

The Improving Practice Series

Global Youth Work

Development

Education
Association

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Written by P J White

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Introduction

The impact of globalisation and international activities on young people's lives can be direct or indirect but it is difficult to deny there is an impact. We all live in a society connected to the rest of the world on a daily basis, by food, work, music, sport, clothes, travel, TV, film and the internet. These influences create opportunities for young people to gain new experiences of different people, places, cultures and lifestyles. It is the process of globalisation that forms the distinct context and focus for global youth work.

“While living standards rise for many as a result of globalisation, more than a billion people on our planet live in extreme poverty, forced to make ends meet on a tiny income and very few basic services.” Making Globalisation Work for the World's Poor, DFID (2000)

The Department for International Development (DFID) has committed the Government to the internationally agreed target of reducing extreme poverty by half by 2015. We believe this cannot be achieved without the support and understanding of young people as citizens and decision makers now and in the future. So an essential part of this process is to raise young people's awareness of the processes of globalisation and encourage their support and action to change the world for the better. To work towards this DFID and non-governmental development agencies support education initiatives with young people by providing information, assistance and resources.

This publication is based on the work of members of the Development Education Association (DEA) and others within voluntary and local authority youth services who seek to explore these issues and to look beyond the local to the global influences on young people's lives in the UK today.

Each of the five case studies included here provide the 'story' of a project, to give you the reader, a flavour of global youth work in practice. Three of the case studies formed part of a pilot projects programme funded through the DEA from the Department for Education and Skills' (DfES) National Voluntary Youth Work Organisations grants scheme and the Community Fund. These projects aimed to work with a diverse range of young people to demonstrate the learning that can occur through global youth work in different settings.

It should be noted that the case studies outlined in this publication all took place in England due to the nature of the funding for this programme of work. Some elements may be bound by this specific context but each case study highlights learning that will be useful to all. Exciting programmes of global youth work are also being delivered in Northern Ireland, Scotland and Wales and contacts for key agencies can be found at the end of this publication.

A lot is happening to incorporate global perspectives into youth work in both the voluntary and maintained sectors and the DEA hopes this publication will provide a starting point for some and a further resource and encouragement for others already engaged in the work. It is our belief that the case studies included here demonstrate that innovative global youth work can enable the personal development of young people through their engagement in creative global learning with their peers.

The structure of the case studies

It is intended that the case studies can be used to stimulate discussion and debate about approaches to global youth work for example:

- to raise issues about the implications and practice of global youth work in training situations
- as a source of contacts, ideas and information.

Each case study is laid out to give the reader a brief outline of the project or activity involved. This is followed by the case study written by Peter White (PJ White) from discussions with the projects. Each 'story' outlines the project and the reflections of the workers and young people involved.

As Peter says, "The projects described here show crucial aspects of what global youth work is all about – what can be achieved, what the limits are, what the pitfalls might be and how they might be overcome.

Because space is limited, and because the main aim is to capture the spirit and character of the work, certain obvious features of youth work practice have been left out. But these case studies are little windows on practice, glimpses into what it is like, what can and has been done."

Following the story we have highlighted some of the learning points and key issues that emerge for the reader. The document concludes with a list of useful contacts for the development of global youth work throughout the UK.

Global youth work is defined as:

"Informal education with young people that encourages a critical understanding of the links between the personal, local and the global and seeks their active participation in actions that bring about change towards greater equity and justice."
Global Youth Work Practice, Training and Resource Manual, DEA (2000)

It is underpinned by a set of ten key principles, which provide a useful basis from which to view the case studies. It should come as no surprise that not all principles have been implemented fully in the projects; some are more aspirational than others, whilst some relate to what we may understand to be good youth work practice in general. Either way the principles provide a benchmark to analyse these case studies and other informal education with young people.

Global youth work

1. Starts from young people's experiences and encourages their personal, social and political development.
2. Works to the principles of informal education and offers opportunities that are educative, participative, empowering and designed to promote equality of opportunity.
3. Is based on an agenda that has been negotiated with young people.
4. Engages young people in a critical analysis of local and global influences in their lives and those of their communities.
5. Encourages an understanding of the world based on the historical process of globalisation and not the development or underdevelopment of societies.
6. Recognises that the relationships between and within the 'North' and the 'South' are characterised by inequalities generated through globalisation processes.
7. Promotes the values of justice and equity in personal, local and global relationships.
8. Encourages an understanding and appreciation for diversity locally and globally.
9. Views the peoples and organisations of 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.

As Peter White concludes: "There has been no attempt to make the projects sound more impressive than they were. There was no need. Simply told as is, the net effect is inspirational – the enthusiasm, energy, commitment and passion of young people and youth workers comes through, however modest the scope of the project. Global youth work is very important. Global issues are central, not marginal, to young people's lives. So if these project descriptions take other youth workers and young people nearer to adding a global element to their work, they will have done their job".

Paul Adams
Youth Officer
Development Education Association

Global Youth: Reading International Solidarity Centre

Aims of the project

- To facilitate awareness of global issues among young people.
- To bring together young people from a range of backgrounds.
- To empower young people to plan and run an event.
- To use participatory methods to promote and enable peer education.
- To explore issues of sustainability and global interdependence as identified by the young people during the planning process.
- To provide a platform for young people to get involved in global issues.
- To network with other groups of young people.

