

GLOBAL BITS



CHANGE FOR A JUST WORLD

ISSUE 5 • JULY 05



'You must be the change you wish to see in the world.' - Mahatma Gandhi



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Global Youth Work

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

Global Bits is a quarterly publication providing youth workers and educators with information and ideas for exploring global issues and how they impact on youth and their communities. It includes perspectives and suggestions from practising youth workers throughout Aotearoa New Zealand.

Global Bits is free to all youth workers and educators.

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About the theme of this issue

Global Education is about changing the world by learning, reflecting and taking action.

By understanding how our lives are shaped by global influences, and how each of us are also members of a larger 'global family', we can be inspired to take action for a more just, sustainable and peaceful world.

This issue of Global Bits will explore the attitudes, inspiration and skills necessary to take positive and achievable steps towards this goal.

Acknowledgements and special thanks:

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Finding a Voice: Is anybody out there?



'Sometimes we may feel insignificant, and we need to be encouraged to say what we think, speak up and out.' (16-year-old female, Stanmore Bay, Whangaporoa¹)

It's not surprising many young people today feel powerless and apprehensive about their future – it's scary out there! They're bombarded with warnings about drugs and alcohol, road deaths and violence, academic failure and unemployment. They're also faced with catastrophic nightmares our great-grandparents never even dreamed of: global warming, over-population, genetic modification, weapons of mass destruction, famine, third world debt, HIV/AIDS... the list goes on.

Air travel, television and the Internet all have the effect of shrinking our world. Our choices, as individuals, can impact on people in nearly every other part of the globe. And their decisions can affect us, and change our lives and futures forever, for better or worse.

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*'The fuel that's burnt in the UK creates the acid rain that destroys Scandinavian forests. Imports of frozen beef from the EU put local African farmers out of business. Inappropriate use of baby milk promoted by transnational companies causes the death of hundreds of thousands of infants worldwide.'*²

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Instead of viewing our links to the global community as positive and powerful, many young people just feel more alienated and powerless. They believe the only people who get anything done are the rich and powerful – and that nothing ever changes.

But through:

- the raising of **awareness**
- and careful **analysis** of the facts
- we can find an **action** that has value and importance

'We have maintained a silence closely resembling stupidity'

First uttered as a Revolutionary Proclamation of Junta Tuitiva, La Paz, July 16, 1809, this slogan was also found scrawled across the wall of a public toilet near the Wanganui Computer Centre in 1982 by 22-year-old Neil Roberts as a protest against police control of personal information.



Ostrich Mentality: For many of us, the easiest way to cope with a problem is just to pretend it's not there by 'burying our head in the sand'. This comes from the popular belief that when Ostriches are chased they hide their head in the sand so that if they can't see their enemy, their enemy will not be able to see them!

Aotearoa's Youth Development Strategy has a vision of: **'A country where young people are vibrant and optimistic through being supported and encouraged to take up challenges.'**

American anthropologist Margaret Mead once said: **'Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.'**

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Sources:

P15 Youth Development Strategy Aotearoa, Ministry of Youth Affairs

p2 'World's Web – the global education pack for work with young people' 1997 Save the Children



1400's

Joan of Arc During the 'Hundred Years' War' she led French forces against the English, defeating them at the siege of Orléans as well as others. This enabled King Charles VII to be crowned in Rheims. Later captured and handed to the English, she was condemned for heresy and burnt at the stake at the age of 19.

1940's

Anne Frank Born in 1929, this German-Jewish teenager was forced into hiding during the Holocaust. She, her family, and four others, spent 25 months during WWII hiding above her father's office in Amsterdam. Her diary of this time has become one of the most widely read books in the world. Betrayed and taken to a Nazi concentration camp, she died in 1945, aged fifteen years. *'Nobody need wait a single moment before starting to improve the world.'*

1955

Sadako Sasaki Born in 1943, Sadako was 2 years old when the atom bomb was dropped on Hiroshima. At age 11 she fell ill with radiation sickness from this bomb. Based on the tale that 'if you fold 1000 paper cranes the gods will grant you a wish', Sadako started folding as many as she could. By the time of her death, in 1955, she only had the strength to fold 644. In 1958 a statue of Sadako was built in the Hiroshima Peace Park, where others can leave their cranes. The wording reads *'This is our cry, this is our prayer: peace in the world.'*

1960's

USA - The Student Non-violent Coordinating Committee was one of the main groups involved in the US Civil Rights movement in the 1960's. Its purpose was to coordinate the use of non-violent direct action (such as sit-ins, freedom rides, marches and voter support) to attack segregation and other forms of racism. Later, they focused on Black Power and fighting against the Vietnam War.

