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The Development Education Association

The DEA is a national umbrella organisation working with 220 member and partner organisations to raise awareness and understanding of global and development issues in the UK. It aims to promote the development of global youth work as a mainstream practice within the UK voluntary and statutory youth services, youth programmes of international development agencies, development education centres (DECs), Black and minority ethnic community organisations, and others engaged in development education with young people.

As global issues become more accepted as important aspects of education, one of the DEA’s priorities is to provide practitioners of development education and youth work with the skills and tools to work with their relevant target groups. This manual is part of a series of resources for trainers, practitioners and policy-makers across a range of formal and informal educational sectors.

For more information about global youth work and the DEA’s youth work programme and publications, please contact the Youth Work Programme Manager. We also welcome your comments on the manual’s relevance and usefulness to your work, as well as suggestions on how to improve future editions.

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This manual is the product of contributions from many members of the Development Education Association’s Global Youth Work Advisory Service (GYWAS), who discussed, commented on and wrote some sections. It also draws upon work and materials by other individuals and organisations involved with youth work.

The DEA would like to thank:
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Following the production of a pilot version, this edition of the manual was edited and rewritten in parts by Paul Adams and Kristin Hulaas Sunde with support from members of the DEA Youth Committee who commented on draft material and offered valuable advice, in particular Helen Jones and Bisi Williams.

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The content does not represent the official views of the Development Education Association. The GYWAS and DEA Youth Committee members support the principles and values of global youth work as described in this manual. However, a range of opinions exist as to the definition, causes and effects of globalisation. Some of these are reflected in Chapter 1, which aims to encourage readers to think about globalisation and how it relates to global youth work and assist them in clarifying their views.
Global youth work
The importance of global youth work is now recognised by many voluntary youth organisations and local authority youth services and it is increasingly being incorporated into the services they offer young people and training for youth workers. It also provides a framework for overseas development agencies, development education centres and others developing global perspectives in education with young people in the UK.

The purpose of this manual
We hope that this manual will offer youth workers the opportunity to acquire some of the skills, knowledge and confidence required to develop their practice and make global perspectives an integral part of their everyday work with young people. To do this, youth workers should aim to:

- Keep informed about local, national and world issues.
- Make connections between personal, local and global concerns or events.
- Motivate young people and others to develop a critical understanding of the world around them.
- Be self-critical in terms of personal lifestyle and attitudes.
- Be open and honest about not always having the answers to young people’s questions.
- Be prepared to find answers to new questions by doing research or contacting individuals or organisations.
- Challenge discriminatory and oppressive language and behaviour in a way that opens up a dialogue with young people about issues of power.

This manual aims to provide:

- A general introduction to the concept of globalisation and how it relates to young people’s lives.
- A clear understanding of global youth work theory and practice.
- Training exercises for developing youth workers’ understanding and skills for practising global youth work.
- Practical examples and materials for making global youth work an integral part of everyday youth work.
- Guidance on measuring the impact of global youth work.
- Details of where youth workers can access key resource materials and support.
**How to use this manual**

The different chapters are designed for use in several ways and you may wish to read the manual as a whole, start to finish, or go straight to sections that interest you first.

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**How the manual was developed**

Produced by the Development Education Association (DEA), this manual is a product of discussions, work and materials developed by a range of youth work practitioners and development education organisations. It has been piloted within a range of youth work settings and revised to take account of different target groups and audiences. In particular this edition draws extensively on the work on *Black Perspectives in Global Youth Work*. 
Understanding globalisation
Young people are part of a complex and fast-changing ‘global’ community. The food young people eat, the clothes they wear, the music they listen to and the television programmes they watch all have a global influence on their lives.

Many young people have concerns about the wider world and are actively involved in campaigning for change. They care about issues such as the environment, crime, violence, education, justice and inequalities, which they and others have experienced. These concerns are as much linked to global issues as they are to local ones and emphasise the extent to which young people’s lives and communities have become globalised.

The changes taking place in the world open up new and exciting opportunities. They also create many uncertainties about the future. It is not surprising that in a world where inequality and oppression seems to be increasing, young people can feel powerless, excluded or alienated. Global youth work aims to provide liberating learning experiences that break this cycle of powerlessness and encourage young people to actively participate in changing and shaping the world.

The local is the global
To be young today means living in a world where:

• The global environment is under threat.
• Western globalisation has caused deep inequalities and conflicts.
• You may unwittingly be contributing to inequalities and injustices, locally or globally.

But being young in the UK today also involves the fact that:

• Your personal life is linked to other people’s, locally and globally.
• You can learn new things about the world without even leaving your neighbourhood.
• Many can communicate quickly and easily with people near and far through email and the internet.
• It is relatively easy to travel to new places and countries.
• It is useful and increasingly necessary to speak other languages.
• We all have to learn to live and work with people of different cultures, values and beliefs.
• You can define yourself as a UK, European or even a global citizen.
• You can take action to change the world for the better.

Ordinary people’s lives are increasingly influenced by events unfolding far away from their own communities. Our own local decisions and actions often have an impact on people in other parts of the world. For example, an Indian villager’s choice about which seeds to plant may well be constrained by what vegetables are wanted by UK consumers thousands of miles away.
Key trends of globalisation
Globalisation in today’s world has an impact on the economic, social and cultural lives of all people. Some of the key trends that shape globalisation include:

- Global trade.
- Technological developments.
- Political developments.
- Environmental impact.

Global trade
Capitalism seeks to create a global marketplace where goods can be produced, bought and sold between countries and continents. The collapse of the former communist economies has arguably led us towards one single, capitalist global economy.

If we look at everyday goods and services that we today take for granted, it will show the extent to which we rely on the global trade in goods. Global trade creates links between producers and consumption of products worldwide. Many of these relationships are grossly unequal and exploitative. For example, while manufacturers and retailers in the North want to keep prices as low as possible, producers in the South struggle to meet their own most basic needs on extremely low wages. (See Glossary, page 18, for definitions of North and South.)

As huge, powerful corporations and elite sections of society in richer countries continue to control the global economy to suit themselves, the poor become poorer. Only half of the world’s 100 biggest economies today are countries, the rest are multinational corporations (see Glossary, page 19).

The United Nations Development Programme states that ‘in a globalising world, the increasing interconnectedness of nations and people has made the differences between them more glaring’.

- A girl born in Japan today may have a 50 per cent chance of seeing the 22nd century, while a newborn in Afghanistan has a one-in-four chance of dying before age five.
- The richest 5 per cent of the world’s people have incomes 114 times more than those of the poorest 5 per cent, and every day more than 30,000 children around the world die of preventable diseases and nearly 14,000 people are infected with HIV/AIDS.


Technological developments
Technological innovation, particularly in communications and transport, is making the world seem like a smaller place. These developments are forever creating more new links between people and places and are a major aspect of globalisation today.

Computer technology
Modern computer technology is arguably leading us into an ‘information age’, or even towards a new stage in human evolution. It gives many of us the freedom to learn and discover new things, to work wherever there is a phone line available, and brings people with similar interests together across geographical boundaries.
However, some would say that these claims to new forms of freedom and community are largely profit-motivated, advertising hype by big computer companies. Others might argue that we are creating a new global apartheid, where some are rich in technology while others have no access to resources such as computers, email and the internet.

Transport and travel
Faster, better and easier transport now allows huge numbers of people to move around for economic, social or recreational reasons. Advances in transporting people and goods are key to the growth of multinational corporations. For those of us who can afford it, technological developments in transport have increased our awareness of the world and enabled us to develop global networks and relationships. But transport innovation is passing by many people who cannot afford to travel for business or leisure.

Political developments
Recent global political relationships have been shaped by competition between powerful nations seeking military and economic dominance. After 1945, ‘superpower’ rivalry between the United States and the Soviet Union influenced politics both within and between many other countries. This rivalry engaged people, political movements and nations in a conflict that was motivated not just by military demands but also political beliefs and values.

With the collapse of the Soviet bloc, free market capitalism is now the dominant world order. In the 21st century, new political systems exist and there is increased competition between economically powerful trade blocks of North America and the USA, the European Union, Asian and Pacific Rim.

Economic tensions have also contributed to increased poverty, ethnic conflicts, racism and Islamophobia and the violence and terrorism associated with these. The role of international organisations such as the United Nations, the World Bank and Nato are increasingly being questioned in light of these new challenges.

Environmental impact
Modern developments have provided the wealthy in the North and the elites in the South with machines and consumer goods that make life easier. However, this has been achieved not just at the expense of an impoverished two-thirds of the world’s population, but also through unsustainable exploitation of the environment. The ‘throwaway’ society has caused environmental concerns that today, at the start of the 21st century, are of paramount importance.

Living beyond our means
We increasingly have to confront a whole range of global environmental problems that damage the biosphere and human life in ways that may soon become irreversible. Limits to the earth’s resources, water pollution, dwindling fish stocks, loss of biodiversity, land degradation and destruction of the ozone layer are all recent problems that reflect the global ecosystem’s inability to sustain today’s levels of human activity.

No quick fixes
People are increasingly realising that these problems cannot be dealt with in isolation. For instance, population growth in the South can only be reduced by also reducing poverty levels.
Lower ozone in the earth's atmosphere can lead to increases in skin cancer, damages to the immune system and loss of crops. The extinction of plant and animal species will continue as long as the South is burdened by massive debts and forced to exploit its natural environment to generate income. These issues are all interconnected, involving the entire ecosystem that we all share.

A meaningful response to these problems can only be found through a global effort to change orthodox perceptions and develop more sustainable ways of living. Increasing environmental concerns can therefore be used to spur an understanding of the world as an interdependent ecosystem, where people must work together to create shared solutions. Global problems, such as pollution, the spread of HIV/AIDS, terrorism, crime and the negative impact of multinational corporations are just some of the issues that cannot be resolved or contained by individual countries. The politics of the future may need to consider stronger forms of global regulation in order to find solutions to the problems they share.

**Impact of globalisation in the UK**

Globalisation affects people’s lives and livelihoods both negatively and positively. The significant financial benefits are usually reaped by the wealthy and elites, rather than the urban working classes or ‘peasant’ populations of both the North and South. However, closer links between people and places have enabled people to discover the positive and negative impact of different lifestyles and culture.

**Music**

Wherever they live, people can now listen to music from all over the world on the radio, by going to clubs, buying tapes and CDs, or downloading it from the internet. Listening to and playing music can enable cultural exchanges and often influences young people throughout the world. However, some would argue these things can often only be enjoyed by those who have disposable income.

**Food**

Food from other cultures, near and far, is now available to many of us. There may be more choice in some places and less in others, but this choice comes at what cost? Many types of food are imported from countries in the South to meet the appetites of wealthier people in the North and this has an impact on the environment as it is transported and the local economies of growers, farmers and retailers in the UK. The advent of genetically modified (GM) food has resulted in widespread debate and protest about its safety and its long-term impact on the communities, the environment and the world’s ecosystem.

**Clothes and toys**

Clothes, trainers and toys sold all over the world are often made in the South. They may seem affordable to some, but for the people who made them, the cost of working may be high. Many have to put up with very low pay and poor working conditions. Children who have to work to support their families are often exploited and harmed by working in factories with dangerous and unhealthy working conditions. Many people and organisations in the UK and abroad are now campaigning to improve working conditions for people involved in producing the goods we buy without destroying poor families’ livelihoods.
Communication

For those who can afford to access email and mobile phones, communication with friends and family overseas has become cheaper and easier than ever before. For example, a large number of UK companies’ call centres are now located in India, primarily to save on employment costs. This can benefit communities in India by creating jobs while creating instability and unemployment in communities in the UK.

Travel

For some of us, travel has also become much cheaper and easier. Tourism can inject some much-needed cash into poor countries’ economies, but it also has its downsides, for example, by harming the local environment, causing pollution or exploiting local workers. Local labour markets and economies may also suffer if the tourist trade suddenly drops. A particularly ugly aspect of tourism is the sexual exploitation of local children and young people by foreign visitors.

Health

While the population of the North continues to benefit from medical innovations and solutions, this is not always translated to poorer people of the South. For example, the cost of HIV/AIDS treatment in Africa is prohibitively expensive, excluding from treatment those at most risk. But there are alternatives, for example procedures that can save people’s sight through inexpensive treatment, prolonging healthy life through provision of the means for local people to build a clean water supply or by increasing the knowledge and skills of local people in primary health care.

Commercial exploitation

Some multinational companies promote their products in places where the local population won’t necessarily benefit. For example, mothers being encouraged to use baby milk powder instead of breast-feeding can cause babies to die in areas with poor-quality water supply. In order to earn more money, many Southern farmers grow ‘cash crops’ such as maize, tea or coffee for Northern markets purely for the income. This means they are no longer self-sufficient in food production and are left heavily dependent on crops not failing and on people in the North continuing to buy their products and are at the mercy of global market price fluctuations. However fair trade aims to create a system where farmers gain a fair return for their work.

Employment

Labour can now move more freely around the world to meet business’s needs. However, the relocation of business to countries with cheaper labour costs has contributed to job insecurity in Northern countries and low wages and poorer working conditions for workers in the South.

Terrorism

The events following September 11, 2001, in New York and Washington have increased Western nations military interventions in others states under the banner of a ‘war on terrorism’. Terrorism poses a threat to people throughout the world and the world seems to be an unstable place and the causes of this can be linked to inequality, oppression and poverty worldwide.
Illegal drugs
Illegal drugs are more freely and cheaply available and damage communities and young people in countries around the world. But often the drug trade in the North is fuelled by the poverty of people in the South who produce illegal cash crops, as these offer a greater return for their labour. This is more lucrative than the low returns of producing food locally or the unequal trade for legal cash crops such as coffee.

Globalisation through the ages
What lies behind the current process of globalisation is often debated from differing political and ideological viewpoints. This chapter recognises that global youth work practice and training has in the past neglected or not fully explored the history of globalisation and its impact on the lives of Black communities and Black young people in particular. Black perspectives offer a critical view of world history, the impact of globalisation on our lives today and how we can learn about our place in the world using a youth work approach. In recognition of this, the remainder of this chapter is based on the views and perspectives of a number of Black and white youth workers, developed through a process of seminars and consultation. This resulted in the publication of the report *Towards Global Democracy: An Exploration of Black Perspectives in Global Youth Work*.

Global exchanges through travel, exploration and trade go back centuries, predating European industrialisation, colonisation, slavery and imperialism. Just as European travellers ventured into Africa, India or the Americas, classic trade routes, especially across the Indian Ocean, were used by Arab, Persian, Indian and African traders and travellers.

However, colonial expansion and imperialism forged close relationships between continents in completely new ways. In the case of Europe, this relationship eventually led Black labour to migrate into the very countries that had once occupied Black nations. It is crucial to acknowledge that exploitation and oppression, the chief trademarks of European colonialism, slavery and imperialism, were significant milestones on the road to contemporary forms of globalisation.

Historical records show that Black people have had a presence in Britain for almost 2,000 years. Black people have played an important part in British history, not just in the context of slavery, imperialism and colonisation, but also as active political players in the fight for justice and equality and as significant contributors to the country’s progress and development.

Today, an estimated four million Black people live in Britain (7.1 per cent of the population). About half were born here; many others arrived during British mass-immigration drives after the Second World War. Despite being invited because their labour was needed, many Black people were not welcomed because of their colour, culture or religion. Widespread discrimination led Black British communities to become politicised and to draw on the experiences of, and forge new links with, Black anti-discrimination movements around the world. (For a definition of *Black*, see page 16.)

The colonial legacy
Colonialism, as slavery before it, was a significant phase in the globalisation of the world. European colonial projects have left a strong imprint upon the lives of Black people globally and it remains a
major hurdle to be overcome by Black and white communities alike. The political liberation of the former colonies was a major achievement of the 20th century. However, many Black and white societies have not been able to overcome the legacy of colonialism. The colonial legacy, however, provides a crucial contextual framework for an understanding of the impact that globalisation has had on Black people's political and economic status in the world today, their contribution to global society and their continued oppression and exploitation.

Who benefits?
Today, one of the most significant and overarching characteristics of globalisation is that it is an uneven and unequal phenomenon. It could be argued that globalisation benefits everyone, everywhere, but in reality it mainly benefits the majority of citizens of countries in the northern hemisphere.

Because globalisation is an uneven process, often only a minority benefit. Just as people resisted European colonialism and imperialism, there have been many protests against the corporate power and Americanisation that has been described as ‘Coca-Cola-isation’ and ‘McDonaldisation’. Exploitation, oppression, uneven development and unequal distribution of global wealth appear to be the true hallmarks of globalisation. Therefore, globalisation is not a neutral process of technological progress and modernisation that will inevitably benefit everyone who is touched by it. Instead, it is a complicated web of political and economic links binding together nations and peoples.

The impact on the South
For most people, capitalism, individualism and materialism form the accepted everyday language of UK society. Aided by advances in technology, the world has moved into an information age where such values have become no longer merely the aspirations of the West but are also actively promoted to the rest of the world as desirable.

It could be argued that it is becoming increasingly apparent that globalisation is leading to the creation of a new global economic and cultural elite while segregating and excluding the rest. For the exploited, excluded and alienated people of the world, globalisation has meant the progressive modernisation of their own poverty.

In the South, globalisation can represent the imposition of a minority, western outlook and the displacement of traditional indigenous ways of life. It has inevitably stimulated powerful reactions and forms of resistance, not just in the South but in the North too. The anti-slavery, independence, civil rights, anti-apartheid, Black and anti-racist struggles are all part of a broader family of resistance campaigns that challenge the values and beliefs that underpin modern globalisation.

The contributions of Black civilisations to the world and humanity have been significant though not always fully appreciated. It is to a large extent an untold story. If we were Egyptian, it would be a 4,000-year story, or 5,000-year story if we were Chinese or Indian. To be unaware of these histories is to hold a narrow view of the world, to live in a world of our own. To be aware of it is to recognise the world as a single living organism, an indivisible whole, sustaining many rich civilisations.
Global racism

The report *Towards Global Democracy: An Exploration of Black Perspectives in Global Youth Work* argues that modern globalisation is a continuation of the past exploitation that occurred through slavery, colonialism and imperialism. What modern globalisation has managed to achieve is to create a more direct relationship between international (white) capital and localised (Black) labour. This has been achieved through the work of multinational corporations as well as intermediary bodies such as the World Trade Organisation (WTO). The net effect of this has been largely negative on the Black majority.

Racism as a global phenomenon has a long-established history that few in the minority western world challenge or question. It was not too long ago that Nelson Mandela was labelled a terrorist. Yet his stature as an elder statesman today is unparalleled, illustrating the convictions of Julius Nyerere (first president of Tanzania) that to liberate Black South Africans is to also liberate white South Africans, freeing them from relationships based on fear, hatred and violence.

Colonialism installed racism as an ideology right across the globe. That is not to say that similar forms of prejudice or racism did not exist in other societies prior to colonialism. Colonisation provided Europeans with the opportunity to institutionalise and enforce their own particular brand of colour-coded racism on a global scale. The ideology of racism and white supremacy has been so deeply ingrained that it is proving extremely difficult to eradicate.

Oppression and liberation are a condition of life for most people from the South. It characterises their whole lives, their survival, aspirations, identity, movement, economic security, values and attitudes, reflecting tensions between being modern (which often means being western) and being traditional.

This oppression is characterised by economic exploitation, the imposition of cultural values and military interventions, all of which have been justified through racist ideology and beliefs. It followed that those who did not adhere to Christian faith, as Europe defined it, were either decadent or, at best, static. From this it was but a short step to seeing Europeans as better than others, European skin colour as superior to other skin colours and European attitudes as more modern that other attitudes.

The legacy of slavery, colonialism and imperialism has inextricably bound together the peoples of the South and the North. However, because world historical events have often been rewritten and sanitised to fit a narrow Eurocentric viewpoint, the full negative impact of colonialism and imperialism is often not acknowledged. More significantly, Black history, civilisations and rights to self-determination have been negated.

The power of this ideology has been enormous and has affected the Black psyche in a very substantial and fundamental way and leads to what can be called ‘internalised racism’. There is a symbiotic relationship between racism and past colonisation and that current globalisation continues to be tainted by this relationship. For example, the ‘brain drain’, the adoption of western lifestyles and approaches to education and health.
In conclusion

Shaping globalisation
Optimists suggest that globalisation can potentially have a dramatically good effect on everyone’s lives. We may finally be entering an age where the idea of a human society of ‘global citizens’ could become reality. We could be interacting in a truly global economy where no national borders restrict our activities. We could feel comfortable operating across different time zones and continents. We could thrive in neighbourhoods celebrating the diversity of cultures, languages, opinions and forms of expression. Technology could give us the means to overcome barriers such as inequality and prejudice, and we could be rediscovering our sense of community in global terms.

More realistically, however, we have to acknowledge that globalisation in its present form is creating glaring inequalities and has led humanity into some serious crises. Global capitalism fuelled by technological innovation isn’t benefiting everybody, creating instead a widening gap between the technologically and economically rich and poor, both within and between countries. For the exploited, excluded and alienated people of the world, globalisation means a modernisation of their own poverty, where the benefits go to the wealthy and technology creates different ways in which they experience poverty.

Nevertheless, globalisation is a human phenomenon, open for people to challenge and shape. Resistance to globalisation is not a new phenomenon. Anti-slavery uprisings to workers’ revolutions and today’s campaigns against poverty, inequality and globalisation, all are examples of movements that have challenged the values and beliefs that underpin the injustices that globalisation has caused. In the 21st century, globalisation still poses these challenges for young people and adults all over the globe.
Global glossary
This is a guide to some key terms used in this manual. It also explains a range of words and concepts linked to globalisation and can serve as a useful resource for youth workers and young people.

<table>
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<tr>
<th>Terms</th>
<th>Description</th>
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<tr>
<td>Aid</td>
<td>. . . means transferring resources from economically developed countries in the North to developing countries in the South in many different ways: one country can support a specific project in another; an international organisation can decide to spend money on supporting a country’s economy; specialised staff or equipment can provide technical assistance; or loans are given with a special repayment rate.</td>
</tr>
<tr>
<td>Anti-</td>
<td>. . . is a very broad term, which first came into the media spotlight during the 1999 World Trade Organisation (WTO) summit in Seattle. Since then there have been major demonstrations at a range of international summits in attempts to highlight the lack of democracy in decision-making international and business forums. A range of people and organisations have protested against how the world’s international economic system works. As a movement it can cover any challenge to global capitalism as the best or only way to organise the world.</td>
</tr>
<tr>
<td>Black</td>
<td>. . . describes people of Asian, African and Afro-Caribbean origin, and other minority ethnic groups who are systematically oppressed and discriminated against on the basis of their skin colour. It is also used as a term of self-definition and self-assertion by Black people.</td>
</tr>
<tr>
<td>Capitalism</td>
<td>. . . is an economic system and ideology based on the idea of people trading on a market, owning private property and accumulating capital to invest in financial or industrial enterprises. Most people in a capitalist system work for private employers, providing goods or services that are sold for profit. In its most extreme form, capitalism fosters a state that employs few people, owns no enterprises and puts few regulations on the economy.</td>
</tr>
<tr>
<td>Debt</td>
<td>. . . is money a government owes to another country, private creditors or international agencies such as the IMF or World Bank.</td>
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Developing countries

This manual uses ‘globalisation’ rather than ‘development’ as a starting point for informal education with young people for a number of reasons:

• Defining some societies as developed and others as developing may be accurate from a strictly economic point of view, that they have a lower gross domestic product (GDP) and little manufacturing or technological industry. However, if we use criteria of spiritual or cultural development to judge a country, then they may be very well developed.

• To apply the terms ‘developed’ and ‘developing’ to entire societies suggest a hierarchical world perspective that judges a country’s degree of civilisation only by its economic capacity or level of production.

• These terms deny the existence of pockets of deprivation and poverty within industrialised nations or the privileged elites within the less industrialised nations.