Reading International Solidarity Centre (RISC) is a development education centre working with schools and community organisations to raise the profile of international issues and promote action for sustainable development, equality and social justice. The Centre includes office space for 6 voluntary organisations, conference facilities, exhibition and meeting space for local groups, a Fair Trade Shop selling books on international issues, crafts, development education resources and children's books, and a Global Cafe (fair trade and organic). RISC's activities include: events and exhibitions which provide a platform for speakers from the 'South' on issues that are either neglected or marginalised; production of resources such as teaching packs, AV aids, and exhibitions; an exhibition, anti-racist resource and artefact loan service; and training and work experience for volunteers in the community.

Case study

Find a person wearing something made in India. Find someone who has eaten chocolate today. Find someone who has a relative or friend living outside the UK. Write their name on your card when you find one and move on. The first to complete a full card wins. That's Global Bingo.

For those looking for a bit more activity, there is the Global Walk. Go around your town, into sports shops, round the market and find out where things come from. Collect some colourful free pictures and maps from travel agents as you go. When you get back stick things you've gathered on the wall with string lines joining them to their origins on a world map. Not much comes from the UK, you discover.

The number of global youth work games and activities are endless. They can be simple icebreakers or multi-element parts of all day events. Those mentioned, and more, have all been trialled and refined by the youth project, Global Youth, and its succeeding projects and off-shoots, all based at RISC.

Such activities don't just happen. The story is a long one of building first on existing interests of young people, harnessing their energies and creativity, then, over time, reaching out to stimulate young people from other backgrounds and circumstances to take a different view of the world.

The story starts back in 1999 with a global youth work conference at Reading University, explains Jessica Witchell, development education worker with the Global Youth project.

Four young people from a youth group that RISC already had contacts with agreed to attend the conference and make a presentation. Their interest in global issues came from their involvement in the 'Drop the Debt' campaign. They worked together briefly before the conference and then did a role play – lively and provocative – in front of all the conference participants, giving a youth perspective to the adult conference. "It was funny," remembers Jessica, "They involved the audience, and came across as very confident young people. When they came out they said, 'that was brilliant we've got to meet again'".

So they did. With the help of volunteers and paid workers, and the resources of RISC, they carried on meeting. First it was monthly, then it became every other week. At that point, during the spring of 1999, the young people were 15 and 16. They told some of their friends, who also came along and the group got bigger. By October, they felt sufficiently defined as a group to receive funds and were able to carry on with the help of a small grant from DfES through the DEA to trial a global youth work project.

The group began to focus on organising a public event to attract other young people. The youth group themselves decided what they wanted the event to be about – activities around food and trade with music, art and drama too – so that it was geared to having fun as well as thinking about global issues.

Many activities and games, such as those described above, were devised and trialled in this period in preparation for the one-day event. There were role plays, a trading game, and an activity around food based on the Global Walk idea.

Young people took many of the decisions around the event. Each person involved took on responsibility for part of the preparation process, as well as running the actual day. As a way of empowering young people to learn about global issues as well as having ownership of the event itself, the project certainly met its aims.

Although lots of young people came to the event, they were mainly friends of friends, escalating by word of mouth within a defined circle. The publicity which had gone to young people generally did not bring in many newcomers.

That meant that questions of exclusivity kept arising. The group were aware of this, and talked about being a clique. "Everyone was from the same background. It was very white and middle class," says Jessica Witchell. "What they were doing was great. But it was time to outreach."

How would raising awareness of global issues go down in a standard youth club? In a disadvantaged area? With socially excluded young people? That was what the group were about to find out.

Jessica and a volunteer Fola Ekundayo successfully applied for a grant from the 'Be the Change!' initiative run by the charity Peace Child International.

Through this funding the established group planned a piece of peer education work with the Coley Park youth group, a local authority-run drop-in centre in a relatively deprived part of Reading.

The first session did not go at all according to the young people's expectations. Unlike Global Youth, the Coley Park group were not used to organised sessions. "We couldn't even get them into the room to conduct a session because they were so unused to it. They were more used to turning up and playing table tennis," says Jessica.

They did the role play they intended to do anyway – but in the front foyer, almost spilling out into the road. By that time loads of local young people, hearing that something was happening, had turned up on their bikes and were looking through the windows.

They ran the Global Bingo game as an ice breaker. Kids from Coley Park got into it, led by the original young people. It did succeed as a piece of work, and the learning went both ways as the Global Youth group now had first hand experience of the differences in backgrounds in a club they had never visited before.

During the summer the workers, Jessica and Fola, went back to Coley Park for four more sessions to work with smaller numbers of young people who had expressed an interest. With around four or five young people to each session it was possible to do more in-depth work.

Each session was geared around a different theme: chocolate, bananas and fair trade, children and young people's rights, and trainers. For chocolate, the group looked at where it comes from, did a photo-activity and the well known chocolate game involving a hat and scarf and a knife and fork (you only get to eat the chocolate when you get a multiple choice question right).

