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GEC Happenings

So you like the new newsletter? Well, we've been doing more to improve it-so thanks for all your feedback! Here's what GEC has been up to since the last Global Bits.

STAFFING

We have two new people joining the GEC team, Justin Duckworth is our new Youth work trainer for the community programme, some of his role will be to develop a global youth work approach for youth workers. Justin has extensive experience working with young people and youth work, so it'll be great to have him onboard. Watch for the next Global Bits for more.

Schools also has a new Education Officer, Cindy Munn will be joining Jody in the task of getting global education into schools. Cindy has a passion for global issues.

YOUTH WORKERS NETWORK

In early July we met with a few youth workers to discuss the establishment of a Global youth work network. The idea is to provide opportunities for youth workers to be better supported when using global perspectives in their work with young people. We are hoping to develop a format that can include youth workers from outside of Wellington. In the mean time the youth workers in the group will be developing and trialling activities for use in their work. If you are interested please contact Yadana 4969510 or yadana@globaled.org.nz

PROJECTS

The Next

This month sees the website going live, check out www.thenext.org.nz for more details and development on the project.

Global Focus

Our first issue about poverty is in the August issue of Tearaway and work on the second issue will commence soon. The second Global Focus will be looking at war and conflict. For more information contact Paul Zoubkov-

paul@globaled.org.nz

MORE NEW THINGS

Do you want to be involved with our workshops or can we add a global dimension to workshops that you may be planning or running? Over the next few months we will be developing our strategic direction to reflect our growing community networks. This is an opportunity for GEC to work with you in your region. We would love to hear your ideas for workshops, events, training or any other ways we can collaborate with you. Contact Gino on (04) 4969592 or gino@globaled.org.nz

Global Youth Work....

1. Starts from young people's experiences and encourages their personal, social and political development.
2. Works on the principles of informal education and offers opportunities that are educative, participative, empowering and designed to promote equality of opportunity.
3. Is based on an agenda that has been negotiated with young people.
4. Engages young people in critical analyses of local and global influences on their lives and their communities.
5. Raises awareness of globalisation within an historical context, and encourages an understanding and appreciation of diversity locally and globally.
6. Encourages an insight into the relationships and links between the personal, the local and the global and ensures that these links are based on equity and justice.
7. Insists that the peoples and organisations of the north and south are seen as equal partners for change in an interdependent world.
8. Encourages active citizenship by giving young people the opportunity to participate in actions, which build alliances that seek to bring about change locally and globally.

Finding a place for global perspectives in youth work practice

Global youth work

Global youth work is good youth work practice. It is an approach, which starts from young people's everyday experiences and engages them in a critical analysis of local and global influences on their lives and their communities.

Getting this right can form the bedrock for life long learning about the world and our place in it.

Global youth work aims to raise awareness of the globalised world, its history and the rich diversity of its peoples. It encourages an exploration of the relationship between local and global issues and enables young people's personal development through active participation in actions that aim to bring about change. It is concerned with justice, locally and globally. Key to this is ensuring that the most disadvantaged young people, along with the majority, have the opportunities to engage with these issues and benefit individually and as members of groups.

Global youth work is important because:

- Youth work is an effective method of informal education. Enabling young people to make informed choices about how they lead their lives cannot stop at local or national boundaries.
- The values underpinning youth work reflect the need to challenge discrimination and oppression. This cannot just be confined to local issues, as all issues have a global dimension and connections.
- It can enable young people to understand the world around them and its history from different viewpoints, including the experiences of people from the 'majority' countries in the south of the world and not just the wealthy nations of the 'minority' northern world.
- It creates opportunities to develop the skills, attitudes and knowledge to play an active role in Aotearoa New Zealand society and internationally, in particular the Pacific region, increasing self-esteem, confidence and sense of achievement.
- It can enable young people to explore their own values and identities as individuals and members of peer groups, local, national and international communities and explore and respect the values and identities of others.
- The world is changing economically, technologically and culturally. Young people need to understand these changes and equip themselves with the skills and knowledge necessary to play a positive part in the growing range of work and learning opportunities available.
- Effective global youth work provides further opportunities to educate and empower young people about the effects of racism and their role in tackling it.

We all live in a society connected to the rest of the world on a daily basis by food, work, music, sport, clothes, travel, TV, film and the internet. These influences create opportunities for young people to gain new experiences of different people, places, cultures and lifestyles.