• The terms ‘developed’ and ‘developing’ may prevent the North from learning from the South because it is perceived as ‘backward’.

But it must be remembered that globalisation has seen an increasing income gap between ‘developed’ and ‘developing’ countries to the point that by the late 1990s the fifth of the world’s people living in the highest-income countries controlled 86 per cent of GDP.

• One in four of the world’s people live in absolute poverty with millions more living close to this perilous state.

• In the UK, one third of pupils lives in poverty.

(UN Human Development Report, 2002)

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<tr>
<th>Equity (and inequity)</th>
<th>. . . equity is concerned with being impartial and treating people fairly regardless of their socio-economic status, race, gender, sexual orientation, ethnicity, culture or disability.</th>
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<tr>
<td>Ethical trade</td>
<td>. . . involves companies finding ways to buy their products from suppliers, which provide good working conditions and respect the environment and human rights.</td>
</tr>
<tr>
<td>Fair trade</td>
<td>. . . encourages small-scale producers to play a stronger role in managing their relationship with buyers and puts into place structures that can guarantee them a fair financial return for their work.</td>
</tr>
<tr>
<td>Free trade</td>
<td>. . . is a policy which advocates that governments treat local and foreign producers the same by not creating barriers against importing goods, services or people from other countries, or giving national businesses and farmers an advantage over foreign firms by offering them financial support. In practice, truly free trade has never existed and reducing trade barriers is always subject to intense political negotiation between countries of unequal power. This often means rich multinational companies gaining access to the markets of countries in the South while barriers continue to exist for those countries to export their goods to countries in the North.</td>
</tr>
<tr>
<td><strong>LEDGs (less)</strong></td>
<td>These tend to be countries in the South. This term is used by the United Nations, and others, to define the economic development of countries. It is also a term that young people will learn about in the school curriculum, in geography in particular. (See earlier section on developing countries.)</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>...</strong></td>
<td>. . . is a process of reducing the government’s involvement in a country’s economy, based on the idea that private businesses can run things more efficiently. It normally involves deregulation (removing government regulation and restrictions), privatisation (sale of state-owned enterprises to the private sector) and opening up economies (removing trade barriers, see Free trade).</td>
</tr>
<tr>
<td><strong>Majority world</strong></td>
<td>Within a global context the term ‘majority world’ refers to those who either live or have their origins in the South. The majority population in the Southern Hemisphere are Black, i.e. non-white, but share a common experience of being subjugated to global domination by Western (white) nations. The use of the term ‘majority’ serves to highlight the marginalisation of Black majority people from global decision-making processes as well as the need for the world to listen to Southern voices.</td>
</tr>
<tr>
<td><strong>MEDCs (more)</strong></td>
<td>These will be mostly countries in the North. This is a term used by the United Nations, and others, to define the economic development of countries. It is also a term that young people will learn about in the school curriculum, in geography in particular.</td>
</tr>
<tr>
<td><strong>North</strong></td>
<td>. . . usually (but not always) describes countries that lie north of the Equator, which are economically richer than those in the ‘South’, and where the population is mainly white. Examples include Western Europe, Canada, the United States. Other countries are considered part of this category, including Australia, New Zealand and Japan.</td>
</tr>
<tr>
<td><strong>South</strong></td>
<td>. . . usually (but not always) describes countries that lie south of the Equator, which are economically poorer than those in the ‘North’, and where the population is mainly Black. Examples include countries in Sub-Saharan Africa, Latin America, India, Pakistan and Bangladesh. In the past, sometimes referred to as the ‘third world’.</td>
</tr>
<tr>
<td><strong>Structural adjustment</strong></td>
<td>. . . is a set of policy changes countries have to make in order to receive loans through the International Monetary Fund and World Bank. It often involves liberalisation of the economy. Structural adjustment is intended to help countries become more economically efficient so they can easily repay their loans, but it has been strongly criticised for creating unemployment and making health and education too expensive for many people as a result of forced reductions in state spending on health, welfare and education services.</td>
</tr>
</tbody>
</table>
### Organisations

| **DFID** | . . . the Department for International Development is the part of the UK Government that manages the overseas aid programme and funds Development Awareness activities in the UK |
| **G8** | . . . the G8 is a group of eight governments composed of the world’s major market democracies: Canada, France, Germany, Italy, Japan, Russia, UK and the USA. The G8 forms a centre of global governance dealing with finance, investment, trade and transnational threats to human security. |
| **IMF** | . . . was set up in 1944 along with the *World Bank* to maintain a stable international trading system. It monitors countries’ economies and gives out loans to help the international economic system function more smoothly. The IMF can impose conditions on countries wishing to borrow money (see *Structural adjustment*). All borrowers must pay back the loan within a specified time and are charged interest. |
| **World Bank** | . . . is the main organisation providing financial help for development. Originally established to help Europe recover after the Second World War, it has also provided loans for *structural adjustment* in countries in the South since 1980. By 1990, countries in the South owed the World Bank US$89 billion in debt. Smaller regional development banks in Africa, Asia and Latin America work in the same way, but with fewer resources. |
| **WTO (World Trade)** | . . . was created in 1994 to liberalise world trade through international agreements. Based in Geneva, the WTO has 140 member countries, some of which have much more economic and political power than others. For instance, Japan has 25 delegates while Malawi cannot afford to keep any staff in Geneva. |

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*The original versions of most of the terms in this glossary were first published in *Rightangle* magazine and have been reproduced with kind permission from Save the Children. For contact details of Save the Children, see Chapter 6.*
Global youth work is essentially good youth work, which responds to young people’s changing circumstances. It also recognises that globalisation increasingly influences young people’s lives and environments, creating new opportunities, challenges and concerns. Global youth work aims to enable young people to develop the knowledge and skills to tackle these new issues and explore their own connections with the wider world.

**Putting the ‘global’ into youth work**

Most voluntary and statutory youth work is based on local issues and concerns, and financial and administrative structures tend to be geared to respond to local priorities. Historically, this has often been seen as a ‘process’-orientated as opposed to ‘outcome’-orientated approach, allowing local authorities and voluntary sector youth services to negotiate outcomes that meet the specific needs and interests of local young people. This flexibility has also provided opportunities to address global issues and concerns related to young people’s needs.

However, in England in particular, local authorities and to an extent voluntary sector youth services are increasingly required to meet nationally set targets and outcomes within a framework set out by the Department for Education and Skills (DfES). More recently, the DfES has moved some way to implicitly recognising the importance of global issues to the lives of young people through citizenship education and the issue of community cohesion. But there is still some work to be done before global youth work is fully recognised as essentially good youth work practice.

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**In December 2002, the Government set out its blueprint for the modernisation of youth services in England: Transforming Youth Work: Resourcing Excellent Youth Services.**

The policy provides a specification of a sufficient local authority youth service. It sets out what the Government expects a local authority to provide through its strategic leadership role. Connexions DfES, (2002) Transforming Youth Work: Resourcing Excellent Youth Services, DfES Publications, Nottingham

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**A brief history of global youth work**

A number of UK youth work organisations have a long history of addressing global issues. What is known as ‘development education’ in youth work settings has largely been the domain of national voluntary youth organisations (NVYO}s) such as Girl Guiding UK, Methodist Association of Youth Clubs, Scout Association, Woodcraft Folk, and various international development agencies, particularly ActionAid, CAFOD, Christian Aid, Save the Children fund UK and development education centres, and minority ethnic organisations and community groups. Black organisations and self-help groups, such as temples, churches and gurudwaras, also have experience of addressing global issues, both at times of crisis and on an ongoing basis. (For a definition of development education, see page 28.)

Development education has, however, been a relatively underdeveloped area within mainstream voluntary and statutory youth work, which have tended to focus on local issues and interests.
(with the exception of international exchanges supported by Connect Youth International and the Commonwealth Youth Exchange Council, and the work of the NVYO). Development education youth work and mainstream youth work have historically existed alongside each other.

Global youth work:
- Draws on and learns from these distinct traditions.
- Seeks to develop approaches to youth work that embrace both the local and global agendas.
- Seeks to extend existing practice to reflect these new approaches.

Global youth work draws on both mainstream youth work and development education in important ways (see development education on page 28). Global youth work also poses fresh challenges for youth workers.

**Why develop global youth work?**

In 1995, the Development Education Association (DEA) conducted a major piece of research into development education activities within UK youth work, entitled *A World of Difference*. The research identified different ways, within the informal education or youth work sector, of responding to young people’s interests and concerns about the world.

The research showed that while young people are primarily interested in issues involving their own lives, they are also concerned about the wider world. This dual agenda, involving both local and global issues, is the central focus and challenge of global youth work.

The DEA’s research also showed that, in order to gain the skills and confidence to take action to create a better future, young people need not only an understanding of their local circumstances but of how the global community functions and of how inequalities are perpetuated, locally and globally. Therefore young people’s concerns about the wider world need to be seen in the context of their own images of themselves and their future in society. The report recommended that youth workers needed guidance on how to develop local-global links and perspectives in their work with young people.

In 2002, the DEA published *Towards Global Democracy: An Exploration of Black Perspectives in Global Youth Work*. The report brings together previous work by the DEA on supporting Black organisations on development education issues, as well as recent thinking and practice regarding what constitutes good global youth work, development education and youth work.
Defining global youth work

Good global youth work:
• Starts from young people’s everyday experiences.
• Engages them in critical analysis of local and global influences on their lives and communities.
• Raises awareness of globalisation, the world’s history and rich diversity of peoples, particularly in relation to issues of justice and equity (see Glossary on page 17).
• Encourages young people to explore the relationships and links between their personal lives and the local and global communities.
• Seeks young people’s active participation to build alliances and create change, locally and globally.

In short:

Global youth work is informal education with young people. It encourages a critical understanding of the links between personal, local and global issues. It seeks their active participation in bringing about change towards greater equity and justice.

Ten key principles

Global youth work:

1. Starts from young people’s experiences and encourages their personal, social and political development.

2. Works to informal education principles and offers opportunities that are educational, 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 analysis of local and global influences on their own lives and communities.

5. Encourages an understanding of the world based on the historical process of globalisation.

6. Recognises that the relationships between, and within, the North and South are characterised by inequalities caused by globalisation.

7. Promotes the values of justice and equity in personal, local and global relationships.

8. Encourages an understanding of, and appreciation for, diversity, locally and globally.

9. Sees the people and organisations of both the North and South as equal partners for change in a shared and interdependent world.

10. Encourages action that builds alliances to bring about change.
The impact of personal perspectives in global youth work

The first principle recognises that young people have different starting points related to personal background, race and gender. This is not only a principle of all good youth work, it also highlights the importance of group members and leaders being aware of the different personal perspectives young people bring to discussions and activities. While some young people’s views and backgrounds will correspond with powerful social groups, others will see things from the perspective of those on the margins of society with little or no access to resources or decision-making processes.

We all experience globalisation in different ways and within youth work there should always be time and space for young people to talk about their experiences and feelings. For example, some issues, such as the history and impact of slavery, can be much more relevant, personal and painful to Black and mixed-race young people than their white peers. Young people whose families originate from Africa, Asia, Latin America or the Caribbean may still have relatives there and be aware of how globalisation has affected their families over centuries. Their experiences are probably different from those of young people whose families came to the UK during the 1930s and ‘40s to escape persecution leading up to and during the Second World War, or whose families have lived in the UK for generations. In light of the UK’s role as a post-colonial power we need to recognise and include Black perspectives when planning for global youth work and ensure that we aim to:

1. Make Black contributions to the development of humanity more explicit and visible.
2. Highlight the fact that Black people are in the majority in today’s world.
3. Accept that Black people have the right to self-determination.
4. Challenge white supremacist views of globalisation and the world.
5. Acknowledge that Black perspectives are inclusive and require equal responsibility by Black and white people.
6. Acknowledge that Black people are holistic, cultural, spiritual and gifted human beings and not just economic units to be exploited by the minority, nor victims of poverty to be pitied.
7. Encourage people from the ‘minority’ world to take responsibility for their behaviour, choices and actions on the global stage, acknowledging that not all minority people have equal access to power.
8. Explore how systematic racism against Black people is also related to other forms of oppression, and the need to connect oppressed people with others in similar situations.
9. Ensure that Black young people and their communities are involved in setting global agendas.
10. Ensure that Black young people and their communities are involved in the design and delivery of all youth work, of which global youth work should be an integral component.

Black perspectives in global youth work

For Black young people in Britain, as well as those from migrant communities, global economic, political, social, cultural and historical connections already exist. Globalisation is not a new phenomenon and, in principle, Black young people do not need to be persuaded that it is relevant to their daily lives. Many Black and minority ethnic organisations and self-help groups have a long-standing history of addressing global issues.
Black perspectives in global youth work refers to a process of investigation and education that includes Black people’s viewpoints and experiences in any contemporary or historical analysis of life on this planet. It is not just for Black people, or about excluding white people. However, it does mean always taking the reality of racism into account. It is based on the premise that both Black and white people have a responsibility and role to play in terms of incorporating Black perspectives into global youth work practice and policy.

Developing a global Black perspective cannot be merely an extension of Black perspectives developed in Britain, instead it means examining Black people’s experiences globally and identifying the structural links between them. This approach can be defined as:

“...a perspective that aims to strive for global democracy and place Black people at the forefront of global and local decision-making. Far from being kept at the fringes of global society, Black people ought to be at the heart of it, securing fair and just rewards for their contributions to a shared and interdependent world. The majority world simply cannot be ignored or wished away.”

(Working Group on Black Perspectives in Global Youth Work, 2002)

The Black perspectives approach to global youth work calls for a reassessment of both past and present relationships with the South, or ‘majority’ world (see Glossary, page 18). As people around the world are becoming increasingly dependent on each other, it urges us to move away from old-fashioned and deeply unequal power relationships towards new democratic partnerships. This applies as much to relationships between Black and white communities locally as to those in the South.

It is essential that good global youth work practice should emphasise Black people’s contributions to the UK’s economic and cultural life. The rich and diverse history of Black people in the UK needs to be reflected in discussions with young people and used to raise awareness of current personal, local and international links to the South. For many Black young people and their communities, global youth work can be an important form of social education through which issues such as identity and history can be explored. It also offers both Black and white young people opportunities to place themselves in a global context marked by different types of inequalities, e.g. political, economic and racial.

Support and resources
The report Towards Global Democracy: An Exploration of Black Perspectives in Global Youth Work can be downloaded as a PDF file from www.dea.org.uk/publications.

This report outlines the intended learning outcomes for activities, curriculum development and informal education in relation to Black perspectives in global youth work and offers a model for how to develop the work in stages, supported by a range of activities and resources, some of which are included in this manual. The report also examines the challenges posed by incorporating Black perspectives into youth work, both for individual workers and whole organisations. To find out more, please contact the Youth Work Programme Manager.
Desired outcomes of global youth work

The purpose of global youth work is to increase young people’s ability to critically analyse local and global issues, make informed decisions and become responsible global citizens, developing the skills, attitudes and knowledge to play an active role in UK society and internationally.

Effective youth work can be demonstrated through the type of learning achieved by young people. Global youth work programmes and activities should develop self-esteem and confidence and enable young people to:

- Explore their own values, identities, rights and responsibilities as individuals, members of peer groups and communities locally, nationally and globally, and respect the values and identities and rights of others.
- Question everyday issues of concern to them, recognising that they all have a global dimension, and social exclusion and poverty have causes that are often dictated by factors beyond the local community.
- Develop a holistic, inclusive and anti-oppressive view of the world which celebrates the achievements of all humankind, especially the unrecognised contributions of Black people to the development of global society, acknowledging that there is much to learn from and share with people in countries in the South.
- Develop an understanding of inequality in global relations and the exploitation of the South by the North and make informed ethical choices about their lifestyles, consumption and behaviour patterns to reduce the negative effects and generate positive ones.
- Develop the necessary skills, knowledge and attitudes to take action locally to combat the negative effects of globalisation and enhance the positive by developing and supporting ethical alliances and partnerships between young people, organisations and networks in the UK and across the world.
- To increase their awareness of changes in the economy and ethical choices that can be made regarding the growing range of educational and work opportunities in the UK and overseas.

The outcomes of global youth work opportunities may be the development of young people’s knowledge and understanding, skills, attitudes and action as summarised opposite.
Knowledge and understanding
Young people may develop knowledge and critical understanding of:
• Local, national and global societies and cultures.
• The global dimensions of the world around them.
• The role of human rights locally and globally.
• The impact of personal or local action on global events.

Skills
Young people may develop the ability to:
• Analyse issues critically.
• Carry out enquiries.
• Challenge their own and others’ attitudes.
• Build alliances.
• Show empathy.
• Participate in activities.

Attitudes
Young people may develop attitudes that demonstrate:
• Self-respect.
• Self-awareness.
• Support for justice and fairness.
• Open-mindedness.
• A global perspective on their world.
• An orientation toward action.

Action
Young people may achieve change that reflects a global perspective in their:
• Personal lifestyles.
• Local community activity.
• Global community activity.

Youth work methods
The extent to which work with young people reflects the principles of global youth work can be assessed against a number of success criteria. Effective global youth work activities:
• Are educative, challenging and supportive.
• Start from and build on young people’s experiences, concerns and issues.
• Aim to promote equality of opportunity.
• Are participative and empowering.
• Work for change towards equity and justice.
• Make the global dimension apparent in youth work processes.
• Make the global dimension apparent in youth work themes.
Development education

Development education is a commonly used term for educational work with young people, children and adults around global inequalities and injustice. Its many definitions illustrate the sometimes ad hoc nature of its growth and the diversity of the concept itself.

The United Nations defines development education as educational work that seeks:

“To enable people to participate in the development of their own community, their nation and their world as a whole. Such participation implies a critical awareness of local, national and international situations based on an understanding of the social, economic and political processes . . .

“. . . is concerned with ( . . . ) issues of human rights, dignity, self-reliance and social justice in both developed and developing countries. It is concerned with the causes of underdevelopment and the promotion of an understanding of what is involved in development, of how different countries go about undertaking development and of the reasons for and ways of achieving a new international economic and social order.”

Both these definitions are subject to debate. However, both see development education as acquiring an understanding of ‘the causes of underdevelopment’, and its aim as taking action to create a ‘new international economic and social order’ or bring about ‘change’.

In the UK, the DEA sees development education as encompassing the following principles:

- Enabling people to understand the links between their own lives and those of people throughout the world.
- Increasing understanding of the economic, social, political and environmental forces that shape our lives.
- Developing the skills, attitudes and values that enable people to work together to bring about change and take control of their own lives.
- Working towards achieving a more just and sustainable world in which power and resources are more equally shared.

(Development Education at the Heart of Learning DEA Strategy 2004–2008)

Global youth work is a form of development education. However, what makes global youth work distinct is that it starts from young people’s own perspectives and experiences and develops a negotiated agenda for learning. Global youth work also focuses primarily on the impact of globalisation in the UK and overseas rather than education about the development and underdevelopment of countries. Although it shares many of the values and principles that underpin good youth work, development education often has its own agenda from the outset, linked to specific campaigns or concerns and has historically taken place in more formal educational settings.
Sustainable development education and youth work

The concept of sustainable development first came to international attention through the 1992 Rio de Janeiro Earth Summit. The Summit was a response to the concern that our use of finite energy resources and the harm we are causing the environment threatens all life on the planet. Linked to this concern was the awareness that the Earth’s limited resources are unequally shared among its people.

While there may be disagreements over the finer points of what the concept means and indeed whether these concerns are justified, the aim of sustainable development is clear. At its most simple it is about ensuring a better quality of life for everyone now and for generations to come. A widely used international definition is:

“development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Brundtland Commission, 1984)

If this goal is to become a reality, changes have to be made to how we live our daily lives, especially for people living in “developed countries” in the North. The process of sustainable development is affected by the choices we make at personal and community levels, as well as the national and international decisions made by governments and global institutions about national economies and the global environment.

Achieving sustainable development requires two key changes:

- People across the world, and especially in developed countries, need to understand the social and environmental impact of the choices they make.

- They need to be empowered to take action to ensure that their decisions, and those that their governments make on their behalf, do not jeopardise the ‘quality of life’ of future generations. This includes access to education and employment, community cohesion and our relationship to the natural environment.

To achieve these goals, changes in the education of young people are required, hence the term ‘education for sustainable development’.

What is education for sustainable development (ESD)?

“(Education for sustainable development) enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future.” (What sustainable development means for youth services and youth workers, DETR 2000.)

Sustainable development is a process that can permeate our whole lives. It is appropriate, therefore, that ESD should be delivered effectively within informal settings, by youth workers and others committed to the goals of sustainable development.
Key concepts
In order to achieve the overall aims of sustainable development, ESD has been defined as being underpinned by seven key concepts:

- **Diversity**: Respecting and valuing both human diversity – cultural, social and economic – and bio-diversity.
- **Quality of life**: Acknowledging that global equity and justice are essential elements of sustainability and that basic needs must be met by everyone.
- **Interdependence**: Understanding how people, the environment and the economy are inextricably linked at all levels, from the local to the global.
- **Citizenship – rights and responsibilities**: Recognising the importance of taking individual responsibility to ensure the world is a better place for yourself and others.
- **Needs and rights of future generations**: Understanding our own basic needs and the implications for the needs of future generations of actions taken today.
- **Sustainable change**: Understanding that resource are finite and that this has implications for people’s lifestyles and for commerce and industry.
- **Uncertainty and precaution**: Acknowledging that there is a range of possible approaches to sustainability and that situations are constantly changing, indicating a need for flexibility and lifelong learning.

Youth work provides an arena for delivering education for sustainable development by linking global issues to the daily lives and interests of young people. Education for sustainable development reflects the beliefs and values that youth work and sustainable development have in common:

- A commitment to the **future**.
- An emphasis on **sustainable lifestyles** at an individual and community level.
- A commitment to **equity**.
- A belief in **interdependence**.
- A belief in the need for **active involvement** by individuals and communities to energise change.
- A recognition of the **rights and responsibilities** of citizenship.
- A commitment to **education** as a strategy for change.

The importance of environmental education has been recognised at a national level since the late 1960s and has evolved from its roots in rural studies to encompass an understanding of the global interdependence of social issues, economy and environment. In parallel, development education has focused upon social justice, the eradication of poverty, equitable distribution of resources both locally and globally and understanding the links between our own lives and those of others,
especially in the South. (See section on development education on page 28.)
Following the 1992 Rio de Janeiro Earth Summit, the term ‘education for sustainable development’ (ESD) appeared for the first time. A new movement for sustainable development and a number of Government and international initiatives emerged from the ‘Rio summit’ that recognised that political, social, environmental and economic issues are all integral to sustainable development globally. A debate about terminology still continues today, but it is generally accepted that ESD forms a key element of both development education and environmental education.

**More recent developments**

In 1999, ESD was formally endorsed by the revised English National Curriculum. The introduction of Citizenship education in 2002 led to greater opportunities for learning for sustainable development. However, the development of ESD in the informal arena has been less uniform. While there are many centres and individuals carrying out excellent sustainable development work with children and young people, this work is often isolated and patchy and it is fair to say there is no general inclusion of ESD in the youth work sector.

In 1998, the British Government established the Sustainable Development Education Panel, which identified youth work as one of the key sectors within which ESD should be delivered. In its final report (March 2003), the panel summarised its recommendations for youth work, which included incorporating ESD into youth work training.

The panel suggests that youth services and youth workers need to engage with sustainable development issues because they directly affect young people of all communities now and will do so in the future. Youth work can offer exciting opportunities for sustainable development education. The challenge is to make those opportunities accessible to all young people and enable young people to express their concerns and ideas about their everyday lives and environments in constructive and creative ways that are both participative and empowering.

In April 2000, the Panel produced a briefing that outlined two key questions that youth services and youth organisations should ask themselves:

- How can we integrate ESD into youth work practice in ways that are accessible and directly related to the lives of all young people we work with?
- How can we use our youth work skills, knowledge and networks to promote sustainable development, locally, nationally and globally, and what resources, training, policy and curriculum guidelines do we need?