The rights session used a game called Locococo produced by the Humanities Education Centre in Tower Hamlets. It is like Monopoly, but deals in rights not property and is played as a team not as individuals. This means young people negotiate each answer which turns into good group work.

For the trainers session the group used the 'Labour Behind the Label' poster materials devised in Norwich (see the case study on page 22). Jessica enthuses about these resources: "They are really fun activities to do with young people and clothing and where it comes from. The young men in the group who were loaded in Nike and Adidas clothing really got into it. Not trying to make them feel guilty, but much more positive than that, looking at where it comes from, who's producing it and positive steps for change. You always have to end with steps you can take as an individual."

Resources

Many of the resources mentioned in this case study are available:

- *Labour Behind the Label clothes and fashion posters are available from Norfolk Education and Action for Development (NEAD), 38 Exchange Street, Norwich NR2 1AX, tel: 01603 610993, price £3 per set.*
- *The video of the Mark Thomas Product (series 5, programme 4) is available on loan from RISC.*
- *Locococo, a board game developed by young people from Guatemala, Spain, the UK and the Western Sahara, is published by the Humanities Education Centre, tel: 020 7364 6405, price £16.*

For details of other resources, including those devised and adapted by the Global Youth group, contact Jessica Witchell at RISC, email: jessica@risc.org.uk, or the Youth Officer at the Development Education Association.

That work led onto Global Youth's second big one-off event, which coincided with One World Week in October 2001. All about fashion, in addition to the regulars it attracted 25 young people all of whom had never been to RISC before.

That was partly because links had been made with youth workers in Reading who had been promoting it to their young people. There was also a determined effort to get publicity everywhere, such as local libraries, and anyone the project had been in contact with was invited along. Another element of the event's success was that it involved a good deal of collaboration. The project had linked up with Reading Youth Theatre, who ran a drama workshop and brought some of their young people along.

A representative from Women Working Worldwide came on the day to be a spokesperson and to act as a human resource. So if a drama worker needed more detail or a deeper understanding of an issue for, say devising a role play, they could go and ask her. Such a facility was not essential but very useful.

The morning was spent doing activities, based on the 'Labour Behind the Label' clothes and fashion posters, trainers and activity sheet. They also watched an inspirational Mark Thomas video featuring young people in a London school, an Indonesian factory worker, a spokesperson from Adidas and an MEP.

In the afternoon there were three workshops, rotating so everyone did all of them. There was a practical activity of revamping your old clothes – which young people had been advised to bring, along with creativity and a sense of fun. A sewing machine, fabric and iron on transfers were provided.

The drama workshop from Reading Youth Theatre used case studies to do role plays about garment workers in three different countries – China, Indonesia and the UK.

The third workshop focused on campaigning – what can young people do to make a difference? The aim was to do something really practical and creative, not just to talk about it but really to do something. So they made a campaign t-shirt using a computer to design it and printed as an iron-on transfer. They also looked at different ways of making changes by writing letters, raising awareness, campaigning and lobbying.

To finish the day, the young people performed the role plays and modelled their t-shirts on a cat walk in front of family and friends.

Now the money has gone, and the group are looking for funding for another project. One thing that the group would like to do is promote themselves as a more permanent resource to youth groups, available at any time to go out and do hands-on work with existing groups of young people. They would also promote the fact that RISC already has a brilliant loan service of global youth work materials. But even this benefits from human contact and involvement. As Jessica Witchell says, “It is sometimes not enough to be given a pack, you need to see how to use it too and gain the confidence to deliver it”.

Jessica’s advice for anyone considering global youth work is simply to get going. “Everyone has to start somewhere – and the fact that you are reading this publication means that you have already started. It doesn’t have to be expensive or time-consuming. It can be good fun. Young people have such a sense of injustice. When you get them fired up you can’t stop them.”

And her tips? Use resources that already exist – there are some great ones around. She also strongly recommends networking, making links with people who can bring their expertise to things you and the young people want to do.

Key issues to consider

- Motivated young people with an interest in global issues can be supported to use their energy and enthusiasm to engage more difficult to reach young people through peer education activities.
- Participation of young people in setting the theme of the programme and activities can develop valuable learning experiences.
- It can be challenging for young people and youth workers to open up an established group to people from outside the peer or friendship group. This involves moving from ‘safety’ – being comfortable with each other – to taking risks with how the group operates and this needs to be carefully managed.
- Any global youth work activity needs to be fun, creative and real, where young people can undertake practical activities.

For more information about this project, contact Jessica Witchell, RISC, 35-39 London Street, Reading RG1 4PS, tel: 0118 958 6692/956 9800, email: jessica@risc.org.uk, website: www.risc.org.uk

Eye Opener, a peer education video: Soft Touch, Leicester

Aims of the project

- To heighten awareness of young people before they go on youth exchanges, through learning from their peers who have visited other countries on exchanges.
- To encourage a global awareness agenda and a means for sharing learning, which will become an integral part of the planning for youth exchanges.
- To ensure that two groups of young people, who have already taken part in exchanges with developing countries, have the opportunity for in-depth reflection on their experiences.
- To enable them, through the video project, to learn how to express and share ideas and develop self-confidence and clarity in communicating their views and experiences to other young people.