1994

Dita Sari, of Indonesia, set up the People's Democratic Union. Aged 21 she led thousands of workers in protest against the Suharto regime. In 1994 she faced a jail sentence wearing a headband saying: 'Democracy or Death.' Since her release she has continued fighting for worker's rights – rejecting a \$NZ50,000 human rights award from Reebok in protest against their factory conditions. *'Life is not black and white. It's lots of colours.'*

1995

Craig Kielburger When 12-year-old Craig read about the murder of Iqbal Masih in Pakistan, he set about educating himself on human rights. With the support of his parents, he accompanied a human rights worker on a trip to South Asia and wrote a book about the experience. As a result, he founded *Free The Children*, an international network that has involved over 100,000 youth in 35 countries to bring about positive social change. *'Knowledge was our key... we knew what we were talking about and had a good response for every question. We had to be able to defend our views.'*

1995

Lenora Shiroka joined newly formed *PostPessimists of Pristina* (started to fight ethnic hatred between Kosovo's Albanians and Serbs) at age 14. Two years later she became president of the overall *Post Pessimist* group, which supports education on such issues as drug and alcohol abuse, family problems and racial/ethnic discrimination. Despite persecution and violence, Lenora says: *'We are all heroes if we can work for peace and love in the world.'*

1999

Gerson Pérez has dedicated his life to peace in his home country of Colombia since he was 10. Nominated for many awards, including the 1999 Nobel Peace prize and the 1999 Global Youth Peace and Tolerance Awards at 16 years of age, he has spoken to Presidents, Queens, Prime Ministers and Congresses. Along with his *Children's Movement for Peace*, he seeks *'education for peace, not training for war'*.



1960's

Aotearoa – CARE and HART

Young Māori protest groups and anti-apartheid groups formed a relationship around the opposition that emerged to the NZRFU's decision to exclude Māori rugby players from the 1960 All Black tour of South Africa. This enduring relationship culminated in opposition to the 1981 Springbok Tour.

1960-70's

Nga Tamatoa whose 'Brown

Power' philosophies were shared by university educated students such as Syd and Hana Jackson, Peter Rikys and Donna Awatere, and the more militant exponents of Black Power such as John Ohia, Paul Kotara and Ted Nia. They employed protest techniques and tactics such as the use of petitions, demonstrations and pickets, and initiated the tradition of the annual protests at Waitangi Day celebrations.

1989

Tiananmen Square Protestors

Many students joined with others to plea for reform in Beijing, China. Hundreds of unarmed people were gunned down, with hundreds of others forced into exile as the Chinese Communist leaders tightened down on free political debate.

1992

Iqbal Masih, at age 10, began to speak out against child slavery, and for freedom and schools for all Pakistani children. Sold into child bonded labour at 4 years of age for the equivalent of \$NZ12, he escaped with the help of the Bonded Labour Liberation Front. Honoured by the International Labour Organisation in Sweden, in 1994, Iqbal also won the Reebok Human Rights Youth in Action Award. On Easter Sunday, 1995, Iqbal was murdered. He was only 12 years old.

2000

Nkosi Johnson One of more than 70,000 children born HIV-positive every year in South Africa, Nkosi became a national figure in the campaign to stop discrimination against AIDS. Aged 11, he spoke to an international conference of 10,000, *'Please help people with AIDS – support them, love them, care for them.'*

2001

Clotilde Dedecker Winner of a 2004 Global Action Award, 17 year old Clotilde established a coalition of local all-girl schools to build and adopt a school for girls in Afghanistan. Zarghona School in Kandahar is the result. Asked what she'd like to say to other kids about getting involved and trying to make a difference, she replied: *'You have tremendous voice and...tremendous power. You should take advantage of that...'*

2004

Chi Nguyen was honoured at the Global Action Awards for helping street children in Vietnam. Starting in 1998 aged just 10, she has held benefit concerts and sold her homemade almond toffee to raise over \$NZ31,000 that provides clothing, meals, literacy classes and basic medical needs for more than 100 Vietnamese orphans. She is the sole sponsor of the Street Children's Shelter in Vietnam. *'Find something you really love to do and make it into a project... There are so many causes out there that you can work on.'*



Digging Below the Surface



EARLY RESPONSES TO A PROJECT SET UP BY THE GLOBAL EDUCATION CENTRE TO GATHER INFORMATION ON THE INTERESTS AND CONCERNS OF YOUNG PEOPLE IN AOTEAROA INDICATE THAT THEY DO NOT RATE ECONOMIC ISSUES SUCH AS TRADE, GLOBALISATION OR POVERTY IN THE TOP TEN IMPORTANT ISSUES.

Instead, topics such as terrorism and war, the environment, animal rights and social problems such as drugs and crimes are listed.

Why is that?

If we look at the issues, those that feature most prominently in the media head the list. They're issues we can all relate to – we are more likely to see and identify the images and impacts within the backdrop of our everyday lives.

But issues such as the international monetary and trade system affect nearly every aspect of our lives – so how can we open up our thinking on this? How can we encourage young people to be more interested or concerned in a broader range of issues?

Awareness: Tease out the truth

- Be suspicious! A large part of the world's information and entertainment today is controlled by a relatively small group of companies. This goes for our 'news' as well. It's important to realise that an individual writes our news and they have opinions and influences which may affect how they 'tell' a story. (see Global Bits Issue 4, April 05 'Eating The Media Lunch')
- Think harder! For instance, if you are worried about the issue of drugs, look *beneath* the surface to the real cause. Then the picture might look more like this:

Drug abuse > to forget/block pain >
prostitution > trafficking > abandonment >
unemployment > poverty > trade barriers >
economic policies.

Analysis: Ask the right questions

Don't just *read* the headlines – analyse what is really being said (or *not* said):

- What is this issue *really* about? What is at the *heart* of the issue?
- Who gains? Who loses?
- Where has this information come from? *Who* has it come from? What does this person have to gain by telling this story?
- Is this the full story? What's missing that I need to know? How do I find out?
- Can I believe this? Who wants me to believe this, and why?