In 2001, the DEA and Council for Environmental Education (CEE) produced a briefing paper in response to the Department for Education and Skills (DFES) consultation process Transforming Youth Work. The paper outlines a range of recommendations aimed at the Youth and Connexions Services, the DFES and Youth and Community Work training agencies on how to reflect sustainable development in their organisation and policies and on the delivery of activities and services. To download a PDF version of the Sustainable Development and Youth Work Briefing Paper,
The World Summit on Sustainable Development, held in Johannesburg in 2002, was the international community's chance to review the progress since the Rio Summit towards the goals established in 1992 and plan for future action. It agreed a commitment to the United Nations Decade of Education for Sustainable Development (2005–2015), whose organisation is led by Unesco.

The Decade will provide a useful tool to ensure that action is taken in incorporating sustainable development into youth work training and practice.

The global dimension
It is essential that any debate about our quality of life and sustainable development needs to be seen in a global context. In 1999, the Government outlined *A strategy for sustainable development for the UK*, which emphasised international cooperation and development and the need to:

• Work with others to eliminate global poverty and raise the living standards in developing countries.
• Work with others to tackle global pressures on the environment and resources.
• Promote a fair and open trading system that respects the environment.
• Strengthen the place of sustainable development in international organisations.

In September 2003, the Government launched the Sustainable Development Action Plan for education and skills. This gave further Government recognition to the contribution that should be made to ESD through youth work. This represents a clear commitment from the Department for Education and Skills to support the development of this work. It is expected that DfES will undertake practical action along with key stakeholders from the youth work and development and environmental education sectors in England.

In conclusion
It will take some time to measure the impact of these initiatives on sustainable development in the UK and globally. A number of environmental and international development agencies have been campaigning for sustainable development for over a decade and argue that urgent action is required by governments in the UK and overseas to address the concerns outlined above.

For case studies of sustainable development youth work and sources of support and information, visit www.dea.org.uk/youth.
This chapter aims to develop youth workers’ understanding of, and ability to undertake, global youth work with young people. It begins by outlining eight key elements of global youth work practice and provides practical examples of how global youth work can be started with young people. These examples are designed to stimulate thinking and action by youth workers and young people.

**Key elements of global youth work practice**

Global youth work practice engages young people in processes that are educational, empowering, participative and promote equality of opportunity. The outcomes of these processes can be used to develop a curriculum that reflects young people’s needs and interests and the youth work organisation’s priorities.

The process of good global youth work contains the following key elements:

1. Young people’s own agenda.
2. A negotiated agenda.
3. Informal education methods.
4. Working in youth work settings.
6. Understanding issues of equity and justice.
7. Taking action.

**Element 1: Young people’s own agenda**

Good global youth work should begin with young people’s everyday experiences of the world around them. It should aim to engage them in dialogue that values their opinions and encourages them to explore and share their ideas and beliefs from a variety of perspectives.

**Element 2: A negotiated agenda**

Some agencies work to set structures and curricula that emphasise the organisation’s priorities and concerns. Others use a more devolved approach, allowing young people to determine their own curricula and methods of learning.

Young people participate in youth work voluntarily. Youth workers should therefore aim to base their work on a negotiated curriculum and use learning methods that set priorities for, and reflect, young people’s own circumstances, needs and interests as much as possible.

**Element 3: Informal education methods**

Global youth work is based on informal education principles. It pays particular attention to, and makes use of, the rich fabric of everyday life. It puts the focus on the individual learner, emphasising the importance of critical thinking and seeing the ‘taken for granted’ in a new light.
Element 4: Working in youth work settings

The youth work setting, whether it is a school, local community centre, purpose-built youth centre or street corners, should be seen as young people’s own space, free for them to use as they see appropriate. However, the way in which the space is used should first be negotiated between the young people, staff and other users, and take into account principles and practice of equal opportunities.

Element 5: Making links

Global youth work practice acknowledges that local issues are linked to global ones and that young people’s lives cannot be seen as purely local. The lifestyles we lead, the consumer goods we buy, the governments we vote for, all affect people in other parts of the globe, and vice versa, through globalisation. It is therefore important that youth workers encourage young people to explore and critically analyse the way the details of their everyday lives are linked to those of other people and societies.

Any youth work activity, sports, visits to places of interest, listening to music, informal discussions, participating in community events, even watching television, can be used to spark off dialogue along local and global lines. This dialogue should ultimately aim to provide informal learning opportunities as well as identify practical initiatives that the young people would like to take up.

Element 6: Understanding issues of equity and justice

Exploring and analysing the interconnectedness of young people’s lives should not only serve to raise their awareness of the world we live in. It should also aim to develop young people’s understanding of the inequalities and injustices that characterise the links between the personal, local and global.

It is useful to look at all forms of inequality, particularly if it results from discrimination based on age, gender, sexuality, disability, race, class or religion. It is also important that inequalities are understood in the context of the deep divisions between, and within, the North and South. The benefits of living in the North should be seen in relation to the exploitation of the South. Inequalities should also be seen in context of the environmental crises that confronts humanity. In the near future, human demands on the earth may exceed the ecosystem’s capacity to regenerate.

Involving young people in such informal discussions and analysis will hopefully fuel their interest in pursuing opportunities for action.
Element 7: Taking action

Equipping young people with the knowledge, skills and values necessary to take action is an important part of global youth work. Young people are more likely to take action if they feel confident and are properly equipped. Learning about the world should empower and encourage them to take action to create a more just and equitable world, locally and globally, for people of both the South and North.

Young people can take action, for example, by changing their own consumption habits, building alliances with other groups in their community or in a different country, supporting existing campaigns, fund-raising, learning about other cultures or to speak another language, volunteering on a local, national or overseas project, and lobbying politicians or other decision-makers.

By taking action, young people and others in their community may start to acknowledge that their personal or local ways of life are intimately linked with other parts of the world. They may also begin to realise that local inequalities between people also exist globally, as they are the product of the same world order.

Without the element of taking action, global youth work activities may become just another form of leisure or entertainment.

Element 8: Evaluation

Reflection and evaluation are essential parts of the learning process of good global youth work practice. Please see Chapter 5: Evaluating global youth work.
The skills of a global youth worker

In order to practise effective global youth work, youth workers should aim to:

- Keep informed about local, national and world issues.
- Make connections between personal, local and global concerns or events.
- Motivate young people and others to develop a critical understanding of the world around them.
- Be self-critical in terms of their personal lifestyle and attitudes.
- Be open and honest about not always having the answers to young people’s questions.
- Be prepared to find answers to new questions by doing research or contacting individuals or organisations.
- Challenge discriminatory and oppressive language and behaviour in a way that opens up a dialogue with young people about issues of power.
Training activities for youth workers
This section is intended to help youth workers develop the skills and knowledge outlined to practise global youth work. The following range of training activities is intended for those who are already working with young people. However, they could also be adapted for use in initial youth work training courses. Each activity has instructions on how it should be run and is supported by activity resources and information for photocopying on to overhead transparencies (OHTs).

The following training activities (TAs) are included:

1 Understanding youth work
   • Activity Resource: Youth work dilemmas.

2 Expectations about practising global youth work
   • Activity Resource: Questions and answers about implementing global youth work.

3 Understanding global youth work

4 Understanding globalisation and global inequalities (A)

5 Understanding globalisation and global inequalities (B)
   • Activity Resource: Agree/disagree statement.

6 The principles and practice of global youth work
   • Activity Resource: Good global youth work.
   • Activity Resource: The key elements of global youth work practice.
   • OHT slide A: Defining global youth work.
   • OHT slide B: The process of global youth work.
   • OHT slide C: Principles of global youth work.
   • OHT slide D: Questions for incorporating Black perspectives.
   • OHT slide E: Key elements of global youth work practice.

7 Global youth work skills
   • Activity Resource: Personal skills for effective global youth work.
   • Activity Resource: Developing global youth work skills.

8 Responding to starting points for global youth work
   • Activity Resource: Responding to starting points for global youth work.
   • Activity Resource: Examples of outcomes.

9 Planning for change
   • Activity Resource: Action planning for global youth work.
   • Activity Resource: Key questions for developing global youth work.
TRAINING ACTIVITY 1: Understanding youth work

**Aim**
To ensure participants understand the essential elements of effective youth work practice.

**Preparation**
A set of ‘dilemma boards’ on flipchart paper as shown in Activity Resource (TA1).

**Time needed:** Up to 1.5 hours.

**Process**

1. Divide participants into groups of four or five. Each group will be given a different ‘dilemma board’, each describing a situation and giving four possible courses of action. Each participant should decide on their own what action to take and tick their choice without discussion. The group should then discuss the choices made, focusing on the youth work values or principles that were the rationale for their choice. Participants can change their minds in light of the discussion.

2. Pass the dilemma boards around so each group can discuss every dilemma. Spend about 15 minutes on each.

3. Bring the groups together. Identify which dilemmas and choices provoked most discussion and discuss why. List the principles and values of effective youth work that emerge from the discussion.

Possible variations on this activity:
- Develop dilemma boards to suit participants’ particular contexts or learning needs.
- Ask participants to develop their own dilemma boards to try out on each other.

**Activity Resource (TA1)**

**Youth work dilemmas**

**Dilemma 1:** Safer sex

**Dilemma 2:** Smoking

**Dilemma 3:** Relationships

**Dilemma 4:** Rules and sanctions
Activity Resource (TA1)
Youth work dilemmas

Dilemma 1: Safer sex

Do it? | Ask your manager for permission?
--- | ---

You will be running a workshop on safer sex for 15-year-olds at a local youth club. One worker suggests that as part of the session you should distribute condoms.

Do you . . .

Say no? | Ask the parents for permission?
**Dilemma 2: Smoking**

<table>
<thead>
<tr>
<th>Go with the young people’s suggestion?</th>
<th>Persuade the young people to change their minds?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some young people have suggested writing a leaflet on drugs, in general, but you think a leaflet on smoking would be more useful and less controversial. Do you...</td>
<td></td>
</tr>
<tr>
<td>Start with the young people’s idea but when it fails suggest going back to your idea later?</td>
<td>Drop the whole thing?</td>
</tr>
</tbody>
</table>
Activity Resource (TA1)

Youth work dilemmas

*Dilemma 3: Relationships*

---

Tell the police?  Advise her to tell the police?

A girl tells you in confidence that her boyfriend in the group is involved in selling drugs in the youth project.

Do you . . .

Do nothing?  Confront the boyfriend?
Activity Resource (TA1)
Youth work dilemmas

Dilemma 4: Rules and sanctions

- Ban those involved from coming to the club?
- Tell the parents of those involved so they will deal with it?
- Suggest the member committee decides the punishment?
- Let it go and hope that it doesn’t happen again?

You intervene to stop a fight that breaks out in the youth club. Do you...
TRAINING ACTIVITY 2: Expectations about practising global youth work

**Aim**
To clarify what is expected of youth workers being asked to extend their practice to global youth work.

**Preparation**
Copy the questions and answers in the following activity resources on to separate blank index cards or scrap paper.

**Time needed:** About 30 minutes.

**Process**
1. Put all the ‘question’ cards in a hat or box. Ask participants to take turns to pick a card and read it out. Encourage others in the group to try to answer it. Once they have had a go, or if they get stuck, read out the corresponding answer card. Ask whether the group agrees with the answer and discuss.

2. Ask participants to write down their own questions about global youth work on cards (this can be done either before or after the initial question and answer session).
# Activity Resource (TA2)

Questions and answers about implementing global youth work

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Answer 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I do if young people ask me something about international events or issues and I don’t know the answer?</td>
<td>Admit you don’t have the answer and suggest you find out more together. Start with basic information about global issues. Use the library, contact an NGO or Development Education Centre working in your area or the DEA (for contact details see Chapter 6). Work to help young people develop their research skills.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 2</th>
<th>Answer 2</th>
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</thead>
<tbody>
<tr>
<td>How can I avoid accusations from my colleagues or line manager that I’m being too political?</td>
<td>Avoid being biased in a party political way. If you have a strong opinion about an issue that has been raised, make it known and encourage the young people to make up their own minds. Talk about your work with your line manager so they understand what you are doing and why.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 3</th>
<th>Answer 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Won’t doing global youth work mean youth workers will have to know a lot about global affairs?</td>
<td>Youth workers do not need to be experts on global affairs but they will need enough of a global perspective to ask questions or raise issues currently missing in their work with young people. They are not expected to know ‘everything’ and there are many agencies that youth workers can turn to for support and information. In the long term, if we want global youth work to become a mainstream feature of youth work (like equal opportunities), initial and in-service training for youth workers may need to cover a number of global issues.</td>
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<table>
<thead>
<tr>
<th>Question 4</th>
<th>Answer 4</th>
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</thead>
<tbody>
<tr>
<td>We have too much to do already so how can we fit global youth work in as well?</td>
<td>Global youth work doesn’t involve adding something to work you’re already doing, it just means approaching it slightly differently. It’s about finding a new perspective on the events, activities and issues that are already part of your work with young people and investigating links between what happens locally and globally.</td>
</tr>
</tbody>
</table>
Questions and answers about implementing global youth work

<table>
<thead>
<tr>
<th>Question 5</th>
<th>Answer 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can global youth work take place in any youth work setting?</td>
<td>Yes, and it often already does. Many examples of youth work with a clear global agenda exist in uniformed youth organisations, during specialist activities such as international exchanges, and in youth clubs’ events and activities. There is a growing need to recognise that all youth work has a global dimension and move on to develop more practice that starts from young people’s needs and experiences and is based on a genuinely negotiated agenda.</td>
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<table>
<thead>
<tr>
<th>Question 6</th>
<th>Answer 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should global youth work always involve young people taking action?</td>
<td>Global youth work practice does encourage young people to identify some form of action, however small, which they can take on local and global issues and events that affect both their own lives and others’.</td>
</tr>
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<table>
<thead>
<tr>
<th>Question 7</th>
<th>Answer 7</th>
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</thead>
<tbody>
<tr>
<td>Is global youth work the same as environmental youth work?</td>
<td>Some global youth work topics involve the local and the global environment. But global youth work itself is not a topic, it is a way of doing and thinking about all youth work, always recognising the local and global connections in young people’s lives.</td>
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<table>
<thead>
<tr>
<th>Question 8</th>
<th>Answer 8</th>
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<tbody>
<tr>
<td>Is global youth work the same as development education?</td>
<td>Global youth work is a form of development education. However, what makes global youth work distinct is that it starts from young people’s own perspectives and experiences and develops a negotiated agenda for learning. Secondly, global youth work focuses primarily on the impact of globalisation in the UK and overseas rather than education about the development and underdevelopment of countries. Although it shares many of the values and principles that underpin good youth work, development education often has its own agenda from the outset, linked to specific campaigns or concerns and has historically taken place in more formal educational settings.</td>
</tr>
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**Activity Resource (TA2)**

Questions and answers about implementing global youth work

<table>
<thead>
<tr>
<th>Question 9</th>
<th>Answer 9</th>
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</thead>
<tbody>
<tr>
<td><strong>Will we need lots of new resources and materials to do global, as opposed to ordinary, youth work?</strong></td>
<td>Initially, you may need to invest in a few key books and practice materials, but much of this can be borrowed from a development education centre or other international development agencies. You will need to invest in training and discussion on developing your practice. But extending youth work to become global youth work doesn’t need to involve expensive new work programmes or trips overseas. It is mainly about seeing the global dimension in local issues and understanding the impact that local actions have globally.</td>
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<table>
<thead>
<tr>
<th>Question 10</th>
<th>Answer 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Will we need to develop whole sets of new skills to do global youth work?</strong></td>
<td>The key to global youth work is to use existing youth work skills but to introduce a global dimension. That is to be aware of, and able to raise, the global dimension in a discussion about something local and to see and discuss how our own actions affect people’s lives elsewhere.</td>
</tr>
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<table>
<thead>
<tr>
<th>Question 11</th>
<th>Answer 11</th>
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</thead>
<tbody>
<tr>
<td><strong>Won’t it be difficult to introduce a global dimension when young people are in a personal crisis of some sort?</strong></td>
<td>When circumstances are critical, it is appropriate to focus on young people’s immediate needs and concerns. However, once a particular crisis has been dealt with, you may be able to engage young people in a broader discussion and analysis of the causes of the problems they encountered. The wider context could provide useful insights into their personal circumstances and provide a richer variety of options for action they could take.</td>
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<table>
<thead>
<tr>
<th>Question 12</th>
<th>Answer 12</th>
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</thead>
<tbody>
<tr>
<td><strong>Doesn’t global youth work impose a new agenda on young people?</strong></td>
<td>Good global youth work has to reflect an agenda that has been negotiated with young people. Ownership of the agenda is crucial but this does not mean simply accepting young people’s desires and opinions. Solid basic youth work skills are required to stimulate and engage young people in a wider analysis of their local circumstances, interest and concerns and negotiate an agreed agenda to work on. In doing so, youth workers need to avoid manipulating young people to work on their own or their organisation’s priorities. Instead, they should seek a compromise that retains young people’s ownership of the agenda while keeping within the organisation’s purpose and policy.</td>
</tr>
</tbody>
</table>
TRAINING ACTIVITY 3: Understanding global youth work

Aim
To develop youth workers’ understanding of the global nature of their own and young people’s lives. Participants draw on their own experience to identify global influences on their lives and local influences on the wider world.

Preparation
Flipchart paper, pens, masking tape and Blu-Tack.

Time needed: 30-45 minutes

Process
1 Ask participants to work in threes. Ask one person to lie down on a large sheet of paper while the others draw an outline around his or her upper body. On the outline, participants write and draw different global influences on local people and examples of how local people influence the world around them. For example, by wearing imported clothes, eating foreign foods, voting for particular political parties or supporting certain campaigns or organisations, through the jobs people do, their holidays and lifestyles and attitudes to people of different cultures.

2 Bring the groups together and make a ‘picture gallery’ of the charts by hanging them up on a wall. Ask all participants to look at each outline and create two lists, one showing the global influences on people locally and another showing how local actions can affect the wider world.

3 Ask the groups to share their lists and discuss how participants’ personal backgrounds affect these lists, as there will be differences, for example between people whose families have ‘always’ lived in the UK and others whose families migrated from abroad.

One variation
1 In groups, ask participants to draw a ‘typical’ young person they work with, what they would be wearing, what music they would be listening to, what would they have with them, what would their local environment be like.

2 Ask the groups to then list all the global influences on the young person’s life.

3 Ask the groups to introduce their ‘typical young person’ and discuss the global influences and connections, where they have come from and the similarities and differences between young people along the lines of gender and race and the influences of music and fashion.

Optional activity
Ask participants to walk in pairs around the local neighbourhood and note down all the global influences as well as any local activities or features that have an impact on the global world. Create a large-scale street map showing all the influences that were identified.
TRAINING ACTIVITY 4: Understanding globalisation and global inequalities (A)

**Aim**
To develop youth workers’ understanding of globalisation and global inequalities.

**Preparation**
Give each participant a copy of Chapter 1: What is globalisation?, preferably before the session starts.

**Time needed:** 1.5 hours.

**Process**

1. Ask participants to talk in pairs about everyday things that move repeatedly between the local and global spheres. Examples could include the weather, sport, music. Remember that the ‘global’ doesn’t necessarily mean something happening overseas, it can also mean an international issue that has an impact on local people or events.

2. Divide the group into four debating teams, A, B, C, and D, each with four members (any additional participants can be observers and give ‘their’ team feedback). Give each team time to prepare its arguments, the speaking order and who will say what. (Make sure each team has copies of the material listed above.) You can then stage the two following debates.

   - Teams A and B will debate the motion: ‘Globalisation has brought us wealth, diversity and choice’. Team A will speak for the motion and Team B will speak against (Teams C and D will be the audience).

   - Team C and D will debate the motion: ‘Global inequalities result from the North’s exploitation of the South’. Team C will speak for the motion and Team D will speak against (Teams A and B will be the audience).

   Explain that each team member should say something and can do so for up to two minutes. The debate will be in the parliamentary style of speakers alternating between each team.

3. Hold the two debates straight after one another. One person should act as chair and timekeeper. The audience can comment or heckle (but no offensive or discriminatory language is allowed). The chair’s rule is final. Take a vote on both motions at the end of the two debates.

4. Allow plenty of time after the debate for participants to:
   - Come out of their roles and say what they really think about the issues they debated.
   - Ask each other questions about their views.
   - Review the confrontational style of the debate, its impact on participants and on the way decisions are made in other arenas, for example the United Nations or behind closed doors in the World Trade Organisation. Highlight how this can lead to frustration, campaigning and lobbying and civil unrest.
TRAINING ACTIVITY 5: Understanding globalisation and global inequalities (8)

**Aim**
To understand some of the key concepts underpinning the process of globalisation.

**Preparation**
Copy and cut out the sets of the agree/disagree cards in Activity Resource (TAS5) for each small group. Prepare two cards, one with agree and one with disagree written on them and copy and give out Chapter 1: What is globalisation?, preferably before the session starts.

**Time needed:** 1 hour.

**Process**

1. Work in small groups of four or five. Give each group a set of agree/disagree cards. Place the agree and disagree cards at separate ends of an imaginary line in the middle of the group. Shuffle the rest of the cards and leave them face down. Tell participants that the card statements are deliberately short and simple and designed to generate discussion.

2. One participant picks up a card, reads it out loud, places it at the point along the line between ‘agree’ and ‘disagree’ that best reflects their agreement or disagreement with the statement and explains why they have put it there.

3. All participants take turns explaining why they agree or disagree with where the first person put the card. If they disagree, they can argue for placing it somewhere else. Once everyone has spoken, the first person can choose to move the card or leave it where is, again giving their reasons. Alternatively, after the first person has spoken, the group can have an open discussion to persuade the person to keep the card where it is or to move it.

4. Carry on taking turns to read out a card and placing it along the line. Repeat the process until all the cards have been discussed.

5. Bring all the groups together, asking which cards caused most debate and why. Continue to debate any statements that participants still feel strongly about.
**INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK**

**Activity Resource (TA5)**

**Agree/disagree statements**

Copy and cut out these statements to create a set of cards. Select those you think are most suitable for the participants involved. Feel free to add extra statements about issues you want to address.

<table>
<thead>
<tr>
<th>Globalisation is a neutral process</th>
<th>Globalisation affects people in countries in the South more than in the UK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young people in the UK are not interested in globalisation</td>
<td>Globalisation can work for the benefit of the poor</td>
</tr>
</tbody>
</table>
**Activity Resource (TA5)**

**Agree/disagree statements**
Copy and cut out these statements to create a set of cards. Select those you think are most suitable for the participants involved. Feel free to add extra statements about issues you want to address.

<table>
<thead>
<tr>
<th>Globalisation has its benefits</th>
<th>The term globalisation covers so many things that it is virtually meaningless</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tourism is essentially an exploitative activity</td>
<td>The word ‘development’ implies that people can be ‘underdeveloped’, which is a patronising and dangerous concept</td>
</tr>
</tbody>
</table>
**Activity Resource (TA5)**

**Agree/disagree statements**
Copy and cut out these statements to create a set of cards. Select those you think are most suitable for the participants involved. Feel free to add extra statements about issues you want to address.

<table>
<thead>
<tr>
<th>There is now one dominant world order, capitalism</th>
<th>Refugees are a global problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individuals are unable to stop the destruction of the environment</td>
<td>Globalisation is just colonialism by another name</td>
</tr>
</tbody>
</table>
TRAINING ACTIVITY 6: The principles and practice of global youth work

Aim
To develop youth workers’ knowledge and understanding of the meaning, principles and practice of global youth work.

Preparation
Background reading for those leading the session, Chapter 2: Understanding global youth work (pages 21 and 22) and Key elements of global youth work practice (pages 33 to 35).
Copy OHTs A, B, C, D and E (the definition and principles of global youth work) on to transparencies and paper for handing out to each participant. Use examples and illustrations of global youth work from Chapter 4: Developing global youth work with young people.