Soft Touch Community Arts is a co-operative which uses technology, words, images and music to enable marginalised people to communicate their opinions and express themselves to decision makers and to the world at large. They work with people to challenge stereotypes, break down discrimination, contribute to policy decisions and raise awareness of misrepresented issues. Their policy is to work with groups in an informal way which is fun, creative and funky, and also produces high quality results.

“We want our participants to be taken seriously and we believe the way to achieve this is through art work which is clear and professional.”

Case study

There are various problems with youth exchanges. It is no secret that they do not have unqualified and universal support from all youth workers. One of the common complaints is that, while they give a very rich and long lasting experience for the young people involved, there is rarely an adequate mechanism for communicating that learning more widely. Young people who do not go on the trip do not get much out of it.

That means the value from a youth exchange is not as great as it might be. The desire to do something about that, to find ways to enable participants on youth exchanges to think about and share their insights more widely, prompted a joint project run by Soft Touch and Leicester Council for Voluntary Youth Services.

The idea, once it had emerged from its early planning, was to create a video which would show young people talking about their exchanges and visits overseas.

For Sally Norman, development worker for Soft Touch, one of the main objectives of the project was to communicate the peer learning messages – young people speaking to others about their experiences before, during and after the visits.

Distributed to other groups who were preparing trips, the video would help their planning process – heighten the awareness of what to expect and what issues they might like to think through in advance. A key part of this would be to encourage young people to think about how they were going to share their experiences when they got back.

Making the video would, of course, be a participative venture for the young people involved. They would acquire practical skills in video work behind the camera, planning and structuring, as well as filming. And in front of the camera, interviewing and responding to questions. They would need to think through what the central issues were. And they would create a permanent tool to communicate with other young people and, perhaps, to stimulate their peers into doing something similar themselves.

The principles of peer education were at the root of the project. Young people listen to other young people far more than to adults. They know the issues that matter to them and can find ways of communicating that are alive and meaningful. Combined with the practical skills of experienced video-makers, and encouraged by youth workers to explore and articulate their learnings, the result would be a rich and valuable resource.

On paper, the project sounds a sure winner. But what was it like in practice? One of the problems was simply getting hold of young people to talk about their experiences, particularly ones that were still together as active groups. It seems that most young people go on exchanges towards the end of their youth group's natural lifespan. Once they come back they often disperse quite quickly – moving on or moving away, to college or just into adult life.

The group chosen to make the video – the Leicester-based exchange group – was in the middle of a tri-lateral exchange involving young people from the UK, Portugal and Italy.

The group fulfilled most of the criteria admirably. They certainly were committed to the project and put many hours of work in. But their links and visits were with two other European countries. The organisers were hoping for responses from further afield, particularly from some of the world's least developed countries.

This problem was overcome by involving other individuals, not groups. Trawling round, the project discovered local young people who had been to Israel, Kenya, Zimbabwe and South Korea and were willing to be interviewed on camera by the group. Even then, the logistics were not easy. Limited availability meant that the interviews had to be arranged when and as they could. This sometimes meant outdoor filming in local parks in less than perfect weather.

Again, the biggest problem over actual filming was fitting it in with young people's availability. Not everyone wanted to be involved, of course. And of those who did, some didn't really have time. Despite this, there were always enough young people to do the tasks at every session, with a small nucleus of three or four being there every time to provide continuity.

Making the video

A glimpse through the contents of the video as it was being edited show its structure as determined by the young people:

Motivation *Young people say what stimulated them to take a trip abroad.*

Expectations *Young people's hopes for the trip included working with underprivileged communities, widening individual horizons by seeing how other people live, and simply sightseeing.*

Reality *The gulf between expectations and reality exposed. Young people talk about what was surprising and what was predictable.*

Preparation *What young people would have done differently in the run up to the visit.*

Language *How did they get by? How much effort had they made to learn the local language? Do they wish they had done more? Did young people overseas speak English? What were the problems communicating?*

Culture *Young people talk about differences in lifestyles and acceptable behaviour. What are the requirements, particularly defining women's activities and dress? How does it feel for white westerners from the UK to stand out as the minority ethnic group? How are family and religions different? How can simple but important things like different attitudes to time keeping and punctuality cause friction?*

Life expectations *Looking at what young people from overseas want and hope for from the future produces some significant variations. Some are in full-time education, others are so poor that their main hope is to survive. Young people from the UK were surprised that so many South Korean young women fully expected to be married by the time they were 18.*

Gender *So many things are taken for granted by young women in the UK that would not be allowed in different cultures. Which attitudes did they respect and which did they not?*

Food *Young people talk of the differences in style and availability. There is little variation in diet. You cannot just pop down to the shops. How unexpectedly difficult it can be for vegetarians.*

Material wealth *Young people's reactions to what they found and how it matched their expectations. Some witnessed poverty that they hadn't previously imagined, with a profound effect on them both at the time and on return to the UK.*

Going home *The strangeness of return. How some young people bored their family and friends with the stories and descriptions. How no-one really understood. What it is like to look again at your own culture, at the privileges so many people have and their reaction to those privileges. How they would have prepared differently.*

Reflection *What are the young people's later reflections on the experience? What do they now think about the different lives people lead and the contrasts between rich and poor?*

With the help of the Soft Touch video workers, the young people went rigorously through all the planning processes from the beginning – who is the audience going to be, what kind of style will appeal to that audience, what kind of things will they want to know and why?