Action: Connecting the dots

Once you're confident you've discovered the *source* of an issue, think about:

- How could things be different?
- Does this fit into my vision and values for the future?
- How can I share my vision and values and make them work for others? What steps do I need to take to get there?
- Where can I seek inspiration?
- How can I educate others on this issue?
- What action can I take to create change?

But why?

David Werner, author of 'Where There Is No Doctor', calls his method of questioning the 'But Why Method.'

'The child has a septic foot.'

'But why?'

'Because she stepped on a thorn.'

'But why?'

'Because she has no shoes.'

'But why does she have no shoes?'

'Because her father cannot afford to buy her any.'

'But why can he not afford to buy her shoes?'

'Because he is paid very little as a farm labourer.'

'But why is he paid so little?'

'Because farm labourers have no trade unions.'

'But why...?'

Source: Anne Hope and Sally Timmel, Training for Transformation – A Handbook for Community Workers, Book 1, 1996, Mambo Press.

'All truth passes through three stages. First, it is ridiculed, second it is violently opposed, and third, it is accepted as self-evident.'

Arthur Schopenhauer (1788 - 1860)

Taking Action on Fair Trade

Fair or Free Trade?

'Free trade is nothing of the sort – it enslaves a relatively weak and powerless majority to world markets that are controlled by a small, rich and powerful minority. Fair trade shows that there are alternatives.'

New Internationalist Magazine 322/April 2000

Raising Awareness: The fair-trade movement began during the late 1940s with craft and 'solidarity' products – like Nicaraguan coffee. In recent years food products sold through conventional retail outlets have increased in importance. Fair trade in industrially manufactured products, like toys or footwear, (i.e. 'No Sweat' Shoes and Apparel, <http://www.nosweatstuff.com.au/>) is only just beginning.

Analysis: Alternative Trade Organisations offer higher returns to producers in the developing world through direct trade and

fair prices. The fair trade movement is a response to a global trading system that is both unjust and exploitative. As the Filipino economist Walden Bello has written: 'Trade can be good or bad for national development – it all depends on the rules that guide it'.

Unfortunately, the rules are rigged to benefit the rich and marginalise the poor. Fair trade is an attempt to reverse that bias. It's not going to fix the global system. That will take major institutional changes and a determined campaign.

(Source: New Internationalist 374, December 2004)

What Action Can You Take?

Global Bits talked with Matt Lamason. Matt is founder and director of Peoples Coffee, which deals exclusively in fair trade coffee.

What's the most important message you'd like to share?

It's important for young people to feel like they're not on their own – that there are organisations out there, like 'Adbusters' (see resource page) who are able to look past the usual media bias to the reality of a situation... and to discover that we're all very much connected in this world – that by starting small, and taking small, manageable steps, it is possible to make a difference.

What can youth workers do to help raise awareness of fair trade issues?

The danger is to drown young people with too much information. Young people need to identify areas of their own interest or passion – say, a commodity like fashion, food, coffee, music – in order to 'own' the position they will take on it. Then they can start asking

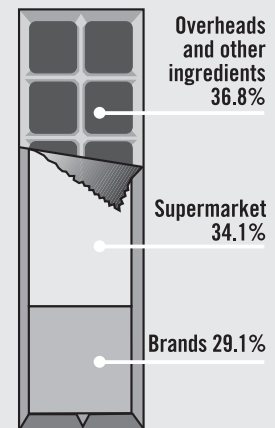
questions about how this commodity is produced and marketed – who decides what is bought? Is this based on an informed choice? Who benefits from the purchase of this product? Under what conditions is it produced? And, often, what they discover will make them angry and tap into their emotions – and that works as the motivation to do something more about it.

What kind of awareness raising activities worked for you?

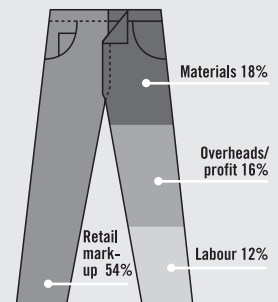
One of the most powerful ways of raising awareness is to travel to the places where these items are produced and see the situation first hand. But don't just go as a tourist – go armed with information (for instance through an organisation like Global Exchange/Eco Exchange) and view the situation from the inside out.

Work to your strengths – if you're media savvy, write articles and press releases; if you're into performance, get noticed by TV! Take advantage of popular events to promote your cause. Participate.

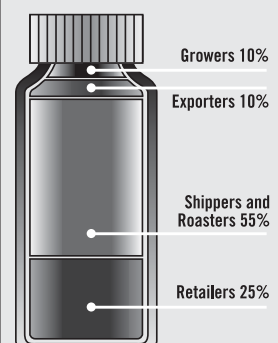
CHOCOLATE BAR³



JEANS⁵



THE COFFEE JAR²



Source: New Internationalist 322 April 2000

Fair Trade Principles

- Producers are paid a fair price and workers a fair wage. For crops like coffee, tea and bananas, farmers are paid a stable minimum price.
- The links between buyers and sellers are shortened, doing away with 'middle-men'.
- Buyers and producers develop long-term relationships of mutual support and benefit.

- All aspects of the trading relationship are open to public accountability
- Exploitative child labour and forced labour are prohibited.
- Working conditions are healthy and safe.
- Goods are produced and crops grown in an environmentally sustainable way.

New Internationalist 374 December 2004



Climate Change – Awareness:

Earth's climate is changing. Over the last 50 –100 years, *global warming* has caused this process of change to speed up. It's largely recognised that the increasing amount of human-caused emissions of greenhouse gases in our atmosphere is the reason the globe is warming at an unprecedented rate.

