young people.' One of my daughter's eleven, but as an actual youth worker, just over a year and a half.

2. How did you get into youth work?

I was at Teacher's College and I saw the job. I thought, 'A lot of our young people are failing the school system, so I wanted to get into it [youth work] ...'

3. Why do you work with young people?

I'm into Youth Development Strategies or putting things into place, so they [young people] can deal with what society's chucking at them, because nowadays it's a lot harder being a young person than it was when I was in the 80s. There's a lot more out there: pressure on body image, on sexuality, on drugs. I think they just need some way to deal with it.

4. What kind of programmes are you and young people involved in? We run a drop-in twice a week. We've got a

homework programme starting up for study support, and I'm planning some Maori development programmes, which is linking urban Maori back to the Maori world looking at tikanga and Te Reo and having a look at cultural values and what's happening now. A lot of urban Maori come from Gisborne and Whakatane and everywhere else, but they have no links to their maraes in Wellington.

Research shows that if people are really proud of who they are and their culture, their mana and everything, it fits better into the other area of their lives.

5. What global issue are you particularly interested/concerned about?

One of my main issues I suppose is my culture, as well as preserving our natural resources, because if we don't, they're just going to go, and we're going to be sitting here scratching our heads saying, 'Oh, what are we going to do now?'

6. Do you think young people are concerned about this issue?

Yes, I think a lot of them are. I think especially when it comes to gardening. People don't garden anymore, they just go and buy things from the shops, so they are not preserving things. You used to be able to pick blackberries around where I live, and now the Council is just spraying them all. So there's stuff [plants] that we can use, but other people are saying, 'We're spraying this because it's a weed ...'

7. How would you engage young people in these concerns? A lot of places have community gardens where they [young people] can get involved.

At my daughter's school, they're starting up a community garden as well. They're going to be growing vegetables and things so that people can take them home and use them and know that they don't get everything from the shop ... and that you can actually grow things!

8. What does Global Youth Work mean to you? To me, it's looking at the issues young people are dealing with worldwide and then bringing it back home to make it more real for them.

9. Do you apply Global Youth Work in your everyday work with young people? I didn't at first, but when I sat down and thought about it, I thought, 'These kids are dealing with this anyway.'

10. IF you could change the world - what 3 things would they be? No poverty --- this is idealistic! --- no famine, and people wouldn't be so hung up on body image.

11. What is your favourite movie?

Lord of the Rings

12. Food? I'm a chocoholic.

13. Music? I listen to anything from jazz --- because I was brought up listening to jazz and big bands --- to Lincoln Park, Marilyn Manson and Hip-Hop. I have this wide variety of taste.

14. Marmite or vegemite? Neither. I prefer peanut butter.



Whilst doing his world tour Justin Carr thought he'd stop by on our fine shores and do some volunteer youth work. For someone who was only in Wellington for 2 months to have the time and energy to be involved, we thought some investigative journalism was necessary to find out exactly why.

1. How long have you been working with Young People?
About 7 years

2. How did you get into youth work?
Through volunteer programmes at university. I went to school in New Haven, Connecticut, a community that suffers from typical urban problems. I started out teaching inner city kids to play soccer. It just seemed like a useful and fun thing to do

3. Why do you work with young people?
Young people are full of potential, and most times, begging for a little guidance or to be exposed to new things (I know I am!). I know that I have some good things to

share with youth. Plus, I love being around kids.

4. What kind of programmes are you and young people involved in?

I've done all kinds of things with youth. Basically, I enjoy doing work that opens young peoples' eyes, broadens their horizons and teaches them something. I've been a tutor, a snowboard instructor, a mentor and a soccer coach. Currently I'm working with the Samoan Aotearoa Unity Trust in Kilbirnie, helping out as a tutor in their homework centre and working with Trust administrators on development initiatives.

5. What global issue are you particularly interested/concerned about?
The quality of education for children in under-resourced communities.

6. Do you think young people are concerned about this issue? How would you engage them in these concerns?

No, not really. I'd engage them by increasing their awareness of the issue. I'd also hammer home the truth that education is the key to their survival in today's global economy.

Since September 11 this has become especially true for young people in America.