“We got them used to being in front of and behind a camera, how the sound works, that kind of thing,” explains Sally. “The ideas for the video came from young people’s discussions, and then we put a suggested structure together which we took back to them.”

With such projects there is a balance between process and product. It is important to end up with a product that you know will work – and that means, sometimes, relying on the judgement of experienced and skilled workers. But it is also important to involve young people as much as possible. This is good for their own learning and it creates a product in which they have ownership and which in turn communicates that sense of involvement to other young people.

“The knack is to involve young people as much as possible and to take the trouble to explain why one thing will work better than another,” says Sally Norman. “The problem is that it can be hard for them to grasp until they see it done. Then they go – yeah I understand now why that works better...”

Was the process educational for the young people other than in technical ways and the acquisition of video skills? Sally thinks so.

“They were talking about their own exchange in a way they hadn’t talked about it before. And I think just being part of the film crew, interviewing other young people and listening to their experiences, has sunk in as well. It will be interesting to see whether they think being involved in the video process has changed the way they approach the last leg of their exchange.”

Fired by their experience, the young people are keen to develop this further. Wouldn’t it be good to take video recording equipment to the next stage of their exchange in Italy? Then they could get the views of overseas young people on their expectations and experiences of coming to the UK. What kind of insights and perspectives would that reveal?

Key issues to consider

- It is acceptable for youth workers to take the lead with a project initially and develop a participative approach as the project progresses, handing over more control to the young people.
- A project can involve a mixture of reflection, practical and technical skill development – here, young people working co-operatively and learning how to edit videos.
- A project of this sort needs to strike a balance between the process of informal education the group were engaged in and delivering a product – in this case, a finished and edited video. The two do not always complement each other.
- It can be difficult to initiate, co-ordinate and actually take a project to completion with the same young people due to the constraints on their time and availability.
- The focus of the funding for youth projects needs to be made explicit to the young people themselves. It should be considered carefully to ensure that a conflict does not arise between the expectations of the young people and the funders, particularly if the project is intending to take a participative approach where young people set the agenda and speak to others about their learning.

For more information about this project, contact Sally Norman, Soft Touch Community Arts Co-operative, 120a Hartopp Road, Leicester LE2 1WF, tel: 0116 270 2706, email: info@soft-touch.org.uk, website: www.soft-touch.org.uk

Global Youth Awareness Programme: British Red Cross

Aims of the project

- To provide opportunities for young people across the world to debate and take action on issues and interests that affect young people locally and globally.
- To enable the young people in GYAP to pick the topics they would like to focus on: music, child labour, tourism, unemployment, stereotyping in the media, teenage pregnancy and HIV/AIDS to name just a few so far. They can be typical global issues such as HIV/AIDS or chosen for interest like fashion or football which are global topics in themselves.

The British Red Cross cares for people in crisis in local communities throughout the British Isles and overseas as part of the International Red Cross and Red Crescent Movement, the world's largest independent humanitarian organisation with over 170 National Societies around the world. The Global Youth Awareness Programme (GYAP) was launched by the British Red Cross Society in partnership with other National Red Cross and Red Crescent Societies in 2000. It is working to raise young people's awareness and engagement in the growing interdependent and shared nature of all our lives. GYAP will accomplish this through knowledge and understanding of development and humanitarian issues and the role we can play in responding to local-global challenges.

Case study

This is a big project. Big in lots of ways – numbers of people, countries involved, issues discussed. That means it throws up a lot of threads for exploration, far too many to deal with in a short case study. Some are about relationships between the wealthy Northern countries and the poorer Southern ones, some are about the nature of global youth work and youth work itself, and some are about the challenges and choices that young people face.

Funded by DFID and based in the British Red Cross, GYAP is also emphatically a pilot project, which means it is itself a learning programme. The learning will advance the Red Cross and Red Crescent movement – and others – in its understanding of what global youth work is, what works, what doesn't and where the pitfalls and rewards lie.

At the time of writing the project was a little over half way through its three year lifespan. Its aim was to engage young people within and outside the organisation in humanitarian and development issues, with a lean towards understanding the role of the British Red Cross and the Department for International Development.

What those issues were to be, was not spelled out at the beginning. The idea was that they would be determined by the young people involved as the project progressed.

Such an approach is only possible if you are sure that you can work at a global level with whatever interests young people have. Project co-ordinator until January 2002, Viv Regan was confident that this is possible. "It is not just about linking the local and the global, it is also understanding where the local and global systems come in and the unfairness and injustice of them. We were confident that you could do that with anything."

There are some obvious and familiar topics in global youth work, such as child labour, HIV/AIDS, environment, trade, economics, chocolate, or clothing. But the GYAP project also wanted to test its belief that it was possible to work globally with groups of young people who did not have a pre-existing interest in global topics, on their own choice of issue. So if they were primarily interested in fashion, football, music, art or jewellery making, it should be possible to link that interest to the global, exploring its local-global journey to help understand how the world works and, if necessary, to take action in some way.