ANALYSIS:

If we don't take action to reduce global warming, the world is likely to experience a rise in temperature, increasing sea levels, more frequent extreme weather events and a change in rainfall patterns. These climatic changes will potentially impact on our native eco-systems, industries, infrastructure, health, bio-security and our economy.

If greenhouse gas emissions are not being reduced significantly over the coming decades, the impacts of climate change will more than likely get steadily worse and costs could be severe.

The Kyoto Protocol, if it enters into force, will be the first important step of the international community towards achieving a world of lower emissions, better energy use and less reliance on fossil fuels.

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(Sources: www.climatechange.govt.nz ; www.reducerubbish.govt.nz ;)

A Load of Old Rubbish!

Did you know?

- Burning rubbish pollutes the air and may release toxic substances. Composting and recycling are healthier options for you, your neighbours and your environment.
- Putting your kitchen scraps down the waste disposal unit doesn't make them go away – you're just shifting the disposal problem to someone else. Compost instead.
- NZers use over 22 million plastic bags each week. Each one that ends up at a landfill is estimated to take 500 years to break down.
- NZers throw away 3.6 million tonnes of rubbish every year. If we were to measure this in 9 tonne buses it would equate to 400,000 buses of rubbish - that's more than 1000 buses every day!
- Around 65 percent of our 'rubbish' could be recycled or composted instead.
- 25 plastic bottles can be recycled to make an ecofleece top.
- Plastic bags and containers can be recycled into garden furniture, decking and fencing.

The Kyoto Protocol: is an international agreement to address global warming and delay climate change – it aims to reduce the total greenhouse gas emissions of developed countries (and countries with economies in transition) to 5% below the level they were in 1990. Led by the United Nations, the Protocol sets targets for the greenhouse gas emissions of developed countries for the period 2008 to 2012 (the first commitment

period.) Different countries have different targets, which they have to achieve. New Zealand's target is to reduce its greenhouse gas emissions to the level they were in 1990. If New Zealand or any other member of the Kyoto Protocol fails to get their emissions down to the level they've promised by 2012, then they have to be responsible for not meeting their goal. That means they either have to pay for all the extra greenhouse gas

emissions they've produced (an international market will be set up for this purpose) or trade them off against carbon sinks (planting more forests that soak up CO₂ from the air is one way to help achieve the target for NZ). New Zealand ratified the Protocol in December 2002, with Russia enabling the Protocol to go into force on 16 February 2005. Of the world's biggest 'emitters', the United States and China have yet to sign.

Environment Action:

Conserving energy, reducing rubbish, recycling and shopping in an environmentally conscious way are actions *everyone* can take to help reverse the damage we are doing to our planet. Whether you're a school kid or a giant industry, the principles of conservation and sustainability are still the same.



- Plant a tree!
- Insulate your hot water cylinder with a wrap and insulate the pipes near the cylinder.
- Buy white-ware such as fridges and washing machines with the yellow and red Energy Rating labels (the higher the number of stars, the better the energy efficiency).
- Replace frequently used light bulbs with energy-efficient, compact fluorescents.
- Turn off lights, appliances and computers when you're not using them.
- Switch off all equipment on 'stand-by' (TVs, VCRs, DVDs, stereos, microwaves) at the wall.
- Wash full loads in cold water. Hang clothes on a line to dry (don't use a dryer).
- Close windows, doors and curtains to keep in heat.
- Walk, cycle or use public transport instead of your car whenever possible.
- Don't use your car roof rack? Take it off to reduce air drag (and use 5% less fuel.)
- Air-conditioning can add 10% to your car fuel bill – use air vents instead.
- Buy fuel-efficient, low-polluting cars.
- Drive for efficiency – avoid hard accelerating and braking, which uses lots more fuel.
- Organise or join a walking school bus in your area (see www.eeca.govt.nz - 'transport' section). Organise or join a carpool.
- Recycle glass, plastic and tins.
- Buy products with less packaging – (go to the 'Shopping Tips' section of the www.reducerubbish.govt.nz/text/shop/tips.html website to find out more).
- Say 'no' to plastic bags at the supermarket - take recyclable bags instead.
- Compost kitchen scraps and garden rubbish.

Take a Stand:

AIM: To explore sustainability.

Sustainability is making sure that we only use resources that we can replace. What words describe rich countries' use of the world's resources? What needs to change?

Introduce the phrase '*live simply so that all may simply live*'. Encourage the group to think of at least one change they can each make. Write these onto a big certificate and hang it up to remind everyone of their decision. They could decorate it with some of the packaging they have collected! Changes in our lifestyles and attitudes will make a difference – if we're not part of the solution, we're part of the problem.

Discuss: What else can an individual do about environmental issues, beyond making changes to their own lifestyle? Collate details of organisations and websites where people could go to find out more.

The average Kiwi household who throws out only one bag of rubbish per week throws away:

- enough kitchen scraps and garden waste in a year to make over 7 bags of compost;
- enough paper and cardboard in a year to make a stack of magazines 8 metres high
- enough recyclable plastic in a year to fill at least 5 wheel barrows.

Sources:

'Youth Topics, The Ultimate Collection' Christian Aid
CAFOD Youth Office

Taking Action on HIV/AIDS



'Today it is clear that AIDS is a development crisis, and in some parts of the world is rapidly becoming a security crisis too.'
(Peter Piot, Joint United Nations Programme on HIV/AIDS)

Awareness - HIV/AIDS: What is it?