Time needed: 1.5-2 hours.

Process
1. As a warm-up activity, ask participants to work in pairs to answer the question: “If your work with young people was an animal, what animal would it be?”, but only using animals not indigenous to the UK. Each pair should then tell the other participants which animal they chose, what country it originates from and why they chose it.

2. Present the Definition and Principles of global youth work on OHT and as handouts for participants. Discuss which elements are similar to existing youth work and which ones are an extension.

3. Working in small groups, participants should read either an example of how an existing piece of youth work was extended to reflect the global youth work principles or an illustration of how global youth work practice could be developed. Then choose an existing piece of youth work being undertaken by a group member and discuss how it could be extended to reflect a global youth work approach, which incorporates Black perspectives. Note down the key areas for change on a flipchart.

4. Ask each group to present their findings to the others as well as some of the exciting and challenging elements of how global youth work can be developed. Encourage participants to be creative, using role-play, mime and audience participation in their feedback.

5. Brainstorm and list possible implications of implementing global youth work, for individual workers, for their clubs or groups, and for the whole organisation or agency.
Defining global youth work

Global youth work is informal education with young people that encourages a critical understanding of the links between personal, local and global issues and seeks their active participation in bringing about change towards greater equity and justice.
The process of good global youth work:

• Starts from young people’s everyday experiences.

• Engages them in critical analysis of local and global influences on their lives and communities.

• Raises awareness of globalisation, the world’s history and rich diversity of peoples, particularly in relation to issues of equity and justice.

• Encourages young people to explore the relationships and links between their personal lives and local and global communities.

• Seeks young people’s active participation to build alliances and create change, locally and globally.
Ten key principles of global youth work

1. Starts from young people’s experiences and encourages their personal, social and political development.

2. Works to informal education principles and offers opportunities that are educational, 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 analysis of local and global influences on their own lives and communities.

5. Encourages an understanding of the world based on the historical process of globalisation.

6. Recognises that the relationships between, and within, the North and South are characterised by inequalities caused by globalisation.

7. Promotes the values of justice and equity in personal, local and global relationships.

8. Encourages an understanding of, and appreciation for, diversity, locally and globally.

9. Sees the people and organisations of both the North and South as equal partners for change in a shared and interdependent world.

10. Encourages action that builds alliances to bring about change.
Considering how to include Black perspectives when planning for global youth work, we need to ensure that we aim to:

• Make Black contributions to the development of humanity more explicit and visible.

• Highlight the fact that Black people are in the majority in today’s world.

• Accept that Black people have the right to self-determination.

• Challenge white supremacist views of globalisation and the world.

• Acknowledge that Black perspectives are inclusive and require equal responsibility by Black and white people.

• Acknowledge that Black people are holistic, cultural, spiritual and gifted human beings and not just economic units to be exploited by the minority, nor victims of poverty to be pitied.

• Encourage people from the ‘minority’ world to take responsibility for their behaviour, choices and actions on the global stage, acknowledging that not all minority people have equal access to power.

• Explore how systematic racism against Black people is also related to other forms of oppression, and the need to connect oppressed people with others in similar situations.

• Ensure that Black young people and their communities are involved in setting global agendas.

• Ensure that Black young people and their communities are involved in the design and delivery of all youth and community work, of which global youth work should be an integral component.
Good global youth work contains these key elements:

- Young people’s own agenda.
- A negotiated agenda.
- Informal education methods.
- Working in youth work settings.
- Making links.
- Understanding issues of equity and justice.
- Taking action.
- Evaluation.
TRAINING ACTIVITY 7: Global youth work skills

Aim
To develop youth workers’ personal ability to provide global perspectives on issues arising in everyday conversations with young people and identify and practise the personal skills necessary in global youth work practice.

Preparation
Copies for each participant or group of Activity Resource (TA7) on pages 66 and 67. Flipchart paper with one sheet prepared according to point 3 below.

Time needed: 1.5 hours.

Process
1  Ask participants to discuss in pairs what personal skills global youth workers might need. Record these on a flipchart and feed back to the whole group. (If necessary, use Activity Resource (TA7), Personal skills, as a prompt.)

2  Ask participants to practise using these skills in groups of three. One participant should play himself or herself as a youth worker, another plays a young person they know and get on well with, and the third will be an observer. Display the instructions on the OHT and read them out to the group.

3  Hand out copies of Activity Resource (TA7), Developing global youth work skills, and explain the next steps of the activity to the groups using a prepared flipchart outlining these tasks:

- Agree on a setting and a theme. (Two minutes)
- Act out the conversation. (Ten minutes)
- Observer to note down necessary skills, knowledge and attitudes. (Five minutes)

Ask the ‘observer’ to feed back their thoughts to the ‘young person’ and ‘youth worker’ at the end of the conversation, after first asking them how they felt the role-play went. Alternatively, they can call ‘time-outs’ during the conversation to suggest new ways of working together. Repeat this process until each person has played each of the three roles.

4  Bring all the groups together to discuss how the conversations went and to record any key points about the types of personal skills a global youth worker needs.
Activity Resource (TA7)

Personal skills

To practise effective global youth work, youth workers should aim to:

- Keep informed about local, national and world issues.
- Make connections between personal, local and global concerns or events.
- Motivate young people and others to develop a critical understanding of the world around them.
- Be self-critical in terms of personal lifestyle and attitudes.
- Be open and honest about not always having the answers to young people’s questions.
- Be prepared to find answers to new questions by doing research or contacting individuals or organisations.
- Challenge discriminatory and oppressive language and behaviour in a way that opens up a dialogue with young people about issues of power.

Add other skills you feel are important:

- ...........................................................................................................
- ...........................................................................................................
- ...........................................................................................................
Activity Resource (TA7)

Developing global youth work skills

Working in groups of three:

1. Agree on a setting in which an everyday conversation may take place and what the opening theme might be.
   (Two minutes)

2. Act out the conversation, trying to include references and links to both local and global issues.
   (Ten minutes)

3. The ‘observer’ should keep a note of the skills, knowledge and attitudes being used by the youth worker. The observer can either:

   A. Feed back their thoughts to the ‘young person’ and ‘youth worker’ at the end of the conversation, after first asking them how they felt the role-play went.

   B. Call ‘time-outs’ during the conversation to suggest possible ways that the youth worker could introduce new local-global links into the conversation.
      (Five minutes for either approach)

Repeat this process until each person has played each of the three roles.
INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK

TRAINING ACTIVITY 8: Responding to starting points for global youth work

**Aim**
To understand how global youth work could turn out in practice, given a range of possible starting points.

**Preparation**
Illustrations of global youth work practice from Chapter 4 as background reading. Copies of Activity Resource (TA8) *Responding to starting points for global youth work* and *Examples of outcomes*. Flipchart, paper and pens, overhead projector and OHT F. Video camera or tape recorder if you intend to record elements of the session.

**Time needed:** 1.5 hours.

**Process**
1. Divide participants into three groups. Each group will develop and present a description of global youth work practice from one of three different starting points:

   - **Group A** should develop global youth work that starts from events or issues in a local youth club, project or area.
   - **Group B** should develop global youth work that starts from events or issues in the region or country.
   - **Group C** should develop global youth work that starts from international events or issues. Explain the task using OHT F.

2. Present the whole group with handouts *Responding to starting points for global youth work* and *Examples of outcomes*, answer any questions and agree which groups will be A, B and C. Encourage participants to read the examples provided to get an idea of the types of global youth work practice they are expected to develop and present. Encourage participants to be as creative as possible in their presentations. Tell the group that:
   - This activity emphasises the need to start from young people’s experiences, to work on a negotiated agenda and use youth work approaches and methods.
   - The presentations will be theoretical as they will be developed without involving young people. However, given realistic starting points, they should all be possible in the real world.

3. While the groups are working, arrange the room so there is a ‘stage’ area that everyone can see from their chairs. Participants will move from the audience to the stage to do their presentations.

4. Choose a note-taker who can log key points from each presentation on a flipchart. The session could also be filmed or taped for future use.
**Task**

1. Consider an everyday concern, interest or opportunity that has emerged in your work with young people.

2. Explore the personal, local and global dimensions of the concern, interest or opportunity. Display your analysis on a flipchart.

3. Explain how you might develop global youth work practice that responds to the concern, interest or opportunity. Display your practice response on a flipchart.

4. Nominate someone from your group to present your work for discussion.
Activity Resource (TA 8)

Responding to starting points for global youth work

1 Work in a small group to develop and present a description of ‘real-life’ global youth work by responding to one of these starting points:

   A Global youth work that starts from events or issues in a local youth club, project or area.

   For example, resolving a conflict in a youth club, deciding what coffee to buy for the club, discussing fashion and the cost of clothes, the closure of a local swimming pool, a football club buys an overseas player.

   B Global youth work that starts from events or issues in the region or country.

   For example, problems of youth unemployment, new laws being introduced to deal with drug use, a local or national election taking place.

   C Global youth work that starts from international events or issues.

   For example, an international sports tournament or awards ceremony, news about a conflict, an environmental disaster, terrorist act, a campaign raising awareness about HIV/AIDS.

2 Begin by thinking about a range of possible events or issues that could become your specific starting point. It could be a conversation in a club, a news item, or a particular event. Choose one that is realistic to work from and remember to:

   • Start from young people’s agendas.
   • Work on a negotiated agenda.
   • Use youth work methods and approaches.

3 Please note down:

   • What happens and who is involved in your example.
   • The young people’s agenda.
   • The youth worker’s agenda.
   • Resources and support needed.
   • Intended outcomes.

4 Prepare to do a presentation of your work explaining how the local and global connections were made. You’ll have about 15 minutes for the presentation, questions and discussion.
INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK

Activity Resource (TA 8)

Examples of outcomes

EXAMPLE 1: Drugs
The following are examples of the types of issues and comments that you might expect to come out of the discussions. (Taken from an exercise that was developed with the Global Youth Work Advisory Service.)

The personal dimension to drugs
Health risk, lifestyle, affordability, power, relationships, peer pressure, authority, image, music, enjoyment and fun, education, unemployment, boredom, hypocrisy, information, self-esteem.

The local dimension to drugs
Crime, theft, criminalisation, police resources, perpetuation of stereotypes, especially racial, local dealers, market forces, power, corruption, territory, gun crime, employment opportunities, alternative activities not available, local police policies, drug treatment clinics, economic impact on local community, stop and search.

The global dimension to drugs
Crime, big cartels ‘get away with it’, operate like multinational corporations, keep governments in power, give money to charity, some countries forced into production, extreme cash crop economy, drugs for guns, market forces, UN Convention on Drugs, profits supporting terrorism and government responses to this.

Developing global youth work practice: The drugs business
- Game, e.g. information, agree/disagree statements, quiz, images and preconceptions.
- Providing ‘unbiased’ information.
- Discussion.
- Drama work, role card games.
- The pharmaceutical industry, legal drugs and who has access to these.
- ‘What would happen if?’ scenarios for discussion.
- Negotiating further work.
- Find out local authority policy on drug use.
- Young person as the end consumers of big business.
- Adapt Banana Game to ‘Spliff Game’, who benefits money, grower, supplier, dealer or user?
- Health risk, compare with cigarettes and alcohol.
- Exchange visit to countries that have drug industries.
- Negotiate confidentiality.
- Residential weekend to look at issues, organise a separate feel-good-about-yourself project.

Dilemmas and difficulties for youth workers
- Expressing your personal views and concerns.
- Dangers of labelling particular communities.
- Mixed messages we give, e.g. session about drugs and then go to the pub.
- Debate about progression to harder drugs.
EXAMPLE 2: Sexual health
The following are examples of the types of issues and comments that you might expect to come out of the discussions. (Taken from an exercise that was developed with the Global Youth Work Advisory Service.)

The personal dimension to sexual health
- Need for awareness and self-esteem, particularly for young women ‘at risk’.
- Linked with inequality of access to education and employment.
- Why does this inequality exist? History, sexism.
- How do you view the world? Positive role models, opportunities for employment.

The local dimension to sexual health
- Build links with other organisations, e.g. Women’s Aid.
- Work in partnership with other women’s groups and young people’s health projects.
- Campaigning, demonstrations, comments on local health promotions and anti-poverty strategies, regeneration.

The global dimension to sexual health
- Build links with international or global women’s organisations, e.g. Womankind Worldwide.
- Build links with income generation projects overseas.
- Sex workers overseas.
- Rise of HIV/AIDS infection in Africa and eastern Europe.
- Child pornography via the internet.
- Contact UK One World Week to get a Southern perspective.

Developing global youth work practice to sexual health
- Marketing the idea to young people.
- Awareness right through the organisation.
- ‘Sell’ the benefits.
- Need good quality training throughout.
- Flexibility, no fixed agenda or message.
- Adhere to global youth work principles.
- Ensure the ownership of young women.
- Kick-start, facilitate don’t dictate.
- Recognise that people take action in different ways.
- Challenge stereotypes of sexuality in different countries and cultures.

Dilemmas and difficulties for youth workers
- Time and resources to plan and research.
- Priority, where does it fit? How do we link the work to mission statements, priorities of funders.
- Training for workers to inform ourselves.
- How much to reveal about own personal life.
INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK

TRAINING ACTIVITY 9: Planning for change

**Aim**
To develop action plans for developing global youth work in participants’ own organisations, including necessary training, policies, materials and support.

**Preparation**
Copies of Activity Resource 9 on pages 75, 77 and 78 for each group and blank index cards or scrap paper. Four pieces of flipchart paper marked up with the planning grid on page 76.

**Time needed:** 1.5 hours.

**Process**

1. Ask participants to form four groups to work on:
   - **A** Changing existing youth work to global youth work.
   - **B** Developing a global youth work policy.
   - **C** Providing global youth work training.
   - **D** Developing support and materials for global youth workers.

2. Present the whole group with the action planning process described on Activity Resource 9. Give each smaller group a copy and deal with any questions.

3. Ask participants to work in groups to draw up their action plans.

4. Ask each group to present their plan to the others. Afterwards, discuss how the action plans can be taken forward in a coordinated way.
Activity Resource (TA 9)

Action planning for global youth work

You are in one of four groups drawing up an action plan for how to:

A  Change existing youth work practice to global youth work.
B  Develop a global youth work policy.
C  Provide global youth work training.
D  Develop support and materials for global youth workers.

Create your action plan by working through the following steps:

1  On separate index cards, each group member should write down four suggestions for how to tackle tasks A, B, C and D. (Activity Resource 9 contains some prompts to get you started.)

2  Display all the cards, asking each group member to select the three they like best (not necessarily their own cards). If the first choice has already been taken, pick another one. Discard the cards left over.

3  Display the cards again, asking each group member to turn over any cards they don’t understand or agree with. Those left face up are understood and agreed and can be put to one side.

4  One at a time, look at the cards that were turned over and discuss them. If they can be amended so that everyone understands and agrees, add them to the ‘agreed’ pile. If not, discard them.

5  Arrange the ‘agreed pile’ according to the flipchart planning grid shown next by discussing and agreeing where each card should be placed. You now have an action plan for how to tackle the task.
**Flipchart planning grid**

<table>
<thead>
<tr>
<th>By others</th>
<th>By you and others</th>
<th>By you</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Short term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Medium term</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Long term</td>
</tr>
</tbody>
</table>

**INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK**
Activity Resource (TA 9)

Key questions for developing global youth work

A Extending existing youth work to practise global youth work

- How can we as youth workers reflect global issues in everyday conversations with young people?
- How can we give young people a global perspective on important local issues?
- Which aspects of our existing, everyday youth work can be developed to reflect global perspectives and the impact of globalisation?
- How can our activities with young people reflect global perspectives more?
- How can we ensure Black perspectives are integral to the work we develop?
- How can international exchanges reflect issues of globalisation and global inequalities and be directly linked to local events and issues?
- How can we involve Black communities and organisations in partnership projects?
- If you had a simple list of indicators of how your existing youth work could be extended to become global, what would it say?
- What events or activities already undertaken by our wider organisation can be easily extended to have a global dimension?

B Developing a global youth work policy

- How could we amend our existing aims, values and principles to give our everyday practice an integral global dimension?
- To what extent can our policies and practice, for example on themes such as drug use, community cohesion and homelessness, reflect a global dimension?
- How could our planning and evaluation mechanisms incorporate global perspectives?
- How can we ensure our policies are based on the concept of globalisation rather than development and incorporate Black perspectives?
- How can we ensure that extending our youth work to become global youth work becomes a top priority?
- How can our budgeting process and grant-aid system reflect our ambition to develop existing youth work to become global youth work?
- Where can we get the resources to make the necessary changes?
- What partnerships could we develop with other organisations to improve our understanding of global issues and events and to begin new pieces of work?
INTRODUCING THE ‘GLOBAL DIMENSION’ TO YOUTH WORK

Activity Resource (TA 9)

Key questions for developing global youth work

C Providing global youth work training

- How could we change the content and process of our initial training course to reflect global youth work?
- How could we change the content and process of our in-service courses and residential courses?
- Where can we get external support and advice to help us develop the training we provide?
- What materials will we need to train youth workers in global youth work?
- How can we monitor and evaluate any changes to our training?

D Developing support for global youth workers

- How can we develop global youth work materials for use in our everyday practice?
- How can we make sure that every youth worker has easy access to basic information about the globalised world?
- Where can our youth workers turn for global youth work help and advice?
- How can we share information with each other about global youth work ideas and activities?
- How should our supervision and appraisal systems reflect the change to global youth work?
This chapter offers activities ready for use with young people, practical examples and case studies of how youth workers can develop global youth work in relation to different themes.

The aim is to show how global youth work can be rooted in the reality of young peoples’ experiences by using informal education approaches and a negotiated agenda. Placing the emphasis on the process of learning between young people and youth workers means that, unlike school or conventional education activities, the learning outcomes are negotiated with the young people themselves. The youth worker is encouraged to be pro-active and introduce global ideas, questions and activities, but the decisions about what happens next and the direction are taken jointly between the youth worker and the young people. (See earlier section on the desired outcomes of global youth work on page 26.)

The first section outlines approaches to global youth work and poses questions about how to develop this work with young people.

**Techniques and methods**
- Language and perceptions.
- Black perspectives and the role of the youth worker.
- Organisational practice.
- Incorporating global Black perspectives.
- Three approaches to global youth work with disadvantaged youth.
- Single-issue debates and campaigns.
- The ‘Goal-Orientated Empowerment Approach’.

The remaining sections offer ideas and activities as examples of themes that could be included with a youth group or youth club to respond to and stimulate young peoples’ experiences and interests. Each section includes:
- Key issues.
- Case studies.
- Activities.

**The media**
- Key issue: The internet.
- Case studies: ‘Video film and global youth work’ and ‘Music in global youth work’.
- Activities: *Who influences our opinions?* and *Terrorists or freedom-fighters?*

**Global trade**
- Key issues: Money, shopping, holidays and tourism.
- Case studies: ‘Fashion’ and ‘Fair trade’.
- Activities: *The big banana split* and *Chocoholics at the checkout.*
DEVELOPING GLOBAL YOUTH WORK WITH YOUNG PEOPLE

Citizenship
- Key issues: Citizenship, human rights, citizenship and identity, Black voices and tackling racism.
- Case study: ‘Tackling homophobia’.
- Activities: A charter for young people’s rights, Belonging, Conflict stories and The power game.

Environmental youth work
- Key issues: Youth work and environmental education.
- Case study: ‘Environmental and global youth work’.
- Activity: Want it, waste it!

International youth exchanges
- Key issue: The value of international youth exchanges.
- Case study: ‘Global citizenship and youth exchanges’.
- Activities: Why travel?, Why are we going? and How do others see us?

Sport
- Key issue: Starting a discussion.
- Case study: ‘Global youth work and sport’.
- Activity: United or divided?
Techniques and methods
Youth workers can encourage and support young people to find a global dimension in local issues affecting them. This can involve talking about and investigating issues such as homelessness, leaving home, unemployment, finding work, living on a low income, lack of transport and crime. All these issues have a global dimension; it is a matter of uncovering it. The process could be developed as follows:

1 Help the young people to identify which issue concerns them the most and use that as your starting point.
   - Encourage and support the young people to find out facts about the issue locally (for example, why there is little or no affordable housing for young people).
   - Raise questions about how this situation compares with other areas nearby and whether different groups of young people are equally affected.
   - Try answering the question: ‘Why does this situation exist?’
   - Discuss with the young people what action could be taken with this new information, e.g. create displays, write to the council or MP, produce a video, and what effect this would have. Support what the young people decide to do.

2 Raise questions about whether the problem exists elsewhere.
   - Find ways of investigating the facts in other parts of the world.
   - Pose the question: ‘Why does this situation exist in X country?’
   - Based on the young people’s responses, suggest ways of finding out more.
   - Encourage the young people to identify differences and similarities between the issues at the local and international levels, explore connections or common causes.

3 Explore with the young people what action they could take to:
   - Meet their own needs (e.g. getting training, benefits, finding work and a place to live).
   - Improve other young people’s situation locally (e.g. identify landlords who will let to young people, befriending young asylum-seekers and refugees, sharing information about local employers).
   - Campaign to improve the situation globally in partnership with others (e.g. support for refugees, changes to the asylum laws).

Many young people are aware of regular local events such as religious celebrations, holidays, carnivals and elections. If they show an interest in something happening in their area, youth workers can use it to prompt ideas for drawing out the global dimension. The calendar can be a rich source of events, such as International Women’s Day, India Independence Day, or World AIDS Day. May Day, also known as International Workers’ Day, could be a trigger for raising questions about the impact of the global economy on local jobs and vice versa.

If young people are involved in fundraising for charities, e.g. Comic Relief, this can present youth workers with opportunities to introduce a ‘global perspective’. You can question who the money is for, what effect it will have, what is causing the ‘need’ in the first place, and what else besides fundraising might need to be done to solve the problem. If the young people respond positively to these questions, youth workers can help them find out more about the issue.
Delivering global youth work

Language and perceptions
To deliver GYW more effectively, youth workers have to change the vocabulary and language that is currently used to describe global relations. Words like ‘developing’, ‘underdeveloped’ or ‘third world’ need to be challenged and changed and dialogue initiated to arrive at more appropriate terms. This is to counter dominant perceptions that Black people were discovered, civilised, educated and saved from sin and idol worship by the ‘more developed’ (meaning white) nations.

Such perceptions and conceptions of the South need to be countered by the education of young people and their communities on issues such as the contributions that the South has made to the development of the North and the world.

Black perspectives and the role of the youth worker
Because of the unique relationship between young people and youth workers, it is not only the words of the worker that count but also their attitudes, values, beliefs and behaviour.

This means that youth workers need to be competent and confident to adopt a style of working that incorporates Black perspectives into their work. With the support of youth workers, young people can be enabled to critically re-examine their perceptions and views about global Black-white relations. This process should enable young people and workers alike to think creatively about globalisation and its impact on Black-white relations.

Organisational practices
Incorporating global Black perspectives into youth work poses major challenges not just for workers but also their employing organisations. Organisations need to examine their structures, procedures, beliefs and principles and these need to allow greater diversity and ensure that systems are not exclusive to white middle-class people but include the poor, the marginalised and Black people.

Many youth organisations, local, national and international ones, maintain ‘closed’ styles and systems that prevent the promotion of Black perspectives. These organisations and indeed the whole of the youth work world should work towards revamping their practices. This can be done by incorporating the ideals of ‘global citizenship’, working more closely with Black people in this country and developing methodologies that also draw from the experiences of the South.