Turkmenistan

From Turkmenistan, young people reported on their recent youth camps and peer education projects for the GYAP website:

The themes of the camps were: 'All different – all equal', introduction to the 'GYAP', and 'International Humanitarian Law'. At present our volunteers use these resources for the peer education in schools.

On December 1st, World AIDS Day, the youth group visited all the night discos in Ashgabat with the programme 'Stop AIDS'. One of our volunteers was clad in the black cloak and symbolized AIDS. We gave basic information on AIDS/HIV and it turned out that most people on the discos did not even know what AIDS/HIV means. We also currently conducting seminars on the theme of AIDS in schools.

So what did the project do? Not all the hopes of the original plan have turned into reality yet. The intention at the outset was that in three years the project would develop eight youth groups in the UK within eight British Red Cross branches. Each of these would partner with a local youth organisation working with young people who were considered to be marginalised. This would create new groups each with an estimated 25 young people, half from each source.

The new groups would then be partnered with a youth group in a branch from one of the Red Cross or Red Crescent national societies in an overseas country.

In the first year, the groups would work towards building a good relationship with their overseas partner. At the end of the year, young people would be talking directly with their counterparts, with youth workers backing off.

While they were establishing that relationship and finding out about each other, they would also identify two themes or areas of interest that could be explored. This was the peer learning part of the project.

The idea was that young people would become investigators about the themes they had chosen. The project suggested a framework for doing this, and also trained the youth workers to be flexible enough to facilitate interest. This was emphatically not a school project approach to exploration. As Viv explains, "The way I saw it, the idea was to go out, have some fun. Not just going to libraries, but meeting groups, going to chocolate factories, whatever the thing was."

Scotland

In Scotland, training enabled young people and youth workers from five Scottish Branches to hone their global knowledge:

We were fascinated to reflect on how global our lives have become – our clothes, the food we eat and objects around us have often travelled great distances to get to us! We considered the rights of workers and the inequalities present in global transactions.

We watched a video made by the Red Cross on our partners in Turkmenistan. Young people from Nesni (North East Scotland & Northern Isles) are making a video to send back.

Once the research process had produced lots of information and ideas, jumbled and unsorted, the plan was to put them into some ordered form that could eventually be offered to other young people. But that need not mean something written or published. It could be a dance or a drama, a song or a CD, a website or a poster.

This approach was not always easy, either for young people or their workers. It involved a certain amount of confusion and it was hard at times not to feel overwhelmed by the amount of material and the feeling of things spiralling out of control.

At this time the young people would start to create a working friendship with their overseas national partner based on organising a visit with them to the UK and devising a joint peer learning activity that both felt strongly about. Meanwhile they would also carry on doing what was in effect peer education, getting training as peer educators, and going to different Red Cross groups in the UK.

Original ideas for the third year included sending young people from the UK to meet their global partners, and as representatives to international conferences. There were also exciting plans for young people to devise global sightseeing tours of the UK. This would be global youth work, but out and about, actively locating places of interest in the UK and viewing them from a global perspective.

No one said it was going to be easy. Global youth work is good youth work and vice versa – and, as Viv Regan says, good youth work is not easy.

These plans were fluid. The aim was to start with where young people were – and to go with them where their exploration took them. For any organisation this is not easy to understand or to live with, and a large and established aid agency like the British Red Cross found it no easier than others would have.

For a number of reasons, some things have not yet happened. The link up with local groups in the UK did not work out as fully as planned, so the project is mainly working with existing British Red Cross youth members. On the positive side to redress this setback, one of the local groups is external – WORLDwrite is working with GYAP as the London group.

As Viv Regan says, “Development takes a long time, pilot programmes take a long time, and ones that are about attitudinal change in the organisation as well as youth workers and young people take even longer” .

The links established at the time of writing are:

- Scotland with Turkmenistan
- Northumberland with Plovdiv, Bulgaria
- Merseyside with Lagos State, Nigeria
- London with Mkuno Town, Uganda
- Oxford with a group from Bangladesh.

One aspect of GYAP is to encourage those involved to use the web to communicate. The programme website – in the youth section of the British Red Cross main site at www.redcross.org.uk – keeps the groups and anyone else who is interested in touch with what is happening. A taste of the news and activities on the site are included here to give a flavour of the variety of activities and some of the constraints.

The parallels are very interesting. Turkmenistan in Central Asia and Scotland are very different countries, but both have a new parliament which young people are learning to understand and use.

The dilemma posed by the London group, see Anna’s experience below, gets to the heart of one of the key issues in global youth work – inequality. You may wish it did not exist, but it does, and each of us in different ways has to work out our way of responding to it. Such examples show how the learning can be far more than simple cross cultural exchanges.

London

The London group presented this real-life dilemma:

On an exchange visit to Ghana, Anna who is 18 herself and staying in a hostel, was confronted by 12 and 13 year old boys who asked if they could do her laundry. Anna asked them if they went to school. They said that they did not have the money to go to school. Anna did not want to give children her dirty clothes to wash so she offered them some money instead. They said that they were not beggars and again asked for her washing. Anna did not know what to do.