HIV stands for Human Immuno-Deficiency Virus. It's a virus that damages the body's immune system. The immune system fights off illness, and if it's severely weakened the body can catch all sorts of serious, possibly fatal, diseases. AIDS refers to this collection of different diseases, and stands for Acquired Immune Deficiency Syndrome.

Awareness – Some Shocking Stats:

- AIDS is the leading cause of death for people between the ages of 15 and 49 worldwide. (www.youthandhiv.org)
- Between 34-46 million people worldwide are living with HIV/AIDS.
- Around 70% of these are in Africa with a further 20% in Asia.
- In 2003 alone, over 3 million people died of HIV/AIDS-related causes and another 5 million people were infected.

(Source: WHO: World Health Report 2004)

According to NZ's Ministry of Health:

- the total number of people diagnosed as HIV positive in New Zealand (since records began in 1985) is: 1608 men and 261 women.
- In 2004, 6 children were diagnosed with HIV, through mother to child transmission. Of these, 2 were born in New Zealand.
- Worldwide, 5 million people were diagnosed with HIV in the last year.

Analysis - Shifting the blame:

The stigma attached to HIV/AIDS often leads to isolation and violence towards those infected. The fear of stigma causes a lack of discussion about the subject and reluctance for people to get tested. But if we *analyse* some of the root causes, the same old development issues rear their heads. Some of these include:

- **Poverty** – HIV/AIDS is most common in poor developing countries. Poverty makes countries more vulnerable to HIV/AIDS and, in turn, the virus leads to an increase in poverty.
- **Structural Adjustment Programmes** – 'Modernisation' imposed by organisations like the World Bank increase a country's vulnerability to HIV/AIDS by reduction of basic services such as health and education.
- **Third World Debt** – In some countries a quarter of the total Gross Domestic Product is spent in debt repayment. This makes it impossible for countries to move out of poverty, which in turn makes them more vulnerable to HIV/AIDS.
- **Globalisation** – Knowledge and medicine for prevention can be shared around the world. But patenting laws make medicine too expensive for many to afford.
- **Lack of Access to Health Services** – increases the risk of infection.
- **Lack of Education** – Inaccurate ideas and information contribute to unsafe behaviour and higher infection rates. Universal and targeted HIV/AIDS education is essential.
- **Gender Inequality and Abuse** – Adult men seek ever younger female partners (under 15 years) in order to avoid HIV infection, or if already infected, in order to be 'cured'. (WHO) *'In some African countries, teenage girls are six times more likely to be infected with HIV than are boys of the same age.'*(UNFPA)

- **Silence** – HIV/AIDS is associated with sex, drugs and death - all things people don't like to talk about. Silence and inaction has led to this global pandemic. Only by breaking the silence and concerted action will it turn around.

(Source: Eva Lawrence, Youth Advocate, Global Education Center)

What action can you take?

'Young people are the 'window of hope' in changing the course of the HIV/AIDS pandemic. Preventing HIV infections among them is vital. Of the 40 million people living with HIV/AIDS worldwide, one third are aged 15-24 years and roughly half were infected during their youth. This makes it imperative that young people be at the center of prevention actions, both in focus and involvement, to ultimately halt the pandemic.'(UNFPA)

Once we have a clear picture of the issues at the root of the HIV/AIDS pandemic, it opens up the range of **actions** we can consider – from the personal approach (advocating for and practicing safe sex among peers and community) to the more global approach (taking action on the kinds of underlying causes, such as poverty and third world debt). There are plenty of websites that offer action plans – for instance: www.youthandhiv.org/; www.unaids.org/; www.moh.govt.nz (Ministry of Health); and the NZ AIDS Foundation www.nzaf.org.nz/.



Analysis – The Vicious Virus Circle:

AIM: to investigate the links between poverty and HIV/AIDS.

Below are 12 stages in the cycle that results in people dying of AIDS-related illnesses in the Third World. Copy them onto post-it notes and stick one onto the back or forehead of each person in the group (more than one statement on a person if less than 12 in a group). Then get the group to organise themselves into a circle with all the stages in the right chronological order (as shown below).

- The government struggles to pay international debts
- Government cuts back in health and education
- Not enough information campaigns about HIV
- People don't learn how to protect themselves
- People contract HIV having unprotected sex
- Hospitals can't afford treatments that slow the disease
- People develop AIDS
- Poor living conditions mean people quickly contract tuberculosis
- Local hospitals can't afford tuberculosis medicines
- People die
- Fewer workers pay tax or contribute money to the economy
- The government has less money.

Discuss:

How many stages involved moral decisions?

How many involved political/economic factors?

What did these people die of – AIDS, immorality, ignorance, poverty?

Source: 'Youth Topics, The Ultimate Collection'
Christian Aid CAFOD Youth Office



Problem Page Activity:

AIM: To explore the dilemmas people face. (Awareness)

Divide the group into two and give each group two dilemmas from the list below. Ask each group to read a dilemma to the other group, who must discuss it and provide advice. The group with the dilemma decides whether to accept or ignore the advice.

Things to think about: Is this person at risk? Who could help?