7. What does global youth work mean to you and do you apply it in your everyday work with young people?
To me global youth work

means preparing children to approach life as world citizens. This means increasing awareness and empathy, and preventing the development of a "not in my backyard" mentality. I'm applying it to my everyday work with youth. I just try to practice what I preach by maintaining a global perspective, being open to disparate viewpoints and passing on things I pick up along the way.

8. IF you could change the world-what 3 things would they be?

I'd start by redistributing the world's resources. I'd erase parochial attitudes to open peoples' minds, and I'd raise the teaching profession to the status it deserves.

9. What is your favourite movie/food/music?

Easy! Movie: A '70s reggae film called "Rockers". Food: Fish and Grits. Music: The music of Stevie Wonder.

10. Marmite or vegemite?
The yeast extract hasn't hit the States yet. In the meantime I choose peanut butter.

Global Youth Work in Practice

Ydub Workshop

Kia ora, My name is Jennie O'Donovan, I'm the Ydub Coordinator at the YWCA. Ydub is a network and website by young women for young women- ki nga wahine rangatahi, mo nga wahine rangatahi.



I attended all of the Dev-Zone Global Youth Work workshops and earlier this month got to put some of what I have learnt into practice. I ran a Ydub workshop with a group of 10 young women from Hamilton. The theme of the workshop was "Free Makeover: Improve your world not your face!" The aim was to raise awareness amongst young women about their ability to make a difference. We hope that this will be the first of many "Free Makeovers" around the country.

I found it really easy to get this group to make some global connections. To warm up and get to know each other we played a couple of games, including clap ball, a game played with a grapefruit or orange by children in Cameroon (but introduced to us by Gino.) Everyone really enjoyed this and it acted as a good starting point for thinking about the situation for young people in other countries.

We ran three sessions during the day, one on the YWCA and Ydub Network, the second on creative writing and the third on body image. We discussed issues that face young women in

Aotearoa and also talked about how these might differ, or be the same, for young women with different ethnic backgrounds and religions. Body image was an issue that they saw as one that affected young women (in fact all young people) around the world. We looked at the media and advertising, much of which comes to us from the US and UK. We talked about ways that we can challenge the pressures and expectations placed on us, by writing to advertising companies, being critical of the images we are bombarded with and celebrating diversity in our lives!! We discussed the concept of beauty and how different cultures and societies value different things, for example, for women in some countries it is important to be petite, where as in many other cultures big is beautiful.

Young people are growing up in an increasingly interconnected world. It is important that they are aware of the wider global community around them and how it influences and affects their local communities. We were asking young women to "improve their worlds" but first they need to understand their world!! This workshop was a first step.

Everyone had a great time and the ideas and techniques I learnt at the Dev-Zone workshops were VERY useful!!



Manipulation by the Media:

By Jeff Rahari,
Youth Worker
Challenge 2000

It is a known fact that the media plays a vital role in influencing peoples way of thinking, simply, by putting emphasis on some stories and not others. The bringing of outside news into our private homes every day and night through television and newspaper articles shows how the media has unlimited access into our homes and therefore ways of seeing the outside world. This aspect of the media can be both a blessing or a curse.

Today's media plays primarily on the stories which hold greater public interest that can be sold on a regular basis. These stories can be exaggerated, manipulated and generated in order to stimulate public interest.

Unfortunately young people have often become the victims of media manipulation. Media portrayals of youth focus mainly on the negative factors, creating images of young people as dangerous and unhelpful to the community as a whole. These portrayals however rarely reflect the positive inputs contributed by youth to the community. The elderly population are often wary of young people mainly due to the negative publicity which young people are perceived to be.

In my workplace "Challenge 2000", three quarters of the workers age ranged from about 18-35, these young people often work voluntary hours, serving young people and the community. Other youth

involvement include church groups and other community groups which are low paid and carry greater responsibility in ensuring that young peoples needs are being met and contributing to a safer, better community. These good deeds are seldom reported nor recognized as 'good enough' yet negative depiction's of young people seem to be hitting the front page newspapers and televisions.

My concern about the negative depiction's of young people is the fact that these negative images not only become ingrained in peoples minds but they also create lasting impressions on young people as being unworthy and unhelpful. These impressions lead to "functional fixedness" (stereotyping) where young people begin to act the way in which they are being portrayed such as: negative influences, criminals, street gangs, dropouts, and failures in society.