What would you advise Anna to do and why? Read the responses and give us your own.

The work has also had immediate spin offs. One group holds a music event every year and this year they decided to turn it into a global music event. Previously they had presented the music on their own, instead they invited other music groups from their local area, including an African drumming group. As a result, they talked about the Global Youth Awareness Programme, how music links local to global and links black and white, and they looked at some of the unfairness in the music business.

As Viv Regan says, global youth work encompasses everything that good youth work is meant to be about. This includes the social and personal development of a young person. It necessarily demands anti-racist work. "You can't get away without doing it, without looking at equality of opportunity, at differences and similarities, at painful journeys and ignorances about yourself and others, and how people view you and identity. It also offers the excitement of growing and developing and finding out something new."

Bulgaria

From Bulgaria, the website reveals some of the problems:

At the moment we are working mainly in the sphere of youth unemployment.

Unfortunately, the Regional Committee of the Bulgarian Red Cross Plovdiv have to inform you that we cannot be able to answer your emails because the employees of the office will be in two months holiday without pay from 01.01.02. We thank you in advance for your understanding!

One of the hard lessons that the project is pointing to is about global youth work being youth led, and the skills that working in that way demands. Asking young people to choose the topic or theme was important and a logical way of ensuring that their interests are kept centre stage. But it opens up a limitless arena that can be hard for young people and youth workers to keep a handle on. It may be that more direction could have been provided early on, or sample topics might have been chosen and tried out before young people made their final choice of what to do their peer learning on.

Viv Regan also sees great potential in being guided by the project's Southern partners more. "One thing we are finding out is that young people overseas are the developers of their own country. They are not young people who get youth work done to them. They are volunteers who are actually making a difference, directly in their locality and nationally. In the UK young people aren't taken seriously. But overseas they are needed and they do direct work."

She points to the fact that a lot of African countries have been doing peer education for years, and doing it with a professionalism and creativity – using dance, drama, and music – that projects in the UK could really learn from.

Viv describes how, if things were different, one of the projects now at its planning stage might tap into this dynamic. In a link between Oxfordshire and Bangladesh, it would be great for the UK group to have the opportunity to travel to Bangladesh and find out what the one or two real issues are for young people there. If the young people in Bangladesh say it is HIV and AIDS, the Oxfordshire group would come back and search out a local partner that has some involvement with this issue.

This would immediately change one aspect of the axis from being North-to-South led to being South-to-North led. This desire to change, to improve, to seek better ways of doing things is a characteristic of this challenging and innovative project. For Viv Regan, challenging is the biggest and most important word in the context of global youth work.

You can work with young people in the UK without stretching them or challenging them. You can just play football – without doing any serious social or personal education. Or, you could play football with a team from overseas and call it global youth work. But it wouldn't really be global youth work unless you were also challenging your own and others' perspectives.

Viv Regan believes that young people are ready to meet those challenges. "I didn't meet one young person that wasn't ready to be softly challenged," she says. "Young people do not feel inclined to defend the status quo because they don't feel a responsibility for having created it – which is just one of the things that makes global youth work so exciting."

Key issues to consider

- The programme highlights the challenge of how to develop an equal relationship between diverse partners in a programme that is funded and initiated by a lead agency in a country like Britain.
- One of the benefits of linking between countries is the opportunities this creates to share cultures and approaches to tackling inequality.
- Resources can be unequally distributed between partners involved in a youth exchange or link. The impact of this needs to be carefully considered in the planning and delivery of the project.
- Undertaking a peer led programme may challenge the institutional culture within many organisations, particularly if they are adult led organisations. To make the project a successful piece of youth work it requires the active participation of young people in its design and delivery to make it appropriate and relevant. The youth worker will need to promote the value and implications of youth participation, based on voluntary involvement, to all members of the organisation as it will involve different ways of operating.

For more information about this project, contact Maureen O'Callaghan, National Youth Officer, British Red Cross, 9 Grosvenor Crescent, London SW1W 9EJ, tel: 020 7201 5458, email: MOcallag@redcross.org.uk, website: www.redcross.org.uk

Fashion and Trade: NEAD and Norfolk Youth and Community Service

Aims of the project

- To produce a nationally available global youth work resource – posters – on the issues of clothes and shopping.
- To inform and empower young people.
- To enable young people to take action on an issue that concerns them.
- To raise awareness about a global equity issue.
- To introduce global youth work into practice in a rural context with young people regarded as socially excluded.

Norfolk Education and Action for Development (NEAD) aims to:

- show the links – environmental, economic, cultural and historic – that exist between people throughout the world
- raise awareness about inequalities in our world and increase understanding of their causes
- promote ways in which people can take action to create a more just and sustainable world.

Norfolk Youth and Community Service works with young people during their adolescence, with a priority for those aged 13-19, enabling them to achieve their potential, make informed decisions and actively participate in society.