DILEMMA:

1. My mum is HIV positive. I'm scared to tell my friends but I need to talk.
2. I can't watch my kids starve. I have no other option so I work as a prostitute. I'm worried about AIDS. I've been told to use condoms but they're expensive and customers won't use them. What should I do?
3. My boyfriend wants us to sleep together. I love him but I'm not sure. He might leave me if I say no, but I'm scared of AIDS and he doesn't use condoms.
4. My fiancée comes from a country where 25% of people are HIV positive. Should I ask her to be tested? Should I marry her if she's positive?

DISCUSS: How do you feel when you think about these situations? Was it hard to come up with good advice?

Do you know enough about HIV/AIDS to give good advice? How could you find out more?

Source: 'Youth Topics, The Ultimate Collection'
Christian Aid CAFOD Youth Office



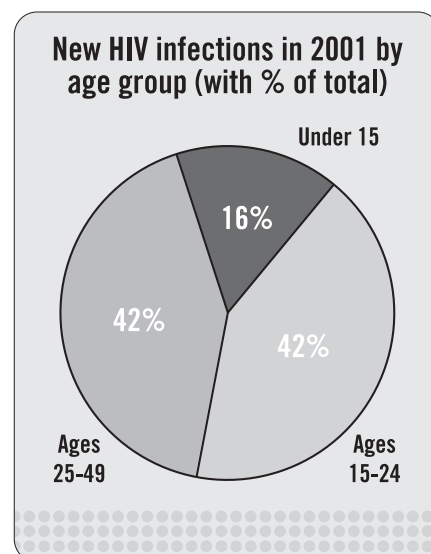
Value of Life Activity:

AIM: Exploring the value of life and profit. (Analysis)

DISCUSS: At approx. \$NZ1,500 per person, HIV/AIDS treatment drugs are still expensive. If you were an African doctor with \$NZ1500 for HIV/AIDS work, would you:

- Buy drugs to treat one person who is living with HIV/AIDS?
- Provide home care for 200 people who are living with HIV/AIDS?
- Raise awareness to prevent people contracting HIV?
- Something else?

Source: 'Youth Topics, The Ultimate Collection'
Christian Aid CAFOD Youth Office



Source: UNAIDS

Take Action!

IT'S EASY TO SAY WE WANT TO MAKE A DIFFERENCE IN THE WORLD,
BUT WHAT CAN WE REALLY DO TO HELP? AND WHERE DO WE START?

.....

Make a Plan

Decide:

- What issues you're most passionate about.
- What action you are going to take. (What's the first step?)
- Why you are taking it.
- What other things you can do and what they will achieve.
- What organisations you could contact for support.
- Who else should be involved. (Who do you know who could help?)
- How you can get them involved.
- Things to do tomorrow. Next week. Next month...

Join Up

- Join with others locally, nationally or internationally to learn, take action and find out what's happening.
- Working with others multiplies the impact and is much more fun! Join your local youth council or action group.
- Sign up to mailing lists, or email groups.



Talk to others

- Talk to people about issues that concern you – they are often more interested than you think.
- Tell friends, relatives, neighbours, schoolmates, church groups, teammates, the person sitting next to you on the bus.
- Attend community meetings and have your say.
- Challenge those who believe that the public doesn't care.
- Remember that not everyone is a born public speaker or leader! Never underestimate the contribution you can make as part of a team. Use the Internet to tell the whole world what you are thinking. Join an activist chat group. Write a blog.

Use Your Creativity

- Print up some funky tee shirts to promote your cause.
- Write a song for the Rockquest or local festival.
- Screen a film or documentary about your issue, or make one of your own!
- Write a play and perform it.
- Draw cartoon strips for your local magazine or community newspaper.
- Design a poster and put it up in cafes, theatres, schools, community spaces, etc. (check with your local council if you're not sure).

Think before you buy

Find out about the things you buy. Try asking:

- What conditions were they produced under? (i.e. child labour? sweatshops?)
- Which companies and labels support fair trading and human rights?
- What are the environmental impacts from its production?
- Ask for evidence – don't just take the retailer's word.
- Resist the 'herd' mentality – don't buy something just for fashion or status. Be a conscious individual.
- Buy only what you need – don't consume for the sake of it.
- Avoid disposal products – buy for the long-term.

Play the media game

Use the power of the media to raise awareness of your issue.

- Be pro-active; don't wait for the media to come to you.
- Make sure you contact the best person for your particular story (e.g. the political or health reporter) as they'll be more interested in your point of view.
- Write your own article for mainstream media, school papers, magazines, journals, newsletters, etc.
- Write letters to local and national papers (make them polite, short and to-the-point).
- If you see an article that is unhelpful to your cause, challenge it!
- Organising an event or action? Send out a press release to all local media. Make it catchy, with a good first line. Be accurate with facts.
- Do an interview on local or national TV - remember they are always looking for a good story. Make it personal; don't clog your story with unnecessary facts – go for the heart-strings!
- Participate in youth media e.g. Tearaway or Just Focus.



Join In

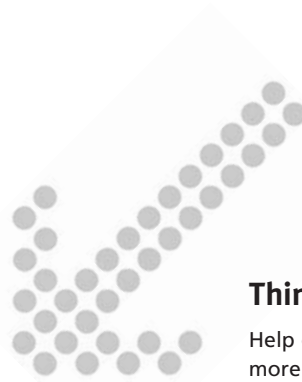
Join with others in attending events organised by different groups.