Incorporating global Black perspectives
Youth workers should try to ensure that the materials, resources and sources of inspiration that they use for working with young people are not just drawn from white, male Eurocentric perspectives. A wider resource and intellectual base will enhance the full range of educational opportunities that are available to all young people.
Examples of such inclusive approaches include:

From **Gandhi**, we can learn about non-violence, self-determination and political organisation.
From **Kwame Nkrumah**, we can learn about the independence movements, national youth movements and Pan-Africanism.
From the **Rani of Jhansi**, we can learn about leadership and resistance.
From **Martin Luther King**, we can learn about civil rights.
From **Mary Seacole**, we can learn about dedication and compassion.
From **Marcus Garvey**, we can learn about the principles of organising in the diaspora.
From **Augusto Boal**, we can learn about the techniques and methodologies of art and theatre in empowering individuals and communities to tackle oppression.

### Three approaches to global youth work with disadvantaged youth

A research report published by the Development Education For Youth (DEFY) project investigated the effectiveness of three approaches to development education work with marginalised young people in Ireland. The three approaches were:

- The ‘global first approach’ (i.e. starting with a global issue and making local links later).
- The ‘parallel approach’ (i.e. identifying an issue and drawing out local and global connections concurrently).
- The ‘local first approach’ (i.e. starting with a local issue and making global links later).

The investigation found the parallel approach most effective, arguing that ‘to focus only on the global contributes to misconceptions about the third world as excluded young people may find it difficult to see the relevance of analysis. To focus on only local issues often leads to failure in moving from this starting point.’

This DEFY research project attempted to carry out development education work with marginalised young people in Ireland in order to challenge the perception that young people have enough problems of their own without burdening them with the troubles of the third world as well. It concluded that not only was the work relevant and appropriate but that it provided a framework from which they could better conceptualise their own experience and work towards action for change.

(Reported in *A World of Difference*, Development Education Association, 1995.)

### Single-issue debates and campaigns

When discussing the youth club or project programme with young people, it may be appropriate to suggest that outside specialists are invited to help with work on the issues of most concern.

1 Initially, work with participants to brainstorm the topics in which they are interested and where outside ‘specialists’ or workshop providers could be used. These speakers could be drawn from the ‘development education’ world through local development education centres (DECs) or specialist national organisations. They may also be drawn from agencies that have specialist knowledge on other themes of interest and relevance to young people such as drug use, sex education and HIV/AIDS.
In these sessions try to encourage debate about the global themes within them and ensure that the specialist is aware of the youth work context and uses appropriate language and approaches to suit the group. For example:

- If there is a session on HIV/AIDS, ensure that the materials include information about the impact of HIV/AIDS in other countries and strategies to prevent its spread.
- If there is interest in knowing more about an environmental issue, ensure the global dimension is included.
- If there is interest in fashion, then find different people who have a range of perspectives and ideas about fashion across the world.
- If there is interest in animal welfare, ensure the different approaches to animal welfare in different countries are included.

The group of young people might generate ideas for speakers on more obviously ‘global’ themes that are in the news, such as the sale of landmines, fair trade or HIV/AIDS. A number of organisations may already have campaigns on these issues that young people can join.

The ‘Goal-Orientated Empowerment Approach’

The empowerment of young people and their communities is central to the practice of global youth work. This is not only about informing and enthusing young people to act but also giving them confidence and capacity to sustain their actions and engagement. The process should develop individual and collective values, goals, beliefs, attitudes and skills in such a way that a young person is seen as a complete human being with needs, problems, dreams and opportunities. This principle is key if young people in this country are to view other young people in the world as being of equal value. Viewing a young person in this light also calls for the design and delivery of global youth work that has a moral, spiritual, educational and action-orientated content.

The learning outcomes identified earlier (see page 26) need to be supported by an effective informal education approach. Though in essence this approach is no different to the one already practised by many youth workers, it is suggested that there is a more deliberate method used: the Goal-Orientated Empowerment Approach.

This is an informal social education method that sets broad common goals and is empowering and challenging but most of all creates a force of resistance against oppression of any shape or form. It is a purposeful and deliberate approach to social education and active citizenship and hinges on four cornerstones of effective youth work: empowerment, education, equal opportunities and participation.
A model for developing global youth work

The practice of GYW can be developed and incorporated through a series of steps and activities.

There are four dimensions to this model:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Me</strong></td>
<td>The analysis at this level is one of coming to terms with who you are. As young people are very concerned about how they look, often the first step is addressing these issues of self-esteem and validation. At this stage, young people are encouraged to explore issues that commonly affect them, such as sex, sexuality, culture, religion, spirituality, future hopes and experiences of family life (single-parent, nuclear and the extended family).</td>
</tr>
<tr>
<td><strong>My world</strong></td>
<td>It is recognised that the individual does not live in isolation but within a family network and also as a member of local, national and international communities. As such, young people have to be aware of their rights and most importantly their responsibilities not only to themselves, their families, the locality, and the global community but also to ‘Asasi Yaa’, the Mother Earth. For many young people this is the opportunity to truly see themselves as ‘global’ citizens.</td>
</tr>
<tr>
<td><strong>My place in it</strong></td>
<td>This stage encourages young people to see themselves, their families and communities in relation to the rest of the world. How do their lifestyles, customs and ways of living compare and contrast with other people around them? Are they able to make the connections between their lives and those of other young people and their communities around the world?</td>
</tr>
<tr>
<td><strong>What I do about it</strong></td>
<td>This stage tries to identify the perspectives and views that young people have about certain issues and what stance they have about issues such as world poverty. In crude terms, it asks them to question on which side of the fence they are standing and whether or not they see themselves as part of the problem or part of the solution. Young people can be encouraged to consider exercising greater choice over the products they buy, influencing government foreign policy or linking with communities globally. This is also an opportunity for white young people to examine their beliefs and values introspectively about Black or majority people and other forms of oppression and make choices about these beliefs.</td>
</tr>
</tbody>
</table>

(Adapted from The ‘Goal-Orientated Empowerment Approach’ to Black Perspectives.)
In order to work through these four dimensions, a staged approach is suggested. A number of steps can be followed to work through issues with young people:

**STAGE 1: Downloading**
In this first stage, young people are encouraged to explore and analyse the four dimensions as they see them.

**STAGE 2: Processing**
At this stage the young person has explored his or her self (that is goals, values, beliefs and so on). The second stage allows young people to implement and process the information from stage one using the following steps:

<table>
<thead>
<tr>
<th>Status</th>
<th>What have I learnt about myself as a global citizen?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Options</td>
<td>What can I do? This step is for the exploration and listing of all the possible options available to the young person.</td>
</tr>
<tr>
<td>Priorities</td>
<td>What must I do? This step helps to sift through the options to identify the ones that seem imperative and which are fundamental to bringing about change.</td>
</tr>
<tr>
<td>Capacity</td>
<td>What will I actually do? After prioritising, young people have to examine themselves and identify what capacity they have to achieve or implement. If at this stage they realise they are not well equipped to do what has to be done, focus on what can be done.</td>
</tr>
</tbody>
</table>

**STAGE 3: Uploading**
This final stage deals with the planning and implementation of the targets set:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>By the end of the intervention/ action what do I hope to have achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action plan</td>
<td>How am I going to achieve it?</td>
</tr>
<tr>
<td>Time frame</td>
<td>How much time do I have? By when should/could it be finished?</td>
</tr>
<tr>
<td>Implementation</td>
<td>What specific actions am I going to take?</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Have the right methods to achieve the maximum result within the time frame been used? What have we learnt about ourselves, about the system and about others? Has anything changed? Did we achieve the desired effect?</td>
</tr>
</tbody>
</table>
The media

**Key issue**
- The internet.

**Case studies**
- Video film and global youth work.
- Music in global youth work.

**Activities**
- Who influences our opinions?
- Terrorists or freedom-fighters?

**Activity resources**
- Sample newspaper articles.
- Questions on newspaper articles.
- Event 1. • Event 2. • Event 3.

The internet
The reality that we now live in a globalised world is reflected most obviously in the use of computers and the internet. Developing and responding to young people’s interest in the internet provides a wealth of opportunities for raising knowledge and awareness of global issues and the way that the global affects the local and vice versa.

- Depending on the circumstances of the youth club, project or setting, the internet can be used as a vehicle to explore local issues from a national and international perspective, finding out facts, collecting views, sending and receiving messages to other people in different parts of the world.

Some examples and suggestions of using the internet in this way, developed by Richmond Youth Service, include:

- Identifying a calendar of ‘traditional’ UK events such as Halloween, Christmas Day and Valentine’s Day that allows young people to research the history and traditions. Working with a partner group on the internet can be broadened out so that groups can compare each other’s festivals. This work may then be put on a website with an invitation to other young people to send information about their festivals.

- The internet can be used to request information for a specific event that is happening locally. For example, one group was asked to form a panel for an environmental/Agenda 21 ‘question time’ during national youth work week. The results of the question time could then be sent to the individuals who sent in the questions or published them for others to see. This can lead to a continued online debate of the issues raised.

- Internet Relay Chat (IRC) can be used by groups of young people to discuss issues with their peers, with a whole range of people contributing at the same time. Young people can also develop their own websites to share information and promote their activities.
Case study: Video film and global youth work

The background

WORLDwrite, a youth education charity and National Voluntary Youth Organisation, has launched a film facility and training course in Hackney, East London, to provide young volunteers with an opportunity to explore global issues through film. The facility was the brainchild of young volunteers who had participated in exchange programmes with Ghana, Uganda, Brazil and India. Young volunteers (16 to 25 years old) had accumulated hours of ‘HI 8’ footage to document their experiences and report back to their schools and community groups but the charity was never able to do justice to the thoughts, insights and revelations they had captured on film. They wanted to digitise, edit and transform this material into short videos and help their friends at home understand the needs of their new-found friends in the South. Early efforts at borrowing equipment, getting time on digital edit suites in colleges proved exasperating so a group of young volunteers applied to Connect Youth International for an equipment grant and were successful.

As the project evolved, young volunteers newly engaged in the programme who have never travelled or taken part in exchanges are inspired by the prospect of ‘doing something’ to assist their peers globally to explore what that can mean. WORLDwrite now runs a free 20-week film course, accredited through the London Open College Network (LOCN), and are trying to secure further funding.

Putting the global into youth work

WORLDwrite has always sought to encourage young people to expand their horizons and go beyond their immediate experience. In Hackney, the transition from localised experience to global concern has been eased by the input of local volunteers from across the globe, many of whom have been denied volunteering opportunities elsewhere due to their lack of language, literacy and ICT skills. Here they have provided the buzz on a plethora of issues from female circumcision to fair trade. Good documentary film work does not require clear English and received pronunciation but real-life stories and the volunteers have provided no shortage of global material to get more tongues wagging.

Film is also a medium that is phenomenally attractive to young people. In our digital age it represents ambition, fame, fun, having your say and everyone wants to have a go in front of or behind the camera. WORLDwrite has made it clear that this is not a facility that will guarantee fame and fortune, or for would-be horror moviemakers or editing family wedding videos. Neither is it a film school substitute or a professional course. It is for young volunteers interested in tackling global issues through film. Far from putting people off, the charity has been inundated with would-be participants and young volunteers keen to help out and make it happen.

So far, participants have examined HIV/AIDS, child labour, tourism and multicultural London, all from a critical perspective. Vox pop videos shot in the street, college, school and home on prevailing attitudes to these issues have allowed volunteers to review and consider common ideas, put them under the spotlight and weigh them against the facts locally and globally. HIV/AIDS for
example, the vox pops suggest, is seen as an ‘African disease’ born of ‘lack of education and ignorance’. Young volunteers have placed these assumptions next to real-life footage from Uganda which suggests that, far from being ignorant, young Ugandans know more about the disease than their UK counterparts and epidemiology varies according to context, particularly in situations where lack of development is the rule.

The global agenda
The film facility helps young people to develop many transferable skills including script-writing, camera work, editing, planning, project management, literary skills, ICT skills, teamwork, problem-solving and cultural sensitivity. This may satisfy institutions looking to turn young people into reasonable, employable adults but it is incidental and not the remit of global youth work at WORLDwrite. Using new media technologies to reflect on all aspects of a globalised world in an exciting way is. The project so far proves that young people can readily take on ideas way beyond their immediate experience and allows them to do so in a practical fashion that can have consequences and impact on the ideas of others. The charity is also keen to encourage film projects that challenge the digital divide and is more than inspired by the fact that their Ghanaian partners are already a step ahead and have opened Ghana's first independent film school, an aspirant spin-off project that film volunteers here hope to help work on and a refreshing change from the ‘basic needs’ agenda sadly but perhaps too readily the end goal of so many British aid agencies.

Outcomes for young people and others

<table>
<thead>
<tr>
<th>WORLDwrite is working towards having film training sessions accredited as an option for participants. For some volunteers, evidence of their input and achievement really matters and keeping ‘pholios’ of work (on mini-DV) is a useful way of reflecting on progress. They have used some of LOCN’s off-the-shelf course units and redesigned others to fit the bill. In summary, the facility:</th>
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<tbody>
<tr>
<td>• Provides volunteers with the means to get their message across.</td>
</tr>
<tr>
<td>• Provides access to digital technologies beyond the means of most.</td>
</tr>
<tr>
<td>• Maintains an open-door policy for all volunteers and an opportunity to apply their experience.</td>
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<tr>
<td>• Encourages young people to promote the aspirations of their peers globally and raise their own.</td>
</tr>
<tr>
<td>• Challenges media bias, which can be completely biased when it comes to global equality.</td>
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<tr>
<td>• Champions global issues and questions parochial ideas.</td>
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<tr>
<td>• Ensures film and video productions are broadcast quality.</td>
</tr>
<tr>
<td>• Provides optional accreditation and broadcasts the achievements of volunteers.</td>
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WORLDwrite aims to develop a film facility with a difference: one that challenges contemporary prejudices, promotes global awareness and lets the future generation get on with it. This is a project that could easily be replicated everywhere and one day the work of these inspiring young volunteers could and should get broadcast.
DEVELOPING GLOBAL YOUTH WORK WITH YOUNG PEOPLE

Case study: Music in global youth work

The background

DJ training and music workshops have grown and developed as a method of youth work, providing young people with an opportunity to be involved in an engaging, positive and highly motivating activity. Music is an ideal tool due to the impact it has on young people’s lives. Delivered in positive ways, music activities offer an ideal platform for developing young people’s key skills in confidence, communication, self-esteem, ability to work with others and knowledge of global issues. Including world music is a great way of delivering the global youth work agenda in raising awareness of global understanding and in identifying musical influences, directions and their impact.

Defining world music

It can be argued that all music is ‘music of the world’. If music shops organised themselves differently, would Kylie Minogue come under the Australian section next to ‘journeys with a didgeridoo’ and Rolf Harris? Clearly this would make no commercial sense, therefore we can find her under ‘K’ in alphabetical order with all other commercially marketed artists. Meanwhile, we can find Aboriginal ‘journeys with a didgeridoo’ in the small specialist section identified as world music. This category seems to be filled with an eclectic mix of traditional folk, new world and eclectic ground-breaking experiments sold to you country by country. Every so often one escapes from this category and joins the realms of the alphabetised elite. Nitin Sawhney, Massive Attack and Manu Chao have all made this journey. In the music world we can be sure of one thing and that is that music will never stand still and continues to grow and develop day by day. Sound has long been a fascination and influences, styles and instruments continue to span the globe to arrive at a new type of music. When did the piano arrive in Cuba? Which country is responsible for the guitar? What is Cajun music? And where does reggae have its roots? Looking for the answer to the questions can help us to explore the interconnected nature of the world. Loops, samples, beats and breaks coming from the far corners of the world can be found to be the essential ingredients in our music charts today and which will be the starting point for the young people we work with.

Youth work agenda

Music-focused activities often appear in youth work programmes and even in more informal activities within youth clubs and projects. What music is played in the settings can sometimes be an issue and reflects young people’s interests, identity and sense of belonging. Using music allows workers to engage young people in positive activities that offer the opportunity to explore language, gender issues, race, drugs, sex, commercialism, fashion and identity. One example of this is to listen to pieces of music and ask them to identify what products the pieces have been associated with in TV advertisements, leading to an exploration of the power of music to sell products, ideas or lifestyles. Another example is using the song ‘It wasn’t me’ by Shaggy. Young people were asked to play a ‘people’s court’ role in relation to the lyrical content of the song. The group is able to explore the sexual moral messages of these lyrics through role-playing the friends of Shaggy, friends of Shaggy’s girlfriend and friend of the neighbour. The work concluded with
Developing global youth work

Music contains many opportunities for including a global dimension. Activities can be creative, engaging and extremely rewarding. Music can be invaluable in supporting young people in exploring their own cultural identity. As generations of people have travelled the world so has their music. The influences are noticeable in shaping today’s and tomorrow’s charts. Researching the history of dance music, hip-hop and R ’n’ B all offer opportunities to get the world atlas out and map music’s developing journey. World music quizzes for ‘one world week’, exploring songs for an international day of peace and using songs and lyrics to explore immigration, asylum-seekers and refugees are just a few activities that can be used to engage young people and youth workers. Music offers an ideal method for beginning to explore the principles of global youth work.

Outcomes for young people and others

Music offers opportunities for young people to:

- Gain an appreciation and understanding of the impact music has on our lives.
- Build on the interests to explore music’s journey, development and the choice it offers us.
- Explore and challenge language, prejudice and identity.
- Develop an appreciation of different music and understand the commercial value of music.

(Buzz Bury is a youth worker and consultant for ‘Independent Education’, providing young people’s training programmes, consultancy, staff training, research and youth events.)
ACTIVITY: Who influences our opinions?

**Aim**
To gain understanding about who influences our opinions. Many different things influence our opinions, whether these are about the environment, politics or refugees.

**Preparation**
You will need large sheets of paper, coloured pens, ballpoint pens and Post-it notes.

**Time needed:** 45 minutes.

**Process**

**Stage 1**
In fours:

1. Each four takes a large sheet of paper, pens and some Post-it notes.
2. Draw a circle in the middle of the paper and write ‘me’ in it.
3. Talk together about who influences your opinions (could be reading, TV, parents, teachers, friends).
4. Write each person or thing that influences you on a Post-it and stick them round the circle.
5. Decide, in a group of four, which are the most important and put them in a column with the most important at the top.

**Stage 2**
As a whole group:

1. Look at the sheets from all the groups.
2. Discuss.
3. What do you think about all these people and things influencing your opinions? So what?
4. Who do you think influences your opinions about other people, such as refugees? How do you feel about that?

(From *Moving Stories. A young person’s guide to refugees in today’s world* by Moira Halliday, Sarah Hargreaves and Jill Rutter, published by British Red Cross, 1995.)
**ACTIVITY: Terrorist or freedom-fighter**

**Aim**
To increase awareness that:
- Different people have different views about the same event; news stories are often written from one point of view and do not explore other views.
- Stories can be written in order to provoke a particular emotional reaction.

**Preparation**
One copy of Activity Resource ‘Sample newspaper articles’ or copies of two articles from different newspapers about an uprising or riot. One copy of Activity Resource ‘Questions on the newspaper articles’. A copy of one of the Activity Resource ‘Events’ for each pair or small group.

**Time needed:** 1-1.5 hours

**Process**

**Stage 1**
Read the two versions of the newspaper articles, which should be enlarged and stuck on big sheets of paper on the wall. Then answer the questions (Activity Resource ‘Questions on the newspaper articles’) as you are looking at the stories.

**Stage 2**
In small groups, look at your Activity Resource, which describes an event and two ways of looking at it, and prepare two news items on it, one from each viewpoint, for TV or for radio.

**Stage 3**
Each group present their news item, either through role-play, reading it out, or playing a video or audio-tape they have made.

**Stage 4**
In the whole group, discuss:
1. Do you believe all you read in the papers?
2. Can any news reports be totally objective?
3. Do different newspapers have different perspectives on the news from each other?
4. Where and how can you obtain full and accurate information about local and global issues?

**What next?**
1. You might want to look at reports of a local event or issue in a range of newspapers and compare them.
2. You might want to write to a local newspaper, under your own name(s), giving your comments on the reporting of a particular event.
Activity Resource

Sample newspaper articles

Version 1
Vicious rioting took place last night in the Lakeview section of the city. Rock-throwing youths confronted police officers who attempted to calm the disturbance. After enduring an hour of hostilities, including shouted insults and threats to set fires, the police arrested five youths who seemed to be instigating the violence. The five are currently being held in custody while they await questioning. Leaders of the riot claim that the incident was triggered by an event earlier in the week when a member of one of the local youth gangs was caught fleeing the scene of a suspected burglary and arrested. These leaders are demanding a public apology from the chief of police for the treatment of the youthful offender.

Version 2
Young people marched in the streets of the Lakeview section of the city last night to protest at the detention and beating of a 13-year-old boy. Youths chanted slogans calling for the release of the boy and an end to police brutality. Police in riot gear attempted to confine the peaceful protest to a two-block section of the city. When a rock was thrown by an unidentified protester, police threw CS gas at the young people and dispersed them with clubs. Five of the demonstrators are being held without bail by the police. Community leaders say that because of the recent history of tension between the police and the young people, they fear for the safety of the five students who are being held. They report that outrage over the unjust arrest and mistreatment of the 13-year-old boy, who had been running to escape two men who attempted to rob him, has inflamed the residents of the neighbourhood.

(Activity Resource)

Questions on the newspaper articles:

1  How do the two articles differ?
2  What did you feel when you read each one?
3  What did each of the writers want you to feel?
4  Can you tell which one is closer to what did happen?
5  How could you get more information?

Activity Resource

Event 1
A group of armed citizens enters a town that is occupied by soldiers and drives them out.

1 Prepare a news item that presents the group of armed citizens as terrorists who are disrupting the peace. What reaction might this produce in the audience?

2 Prepare a second news item, this time presenting the group of armed citizens as freedom-fighters liberating the oppressed townspeople. How might the listener react to this one?

Event 2
A group of citizens temporarily halts the construction of a power plant and requests an ‘environmental impact’ study.

1 Prepare a news item that presents the citizens as environmental fanatics who ignore the need for local economic development because they care more about wild animals. How might the audience react to this?

2 Prepare a second news item that presents the citizens as concerned about the long-term development of the community and who feel that human progress must maintain harmony with the natural environment. What reaction might this provoke?

Event 3
A study of literacy rates in one country shows that 60 per cent of girls complete primary education.

1 Prepare a news item that expresses outrage over the fact that, even at the beginning of the 21st century, 40 per cent of girls are still not receiving basic education at a secondary stage. How might the audience react to this story? What might be the reason for writing the news item like this?

2 Prepare a second news item that shows that a 60 per cent literacy rate among girls is a huge increase in the last 10 years. How might the audience react to this story? What might the reason be for producing the report from this viewpoint?

Global trade

Key issues
• Money, shopping, holidays and tourism.

Case studies
• Fashion.
• Fair trade.

Activities
• The big banana split.
• Chocoholics at the checkout.

Activity resources
• Banana answer.
• Chocolate quiz questions.
• Chocolate quiz answers.

Money
Money, or the lack of it, is a continual source of discussion among young people. It could be picked up as a theme for raising awareness of the impact of global issues on our lives and the impact of our lives on global issues. For instance:

• If young people are discussing money and where they should put their benefits or wages, then raise questions about the criteria for making a decision. This might equally apply to a discussion about where to open a bank account for the youth club.
• If there is interest in taking this further, suggest doing a quick survey to identify the best offers and incentives being made by local banks and building societies to young people. Ask young people to draw up a check list of what you would want from a bank and which, if any, offer ethical banking (e.g. no involvement in sales of arms or tobacco, no animal-testing or involvement in ‘third world’ debt). How much does this affect people’s choice? Why?
• If the discussion and investigation has been of interest, ask how this might lead to action. Encourage young people to debate what bank they, the youth club, the youth workers, the youth service and the young people’s parents should choose to use.
• Another way of developing this theme (having started it informally) might be to introduce an activity for young people to explore the theme of poverty.