The glorifying of youth's negative actions by the media can become a motivation for budding offenders who see the actions of other's as 'cool' and acceptable. For instance the murder case surrounding the pizza delivery and other youth related cases.

With the media seen as an influential force to be reckon with, one can only wonder about the magnitude of positive impact it can deliver within the New Zealand society with more emphasis on the positive contribution by young people.



Perspectives on being young: by Yadana

Hearing what young people have to say about the world outside the front door.

INCREASE THE PEACE

I've had a strange realisation: Why are bombs the weapon of choice at the moment? Current world events have certainly had an impact on our corner of the world and some of its effects are probably very difficult to understand and verbalise. For myself the global situation is very frightening and angering. I

cannot even begin to wonder, "What can I do?" I am simply stuck with an extraordinary rage in my belly, which is further incensed by knowing I am a very privileged young person. So what are other young people "out there" feeling if I'm this moved?

We can all safely agree that no one likes or desires the current situation-September 11, bombing Afghanistan; impending war on Iraq; increased security measures around the world, or quite simply the fear we are all feeling ruled by. However the more subtle and difficult perspectives arise from war on terrorism; the use of the term terrorism; the idea that all Muslims or middle eastern people are terrorists, and the US government's crusade to avenge via war. Some very heated discussions can arise from these topics, but I don't want to talk about it, I'd rather strap my headphones on and go shopping. But that doesn't make me feel better either. I am scared that everyone wants to blow each other up without any clear purpose.

At school we're all taught not to fight; forgiving and finding non-violent solutions were the methods to overcome whatever conflict arose, and often such points of difference were considered trivial by the teachers. So why is it okay to drop bombs and economically cripple other countries as a strategy to solve problems? In between school and running a government did people forget these lessons?

Or is that children and young people must do as they are told whilst adults can get trigger-happy with little consideration of the impact war has on the consciousness of everyday people? Wouldn't it be easier if Saddam, bin Laden and Bush played a round of laser strike or risk, the body count would certainly be lower.

I absolutely admit that I am posing an extremely naïve and simplistic argument- I haven't made any considerations of war being a great industry. Neither have I mentioned the crippling recession facing the US, or extremist religious fundamentalism and the most obvious cause: crude oil and gold.. At this point these reasons only provide an explanation that does ease my heart-I'm still frustrated and I don't know why.

I feel like I've been lied to. As a young person, I'm supposed to have my eyes the most exacting and valuable of gifts: the future. My whole school career is geared towards it; I am groomed to become a grateful and gracious recipient of such a precious thing. I am not allowed to have "the future" when I am young, because I might spoil it. I will get it when I am old enough to not break it. So when do young people get the world handed over to them? Did I miss out on the ceremony? Maybe I wasn't invited?

I reckon they haven't given it yet. So how does this link in with war? Imagine being told you're in line to be gifted the most amazing thing in the world, in fact you will be gifted the world! But it's a second hand gift; it's like getting a packet of lollies with only the stink ones left, after you have watched someone eat all the nice ones. The young people shall inherit the earth but first the previous generations will have environmentally, economically, spiritually . . . destroyed it. I want this world so I can make it a beautiful place for all people regardless of age, ethnicity, spiritual beliefs, and those who haven't even arrived yet. But the future is dictated by a threat of war that has no relevance to me. It has no benefits for that elusive future I am waiting for. In fact no one cares what I say now. Because I am the future, I just wait for the present..

(The opinions expressed in this piece are not necessarily reflective of Dev-Zone as an organisation, but rather support the need for alternative perspectives on events occurring throughout the world.)



Upcoming workshops

Engaging Young People in Social Change: Putting Global Youth Work into Action, ~ Part 2 ~

Who: Youth Workers who have attended at least one of the previous Dev-Zone trainings.

What we'll be doing:

- * come up with an action-component for your 'global' activity (what you can do locally . . .).
- * discuss questions around Global Youth Work.
- * view what other youth workers have been doing in the world of Global Youth Work.
- * CELEBRATE the end of the year and your participation this year!

Where: Wellington City Council, Meeting Room 1

When: Wed, 20 November from 9:30 AM—12:30 PM

RSVP to Jody by Mon 18 Nov PLEASE ~ 472 9549 or jody@dev-zone.org. Cheers!