"81% of young people in the UK believe young people need to understand global matters in order to make choices about how they want to lead their lives." (DEA 1998)

Young people's lives cannot be viewed only in a local or national context, as all local communities have global links. In other words the world is not only 'out there', it is here

Trade and communications have created a global society where the livelihoods of young people in Aotearoa New Zealand are directly affected by the actions of others throughout the world and they in turn affect others through the way they live their lives.

"Reducing poverty is not just a moral issue. The closer we are connected across the continents, the more we become dependent on each other. And if we don't act now to reduce inequality, there's a real danger that life for all of us – wherever we live – will become unsustainable."

Making Globalisation Work for the World's Poor

"Those working to support youth and community learning, as they seek to address issues of social inclusion, have long been aware that many of the causes of these issues lie outside local communities and that only by understanding wider forces can we begin to design more effective interventions that address issues both here and abroad." An International Outlook – Educating Young Scots about the World, Scottish Executive, Annex C. p.41 (2001)

Young people in a global society

Similarly the economic, educational and cultural issues that create social inclusion and exclusion cannot be seen only in a national context. Young people are often the most affected by the global forces that shape all our lives and need to be equipped to respond to these.

Young people experiencing social exclusion can benefit from educational experiences that place the issues facing them in a wider context, where they can reflect on their opportunities and develop the necessary skills to move towards experiencing life beyond the immediate and local. The document emphasises the links between global Homelessness and refugees video project (pull quote) Global youth work increases understanding of and caring for others, and in broadening horizons, can set the needs and problems of their own community in a world-wide context. Regular involvement in global education activities is consistent with the core principles and makes a significant contribution to the personal and social development of young people."

It is also clear that we can no longer assume that international tensions and conflicts will remain within national borders and not affect the lives of young people in the Aotearoa New Zealand.

Technological change and globalisation demand that young people of today must develop knowledge, skills and flexibility for their world of the future. Society, and the role and structure of the family, is changing.

Ideas for introducing the global into youth work

Youth Centre

Young people from a youth club discuss their own impressions of homeless people and refugees, which raise a range of questions. To answer some of these questions the group interviews local councillors, police, hostel workers, homeless young people and young refugees. The group produces a peer education video, which shows the links between homelessness and refugees and critically examines how other young people, the authorities, media and the public, perceive these groups.

DJ skills project

Young people excluded from school take part in a DJ training programme where they learn skills, increase their knowledge and confidence and gain accreditation. Through the programme the young people learn about the origins of musical styles and appreciate music from around the world including countries in the south, which they have had little or no contact with previously. This raises awareness of the interconnected nature of the world and positive cultural exchange.

Fashion and fair

A youth worker encourages young people involved in a 'diversion from crime' project to look at fashion and focuses on the clothes in the high street stores young people are attracted to.

The group designs a set of posters about Fair Trade and Fashion which traces the products' journey from manufacture to the high street – where they are made, by whom, under what conditions, what the economics involved are and who profits at each stage. This raises issues of child labour and comparisons to the working conditions locally for young people, peer group pressures and image.

Children's rights media project

Young people with an interest in children's rights set up a media group named after Article 12, the right of children to have a say in decisions affecting them. They develop a website and produce a newsletter to share what young people are doing to influence decision makers locally in the youth service, nationally and internationally.

A youth worker encourages young people in a youth club to draw a picture of typical young people who live in their area, the clothes they wear, the music they listen to, and the environment in which they live. These images are then used as a starting point for discussion and learning about the international links in all our lives; music from the USA, clothes from Indonesia and more. This leads to the young people deciding to develop a link with young people from other countries via the internet and exchange information and their personal stories.

Community youth work

Young people working with a community youth work project are trusted with a camera over two weeks to take photographs of their local environment, family and friends to show what life is like for them, their aspirations and fears.

These are then compared to images and biographies of young people from Peru to explore identity, culture and how the lives of young people are connected around the world.



Fact File

Bridging the Digital Divide

www.globaleye.org

Access to information and ideas through better telecommunications could significantly help poorer communities in the future....

- Today, only 2% of the world's population are linked to the internet. 88% of internet users are in industrial countries, home to 15% of the world's population.
- 50% of all internet users are in North America.
- 75% of the world's telephones are found in 8 countries.
- There are more telephone lines in Tokyo than in the whole of sub-Saharan Africa.
- In 1990, 22 countries were connected to the internet. By 1999, 226 countries were connected.