- Let them know you're interested in their cause, and offer help.
- Discuss the issues with them; challenge them if necessary.
- Remember charm and politeness are great assets in any interaction!
- And if no one is organising any events... what about organizing one yourself? It's a big task but with other people on board it can be heaps of fun.
- Put your money where your mouth is and become a volunteer! Get involved in your community - gain skills and experience at the same time as helping those around you.
- Help with fundraising - it's a task best shared by many. Check out 'Fundview' at your library or local council. Ask your local council for advice on funding initiatives. Don't forget the good old fundraisers like sausage sizzles, cake stalls, garage sales, and car washes - they're a great way to spread information about your cause in a friendly way.

Use Your Voting Power

If you are over 18 years of age, exercise your right to vote! It's a privilege that many people around the world don't have. Use it. Treasure it. And remember, those under 18 can participate in political processes too:

- Lobby your local MP. They are there to serve their electorates – so tell them what you want and why.
- Write a submission or submit in person. A submission is your chance to let decision-makers know your thoughts on an issue. Find out more at: <http://www.govt.nz/en/participate/>.
- Write letters to your politicians and respond to their responses. You don't need a stamp to send a letter to Parliament.
- Sign a petition or online appeal.
- Join or support the political party you think represents you best. Participate in their policy-making process.



Challenge the Corporations

Don't just accept the PR spin, ask for proof and don't be pawned off by PR or media 'handlers'. Be label conscious when you buy or consume something. Write them letters and tell them your opinion – they do listen!

Invest Ethically

If you're lucky enough to have money to invest, make sure it is invested ethically.

- Find out more by searching under 'ethical investment' on the Internet. There are more options than you think.
- Ask your bank about their ethics! Be prepared to change banks if necessary.

Fair Trade For All

Be a conscious consumer. Buy Fair Trade and community trade products – it's a real and practical alternative and helps provide a voice for marginalised producers worldwide. (see page 7 for more information.)

Think of your planet

Help create a healthier environment and a more sustainable future.

- Plant trees – especially natives of your own country.
- Reduce, reuse, recycle.
- Use public transport, walk or bicycle whenever possible.
- If you *must* use a car, make sure it is well-maintained (to reduce harmful emissions) and fuel efficient. Organise a car pool.
- Insulate your house to conserve power.
- Turn out the lights when you're not in the room! Turn off your computer, TV, DVD and stereo when not in use (don't use stand-by)!
- Ensure free access to water for everyone.
- Don't – just *don't* – drop litter.

Do It Again and Again

Maintain Hope. It is possible to build a truly international movement for change.

- Remember, 'most of the things worth doing in the world have been declared impossible before they were done'. (L. Brandeis)
- Never give up. You *can* take action. It *will* make a difference.

Sources:

Based on Barry Coates in Anita Roddick, *Take it Personally*, 2001, Thorsons, London

'DIY – Do It Yourself' Jennie O'Donovan (writer) Ydub, Wellington, NZ.



Paula Wilson is a 17-year-old seventh former at Horowhenua College, Levin. She lives in Foxton and first became interested in global issues through participation in the Ministry of Youth Development initiative 'Provoke'. She says:

I decided I wanted to get more involved after observing that the youth around me weren't taking life very seriously – they were wasting their opportunities, with little thought of the long-term consequences to their lives and futures.

My most urgent concern is for my environment. I keep an eye on the Greenpeace website and am worried about the possible impact of global warming, and the harmful affects of toxins on both humans and the planet as a whole.

I feel angry and frustrated by big business initiatives such as the Marsden Point proposal to convert the power station to a coal-fired power station (given the potential of this to hasten global warming). Why isn't wind energy seen as a much more viable alternative? (For more information on Marsden B and suggestions for ways to take action, see: <http://www.greenpeace.org.nz/campaigns/climate/marsdenB.asp>)

I'd love to be able to tell the policy-makers to 'go for wind power! There's plenty of it, it's sustainable and it doesn't harm anybody'.

My advice to anyone who wants to take action over a cause that concerns them is to research it thoroughly first. Find out the facts, and the groups who are taking action already. Support the cause by emailing out petitions. Be involved in direct action if you can.

If you're still at school make use of school newsletters or magazines – providing facts, doing surveys, boosting awareness. Get involved in the 'Provoke' initiative and 'Just Focus' – and get information out through the Internet and into Tearaway magazine.

As for politics, I understand the power of voting, but I'm fed-up with all the negativity of politicians always dissing each other. Young people like me should lobby them, though, as the politicians and the rich are the people with all the power. I'm not sure it's really possible to change this dynamic, but it's

not hopeless – millions of people the world over work around this problem and achieve great change.

My advice to other young people is to be positive. Try to work as a team and get as many people together with the same goal as possible to work for change. Have fun...but just remember to keep your goal in mind while you're doing it!



I decided I wanted to get more involved after observing that the youth around me weren't taking life very seriously – they were wasting their opportunities, with little thought of the long-term consequences to their lives and futures.



Provoke: to stir up, to challenge, to get going

PROVOKE is the name of a Ministry of Youth Development Initiative concerned with involving young people in decision-making in society. It provides an effective youth participation project that allows a two-way transfer between young people and MYD. A survey of previous student representatives resulted in three key themes:

STIRRING UP new thoughts and action - youth voice advocates inspiring their peer group to make their voices heard

CHALLENGING young people in a safe and supportive way to experiment with leadership roles and being an advocate for other young people

GETTING GOING on projects - brainstorming, deciding and doing.