Shopping
Everybody goes shopping. Talking with young people about where they shop and what they buy offers many opportunities to raise global perspectives. The fact that there is such a wide variety of choice of products from different countries may be taken for granted by young people. However, raising more awareness of the implications of this during discussions can be a very effective way of developing understanding of the globalised world.
Some questions are simply awareness-raising. For example:

- Where were those trainers made?
- I wonder if anyone is wearing trainers made in this country?
- Check the labels in your clothes, where are they made?
- Where does tobacco come from?
- Where does the money go that you pay for tobacco?

These questions can be posed just to prompt different thoughts from usual about a topic (e.g. not ‘smoking and health’ but smoking and international trade, not ‘trainers and fashion’ but trainers and profit margins). Others may be more deliberately directed towards current global issues. For example:

- Did you know that a pair of trainers costing £75 costs only a few pounds to make?
- Did you know that the people making them are paid very low wages and that huge profits go to the owners of the company?
- Did you know that as a result of very low wages overseas, many shoe-making firms in this country have gone out of business and many people have been made redundant as a result?
- Did you know that some manufacturers of trainers have a Human Rights Code which they promise to abide by?

If the young people respond with interest to these types of questions and prompts, it can lead to action and activities about what people buy, the cost, who benefits and who does not. It might lead individuals to think about how they might do things differently themselves. It could prompt action by young people to influence their peers or to lobby others on the issues. These kinds of questions may require a basic knowledge of some of the global issues involved.

Gathering further knowledge can be a joint effort by the youth worker and the young people themselves. Many of the organisations listed in Chapter 6 of this manual will be able to help. The following books are a good source of information about products, the companies who make them and fairly traded goods. Try out:

- The Global Consumer outlines best buys to help the third world. By Phil Wells and Mandy Jetter, available from Christian Aid.

To contact the Fair Trade Foundation visit www.fairtrade.org.uk

Shop for fair trade products

- Look out for the Fairtrade Mark, which shows shoppers which goods have been fairly produced and traded.
- Traidcraft, a trading company that tries to give poor producers a fairer price, sells a range of goods through charity shops such as Oxfam and elsewhere.
- The Divine chocolate brand is a fairly traded chocolate supported by Body Shop, Christian Aid and Comic Relief, which many supermarkets now stock.

Take action

- Ring radio stations or write to newspapers when they cover trade issues and express your views.
- Write to local shops, restaurants and cafes, asking them to stock or supply fair trade products.
Join others

Many people and organisations are working together to bring about change to international trade. The Trade Justice Movement is a group of organisations including international development agencies, environment and human rights campaigns, fair trade organisations, faith and consumer groups. They are campaigning for trade justice, not free trade, with the rules weighted to benefit poor people and the environment. They are calling on world leaders to:

- Stop forcing poor countries to open their markets and champion their right to manage their own economies.
- Regulate big business and their investments to ensure people and the environment come before profits.
- Stop rich countries promoting the interests of big business through trade interventions that harm the poor and the environment.
- Ensure trade policy is made in a fair, transparent and democratic way.

For more information, visit www.tjm.org.uk

Labour Behind the Label (LBL) is a UK network of organisations supporting garment workers’ efforts to defend their rights and improve their wages and conditions. It includes major international development organisations, such as Oxfam and CAFOD, as well as all major UK textile unions and homeworking organisations. LBL produces youth work resources looking at fashion and fair trade and has produced a poster pack for youth groups to provoke discussion and action on fair trade issues.

For more information, visit www.labourbehindthelabel.org

Holidays and tourism

Talking with young people about where they might be going on holiday or where the club or group should go on a residential trip gives opportunities to raise the global dimension to their lives.

- Ask how they and we behave as tourists when we go abroad. What might be the effect of tourism in the countries to which people are going on holiday? If they want to know more about another country they may be visiting, prompt a wider set of questions about life in that country and how that affects us here and vice versa.
- A similar debate could emerge from a discussion about having a youth club holiday or trip. What will the ground rules be for behaviour as visitors to another place locally or visiting another country?
- If there is interest, try turning the topic around to think what effect tourism has on their area. Pose questions about what effect it has had on jobs, facilities, shopping, traffic or pollution. Who benefits most from tourism and who gets exploited locally?
- Holidays and residential trips provide an opportunity to introduce the idea of exchanges, locally, nationally or internationally. (See International youth exchanges on page 129.)

Tourism Concern is a membership organisation campaigning for ethical and fairly traded tourism. It links tourism to development issues and has developed educational resources including a video, Looking Beyond the Brochure, and gives talks and lectures, runs workshops and mounts exhibitions.

For more information, visit www.tourismconcern.org.uk
Case study: Fashion

Background

The youth work sessions in a community centre in Leicester were poorly attended by Asian young people due to their experiences of racism and the lack of support from parents. Parents saw it as lacking educational value and more likely to be a negative influence on their children. As a result, two additional youth work sessions were organised, one for 16- to 23-year-old young women and another for young men. The young men’s session continued to be poorly attended, however. Following discussions with the few who did attend, the idea of putting on a fashion show emerged.

The youth work agenda

The youth and community workers recognised that many Asian young men had negative images of themselves, their cultures and their traditions, which were reinforced by experiences of poverty, racism and discrimination in everyday life. Many struggled to come to terms with their experiences, were confused about their identity and lacked the confidence to express themselves socially.

Youth work activities

The idea of a fashion show appealed to some young men but many remained sceptical. Over a four-month period, workers held training sessions to develop their awareness of men’s fashion clothes and to learn how to catwalk and display their outfits. The project gradually generated interest and began to attract 50 young men to the youth club sessions.

The youth and community workers had considerable difficulty persuading the young men to wear traditional Indian outfits, preferring instead more modern western clothes, which they found to be less embarrassing. The very first fashion show held before a public audience had just one Indian traditional outfit on display; the rest were made up of western styles and fashions.

The success of the fashion show increased their confidence and led to further shows being organised at other youth clubs throughout the city, many of which were at all-white youth club settings. The initial reluctance to wear Indian outfits was eventually overcome and future shows concentrated entirely on traditional cultural fashions. This popularity led to sponsorship being found and similar interest being developed within the girls’ group. The shows began to receive a lot of publicity, which led to private fashion academies being set up. Some of the young people were given modelling contracts by the sponsors.
Developing global youth work
The fashion shows not only generated considerable interest but they also served to create opportunities for learning. Young people became curious about their own traditions, values and beliefs and sought to find out more through their parents. They were able to acquire an understanding and appreciation of their own cultural identity while still remaining British citizens. Videos were made of the shows and these were used to evaluate and improve performances. They also served to provoke discussions on a wide range of issues. Many issues with a global focus are now being considered for inclusion into the youth work programme.

The manufacturing of cloth, global trade, the use of designer labels, the historical relationships between Britain, India and East Africa, the exploitation of child labour, value of private enterprise, the role multinational companies, global inequalities and citizenship are all useful themes that may be used to develop awareness of the world.

Case study: Fair trade

Background

Alternative for India Development (AID) is an Indian charity with a base in the UK. Its core objective is to improve the quality of life for Indian people in the poorest regions of India through the active involvement of the South Asian diaspora in the UK.

This case study concerns a project undertaken with Bordesley Green Girls’ School (BGGS), Birmingham, as part of their Year 12 ‘Gifted and Talented’ extra-curricular programme. The school is located in a predominantly Muslim Asian neighbourhood and the students at the school reflect this. The project was carried out within a school setting but cannot be strictly classed as formal development education as the project took place after school hours, was not compulsory and included non-curricular and ‘global’ youth work.

AID had previously worked with BGGS on formal development education projects as part of their humanities curriculum. The ‘Fair Trade Enterprise Project’ came about as a need was identified to engage students in a more flexible and informal way, while also contributing to their progress files and overall awareness of global issues.

Youth work agenda
The wider objective of the project was to increase the awareness of fair trade issues among the local Asian community. AID has found in the past that ‘child and child’ and ‘child to parent’ communications are effective methods for raising awareness.

The project itself involved students in a business enterprise activity, the twist being that they would be setting up a mock fair trade company or organisation. The project took advantage of their close links to rural women’s groups in India who produce hand-stitched greeting cards as part of self-help initiatives.
**Developing global youth work**

The methodology was as follows:

**Setting the scene – introducing citizenship and fair trade values:**
- Trip to local Co-op supermarket to survey fair trade products.
- Q&A session with a representative from Cadbury’s (grilling session about unfair trade practices).

**Forming a fair trade enterprise:**
- Students form their own mock ‘enterprise’ or ‘business’ with each young person taking on a specific role within a ‘mock board’.
- They then undertake market research in their school.

**Taking practical action for development – selling the cards and raising awareness:**
- Young people set up stalls with displays with fair trade information along with details about women’s self-help groups in India.
- All money raised is sent to India.

**Outcomes for young people and others**

The project has been able to:
- Raise the profile of fair trade in a community where many other organisations do not reach.
- Develop the skills, confidence and capacities of young Asian Muslim girls.
- Add value to progress files of the young participants, in terms of leadership, teamwork, community work, business awareness and social responsibility.
- Engage young people in a creative yet educational activity in after-school hours.
- Forge a mutually beneficial link between young Asian girls in the UK and Women’s Self-Help Groups in India.

(Shivit Bakrania, Alternative for India Development.)
**ACTIVITY: The big banana split**

**Aim**
To look at who makes the money from the sale of the bananas we buy. Three million a year are imported, mainly from Jamaica and the Windward Islands.

**Preparation**
You will need a banana, pens and paper. Activity Resource ‘Banana answer’ on a flipchart or copied on to an OHT.

**Time needed:** 30 minutes.

**Process**
1. This activity could start with someone eating a banana or some fruit, or after any discussion about shopping and the price of things.

2. Divide into five groups, who are the following:
   A. Growers or pickers who work all year doing everything by hand.
   B. Packing company who pack bananas into boxes and reject damaged bananas.
   C. Shipping company who transport the bananas by sea, which takes about a week.
   D. Importers or wholesalers who arrange for the bananas to be shipped and who supply the shops that sell the bananas to the public.
   E. Retailers who are the supermarkets, small shops and market stalls, which sell the bananas to the public.

3. Look at the banana. It costs 10p. How much of the 10p does each group think should be paid to them for their part in the business? They discuss this privately from the other groups.

4. Then each group feeds back their figure. If the total adds up to more than 10p, the groups must negotiate until they have reached a total of 10p.

5. Put up the Activity Resource ‘Banana answer’ on a flipchart or OHP and talk through the answers.

6. Ask how the different groups feel? Starting with the pickers. Is it fair?
Activity Resource: Banana answer

Retailers – 4p
Importers or wholesalers – 2p
Shipping company – 1½p
Packing company – 1½p
Growers or pickers – 1p

(Adapted from a resource by Christian Aid.)
**ACTIVITY: Chocoholics at the checkout**

**Aim**
To increase critical awareness of who makes chocolate, where it comes from, and the fairness of the trading relationships.

**Preparation**
A copy of the Activity Resource 'Chocolate quiz answers' for the quiz leader.
A big bar of fair trade chocolate, a pair of gloves, a scarf, a hat, a plate, a knife and a fork.
You could also read some background information on the Trade Justice Movement website www.tjm.org.uk.

**Time needed:** 1 hour.

**Process**
1. Start a discussion around chocolate and trading when people are eating it, or buying it to stock facilities in the club or project, or buying supplies for going on a trip. What are their favourite bars? How much do they spend a week?

2. If there is interest, then suggest the quiz game.
   a) Put the objects listed above on a table if possible, otherwise on the floor.
   b) Explain how the game will work. Ask if anyone has played the clothes and chocolate part of it before. (The group forms two or more teams, they could have names of chocolate bars or chocolate companies.)
   c) Get each team to take it in turns to throw the dice once. If a team throws a six, ask them a question from the list on the following page. If they answer correctly, one team member gets to put on the hat, gloves and scarf and tries to eat the chocolate with the knife and fork. They can carry on eating the chocolate until another team throws a six and answers questions correctly. If a team gets an answer wrong, the question is passed to the next team. The team that gets it right gets a chance at the chocolate.
   d) Discuss the answers as you are going along or at the end. Were there surprises? So what? Does this information change which chocolate you would buy as a group or as individuals?

(Buy bars of fair trade chocolate such as Green and Blacks, Co-op or Dubble bars to give out as prizes for the participants.)
Activity Resource: Chocolate quiz questions

1 From what plant do we get chocolate?
   a) Cocoa tree. (The alternatives sound similar so write them out on cards or on a flipchart.)
   b) Cacao tree.
   c) Coco plant.

2 What proportion of cocoa is grown by small-scale farmers in countries in the South?
   a) 9 per cent.
   b) 19 per cent.
   c) 90 per cent.

3 In the last 15 years the price of cocoa on the world market has . . .
   a) Doubled.
   b) Halved.
   c) Stayed the same.

4 Selling chocolate is more profitable than selling cocoa. Why don’t poor countries export chocolate instead of cocoa?
   a) It would melt in the heat.
   b) Rich governments charge more import tax on chocolate than on cocoa beans.
   c) The technology is too expensive.

5 What is the best-selling chocolate bar in the UK?

6 Which three confectionery companies account for 70 per cent of UK chocolate sales?

7 How much money was spent on fair trade chocolate in the UK in 2000?
   a) £0.6 million.
   b) £2.2 million.
   c) £3.6 million.

8 How many farmers in countries in the South have benefited from people in the UK buying fair trade products?
   a) 12,000.
   b) 120,000.
   c) 1.2 million.

9 Which of the following things is not contained in a bar of milk chocolate?
   a) Protein.
   b) Iron.
   c) Calcium.

10 From which country do the UK and Ireland get most of their cocoa?
   a) Ghana.
b) Brazil.
c) Malaysia.

Activity Resource: Chocolate quiz answers

1 b) The cacao tree, or ‘theobroma cacao’, which means ‘food of the gods’. Each tree produces 20 to 30 pods each year, which contain the cocoa beans. The annual crop from one tree makes just one kilo of cocoa.

2 c) 90 per cent

3 b) It has more or less halved. The cost of our chocolate bars may go up each year but so many countries have been encouraged to produce cocoa that buyers can play them off against each other to get the prices down.

4 b) It costs more to export. The problem is not the cost of transport but the taxes charged by rich governments on goods entering their countries. These are much higher for processed goods such as chocolate than for raw materials such as cocoa beans.

5 Kit Kat. Fifty Kit Kats are eaten every second of the day! This brings in £160 million a year for the manufacturer.

6 Mars (30 per cent), Nestle Rowntree (28 per cent) and Cadbury-Schweppes (26 per cent). Although cocoa is mainly grown in the poor countries of the South, the chocolate market is dominated by huge multinational companies controlled by the US and Europe. (2000.)

7 c) £3.6 million

8 b) 120,000

9 A trick question! Protein, iron and calcium are all to be found in a bar of milk chocolate, which is a quick and easily digested source of energy.

10 a) Ghana. Both the Ivory Coast and Brazil produce more, but Britain introduced cocoa to Ghana during colonial times and still gets most of its cocoa from there. Today, over half of Ghana’s export income comes from cocoa.

(From Youth Topic Number Seven by Christian Aid, CAFOD and SCIAF.)
Citizenship

**Key issues**
- Citizenship, human rights, citizenship and identity, Black voices and tackling racism.

**Case study**
- Tackling homophobia.

**Activities**
- A charter for young people's rights.
- Belonging.
- Conflict stories.
- The power game.

Young people in the UK often have identities and family histories made up of various cultures, races, languages, heritages, religions and traditions. Alongside this they draw inspiration internationally from music, arts, sports, activism and religion and identify with role models and ways of life from around the world. So it is increasingly difficult to make any assumptions about what it means to be a citizen of the UK in the 21st century.

The Government has been concerned about the involvement of young people in society such as voting and their support for political parties and specifically their participation in education, employment and training over a number of years. This has resulted in not only the introduction of citizenship education in schools but also a number of initiatives that focus on young people's active citizenship. These include: the Connexions strategy in England, Millennium volunteering, the development of local Youth Councils and the UK Youth Parliament.

Global youth work contributes to these activities and provides opportunities for young people to make sense of complex issues in a global context. If we want to look at inclusive forms of citizenship and what it means to be a citizen of the UK in this new millennium, we need to help young people to develop the skills, knowledge and values essential for ‘global’ citizenship.

Oxfam’s curriculum framework for global citizenship identifies the global citizen as someone who:

> “is aware of the wider world and has a sense of their own role as a world citizen; respects and values diversity; is willing to act to make the world a more equitable and sustainable place and takes responsibility for their actions”. (Oxfam, 2000)
Human rights
Human rights provide a basis for citizenship education in non-formal learning settings. The rights of the child, human rights and the supporting legislation provide a legal framework, nationally and internationally, that locates a global perspective at the heart of work with young people. (One stated aim of the Human Rights Act, now enshrined in law, is to establish a human rights culture in the UK.)

Human rights are universal. Everyone has them irrespective of who they are and where they live in the world. Young people need to be aware of their rights and responsibilities in a global context and this can be encouraged by supporting young people’s participation in decision-making bodies and structures from the local to international level.

Global youth work programmes can critically engage young people in exploring what citizenship means for them through activities that challenge discrimination and stereotypes about other people and places, develop intercultural learning and actions that change community life in the UK for the better.

(See outcomes of global youth work on page 26.)

Citizenship and identity
Young people from Black and minority ethnic communities often have strong links with communities in other countries and quality youth work with these groups has traditionally drawn upon these connections in programmes of personal development and social action. Other youth workers have engaged in anti-racist work with white young people to enable them to understand and act in ways that respect others’ culture and identity and to bring people together.

The McPherson inquiry into the death of Stephen Lawrence, the success of right-wing political parties and ‘community disturbances’ of recent years indicate that UK institutions and communities continue to struggle with issues of race, ethnicity and religion. Young people are often at the centre of how these concerns are played out locally. But these issues cannot be viewed in isolation, they bring into focus the UK’s relationship and responsibilities to people throughout the world.

The Race Relations (Amendment) Act places a positive duty on public bodies to promote race equality; and legally it is not enough for educational institutions and youth services to only provide ‘equal opportunities’; they must try to encourage and develop a culture of race equality. This culture should be an integral part of a youth work programme even at a basic level.
**Black voices**

Some practical steps for youth workers who are working with Black young people could include:

1. Suggest creating a Black youth forum to share young Black people’s experiences of school and other agencies. If they respond positively, support them to discuss what is happening and how they could best respond to issues they feel require some action. Make suggestions about who else they could talk to about these experiences, councillors, teachers and governors, and what action they want to see for combating any discrimination. For example, young people may respond with a concern at the high rate of stop-and-search incidents they are experiencing from the police in their area, compared with that for white young people.

2. Consider raising questions about educational inequality for Black young people in Britain compared with the success of Black students in some countries where Black young people are the majority. Raise questions too about the lack of educational opportunity and facilities for Black young people in other countries and why this exists.

3. Suggest creating a display of positive Black role models in posters on famous people and leaders around the world and celebrate Black History month with events and activities with an international flavour. Discuss the negative stereotypes and prejudices that the media perpetuate about Black people and the relative absence of Black leaders and their achievements in many history books.

**Tackling racism**

Justice and equality are key themes of youth work and these themes apply to all young people whatever their race, ethnic background or where they live. In working with young people, youth workers can respond actively to issues or comments being made about racism or racial conflict.

Practical steps could include:

1. **As well as challenging** discriminatory views and attitudes, make suggestions about finding out the facts and avoid using stereotypes. For example, use the interactive resource Britkid, a website about race, racism, and growing up in Britain. Visit www.britkid.org. For other anti-racist resources and useful contacts, visit the National Youth Agency website at www.nya.org.uk.

2. **If young people respond positively**, suggest doing a walkabout in the area and discussing the diversity that exists. This could lead on to a more elaborate survey of cultural groups in the local community and a ‘map’ of the majority and minority ethnic communities in the area, which could lead to a discussion on why and how this has come about. The local council will have details and statistics about the number and diversity of people from all ethnic backgrounds in the area.
3 Prompt further discussion by pointing out the links between the local ‘diversity’ and ‘international diversity’ and how people react to different ethnic groups locally and internationally.

4 Suggest the idea of organising visits and joint events with other projects and clubs in different parts of the area, urban and rural areas, rival towns, uniformed and non-uniformed youth groups, and Black and minority ethnic groups.

5 Prompt and build on ideas that begin to emerge from the young people and develop these into activities such as:
   • Using the activities and materials about conflict in this manual.
   • Taking part in or holding a festival of music and dance with workshops of food, music, crafts and dance from different local communities, other countries and the five continents.
   • Creating a mural that celebrates different cultures.
   • Learning some useful words of another language or dialect spoken in the local community, another European country or a country in another continent.
   • Creating a ‘global village’, a place or a venue where people from different cultures and ages locally, nationally and internationally are invited to display or present their activities over a period of time.

Case study: Citizenship and identity

Tackling homophobia through club- or centre-based youth work

Background
A climate of homophobia has developed within a youth group of mixed gender and race, including derogatory language or remarks mainly from boys. In the past the group has been willing to explore and address issues. The youth worker feels reactive responses to language is not enough and would like to develop some proactive work with the group on the issue of homophobia.

Youth work agenda
The agenda was to find a way of working that challenges or changes the behaviour and (long-term) attitudes; promote a notion, idea, culture or atmosphere of ‘respect’ for all and find a way for the group to experience what it feels like to be on the receiving end of such abuse or rudeness. Put forward the view that it is not necessary to define yourself by defining what you are not and promote the idea that being gay or lesbian is one way of being a man or a woman.
Youth work activities
Challenging language and behaviour and contacting the Lesbian and Gay Alliance (LAGA) to invite a gay man and lesbian woman to the youth group to lead a discussion with young people. This workshop in sexuality looked at acceptable and unacceptable sexual activities and sexuality. Two girls left because the boys were being ‘silly’. This had the effect of modifying boys’ behaviour when the girls returned and confronted the boys.

Developing global youth work
This experience highlighted different examples of historical and current cultures or groups that accepted homosexuality before the era of colonisation. There was some discussion of theological arguments on homosexuality, including the Bible and the Koran and fundamentalism. Also international links about the gay and lesbian struggle and homosexuality not being a western ‘thing’. This raised parallels between the struggles of minority groups, in the broadest sense, and the gay and lesbian struggle, i.e. it is a human rights issue and sexuality equals humanity.

Other ideas for activities included:
• Using gay and lesbian soap characters as examples for discussion.
• Talking about the gay ‘scene’ in other countries, e.g. Sydney or San Francisco.
• Talking about the work of the campaigning group Stonewall (the UK national civil rights group working for legal equality and social justice for lesbians, gay men and bisexuals). www.stonewall.org.uk.
• Introducing the topic of global population.
• Historical persecution of lesbian and gay people is universal.
• Using existing educational materials on sexuality.
• Creating displays of gay and lesbian achievers.
• Highlighting the example of South Africa, which has lesbian and gay rights in the constitution.
• Contacting Black lesbian and gay organisations that may be able to provide speakers.
Activity: A charter for young people’s rights

**Aim**
To increase understanding of the rights of young people by writing a charter for young people’s rights.

**Preparation**
Large sheets of paper and coloured felt-tip pens. One large copy, or a number of A4 copies, of Activity Resource ‘The 1989 UN Convention on the Rights of the Child’.

**Time needed:** 1 hour.

**Process**
Divide into small groups to prepare for producing a charter for the rights of young people. A charter is a document that outlines a person’s rights.

- In each group decide on 10 things, which all young people, everywhere, should have. They can be things such as adequate food and clean water, housing, education or transport.
- Write the 10 things on a large sheet of paper.

**In the large group:**
- Each group pins up its chart and explains it briefly to the rest of the group. The others may ask questions.
- Use the charters to agree one common charter of 10 points.
- If you want, compare it with the 1989 United Nations Convention on the Rights of the Child. Are you surprised by any of its rights?

**Discuss:**
- Do you have all the things listed on the charter?
- What prevents you having these?
- Do you know of young people who do not have some of these things?
- Whose role is it to assist all young people to gain these rights?
Activity Resource


The United Nations has drawn up a list of the responsibilities that governments, parents and other adults have for the lives of children. By September 1992 it had been made law, or ratified, in 23 countries. The UK ratified the Convention on 16 December 1992. This is a summary of the key rights.