Citizenship and social cohesion

Often young people in the Aotearoa New Zealand have complex identities made up of various cultures, races, languages, heritages, religions and traditions. Alongside this young people draw inspiration and role models from around the world. Assumptions about what it means to be a 'Kiwi' are increasingly difficult to make and can actually alienate and exclude individuals and communities from playing an active part in society.

These issues of citizenship are an everyday reality for the lives of many young people in Aotearoa New Zealand and in particular asylum seekers and refugees.



Hip Hop Perspectives:

Hip hop and Burma: not what you would expect: reviewed by Lisa Wood

It is the dynamism of hip hop as illustrated in Burma that reminds us that hip hop is interesting yet complex. It is because of its inherent nature to be able to be used in such diverse ways that hip hop has become more than just entertainment, but an increasingly important social force.

A history of music being used to promote pro-independence movements to military propaganda within an environment containing high censorship provides an interesting backdrop for an even more intriguing account of hip hop. The context of this account is present day Burma. While hip hop has long been associated with underground movements championed by marginalised groups, Burma provides an interesting comparison as it does not fit into this description of hip hop.

Burma has a history where music has been used to challenge the social order and provide resistance. In fact so powerful has the use of music been that authorities have taken a two pronged approach. In protecting themselves from serious challenge they have established censorship laws banning overtly political lyrics. On the other hand they have enlisted the use of music in order to further favourable propaganda. These actions acknowledge the power of music, and thus provide an interesting context for hip hop to exist in.

Burmese artists mostly recite lyrics by famous American artists. This Western influence in the music has brought criticism from all sides. Authorities discourage it because they believe it threatens Burmese culture, whilst other artists have attacked the hip hop as being just copy music and not creative.

Despite these criticisms people have embraced hip hop as an artistic outlet. As one Burmese writer suggests: "the songs reflect the emotions of the younger generation. Many elder people like hip hop because it expresses

freedom better than other forms of music". Hip Hop expresses sentiments that people identify with, that no other mechanism has been able to do. Although the lyrics cannot express overtly political messages it is the feeling of freedom artists get through hip hop that is significant.

Hip hop in Burma is said to have arisen to overcome social limitations and provide a challenge to cultural norms. While not outwardly political, its nonconformist nature, from the music to fashion expresses discontent. It provides an escape from the established order, whilst not an everlasting escape, albeit an artistic escape.

However hip hop is not being advanced by oppressed or marginalised groups, rather it is a form of art used mostly by the elite and socially privileged. Reasons for this use in Burma tend to be for financial reasons. For example it is far too expensive for many Burmese to attend any performances. The hip hop available on the television or in music stores is very limited, thus people often have to rely on people outside Burma to pick up music for them, an opportunity mostly had by the elite.

These constraints follow through to the producing of the music. It is far easier for people with more money to produce hip hop music as they do not have to work additional jobs to support themselves thus can devote time to the music. There are further protests against the inequalities present in the industry, as illustrated by disparities between the artists and the producers. Because of the limited resources musicians often have to produce for next to nothing, while if a profit is made it is accused that producers often pocket far larger amounts than the artists get.

This provides an interesting challenge to traditional portrayals of hip hop as a voice for marginalised people, as in Burma it is largely used by the elite. However this also serves to cement hip hop as a mechanism able to be adopted and moulded by different cultures and serve to represent their different outlooks. It is precisely because the use of hip hop has been able to be used in different ways by different people that affirms it as a mechanism able to be used in a myriad of ways to suit a diverse range of cultures.

There are many outlets for people to express their perspectives on the global, this can be done through various methods such as music, theatre and art. Hip hop is one particular outlet that is important because it has been used globally for this reason. Cultures all across the world have moulded hip hop to suit their particular context, thus the one mechanism appears globally but in different forms created by different cultures. Hip hop's use's can be diverse; it can be used as a voice of discontent, raise awareness or to start social movements.

This newsletter regularly features different stories on one of the four elements of hip hop culture and its use around the world. You can use young peoples' common understanding of hip hop's use around the world as a lens to find out more about different cultures.

ACTIVITY:

An activity to do with your young people is to get a world map and place a pin on the region where the articles in the newsletter on hip hop are based. Eventually you will have a map with heaps of pins indicating your knowledge on hip hop around the world!

Article Summary

- Music has a history in Burma as being used to promote social and political movements
- Hip hop provides as an outlet to express sentiments people can identify with, for example freedom. This is of particular relevance as there is a lot of censorship in Burma.
- The use of hip hop in Burma challenges common views of the nature of hip hop. Usually hip hop is associated with marginalised groups seeking a voice, however in Burma it is mostly used by the elite.
- The illustration of hip hop in Burma serves to show how hip hop can be used very differently by different cultures to suit their unique circumstances.