New & Useful Resources

Whose Perspective? A Guide to Gender Sensitive Analysis of the Media, (Training Manual) produced by Women's Media Watch Jamaica.

This resource is a must for anybody looking at the impact of media on young people, in particular young women. In today's "gender equal world" the media continues to reinforce and strengthens historical inequalities between men and women, in particular gender roles and violence against women.

The training manual is user-friendly, using clear simple language, interactive activities and sound analysis.

Sections include:

- ✕ Gender Images in the Media.
- ✕ Gender, Media and Violence Against Women
- ✕ Criteria Critiquing the Media
- ✕ Workshop Preparations: Organising a workshop on Gender and the Media.

Taking Responsibility: Internationalist anti-sexist youth work for young men

By Paul Bramwell & Louise Barton.

If you are looking for different ways to work with young men on their attitudes towards women, then this resource is worth looking at. It moves beyond just talking, and on to challenging and empowering young men to Break the cycle of inequality between men and women. The resource is suitable for training youth workers or young men. Kit includes posters for activities role-plays; activities; games; workshop tools; gender; work; media; perceptions; sexual harassment; violence.

Be The Difference

By Danny Seo-Forward by Deepak Chopra.

This book is a great resource for young people looking at ways that they can make a difference. The text has an American focus; however many of the ideas are applicable anywhere in the world.

The author shares his hard won skills so you too can make a difference in your community. What's more, it's easy to do. You'll learn how to:

- * Start your own organisation
- * Develop concrete strategies that really work
- * Tap into the best internet resources
- * Get media exposure
- * Change your school



Interesting Websites

Pacific Youth Bureau (PYB) ~ www.spc.int/youth

Fantastic site on youth development throughout the Pacific Region. Lots of interesting information, along with updates from young people on projects that they are involved with. Great opportunity to explore the impact that global issues are having on Pacific Nations.

Taking It Global ~ www.takingitglobal.org

This site has everything that a young person needs to take action on an issue of concern to them. It is full of resources, links young people globally via e-mail, and even links young within each country.

Young people can get assistance from other young people globally in designing a workshop or activity, and getting ongoing support during the process. In terms of taking action, you will be hard pressed to find many other sites that match this one.

About Dev-Zone

Website address: www.dev-zone.org

Dev-Zone (Development Resource Centre) is a specialist education and information centre in Aotearoa New Zealand. We inform and educate to empower people to take action for a just world.

Our Global Ed (Community-Youth and Schools) team provides a global perspective in its education to the community and schools sectors by:

- offering a free library service – including books, teaching kits, videos and journals.
- providing, producing and distributing innovative resources on global issues for schools and the community
- running workshops, school activity sessions and training seminars for teachers, students and community and youth groups
- producing a quarterly magazine ~ Global Issues for the community and secondary school sectors

Our Values

Dev-Zone believes that:

1. Knowledge empowers people by providing alternative sources of information, increasing choices, in particular, to enable vulnerable people to make their voices heard, and promoting justice, peace and equality.
2. Development must be people centred and recognise that all cultures, including indigenous ones, offer valid solutions to social development problems.
3. The Treaty of Waitangi principles must be an integral part of the way we operate.
4. A holistic approach to development is essential and social, political, economic, environmental and human rights aspects must always be taken into account.
5. The general public must be involved in global development problems and the DRC has a vital role in enhancing the understanding of these, including recognition of New Zealand's changing regional and global roles.

Community-Youth Ed Team

Gino Maresca (Youth Programme Co-ordinator).

Gino has been working in the field of youth development for the last 10 years. He has designed and run NZ Conservation Corps programmes, various life skills programmes, leadership development and Youth Health Support services.

Jody Gorse (Community & Schools Education Officer) Jody has enjoyed work with various cultures and youth over the past decade. She has co-ordinated & tutored in languages, life skills and employment programmes with refugee/migrant youth and young male offenders in New Zealand and various inner city and rural communities overseas.

Yadana Saw (Youth Advocate)

Yadana has been actively involved in projects run by young people and youth networks in the Wellington and international arenas. At present she spends her 'free time' (yeah, right!) tutoring in Anthropology at Victoria University and working in a local café.

Contact Us!

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