**Survival rights:**
- Children have the right to enough food, clean water and health care.
- Children have the right to an adequate standard of living.
- Children have the right to be with their family or those who will care for them.

**Development rights:**
- Disabled children have the right to special care and training.
- Children have the right to play.
- Children have the right to education.

**Rights to protection:**
- Children have the right to protection from all exploitation and from physical, mental and sexual abuse.
- Children have the right to special protection when exposed to armed conflict.
- Children have the right to be protected from all forms of discrimination.
- Children have the right to be protected from work that threatens their education, health or development.

**Participation rights:**
- Children have the right to have their opinions taken into account in decisions affecting their own lives.
- Children have the right to a name and nationality.
- Children have the right to know what their rights are.
ACTIVITY: Belonging

Aim
To increase awareness of the variety of different groups we all belong to.
To increase recognition of difference as positive.
To challenge discriminatory attitudes and behaviour.

Preparation
Old newspapers and magazines. Large sheets of paper, felt-tip pens and Blu-Tack.

Time needed: 1 hour

Process
The use of this activity may be triggered by a local issue such as a group of asylum-seekers or refugees arriving in an area, or discriminatory remarks or behaviour, or by discussion of the rules of the group.

1 In pairs, use the papers and magazines to find as many examples of people belonging to different social groups as possible. For example:

<table>
<thead>
<tr>
<th>Religion</th>
<th>Race</th>
<th>Hobbies or interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married, single, co-habitating</td>
<td>Men and women</td>
<td>Type of school attended</td>
</tr>
<tr>
<td>Job</td>
<td>Ability and disability</td>
<td>Sexuality (gay and straight)</td>
</tr>
<tr>
<td>House or home</td>
<td>Hair colour and length</td>
<td>Colour</td>
</tr>
</tbody>
</table>

2 Make a list of the groups on a large sheet of paper.

3 Come together as a whole group, when the lists are done, and stick them on the wall. All walk round and read them.
   • Then talk about how many different groups you belong to, perhaps with a partner. Are there any groups you belong to that are not on the list?
   • How does it feel to be in a minority (smaller) group?
   • Does the group want to make any agreements or commitments about themselves and what they say and do about other people?

4 You may like to celebrate your differences by taking it in turns to stand at the front of the group, announce a group you belong to and invite other members of that group to join you at the front. Then everybody gives you a round of applause. If you are the only person in the group then accept and enjoy the applause just the same. If you are all in the group, all give yourselves a loud clap.

Note:
Nobody should be forced to join in or say which groups they belong to during any part of the activity. As a group, you should only use this activity if you really want to be positive about each other’s differences and differences between people in general.

(From Moving Stories: A young person’s guide to refugees in today’s world, by Moira Halliday, Sarah Hargreaves and Jill Rutter, published by British Red Cross, 1995.)
ACTIVITY: Conflict stories

**Aim**
To develop ideas about peace and conflict.

**Preparation**
A copy of one of the Activity Resource ‘Conflict Stories’ for each small group.
Flipchart paper and pens.

**Time needed:** 1.5 hours.

**Process**

1. Start a discussion about conflict by asking people to talk to the person next to them about a conflict they have had recently, for example in school or in the youth group. It needs to be one they feel okay about discussing.

   What elements are present in more than one of their examples? For example, physical violence, shouting or verbal abuse.

2. In small groups, read over the conflict story allocated to your group and make up two possible endings for the story, one that is peaceful and one that is violent. Discuss which is more likely to happen and which you think would be best to happen and why.

   Prepare to act out your story with both of the two endings to the other groups.

3. Each group in turn act out their story with the two different endings to the others. Say which you thought most likely and which would be best. Discuss any points that come up from the group after each presentation. Ask questions such as: Would that happen round here? What makes it difficult to do what you think is best?

4. At the end, discuss what you can do when you are in a conflict to ensure it works out the best way for all those involved? What can you do together to resolve conflicts in your club, area or school?

**Activity Resource: Conflict story A**

Susie is a 24-year-old African-Caribbean single parent living alone with her four-year-old son. She is recently divorced and is living on state benefits in an owner-occupied house that is badly in need of repair and redecoration. She has a good friend who is a probation officer who is looking for placements for young people needing to complete Community Service Orders. He tells Susie that he has two young men who are very skilled in painting and decorating who could be asked to undertake her repairs. Susie is hesitant, they are convicted burglars with additional charges of assault. Could they be trusted in her house? Would her son be safe? Her friend assures her that he is confident they are decent young men who have simply taken a wrong turn in life. Susie is desperate to get her house repaired and so in the end agrees, reasoning that her friend’s judgement can be trusted.

A day is arranged for the young men to meet Susie and to talk about the work to be done. On the appointed day and time, a knock is heard at the front door. Susie goes to answer it. In front of her are two young white men with short cropped hair, Doc Martens boots, jeans and swastikas tattooed on their faces and hands. Susie nearly passes out as the two men explain they have been sent by the Probation Service to talk about doing repairs to her house. She manages to hold herself upright by gripping on to the banister.

Susie quickly decides to . . .

(Written by Viva Cummins)
Activity Resource: Conflict story B

David is 13 years old and has spina bifida, which requires him to use a wheelchair to get around his school. The school was built recently and is designed to be accessible to people with disabilities. There are a number of pupils with physical disabilities at the school and they participate in a wide range of activities.

David is also a Scout and has recently become a Patrol Leader. The Patrol Leaders and the Scout Leaders work together to run the Scout Unit. The Scout Group meets on the school premises and has access to the school minibus, which means that David can take part in all the activities.

The cost of using the school premises has risen sharply in the last year and the Scout Group can no longer afford to hire the school. The group has been offered the local church hall but it is not suitable for people with disabilities and access for people in wheelchairs would be very difficult.

The other Patrol Leaders decide to . . .

(Written by Anne Whiteford)
Activity Resource: Conflict story C

Ashok is a 16-year-old Indian young man who works in a fast-food restaurant selling burgers, fries and soft drinks. The restaurant is located in the town centre and gets very busy, especially in the evenings with young people and at the weekends with families. The work is very demanding and often there are not enough staff to do the work. Because the job is extremely badly paid the turnover of staff is very high.

One hot afternoon, approaching the middle of the peak hour, three staff failed to turn up for their duty rota. The place was buzzing and the staff who did turn up were overloaded with work. Ashok was getting increasingly frustrated with the situation and the manager refused to call in additional staff.

Out of sheer frustration the workers present, led by Ashok, went to see the manager. The manager just laughed in their faces, called them young communists and ordered them to get back to work.

Ashok and his young colleagues decide to . . .

(Written by Vipin Chauhan)
Activity Resource: Conflict story D

Amanda had been asking her parents for months if she could dye her hair. As soon as she was 11 years old, her parents agreed, somewhat reluctantly, provided it was a temporary dye that would wash out soon.

Amanda rapidly got herself organised and dyed her hair as agreed, except that it was a very bright red and it was with permanent dye. Her parents were not impressed.

In the school playground, her friend Kirsty was bemoaning the fact that her parents would not let her dye her hair. Amanda said casually: “Well if my dad is an MP and I can, I can’t see why your parents won’t let you.”

The next afternoon, Amanda’s dad was approached at speed by Kirsty’s mum saying: “I’ve got a bone to pick with you . . .”

(Written by Sarah Hargreaves)
ACTIVITY: The power game

Aim
To explore the type of behaviour that maintains unequal power relationships.
To identify personal experiences of the roles within a ‘power game’.
To look at ways to change participation in these ‘power games’.

Preparation
Copies of Activity Resource ‘The power game triangle’ (see page 123) and of the Activity Resource ‘The triangle of change’ (see page 124) written on flipchart or copied on to OHT.

Time needed: 1 hour.

Process
1 This is a good exercise to use if there have been discussions about bullying arising from incidents in the group or from elsewhere or from reports in the local paper (e.g. about a school in London being ordered by a court to pay compensation to a man who had been bullied when a boy at the school).

2 Start by talking about the bullying, what happens, why it happens, who does what and the feelings involved for the bully, the victim and for anyone who comes in to help.

3 Go on to map out on flipchart paper the theory or idea of the ‘power game triangle’. Use this Activity Resource for your information. Be clear that each role is about behaviour and an individual might play all three roles at different times. As you present the roles, discuss them with the group and ask if they recognise them. Invite people to show the behaviour of each of the roles through tone of voice, posture and phrases.

4 In threes:
   • Think of a real or invented situation when three people might be in the different roles.
   • Decide who will role-play which person in which role.
   • Enact the event, conversation or incident (it could be in school, at home, in a shop or job).
   • When you have finished acting out the event, then discuss what happened and how it felt to each of you.
   • Discuss which roles you have played in real life.

5 Move on to talk with the whole group about how far you think these are useful or destructive roles to play. If you wanted to change how you behave in these situations, how might you go about it?

6 Activity Resource ‘The triangle of change’ shows how the roles can be changed to move from the power game triangle with its pay-offs and its disadvantages. The persecutor and the victim become equal disputing parties assisted in resolving their dispute by the rescuer who becomes a mediator. This could be presented on a flipchart to the group.

7 We all recognise these roles in ourselves and in situations at home and at school, work or in other places where we meet people. Could we also say we see them between and within countries, for example in the Middle East, in the North of Ireland?
What next?

1 Next time you are in an uncomfortable situation with two other people, think if this could be a power game triangle and, if so, what might you do differently.

2 Look at the local papers and see if there are stories of individuals or groups who might be playing these roles.

3 Think about a drama piece that you could write and perform and then take to other clubs or groups to perform and discuss afterwards.

4 Ask someone to tell you if they think you are playing one of these roles and to help you move out of it.

(Reproduced from Playing with Fire: Training for the creative use of conflict, by Nic Fine and Fiona Macbeth, with the permission of the National Youth Agency. Playing with Fire was jointly published by Youth Work Press and LEAP.)
Activity Resource: The power game triangle

**Persecutor**

*Bully*

*Says:* You won’t... You mustn’t... You will... You must... It’s your fault. Uses imperatives and orders. Language full of blame and threat. Presumes that the victim is always wrong and needs to be corrected.

*Pay-offs:* Often get what they want in the short term.

*Drawbacks:* No basis for respect from others. Often unsatisfactory relationships with people.

*Needs within the role:* To feel important and powerful.

**Rescuer**

*Do-gooder*

*Says:* You can’t... Poor you... You shouldn’t have to... You need my help. Uses placatory words. Language full of put-downs towards the victim and admonishments towards the persecutor. Presumes that the victim is inadequate and incapable of self-help.

*Pay-offs:* Manipulative power and control.

*Drawbacks:* Insecurity of falling between two camps. Often afraid of losing friends.

*Needs within the role:* To be liked by everyone. To be indispensable to the lives of others.

**Victim**

*Doormat*

*Says:* I can’t... I’ll fail... I don’t know how... It’s my fault. Uses negatives and denials. Language full of dismissals and self-pity. Assumes inability to succeed or change.

*Pay-offs:* Others take responsibility. No high expectations to live up to.


*Needs within the role:* To be looked after and to be cared for.

(Reproduced from *Playing with Fire: Training for the creative use of conflict*, by Nic Fine and Fiona Macbeth, with the permission of the National Youth Agency. *Playing with Fire* was jointly published by Youth Work Press and LEAP.)
Activity Resource: The triangle of change

The mediator

The mediator has no interest in maintaining the difficulties. They are on neither the persecutor’s nor the victim’s side. They are neutral. They are there to help the others resolve their own difficulties. They are not trying to make friends and they are not merely trying to pacify. They are trying to find the causes of the conflict and the feelings that need to be expressed. They aim to uncover the common ground on which agreement can be built.

Key skills: Careful, active listening; drawing out underlying issues, needs and fears; impartiality.

Disputing parties

The roles of the persecutor and the victim become interchangeable. The mediator has encouraged them to look at the difficulties in their relationship and what their needs are instead of focusing on who is to blame. Once the focus has been changed, there is room for exchange of feelings between the victim and persecutor. Both are now in a position to give and receive personal information and support.

The triangle of change

The people involved may still have disagreements and conflicts but through a mediator they have an opportunity to resolve the problem in a way that meets everyone’s needs. By changing your view of your own role (whether it is persecutor, victim or rescuer) and changing your perspective of the problem, you change the dynamics of the power game and make movement possible.

(Reproduced from Playing with Fire: Training for the creative use of conflict, by Nic Fine and Fiona Macbeth, with the permission of the National Youth Agency. Playing with Fire was jointly published by Youth Work Press and LEAP.)
Environmental youth work

**Key issues**
- Youth work and environmental education.

**Case study**
- Environmental and global youth work.

**Activity**
- Want it, waste it!

Significant numbers of young people are interested in and concerned about environmental issues and most, if not all, of these issues have a global dimension.

**Youth work and environmental education**
The Council for Environmental Education (CEE) works in partnership with voluntary and statutory youth work organisations to promote good environmental youth work. CEE suggests environmental youth work achieves the goals of both youth and environmental workers and builds on the beliefs and values that youth work and all aspects of environmental education have in common:
- A commitment to the future.
- An emphasis on sustainable lifestyles at an individual and community level.
- A belief in interdependence.
- A belief in the need for the active involvement of individuals and communities to energise change.
- A recognition of the rights and responsibilities of citizenship.
- A commitment to education as a strategy for change.

Combining the values of good youth work practice with an environmental agenda:
- *Illustrates the links between the local and the global.* Environmental youth work encourages young people to understand the relationship between environmental issues at local, national and global levels. It acknowledges that local issues are linked to global ones.

- *Empowers young people to take action and effect change.* Young people are increasingly concerned about the environment and can feel powerless to influence change. By starting from a young person’s perspective, environmental youth work can address this, enabling young people to raise awareness of, take action on or campaign about, issues of concern to themselves locally in their community and globally to create a more sustainable life for all.

- *Works towards and promote sustainable development.* An environmental youth work curriculum is not purely about ecological issues. The goal of sustainable development recognises the need for social, cultural, economic and biological diversity and the interdependence of self and other people, living things and the built environment. In working towards a more sustainable future, we must ensure that development meets the needs of the present without compromising the ability of future generations to meet their own needs. We also need to consider the local and global implications of lifestyle choices and the need to adopt more sustainable lifestyles for the benefit of all.
Environmental youth work includes at its heart a political education approach that focuses on:

- Power and decision-making.
- Campaigning on issues.
- Influencing others.

Using the outdoors with a focus on: ‘conservation’, outdoor education and sensitisation to nature, and activities such as improving local habitats. A personal and social development approach exploring environmental issues. Action such as a green audit of a youth club or project.

(Adapted from Best of Both Worlds: youth work and environmental work, a guide to practice, Council for Environmental Education, 2002.)

Global youth work that focuses on the environment can be about local-global issues such as climate change. But it is also about starting from the area in which young people live, the local built environment, and making the wider connections and is based on the key values of equity and justice.

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**Case study: Environmental and global youth work**

**Background to the ‘Recycle’ project**

“So, how do I use a spanner?” is a common question at the beginning of each Recycle project. It reflects the initial skill level and confidence of young people involved in Recycle, one of Envolve’s environmental youth work projects.

Envolve works with 9- to 16-year-olds on the most disadvantaged estates in Bath and north-east Somerset. The aim, central to the approach of Envolve, is to start at the young people’s level and enable them to tackle real problems that affect them and their local environment. Overall, it aims to promote and support more sustainable lifestyles. This is achieved by working with schools, businesses and community groups to deliver innovative projects, ranging from car-share clubs to local food co-ops.

**Youth work agenda**

Lack of affordable transport, or any transport, is a theme that arises repeatedly during consultation with young people on major issues affecting their lives. Young people also complain (reasonably) that they are ‘consulted to death’ but never see any results.

The Recycle project supports young people in tackling these problems for themselves by stripping down an old bike, rebuilding and respraying it. They then have the bike for transport and, equally important, the sense of achievement of having done the work themselves. In the process, they gain the skills to maintain their own bike or rebuild another for themselves or their friends. Some of the young people have shown real flair, to the extent that we have now employed one 16-year-old to train others.
Broader benefits include the young people gaining a source of sustainable transport: bikes are non-polluting and encourage a healthy, active lifestyle. Furthermore, the project provides opportunities to discuss environmental issues such as the massive problem of waste disposal and how re-use and recycling can help tackle this.

The Recycle project is supported by Hanson Environment Trust, Somer Community Housing Trust and Bath and North East Somerset Youth and Community Service. The police and local residents provide the old bikes.

Developing global youth work
It soon became apparent that there was great potential to move beyond local environmental issues to a more global dimension. The same transport issues affect young people across the world and bikes are an effective solution. Awareness is enhanced through Big Brother-style interviews and video documentation of the project, allowing participants to express their views and record how the project has affected them.

The global link is effected practically too, as the young people also prepare bikes to send to Africa. A charity transports them to Africa and supports African communities to maintain the bikes through training and tools.

Outcomes for young people

- Tackles problem of poor transport.
- Gain practical skills in rebuilding old bikes.
- Raise awareness of resource use, recycling, healthy lifestyles and sustainable transport.
- Raise awareness of global environmental issues and their practical solutions.
- Gain sense of achievement and a new bike.

(Sheila Gundry, Education Manager, Envolve)
ACTIVITY: Want it, waste it!

**Aim**
To recognise how much we consume and waste in the UK and to begin to explore how we can act to reduce waste and pollution.

**Preparation**
Copies of cards with the following percentages on them: 1.5%, 9%, 50% and 80%.

**Time needed:** 30-40 minutes.

**Process**
Divide everyone into small groups. Give each group the four cards with the percentages on them. Plus one ‘true’ and one ‘false’ card. Ask each group to hold up one of the cards in answer to each of the following questions:

- **What percentage of the world’s income does the richest 20 per cent of the world’s population earn?**
  Answer: 80 per cent.

- **What percentage of the world’s income does the poorest 20 per cent of the world’s population earn?**
  Answer: 1.5 per cent.

- **More than 2.25 million tonnes of rubbish are thrown away by British people every Christmas. What percentage of it is recyclable?**
  Answer: 50 per cent.

- **On average, what percentage of annual household waste in the UK is recycled?**
  Answer: 9 per cent.

- **True or false? The British spend £1.25 billion on clothes every month.**
  Answer: False. We spend double that, £2.5 billion! What we spend on clothes in a year could pay off the entire international debt of eight of Africa’s most heavily indebted countries.

- **People in the UK dump 50 tonnes of clothes each week.**
  Answer: False. We dump loads more! One company alone processes 120 tonnes of mostly reusable clothing every week!

- **The average person in the UK consumes 20 times more than the average person in countries in the South.**
  Answer: True.

- **Europe spends £7.5 billion a year on ice-cream.**
  Answer: True. £1.44 billion more than the cost of providing clean water and sanitation for the entire world.

**Follow-up discussion**
Ask the group:

- Did any of the facts surprise you?
- What do you think are the main causes of waste and pollution?
- What can you do to change things as individuals and as a group?’
International youth exchanges

**Key issue**
- The value of international youth exchanges.

**Case study**
- Global citizenship and youth exchanges.

**Activities**
- Why travel?
- Why are we going?
- How do others see us?

“Youth exchanges are a fundamental way for young people to learn about themselves, the world they live in, and how to work together to change it.” (David, aged 21, Northern Ireland-Kenya exchange.)

**The value of international youth exchanges**
International youth exchanges provide young people with an opportunity to visit and learn about another country for their personal development and to promote international friendship and understanding. They are a well-established part of youth work curricula and frequently represent the biggest project a youth group will ever undertake together. They are hard work, but highly participative, very enjoyable and hugely rewarding. They change lives.

Done well, exchanges provide an excellent approach to global youth work. They link the personal, local and global in a very powerful and meaningful way by giving young people an authentic experience through direct encounter with overseas young people of their own age.

Worldwide, societies are becoming increasingly diverse and multicultural. Exchanges, by bringing together young people from different cultures for a short period of time, help young people to begin to learn about and understand what happens when cultures meet and interact, and the possibilities for co-operation rather than conflict (Mark Taylor, Improving the quality of youth exchange through intercultural training, ECYEB, Brussels 1992). They can also help young people gain an understanding of their personal value base, sense of ‘self’ and, increasingly, their multiple identities, and a better understanding of their own society.

Youth exchanges are themselves part of the processes of globalisation, but hopefully a positive example, with young people firmly in control. Indeed, youth exchanges have been described as a new form of North-South linkage, embodying a new dynamic relationship underpinned by the values of equality, reciprocity and mutual respect (Musa Njiru and Peter Batty, Safari, Local Government International Bureau, London 1992). As well as being empowering and participatory, exchanges are an ideal way to explore what being an active global citizen means:

- By providing an experience of being able to make a difference through joint action with their peers throughout the world.
By developing young people’s skills of participation, enquiry and critical thinking.

By helping young people develop their understanding of an increasingly globalised and interdependent world through real experience.

This is particularly the case for ‘longer distance’ exchanges with countries in the South. They may well be confronted with various issues relating to poverty, inequality, debt, human rights, health, development and the environment; and from a perspective they have possibly never come across before, an overseas or Southern perspective. During the exchange, young people will inevitably become more aware of our globalised world and global interdependence and engage in a critical analysis of the relationship between countries, global inequality, and why things are the way they are. They will need to address the legacy of a colonial past and to understand how the historic, economic and political domination of the world by the North continues to determine the relationship between South and North today.

It is clearly important that exchanges are not ‘culturally invasive’ but built on a genuine desire to share and exchange within an equal partnership. There is, therefore, a cross-cultural and global awareness imperative at the heart of youth exchange work. It is essential they are well organised and there is adequate planning and preparation time to equip young people with cross-cultural skills and the ability to cope with and value difference and diversity. Without these aptitudes they will struggle to understand and appreciate what they see and experience during their exchange visit and upon their return.

Youth exchanges can vary widely in content, duration and structure, but they should all have the common objective of providing a structured, inter-cultural and global awareness learning experience. This is what distinguishes youth exchanges from youth tourism. Careful attention needs to be paid to planning, preparation, reflection and evaluation.

The two national agencies for promoting, supporting and grant-aiding international youth exchanges are the Commonwealth Youth Exchange Council (CYEC) for the Commonwealth (54 countries, most of them ‘developing’) and Connect Youth (part of the British Council) for Europe and other parts of the world. The funding criteria for bilateral exchanges are similar. The youth work model of youth exchange, which the agencies promote, is based on the personal and group development of young people and has the following key elements:

• A partner group exists overseas and there is a common age range (15-25 years).
• There are planned educational benefits from the outset.
• The exchange programme has a theme or deals with youth issues and is local community-based.
• The exchange is planned as a two-way project, groups host as well as visit.
• The exchange is owned by young people, youth participation is a guiding principle.

While youth exchanges are primarily international, the idea of exchanges between young people from different areas within the UK is gaining in popularity and can be a good starting point to gain experience before travelling overseas.

(Helen Jones, Commonwealth Youth Exchange Council)
Contacts
If you want to explore the potential of youth exchange further, contact the relevant youth exchange agency for your chosen part of the world. Both agencies have the following roles: advice and information, publications, grant aid, training opportunities.

Commonwealth Youth Exchange Council, 7 Lion Yard, Tremadoc Road, London SW4 7NQ. Tel: 020 7498 6151 Email: Mail@cyec.demon.co.uk Web: www.cyec.org.uk

Connect Youth, Information Unit, ETG, British Council, 10 Spring Gardens, London SW1A 2BN. Tel: 020 7389 4030 Email: connectyouth.enquiries@britishcouncil.org Web: www.britishcouncil.org/education/connectyouth

Resources
Commonwealth Youth Exchange Council
Journeys Outward, Journeys Inward – A Personal Record of Achievement for Commonwealth Youth Exchange, CYEC 2000.
Ready, Steady… Go! – youth exchange board game created by young people, CYEC 2000.
Contact CYEC for a publications and price list.