Global Youth Work Project Profiles

Global Focus

If ever there was any doubt lingering that young people are not interested in the global, then they can be well and truly banished by the Tearaway Magazine 'Global Focus' project. This Global education Centre project has organised young people's outlooks on global issues to feature quarterly in a double spread in the tearaway magazine. The project is led by Tearaway magazine who have contracted Global education Centre to run the project; it was made possible through funding from NZAID, Nga Hoe Tuputupu-mai-tawhiti. The goal is about increasing young people's awareness and participation in global issues.

There are many impetuses driving this project. Of particular importance is that young people want to be involved in the global, and traditionally there has been a considerable lack of opportunity to be involved. Project co-ordinator Paul Zoubkov emphasises the passion in young people: "There is a moral drive for justice that just needs an opportunity to be positively transformed".

The opportunity this project has presented for young people has signalled that young people are passionate about being involved in global issues. A participant in the project Mike LeMont says: "I found this an excellent opportunity, I was able to express myself on issues that effect me and other youth, I felt I was contributing to something really worthwhile".

The feature in tearaway magazine provides a forum for not only increasing awareness and knowledge on global issues, but also in providing a vehicle for young people to be involved. The involvement of tearaway magazine in this respect is important for two reasons. Firstly young people are extremely diverse, therefore if the aim of the project is to be achieved then the mechanisms it employs must be one that is relevant to a wide range of young people. Secondly it must be a mechanism that is of interest to young people. Tearaway magazine fits these requirements perfectly. With a readership of 254,000 monthly, it soars ahead over all other publications aimed at young people. Furthermore its readership is diverse in many respects, even with gender which is regarded as pretty unique.

"To look and understand the reality of the world facing young people is to understand it in terms of it being global and interconnected. many occurrences in the local environments are a product from a vast array of interconnections across the world"

The importance of this project is not only posited in the fact that young people want this sort of opportunity, but in the idea that the inclusion of the global in young people's lives is crucial. Yadana Saw, one of the projects co-ordinators elaborates: "To look and understand the reality of the world facing young people is to understand it in terms of it being global and interconnected, many occurrences in the local environments are a product from a vast array of interconnections across the world".

From this stems the reasoning that an aspect of empowering young people involves educating them on the global. Participation and learning within the global context helps young people learn about their environment, consequently empowering them with the skills to enable them to give effect to their own lives. After all it can be difficult to effect meaningful change in your own life when you do not understand the context you are living in and the forces which effect your life.

To not address the global component of young people's lives means they are missing out on gaining vital tools which contributes to their ability to understand the world they live in, and thus understand their life and how to initiate change in it. It follows that young people's contribution and involvement in the global is essential to the empowerment process.



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Global Youth Work Project Profiles

Participation and learning within the global context helps young people learn about their environment, consequently empowering them with the skills to enable them to give effect to their own lives

The importance of this project subsequently becomes located not only its raising awareness and involvement of young people in the global, but in its indirect, but none the less crucial contribution to youth development.

The importance of this project is multiplied when it becomes known that currently the only way for young people to become involved in the global is through mainstream media, the formal education sector or programmes offered by other organisations which is too few to be adequate.

The tearaway project addresses this need by involving young people in the global. Through this they gain tools to understand the global so that they can not only be involved in issues that interest them, but are able to analyse their environment and better understand it to take control and give effect to their own lives.

From its roots to its ends this project involves youth participation, planting it firmly as an example of youth participation working successfully in the global context. The project sees young people as key in solving issues before them, and has actively set up the project so young people play a key role.

This is implicit in every stage of the project; young people define the project priorities, methods, contents and mode of delivery. This means that young people choose the issues to be discussed, the presentation and write the articles themselves. The project has been organised in such a way to ensure young people's participation is meaningful enough to amount to ownership.

First there is the establishment of a youth advisory group. They identify issues of interest for the project and provide the initial direction, this is particularly important in establishing youth ownership from the outset. Secondly young writers are sought whereby they are trained and supported to express the issues identified by young people.

The feedback from young people has indicated they would like more opportunities similar to what this project presented. Mike reiterates: "I really want more opportunities to do this, it was really fun and there aren't any other places I can do this sort of thing".