Useful Resources and Websites



Books

DIY (Do It Yourself)

(Booklet)

A DIY manual for young people with easy steps to taking action. Copies available from Ydub, P O Box 9315, Wellington or email ydub@ywca.org.nz

World's Web (Save the Children/Peter White)

(Book)

Aimed at replacing feelings of powerlessness with an awareness of the possibilities of change. Ten current issues are highlighted, providing facts, activities, starter exercises, questions and action plans.

Save the Children Fund (UK)

80:20 Development in an Unequal World (Colm Regan, ed)

(Book)

An accessible introduction to many of today's most important and challenging development, human rights and justice issues. Designed for a variety of educational settings including teachers, youth and community educators, students, universities and NGO workers.

80:20 Educating and Acting for a Better World/Teachers in Development Education 2002

Young People in a Global Society

(Book)

Presents a case for why global issues are integral to the design and delivery of youth work and emphasises the links between global issues and current social agendas. Also includes examples of practice and sources of information, training resources and support.

Development Education Association, 2002

Youth Topics - The Ultimate Collection

(Resource kit)

Specially designed for youth group leaders, 25 activity sheets to inspire young people to change the world.

Christian Aid CAFOD Youth Office

International Youth Foundation

The International Youth Foundation (IYF) is working in close to 70 countries and territories to improve the conditions and prospects for young people where they live, learn, work, and play.

The National Youth Workers Network aims to build capacity in the youth work sector.

MY HERO is a not for profit educational web project that celebrates the best of humanity. Their mission is to enlighten and inspire people of all ages with an ever-growing Internet archive of hero stories from around the world.

This brand new website of the Fair Trade Association of Australia and New Zealand brings together all organisations and individuals interested and working in the fair trade movement.

Protest Net

Protest.Net is a collective of activists who are working together to create their own media. By publishing a public record of their political activities on the web they are taking a stand against the established media. They are standing up and showing that serious activism is alive and well at the dawn of the 21st century.

YouthActionNet believe that young people can and do make a difference. Locally and globally, youth are leading efforts to preserve the environment, advocate for human rights, curb the spread of HIV/AIDS, and encourage democratic participation.

www.adbusters.org/

Adbusters offers incisive philosophical articles as well as activist commentary from around the world addressing issues ranging from genetically modified foods to media concentration. In addition, their annual social marketing campaigns like Buy Nothing Day and TV Turnoff Week have made them an important activist networking group.

Political Compass

A fun site that lets you find out where you sit on the political continuum. It allows you to see where you fit with famous people throughout history.

www.globalissues.org

This web site looks into global issues that affect everyone and aims to show how most issues are inter-related.

Websites:

www.netaid.org

NetAid is a non-profit organisation that educates, inspires and empowers young people to fight global poverty. Focusing their efforts on the U.S. and other wealthy countries, they're creating a movement of young people who are champions for the world's poor and engaged global citizens.

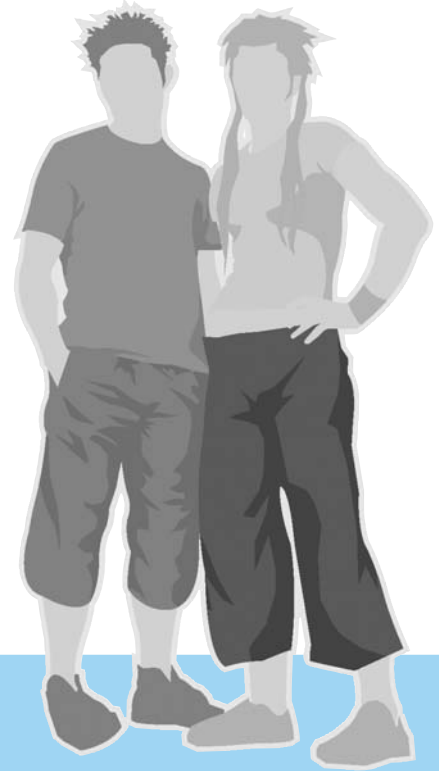
<http://www.oxfam.org>

Oxfam International is a confederation of 12 organisations working together with over 3000 partners in more than 100 countries to find lasting solutions to poverty, suffering and injustice.

These resources and more, are held in the GEC library.

Membership is free. To register, or search the catalogue, visit the library section of our website: www.globaled.org.nz/library.htm

Please contact us if you would like to receive a comprehensive listing of youth worker resources.



About the Global Education Centre



Global Bits is produced by the community youth arm of the Global Education Centre (GEC), a programme of the Development Resource Centre (DRC) – a not-for-profit, non-governmental organisation governed by a charitable trust. We are core funded by NZAID Nga Hoe Tuputupu-mai-tawhiti (The New Zealand Agency for International Development). The DRC's vision statement is *change for a just world* and its mission is *informing and educating to empower people to take action to create a just world*.

The Global Education Centre (GEC) provides services to the formal and informal education sectors, and the youth and community sectors on global education through its Schools and Community Youth programmes. GEC provides training and resources to teachers, teacher trainees, students, youth workers and community groups. Services include workshops, youth advocacy, Global Issues magazine, teaching resources, a website including fact sheets and links, and a free lending library.

GEC's sister programme at the Development Resource Centre is Dev-Zone, a resource centre focused on international development and global issues. They operate a free library, manage a comprehensive website, and publish a magazine Just Change. Services include answering quick enquiries, email updates, information projects, and literature searches on a variety of development topics. Dev-Zone works with the development and human rights sector, as well as students and the general public.