Connect Youth International
Training Tool Kit.
Information Pack.
Information Leaflet (shortened version of above).
Foreign Affairs Booklet.
Strengthening Links Between Communities Leaflet.
The Benefits Of International Experiences For Young People: Booklet For Policy-Makers.
Manual Of Good Practice.
A New Impetus For European Youth, White Paper Book.
Contact Connect Youth for more information.
Case study: Global citizenship and youth exchanges

‘Youth exchanges provide an opportunity to see what’s happening in the rest of the world for yourself and this sort of initiative can directly connect with people’s concerns. For example, young people are concerned that the media does not always report the truth, young people are “concerned about the developing world and do have opinions on issues from GM crops to child labour to global warming. As a result, it’s not hard to generate enthusiasm for exchanges in any school or youth group. The benefits of taking part are endless. You have direct experience of what life is like on the other side of the globe, which can undoubtedly shape your outlook and force you to question many of the things that you assumed to be true.”

‘On an exchange you make lifelong friends and will most likely be forced to reflect on why your new friends can’t travel as freely as you can, due to immigration laws. There’s nothing like being able to say “when I was in India I discovered that there is a big ongoing debate on child labour”, subjects you don't develop the authority or confidence to speak about from reading a textbook. I do think that what you learn through exchange programmes, especially with the developing world, can give new meaning to global citizenship, one which is less about whether young people in the UK are being so-called “morally responsible citizens” or not, and more about social justice and equality globally. I think it also helps you reflect on your own situation. I don’t mean just how privileged we are comparatively, but how ideas, policies and decisions made in the UK impact on people’s lives elsewhere.

‘Exchanges are a two-way experience; they involve bringing groups to the UK who have the capacity to learn as much as we learn overseas. Incoming groups may, for example, learn that what is often advocated for the developing world is not advocated in the UK and would be completely unacceptable here.

‘Finally, I find that reporting back on what you’ve learned is as important as taking part, whether by film, slide shows, exhibitions or articles. The possibilities to show what you’ve learned are endless. You make a far greater impact as a result of an exchange and contribute to getting rid of “us and them” attitudes to the world, which global citizenship should surely mean overcoming.’

(Laura Gilbert, aged 18, WORLDwrite, London-India exchange)
DEVELOPING GLOBAL YOUTH WORK WITH YOUNG PEOPLE

ACTIVITY: Why travel?

Aim
To explore why people travel and the impact it can have.

Preparation
Flipchart and pens.

Time needed: 30-40 minutes.

Process
1 Brainstorm. Have you ever been abroad? Where did you go? Why?

On the left-hand side of the flipchart, write the places where group members have been. On the right, add their reasons for going. Some people might have several reasons for travelling to a particular place.

NB. If members of the group have never travelled abroad, invite them to give examples of where they would like to go and why.

You will probably end up with a rather more complicated version of the list below:
- Blackpool → entertainment
- Spain → sunshine
- Center Parcs → sports
- France → food
- Kenya → wildlife
- India → family links
- Italy → culture and history

2 Ask group members whether their visit changed or confirmed previously held ideas about the country where they were going.

3 Look again at the range of destinations and reasons for travel on the brainstormed list. Are there any other reasons why people travel? Does the group think that all reasons for travel benefit the country being visited?

4 Brainstorm the advantages and disadvantages of tourism in this country. For example, crowded tube trains in London during the summer and damage to historical sites versus the extra funds and jobs generated by tourism.

(© CYEC 2001. This activity has been taken from CYEC’s activity pack Crossing Frontiers.)
**ACTIVITY: Why are we going?**

**Aim**
To focus the group on what they know of the partner country and why they want to go.

**Preparation**
Flipchart and pens. Blu-tack and wall space. Photocopies of a large suitcase drawn on paper (two per group member).

**Time needed:** 30-40 minutes.

**Process**

1. Split the group into smaller groups and give each one flipchart paper and a pen. Ask them to record any words or images that come to mind when they think of the partner country. After 10 minutes display the sheets where everyone can see them and discuss. Where do these images and ideas come from? How accurate does the group think they are?

2. Give each group member a suitcase worksheet. Ask them to recall the group’s thinking about why people travel. Invite everyone to think individually about the question: ‘Why am I going on this visit?’ They should then fill in their suitcases with words or drawings showing their **four** top reasons. After five minutes invite group members to display their suitcases. Take a few minutes to look at each other’s sheets.

3. Give everyone a second suitcase. Ask them to think of **two** things they are looking forward to and **two** worries or concerns. Encourage the group to be honest. They should record their thoughts on the suitcase as before. After 10 minutes ask the group to display their suitcases so that the hopes and concerns can be shared. Are there similar reasons for travel, hopes and concerns within the group? Has it made them think more about what’s involved in youth exchange?

4. Encourage everyone to keep their suitcases, they will be interesting to return to after the visit. Be aware of the need to return to look in more depth at concerns and fears at a later date to provide reassurance.

(© CYEC 2001. This activity has been taken from CYEC’s activity pack *Crossing Frontiers.*)
ACTIVITY: How do others see us?

Aim
To understand that people may have stereotyped views of each other.

Preparation
Flipchart and pens. Copy out the four statements listed in Stage 2 on to the flipchart.

Time needed: 30 minutes.

Process
1. Ask the group to imagine they are advising a foreign TV crew visiting the UK. What would the group show the crew to represent life here? In small groups make a list of the things they would want the crew to film. Make another list of the things they would not wish to be filmed! Ask each team for feedback.

2. Ask the group to think about how others may view people in the UK. Do they think that people overseas might have stereotyped ideas of people in the UK such as:
   - Everyone in Northern Ireland fights.
   - All English people eat fish and chips.
   - All Scottish men wear skirts.
   - All Welsh people sing in choirs.

3. Ask the group if they think these stereotypes are harmful. Why?

4. Questions for discussion:
   - What images do group members have of your partner country and its people?
   - Do they think some of these could be stereotypes?
   - What sort of a programme do they think should be designed for an exchange, only the best bits a country wants to show visitors or warts and all?

(© CYEC 2001. This activity has been taken from CYEC’s activity pack Crossing Frontiers.)
Developing young people's knowledge and understanding of sport, as well as playing it, provides many opportunities for global youth work. Sport is a distinctly globalised aspect of young people’s lives and one they are very familiar with, often using the names and countries of players fluently and knowledgeably.

**Starting a discussion**

It will be relatively easy to get involved in a discussion about sport. Start, perhaps, by raising the wages that international players get, particularly in football.

1. Try raising questions about racism in football, racist fans, the infiltration of football fans by extreme right-wing groups, the marked absence of Asian players at the top levels of British football. Encourage a wider debate about the stereotypes of Black people being only good at sport.

2. Consider introducing wider issues about the international media’s financial influence on sport, for example tobacco sponsorship. Suggest developing an exhibition about the global nature of the players in many sporting teams.
   - What are the rules in different sports for the number of ‘overseas’ players who can play in a domestic side?
   - Why do they exist and who decides?
   - Do we agree?

3. Introduce questions and discussions about the links between sport and nationalism and patriotism:
   - Why some people have strong feelings about the performance of our ‘national’ sporting teams?
   - What or who is making us feel this way?
   - Which teams do different people in the UK support in international sporting tournaments?
   - What do we feel when it is UK sports men and women who are playing?
   - What wider impact do our feelings of sporting patriotism have on attitudes to other countries and Europe?
Case study: Global youth work and sport

Background to the project

CAFOD has been using sport in its global youth work since 1998 and has built a reservoir of resources and stories from around the world, mostly featuring football, from West African child soldiers to Albanian villagers and women’s football teams in Colombia. In 1999, the Millennium Stars, a football team of ex-child soldiers and street children from Liberia, toured the UK with CAFOD. As well as winning all their games, they were eloquent off the field and even tackled a government minister on Britain’s arms policy.

Youth work agenda

Sport, particularly football, helps young people in this country think about global issues from a familiar starting point, which encourages them to reflect on their place as global citizens. It challenges some of their preconceptions that ‘we have everything and they have nothing, because they can see examples of young people from impoverished backgrounds who have proven their skill in sport. Sport, along with music, is one of the few places where our society is happy to highlight positive role models from the South: e.g. football teams from Senegal, Cameroon, Bolivia; runners from Ethiopia and Kenya; cricketers from Sri Lanka and Bangladesh.

Developing global youth work

Since the Millennium Stars tour, CAFOD has established a small network, called Connect, linking youth workers, teachers and school chaplains in England and Wales to youth projects in Liberia, Sierra Leone and Ghana. Group leaders and young people have started sharing experiences and issues through a newsletter and website.

Six young West African performers visited the North West and West Midlands in April 2003. Together with local young people, they explored issues such as peace and reconciliation and HIV/AIDS through music, drama, drumming and dance.

Both sides of the Connect network benefit from the links CAFOD facilitates between North and South. At the same time, CAFOD is embedded into local networks in both continents.
Outcomes for young people and others

- Team games encourage teamwork, leadership, fair play and discussions on identity and responsibility.

- Sport and the examples of sporting role models often provide good places to start exploring the issue of racism.

- Sport is also a great symbolic way of explaining global issues such as fair trade or debt. By introducing unfair rules to games, young people can experience something themselves that is not fair, so they feel inspired personally to challenge global systems.

- Football gave the Millennium Stars the self-confidence and discipline to go beyond the limitations of illiteracy and poverty. Their message was that ‘you make a difference by doing whatever you do well’. This challenged the apathy or paralysis of young people here. If these Liberians can do something this impressive, why can’t I?

(Ged Naughton, CAFOD youth programme manager)
ACTIVITY: United or divided?

Aim
To explore how sport can bring people together, even when extreme situations, such as war, have divided them

Preparation
A map of Africa or a world atlas, Article 31 of the UN Convention on the Rights of the Child copied on to a flipchart.

Ask the group to find Liberia, Zanzibar and Burundi on a map or in a world atlas. Then read out the following:

Abraham Clarke is 15. When he was 10, he fought in Liberia’s civil war. ‘I decided to fight just to survive . . . I killed so many innocent people. Older people encouraged me to do so. When I was taking drugs I couldn’t see anyone as human. My friend encouraged me to join a football team and I can see a different way for the future. For now, I am happy to be on the team and share with others what I have learned. Now I tell my friends to put down the gun and take up the ball.’

Juma is a young footballer from a Zanzibar team called Women Fighters. ‘The men don’t believe the women can play football. They don’t prepare themselves properly and sometimes we beat them. The men are all confused on the pitch. It’s a great to shock them!’

Ex-footballer John Barnes visited refugee camps in Burundi:

‘Football is one of the best vehicles for reconciliation as it allows youngsters from both sides of the divide to unite for at least 90 minutes.’

Debates
Divide the group into two sides. Ask one side to argue that sport unites and the other that sport divides. Give them five minutes to prepare their arguments.

Follow-up discussion
Which arguments did you find the most convincing? Article 31 of the United Nations Convention on the Rights of the Child states that children have the right ‘to engage in play and recreational activities’.

Ask the questions
• Why is play a right rather than a privilege?
• How does Abraham’s story show that sport can help young people deal with trauma in war-torn countries?
• What is it about sport that can help them?
CHAPTER 5: EVALUATING GLOBAL YOUTH WORK

Monitoring and evaluation are essential to good practice in youth work and this applies equally to global youth work. While there are numerous models of evaluation available, evaluation is most effective as a participatory process that involves all parties in a reflective exercise to assess the value of the work that has been done.

This section provides a framework for evaluation. To develop good practice in global youth work and youth work generally we need to be able to measure the effectiveness of our work and this can be done through monitoring and evaluation. Increasingly, we need to be able to justify and be accountable for our approaches and interventions with young people, to funders, wider management structures, and the community, including parents and young people themselves. Evaluation enables the planning of appropriate future activities with young people that build on what they have learnt, enhance the personal and professional development of workers and add to the overall development of a learning environment.

The process of evaluation
Evaluation should be a process which, from the start of the work, involves both a common understanding of the desired outcomes and a base measurement so you know your starting point.

The process should then investigate:

1. The extent to which the desired outcomes were achieved. This might involve specifically:
   - The changes in attitude of participants.
   - The changes in behaviour or personal action of the participants.
   - Increased knowledge of those involved.
   - End products such as materials or reports.

2. The existence of any unintended outcomes and what led to these occurring.

3. How well and efficiently the resources were used, such as time, money and materials.

4. Whether the processes were the right ones to use and whether they were well used:
   - Were they empowering?
   - Did they provide equality of opportunity?
   - Did they enable learning to occur?
Formative and summative evaluation
Evaluation can be used during a project or at intervals in ongoing work to inform necessary changes and developments in the future. This is formative evaluation and it affects the work as it is going on.

Summative evaluation comes at the end of a piece of work and looks back. It cannot influence the work but it does affect future projects or pieces of work by the organisation itself or by other organisations informed of the results of the evaluation.

Purpose of evaluation
Evaluation is generally used to:

- Inform improvements in plans for work in future.
- Account to funders for use of money.
- Publicise the work.

Evaluation is not a value-free process. The criteria by which work is being evaluated should be clear. It is important to collect the views of people with the full range of perspectives in relation to the work.

Tools and techniques for evaluation
The most appropriate methods for evaluating global youth work will include audio and videotapes, drawing and other creative methods, as well as those that involve reading and writing.

Tools and techniques include:

- A round with a comment from each person after an event.
- Audio interviews, closed questions with tick boxes or open questions.
- Self-assessment against skill inventories.
- Peer assessment and feedback.
- Follow-up some months later with questionnaire or interview.
- Devising a dance, poem or song to convey feedback about the work, its outcomes and the process.
- Making a tape or a video.
- Group discussions.
- Assessment of an end product.
Outcomes, methods and competencies
The rest of this section relates to the outcomes that global youth work aims to achieve with young people, the methods used in effective global youth work and the competencies required of the global youth worker. These outcomes, methods and competencies can be used as criteria to assess the effectiveness of any training or advice to organisations seeking to extend their practice into global youth work.

Effective youth work can be demonstrated through the type of learning achieved by young people. Global youth work programmes and activities should develop self-esteem and confidence and enable young people to:

• Explore their own values, identities, rights and responsibilities as individuals, members of peer groups and communities locally, nationally and globally, and respect the values and identities and rights of others.

• Question everyday issues of concern to them, recognising that they all have a global dimension, and that social exclusion and poverty have causes that are often dictated by factors beyond the local community.

• Develop a holistic, inclusive and anti-oppressive view of the world that celebrates the achievements of all humankind, especially the unrecognised contributions of Black people to the development of global society, acknowledging that there is much to learn from and share with people in countries in the South.

• Develop an understanding of inequality in global relations and the exploitation of the South by the North and make informed ethical choices about their lifestyles, consumption and behaviour patterns to reduce the negative effects and generate positive ones.

• Develop the necessary skills, knowledge and attitudes to take action locally to combat the negative effects of globalisation and enhance the positive by developing and supporting ethical alliances and partnerships between young people, organisations and networks in the UK and across the world.

• To increase their awareness of changes in the economy and ethical choices that can be made regarding the growing range of educational and work opportunities in the UK and overseas.

The outcomes of these global youth work opportunities may be the development of young people’s knowledge and understanding, skills, attitudes and action as summarised in Chapter 2, page 27.

When we look at applying evaluation to our work, questions will emerge. Some are common in measuring effectiveness and some specific to global youth work.
EVALUATING GLOBAL YOUTH WORK

Issue 1
Whose outcomes are being measured? Those decided by the young people, the youth worker or the development education organisation?

Suggested answer
The desired outcomes may originate from any of these groups but they should be negotiated with the young people if it is not starting from them.

Issue 2
How do you know what is having the impact? What about intervening variables?

Suggested answer
This is a common concern about measuring performance. The common-sense approach is that, if you start from a measured baseline, you are involved in work that intends to achieve some set of outcomes and, if some change is shown, it is not unreasonable to suggest there is a connection. Objective and subjective evidence from measures will indicate there has been a change.

Issue 3
What period of time are we thinking of? Six weeks or two years later?

Suggested answer
There is more pressure now to show change over a longer period of time or to achieve outcomes that have an impact over the teenage years. This is more difficult to do in practice and takes more time and resources over a longer period.

Issue 4
The desired outcomes need to be age-related and group-specific to have a chance of measuring effectiveness successfully.

Suggested answer
Good youth work involves using appropriate methods and materials to achieve relevant outcomes with the age group and specific background. (See Issue 1)

Issue 5
The cost of time and resources spent in measuring effectiveness may take away from the work itself.

Suggested answer
Build the methods into the work itself. For example, use a quiz or a survey to set a baseline assessment. Include activities that give indicators as to attitude or skills, such as production of a display in posters or drama related to the work. Then discuss the results.
The Measuring Effectiveness in Development Education (MEDE) Project

This DEA project has developed appropriate measurements and indicators for effective development education practice. (Indicators provide a way of measuring, indicating, that progress is being achieved.) Education indicators can tell us something about the performance and effectiveness of an education programme and provide a reference point against which the education programme can be judged.

Information on the MEDE project, including case studies of global youth work practice, can be found on the DEA website at: www.dea.org.uk/effectiveness

This site includes an electronic users’ pack for organisations interested in measuring the effectiveness of development education programmes with the concepts, questions and tools to consider in evaluating their work as well as a PDF copy of the report.
A number of agencies provide a range of support to develop global youth work, including information, access to international networks and partners, educational resources, training for practitioners, funding and consultancy.

**Local networks**
A network of nearly 50 local development education centres (DECs) in the UK provide resource centres for the loan of educational materials and can offer information and advice for local youth services. Alongside this a number of centres will have education officers who can work in partnership on specific global youth work projects.

**Black perspectives**
A number of Black and minority ethnic community organisations are involved with global youth work and are able to provide information and work in partnership with youth services around the UK. Supporting global youth work within Black and minority ethnic communities is a particular focus for the DEA’s work.

A comprehensive report, *Towards Global Democracy – An Exploration of Black Perspectives in Global Youth Work*, has been published by the DEA based on the work of a Black perspectives in global youth work working group. A case study of global youth work specifically with Black and minority ethnic communities in North London has been published in *Black Voices in Development Education*, while another key text in this area, *The World in Our Neighbourhood*, discusses Black perspectives in development and development education, all of which are available from the DEA.

For a full list of DECs, Black and minority ethnic community organisations and other organisations involved in global youth work, please contact the Development Education Association or go to [www.dea.org.uk/dea/a-z-of-members.html](http://www.dea.org.uk/dea/a-z-of-members.html)

**Global youth work resources**
Global youth work resources take a huge variety of forms, activity packs, board games, video, music recordings, photography and art displays, maps and information sheets about other countries and issues, posters, booklets, worksheets, postcard sets, computer games and interactive websites.

The development of such a resource can be the end result of a youth work project where young people have explored, and then taken action on, a specific issue or topic, e.g. children’s rights.

A resource can arise from existing material such as photos from an overseas visit, artwork from another project or the development of another resource. Likewise, where groups or organisations aim to help young people gain an understanding of an issue, to back up an awareness campaign or to raise the profile of a specific fundraising campaign.

The National Youth Agency website hosts a searchable database of global youth work resources for use by and with young people. Visit the electronic information centre at [www.nya.org.uk](http://www.nya.org.uk)
The following agencies provide a range of support to develop global youth work, including information, access to international networks and partners, educational resources, training for practitioners and consultancy.

**outh and Schools Team**
Hamlyn House
MacDonald Road
London N19 5PG
Tel: 020 7561 7561
Email: deved@actionaid.org.uk
Web: www.actionaid.org.uk
Youth website: www.actionspace.org

**CAFOD**
Romero Close
Stockwell Road
London SW9 9TY
Tel: 020 7733 7900
Email: youth@cafod.org.uk
Web: www.cafod.org.uk

**Christian Aid**
35 Lower Marsh
London SE1 7RL
Tel: 020 7523 2237
Email: mpower@christian-aid.org
Web: www.christian-aid.org.uk/mpower

**Oxfam**
Oxfam House, John Smith Drive
Cowley, Oxford OX4 2JY
Tel: 0870 333 2700
Email: oxfam@oxfam.org.uk
Web: www.oxfam.org.uk/generationwhy

**Save the Children Fund (UK)**
Youth Office
1 St John’s Lane
London EC1M 4AR
Tel: 020 7012 6462
Email: info@savethechildren.org.uk
Web: www.savethechildren.org.uk

**UNICEF (UK)**
Africa House
64–78 Kingsway
London WC2B 6NB
Tel: 020 7405 5592
Email: education@unicef.org.uk
Web: www.unicef.org.uk/youthvoice

**Woodcraft Folk**
13 Ritherdon Road
London SW17 8QE
Tel: 020 8672 6031
Email: info@woodcraft.org.uk
Web: www.woodcraft.org.uk

**World Action**
Methodist Association of Youth Clubs
Methodist Church House
25 Marylebone Road
London NW1 5JR
Tel: 020 7467 5159
Email: worldaction@methodistchurch.org.uk
Web: www.mayc.info

**Y-Care International**
UK Department, Kemp House
152-160 City Road
London EC1V 2NP
Tel: 020 7549 3151
Email: campaigns.deved@ycare.org.uk
Web: www.ycareinternational.org/?lid=1443
Strategic organisations that support global youth work

**Connect Youth**
British Council
10 Spring Gardens
London SW1A 2BN
Tel: 020 7389 4030
Email: connectyouth.enquiries@britishcouncil.org
Web: www.connectyouthinternational.com

**Commonwealth Youth Exchange Council**
7 Lion Yard
Tremadoc Road
London SW4 7NF
Tel: 020 7498 6151
Email: mail@cyec.demon.co.uk
Web: www.cyec.org.uk/citizenyou.asp

**Council for Environmental Education**
Email: enquiries@cee.org.uk
Web: www.cee.org.uk

**Development Education Association**
River House, 143-145 Farringdon Road
London EC1R 3AB
Tel: 020 7812 1282
Email: dea@dea.org.uk
Web: www.dea.org.uk/youth

**National Youth Agency**
17–23 Albion Street
Leicester LE1 6GD
Tel: 0116 285 3700
Email: nya@nya.org.uk

**Scotland**
**IDEAS (International Development Education Association of Scotland)**
Princes House, 5 Shandwich Place
Edinburgh EH2 4RG
Tel: 0131 656 0453
Email: ideas@ideas-forum.org.uk
Web: www.ideas-forum.org.uk

**Wales**
**Cyfanfyd**
Temple of Peace
Cathays Park
Cardiff CF1 3AP
Tel: 029 2022 8549
Email: cyfanfyd@wcia.org.uk
Web: www.cyfanfyd.org.uk

**Northern Ireland**
**Centre for Global Education**
9 University Street
Belfast BT7 1FY
Tel: 028 9024 1879
Email: info@cge-uk.com
Web: www.centreforglobaleducation.com

**Department for International Development (DFID)**
For information about the work of the Department for International Development, contact the public enquiry point, which provides a service to members of the public seeking information about DFID and its work.

Tel: 0845 300 4100
Email: enquiry@dfid.gov.uk
Web: www.dfid.gov.uk
The Development Education Association (DEA) is the leading umbrella body promoting global and development issues in education and learning in the UK. It works with more than 220 member and partner organisations to provide resources, training and information for all sectors of education.

The DEA aims to promote the development of global youth work as a mainstream practice within UK voluntary and statutory youth services, youth programmes of international development agencies, development education centres, Black and minority ethnic community organisations, and for others engaged in development education with young people.

This training and practice manual aims to provide guidance and support to global youth work trainers and practitioners. For information about global youth work and the DEA’s youth work programme contact the Youth Work Programme Manager at the DEA.

Development Education Association
Tel: 020 7812 1282
Fax: 020 7812 1272
Email: dea@dea.org.uk
Website: www.dea.org.uk/youth

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