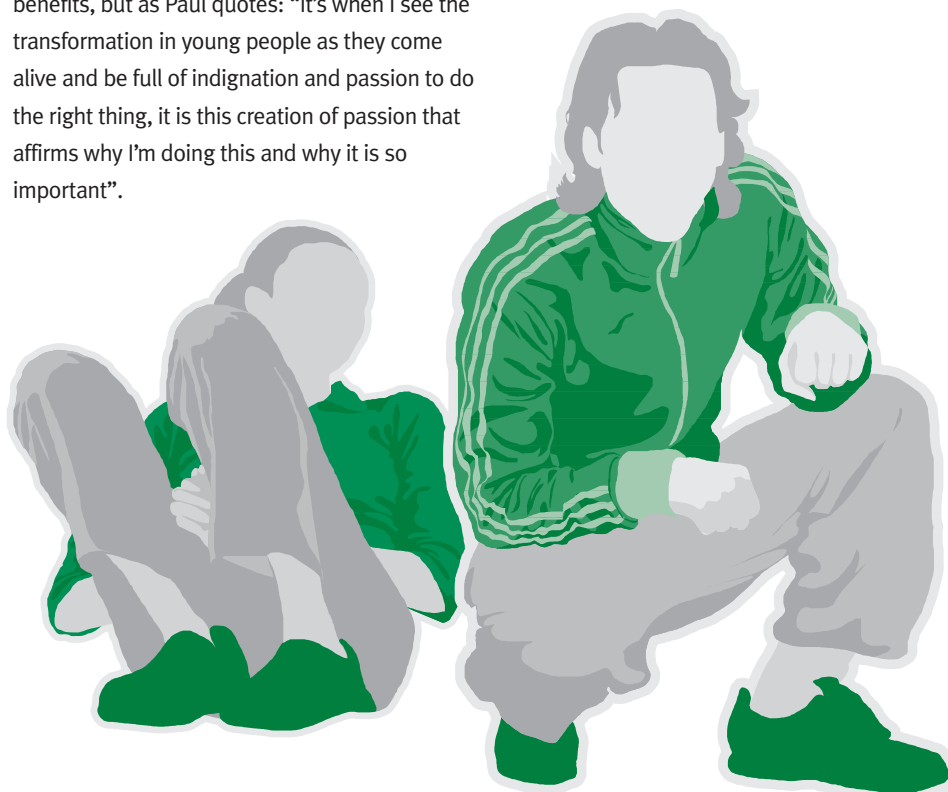
According to Paul the interactive nature of the workshops has contributed to the project's success, young people have been engaged in a fun way rather than just being talked at.

The young people choose what global issues were of interest ensuring the contents of the workshops were appealing.

The project has been worthwhile for the young people involved, but also for the organisers. "Young people are inspiring in the sense that they can open up new horizons in addressing global issues as they do not get put off by side issues, and do not see obstacles as insurmountable" Paul says. It is not only working in this context that provides huge benefits, but as Paul quotes: "It's when I see the transformation in young people as they come alive and be full of indignation and passion to do the right thing, it is this creation of passion that affirms why I'm doing this and why it is so important".

Project summary

- The tearaway project aims to increase awareness and participation in global issues, this is done through a double spread in the tearaway magazine featuring young people's outlooks on global issues.
- This provides a forum for young people's involvement in the global as they identify and write the articles themselves.
- The reasons for this project are varied, but important reasons are that young people want to be involved in the global but often lack a way to be involved. Secondly the involvement of the global plays an important role in empowering young people.
- This project provides an example of youth participation in the global.



Youth Worker Profiles

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.

Oliver Driver

Oliver, 28, based in Auckland is an actor and is involved in the running of a programme for young people aimed at producing theatre for that generation and encouraging New Zealand talent and potential. The programme is called *zecond* and is based at the Auckland theatre company.

What programmes are you and your young people involved in?

We run a programme called *zecond Unit* aimed at promoting young people's involvement in the arts. In this we train new artists, develop New Zealand playwrights, provide resources for schools and work with young people to provide theatre productions.

The theatre we create is self-generated by young people. The aim is to not only provide theatre specifically for young people's generation, but an audience for it too.

Our school ambassador programme takes student representatives from various schools and gives them the opportunity to view theatre productions, meet the crew and participate in workshops.

How long have you been doing this programme and how did you get involved?

I have been involved for 3 years. I created this programme because I wanted young people to have the opportunities to be involved in the arts.

I am involved in the arts, and I know that success takes talent but also a lot of luck. I wanted to reduce the difficulties in getting involved and provide opportunities for young people so they don't have to rely on luck so much.

What does global youth work mean to you and is it important to incorporate the global perspective in the work that you do?

To me global youth work is about looking at global issues and working with that context. The global perspective is relevant. We are a global



society and young people are growing up in an increasingly interconnected world. This reality can't be ignored.

What is particularly special about working with young people in the global?

They are not so beaten and care about the issues. They have grown up in a different world that is increasingly global and have a sense of the issues.

How do you incorporate the global in the programmes you run?

We don't overtly incorporate the global, but it's implicit in what we do. We acknowledge the context we work in is interconnected and that the global is an influential force. It is this acknowledgement that results in some of our goals.

For example we are committed to promoting New Zealand talent. The global context and increasing exposure to overseas productions has created a context whereby New Zealand talent can be overlooked.

New Zealand is bombarded with overseas arts and often people look to overseas to accept our talent before they accept it themselves. We want to show people that you do not have to look overseas for quality theatre or arts; this quality is here in New Zealand.

Have you thought about any other ways to incorporate the global in the programmes you run?

I'm focused on showing young people the impact New Zealand has on the world. Often people see the globe as impacting on New

To me global youth work is about looking at global issues and working with that context. The global perspective is relevant. We are a global society and young people are growing up in an increasingly interconnected world. This reality can't be ignored.

Zealand, which it does. But there is that aspect that what people do in New Zealand actually has significant impacts on the world too.

What a young person is doing in South Auckland effects the world too, it's not just about the world effecting New Zealand. It's about recognising New Zealand's importance, locally and globally.

Are there any particular global issues you are interested in?

Identities is an issue. The interconnectedness of the world makes defining people difficult. No one area of the world exists in a vacuum so it's not easy to box people into distinct nationalities. What exactly is a New Zealander for example?

The environment is another issue. The onus needs to be located on the world leaders and their responsibility for action. People collecting money for the environment sometimes take the onus off world leaders. World leaders need to be posited where they can take responsibility.

What are the good points and difficulties that arise when incorporating the global?

The global provides a challenge where New Zealand arts can be overlooked because overseas productions are seen as more glossy.

We tend to only acknowledge our artists when they have made it big overseas; we need to not wait for overseas countries to tell us something is good before we accept it.

The good stuff is that despite these issues you get the satisfaction of seeing a packed house for our theatre and knowing they're there because they genuinely want to be. The context of the global allows you to appreciate what is uniquely New Zealand.

Youth Worker Profiles

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.

Michelle Ngcikai



Michelle, 22, works at the Y-dub in Wellington as a co-ordinator piloting programmes aimed at empowering young women.

What programmes are you and your young people involved in?

I work for the Y-dub in Wellington. Its aim is to empower women, so we run programmes and activities around this. I am involved in a variety of things from workshops to the Y-dub website, which amongst other things provides a forum for young women to express themselves. There is a focus on making the Y-dub funky and relevant to young women so they feel they can belong.

How long have you been doing this programme and how did you get involved?

I have been here for about one month. I got involved because the Y-dub is doing some really exciting things for young women and this is a passion for me. The Y-dub interested me because in Hamilton I started a group for young women when I was 19. Young women like to belong to something, and the Y-dub presents something funky they can be involved in.

I'm interested in clothing labels like Nike and understanding where they come from. This is important with young women as often they buy it because its cool, but they don't realise where its come from.

What does global youth work mean to you, and is it important to incorporate the global perspective in the work that you do?

Global youth work is about not just focusing on your local area but realising that what is happening overseas is effecting young people. It is important to incorporate the global as it effects and influences people everywhere.

Issues are arising and it is important to educate young people so they can make up their own mind about this stuff that is happening.

Without this education they don't necessarily get the full picture in order to make that decision.

What is particularly special about working with young people in the global?

Young people have so much talent and its wasted when no one encourages them to use it;

I enjoy seeing this talent brought out. Young people have really creative ideas and often don't get given enough credit.

How do you incorporate the global in the programmes you run?

The organisation I work for (YWCA) is a world organisation, so connections are made globally.

We have also incorporated the global in things we have produced. For example in the 'Do It Yourself' (DIY) project we produced a booklet that aims at empowering young people to voice their opinions and show them that they can do anything, big or small. We had a specific section in the booklet educating people on issues overseas and how these effect them.

Have you thought about any other ways to incorporate the global in the programmes you run?

There is potential to put up the DIY booklet on the website, this would include the section on the global. There is also the possibility of promoting ways young people can have more of a say in global issues and actively encouraging them to do so, this may include posting up global issues in the website. It is good to show and encourage young people that they can do things big or small.

Are there any particular global issues you are interested in?

I'm interested in clothing labels like Nike and understanding where they come from. This is important with young women as often they buy it because its cool, but they don't realise where its come from. Similarly I'm also interested in food products and getting information about where they come from. A lot of the times people buy normal food products and don't know where their from and their history.

What are the good points and difficulties that arise when incorporating the global?

Its great to see young people learning about the global and see them realising how important it is and how it effects them, you get to watch them gain this deeper understanding. It's not only really rewarding, but also interesting.

As of yet I haven't encountered any big difficulties so we'll have to wait and see!

Global Youth perspectives

By Kirsten LeHarveil

Chairperson – Wellington Youth Health Project

When I was asked to write an article about a global or development issue I had no idea what to write about. We hear the words 'global' and 'development' everywhere but hardly ever stop to look at what they actually mean or how they relate to our everyday lives. It's often hard to make the connection between what's happening in Rapanui and our everyday lives within Aotearoa. One thing that unites us is the way people around the world are addressing issues within their communities and actively participating in social change. These community groups are becoming a major part of civil society around the world. This is what really inspires me.

We're all working towards the same goal, addressing social change from the roots up and therefore participating in a process of transformation at a global level.

These groups are increasingly becoming mainstays for communities in terms of providing social services, support, advocacy and any other needs identified by that community themselves. The importance of this development is those needs are now being identified at the grassroots and are owned and run by the community. They are much more successful because they are run by their own people, acknowledge the specificity of the group and thus provide the means for meeting communities' needs.

Community groups also provide opportunities for individuals to take an active role in

addressing and affecting social change within their own communities. These groups are growing and becoming an intrinsic part of civil society. People are realising that they can make a difference and that their actions have an impact on the people around them.

Through discussing the work that we do and the work we want to do we are inspiring and empowering each other. We are also sharing knowledge and experiences about our work and how we can develop and expand it. Through communicating with other people within Aotearoa and around the world we are building connections and understandings and demonstrating that in fact we are united, sharing experiences and are affected by similar social and political forces.

Global Youth Work Activity

Here is a simple yet effective activity for opening the door on exploring global issues of interest to young people. It could be used as a starting point for developing a project with young people, which is different from other projects that they have been involved in.

Activity

Global Web Icebreaker

Materials Needed:

One ball of string

Purpose:

to provide young people with an opportunity to explore interdependence on one another, locally and globally.

Outcome: Young people learn from one another as they explore the true nature of an interconnected world.

Activity:

Sit in a circle, and decide on a global issue of concern. One person will begin with the ball of yarn. S/he introduces themselves and then complete this phrase – "The feeling or image I have when I think about [issue chosen] is..."

After this person responds, the person should hold on to the end of the yarn, call out the name of another participant, and throw the ball to him or her. This will begin to create a web. Continue this process until everyone has had an opportunity to speak and the web is formed.

Learning opportunity:

beyond differences of language, race, ethnicity, gender, culture, and nation, we are one human family. The improvement of society depends on one another.



Interesting Websites

Catalytic Communities: Innovative Solutions communities database

<http://www.catcomm.org/>

Catalytic Communities empowers and engages communities around the world to develop their own local improvements by providing a set of online tools to foster and strengthen community-based leadership and innovation.

Catalytic Communities (CatComm) is a totally virtual initiative. They are currently building a database on the Internet – the Community Solutions Database (CSD) – that, as more and more disenfranchised communities around the world get online, can be used to access grassroots-initiated solutions to community problems. A place where a community leader in Jakarta or in Rio can go and search his or her problem: “pollution,” “illiteracy,” or “HIV” and get a description of what dozens of other communities have done to effectively tackle that particular problem.

This database is then being used to implement our mission, by allowing us to pursue the following goals:

Publicize, expose and attract attention to the hard work of community innovators in neighborhoods around the world and thereby enrich their ability to carry through their projects; Link low-income communities to innovative and courageous projects carried out by their peers in other communities, thereby empowering them to attempt community improvement in their own neighborhoods, regardless of limitations in financial or educational resources; Provide tools to encourage and build community leadership.

Coke Watch.org

<http://www.cokewatch.org/>

Here is a website designed to keep an eye on The Coca-Cola Company, one of the world's most well-known corporations.

You may be shocked to learn about the conditions under which Coca Cola products are produced and distributed.

In Colombia, for example, union workers who bottle Coca Cola products have been kidnapped, tortured and murdered. The largest Coca Cola union in Colombia has asked for an international campaign against Coke to stop the violence against workers, which has included a half-dozen murders at one plant alone in the mid-1990's. Reports of these crimes sparked a historic lawsuit against the Coca Cola Company

and their Colombian bottler by the International Labor Rights Fund and the United Steelworkers of America on behalf of the Colombian union

World Assembly of Youth

www.worldassemblyofyouth.org/

The World Assembly of Youth (WAY) is the international coordinating body of national youth councils and organisations. The full members of WAY are national youth councils. WAY has 94 member organizations from all continents. Founded in 1949, WAY has consultative with various agencies in the United Nations System, including UNFPA, UNAIDS, UNEP, UNESCO, WHO and UNCTAD. It acts as a bridge between the youth and the UN. WAY recognises the Universal Declaration of Human Rights as the basis of its action and services. WAY works for the promotion of youth and youth organizations in programme areas such as: democracy, environment, human rights, population, health, drugs, community development and leadership training.

New and useful resources

New Internationalist

For those of you out there interested in keeping your finger on the pulse with things happening globally, you won't find a better source of information than New Internationalist (NI). In a society awash with biased, one sided media reporting, NI is a breath of fresh air, offering alternative, well informed alternatives to the onesided reporting we get in mainstream media.

Feed Your Mind

The New Internationalist is produced by an independent trust working as a co-operative. It exists to report on the issues of world poverty and inequality; to focus attention on the unjust relationship between the powerful and powerless in both rich and poor nations. The magazine began in 1970 and now has over 80,000 subscribers worldwide. In order to support the work of the magazine, NI also publishes a wide range of written material designed to fascinate and educate the reader.

Why put up with mainstream

mania when you see the world differently? You value people ahead of profits. You prefer conservation to consumerism. You favour an inclusive society rather than a club for the

privileged. So why not read the monthly magazine that's tailor-made for you, produced by multi-award winning independent publisher, New Internationalist.

What you find may break some stereotypes of poverty, wealth, justice and freedom. More importantly, you'll uncover some new strategies for change.

If you would like a sample issue please contact gino @

gino@globaled.org.nz

or alternatively contact NI directly and check out their latest subscription offer online @

www.newint.org

or phone/fax 03 386 3153,

Mail: freepost 649,

P O Box 35038, Christchurch

Resources held in Global Educations Library

All resources are held in the GEC library.

Membership is free. To register, please visit our website www.globaled.org.nz and go to the library section. You can also search our holdings catalogue from there.

Global Realities and the Youth Leadership Challenge.

By Dr George Otero (2001)

This resource is for those people in the community who understand that: “the world has changed. The nature of leadership has changed. This approach should be of interest to anyone who wants to empower young people and inspire them to lead the world into a more humane and just future”

The ideas in this guide seek to teach about leadership in a unique way that sees leadership as grounded in vision. Our challenge is to support young people in finding that vision.

Youth Topics. The ultimate collection. Cafod (2002)

This resource contains a range of creative, dynamic and fun activities, focusing on 25 of the most crucial global issues facing young people and our world today. Issues like sport – does it divide or unite us? Smoking – what lies behind the smoke screen? Citizenship – are you a super model?... As well as the environment, world trade, debt, and many more.

About The Global Education Centre

Website address: www.globaled.org.nz

The Global Education Centre specifically works with young people, youth workers and teachers to understand the importance of including a global perspective in their work with young people in Aotearoa New Zealand.

The Community-Youth Programme

Community Building:

Working to connect youth workers and young people, so that collectively the place of young people in a globalised world can be explored, and strategies developed to reduce the tension between the pressure to consume and the need to create fair and socially just communities.

Youth Advocacy:

Building the capacity of young people to participate in Global Education activities, through the principles of global youth work, which lays the foundation for positive, sustained action.

Youth Workers:

Build the capacity of youth workers and adult-led youth organisations to include global youth work in their programmes and activities

Our Global Ed 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 community
- running workshops, school activity sessions and training seminars for teachers, students, and the community and youth groups
- producing a quarterly magazine, Global Issues which explores a different global issue each quarter e.g. Conflict, Food Security, Tourism, Big Brands, Fisheries.

Our Values

The Development Resource Centre (of which the Global Education Centre is one part) 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.



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Nga Hoe Tuputupu-mai-tawhiti***