The four key service aims are:

- to promote social inclusion and active citizenship amongst young people
- to promote and support accessible youth work provision in local communities which is based on young people's needs
- to contribute towards more integrated services for young people within a culture of working in partnership, in particular with the Norfolk Connexions Service
- to continuously improve the quality of youth work.

Case study

This time-limited piece of global youth work has an end product – a published batch of four A2 posters – that are still available. Although the work was over a short period of time, the learning was great. Among the truths it illustrates are that youth workers do not have to be ‘experts’ before they get started. Nor do the young people have to be already interested or committed to global issues. The work does not have to take place in a cosmopolitan, multi-ethnic area. And finally it shows that you do not have to begin with a high level of young people’s participation in the construction and methodology of the project. An adult-initiated project can still become useful global youth work.

The project was a tie-in between one of the country’s development education centres, which has a strong focus on informal education, and a local authority youth service in a rural area. The centre, Norfolk Education and Action for Development (NEAD), linked up with Norfolk Youth and Community Service. Beginning as a piece of poster work funded by the National Lottery (now the Community Fund), it allowed global youth work issues to cut more generally across work with young people.

The project began with a need identified by development education and youth workers. They wanted a set of simple resources that would help them stimulate discussion with young people around issues to do with fashion, clothes and shopping. They wanted something that would start off by looking at the clothes in the high street stores, the ones young people were attracted to and chose. It would help them look at the products’ journey from manufacture to high street – where they are made, by whom, under what conditions, what the economics involved are, the profits at each stage... The idea was that young people would be attracted by the resource and stimulated by it. Not deep and wordy, but good for starting a discussion and getting young people thinking and questioning.

The labour behind the labels

... made without human rights, made over long hours, made in cramped conditions, made in a sweat shop, made in hell ... how would you like it?

The ideal medium to do this was a poster, or perhaps a series of posters. So the project teamed up with young people involved in a local youth service project and created some.

At the time, Ian Richards was a part-time information advice worker within Norfolk’s Youth and Community Service. He was part of a steering group, composed mainly of adults, who did the original concept work for the posters.

They took these ideas to a group of young people at Norwich’s Urban Adventure Project, which had grown out of detached work on three local estates – Catton, Catton Grove and Mile Cross. The Project is situated alongside the river Wensum in the centre of Norwich, just on the edge of the estates. It was set up primarily as a sort of crime diversion. “The idea was to keep them out of trouble on a Saturday morning with an alternative focus, with a canoe centre on the doorstep, it seemed to be a logical start point,” says Ian. Many of the young people would be regarded as at risk or socially excluded.

The real cost

The average cost of a pair of top 5 brand trainers is £65. Workers get £1.10 a day. A worker in a sports shoe factory has to work 23 mins to buy one egg, 30 mins to buy 1lb of rice, 4 hours to buy one litre of cooking oil, 6 hours to buy 1lb of chicken.

It was a predominantly white working-class environment says Ian Richards, "That contrasts with multicultural environments where some of the issues are more likely to be closer to the surface for young people".

"If you live and work in Manchester, Birmingham or London, it's a lot more cosmopolitan," Ian says. "But if you think about the rural backwaters of Norfolk, Suffolk, Lincolnshire, racism is deeper engrained, generational. Because mum and dad talk in that way, it gets accepted as the norm and gets perpetuated. A lot of work is needed in unpacking that, and that is where global youth work strikes hardest. Once people realise just how powerful it can be they are more likely to embrace it as an idea."

Nor were the young people from the local high-performing schools where some 15 and 16 year olds are well aware of current affairs and focused on campaigning issues. "You might see them wearing a red ribbon on World AIDS Day," says Ian. This was not true of the young people at the Project at that time.

Young people come down on Saturday mornings to the project which has now been nationally recognised as an example of good youth work practice. It started out offering outdoor education to engage young people and has since moved into peer coaching and peer education. "It has been quite exciting to see it evolve," says Ian Richards.

When the steering group had some ideas and designs for the posters that they wanted to share, they established a series of conversations with the young people. "We asked them to say what works and what doesn't. What appeals, what would make it more exciting?" says Ian. "They came up with some editorial suggestions, which I fed back into the group."

The aim was twofold. On the one hand, the project was committed to making a nationally-available resource, which would be useful to other groups to raise issues with young people. So they wanted young people's input as the best determiners of what would appeal to other young people. The project was also about raising global issues with that group, asking what they knew, building on it and extending their perspectives and understanding of the retail clothing industry beyond their familiar high street shops.

"They didn't know a great deal about the issues at that point," says Ian. "They were label conscious – as a group of teenagers they were very into Nike trainers and other branded sportswear such as Adidas and Gap. They were also very susceptible to trends – one would start and others would follow."

Advertising

We're all influenced by advertising ... It's your money, it's your choice. Companies spend billions every year on promoting their brands. But is the brand the only thing that matters?

Part of the challenge for the project wasn't just tackling the issues around Nike, Adidas and Gap. It was also about giving the young people a chance to look at their adherence and conformity to norms. Why do they want to follow someone else's lead in terms of fashion? Exploring the impact that has on the South was important, but it was also tied in with the choices individual young people make, their image and identity.

More than that, Ian tried to lace the global issues through the youth work practice at that time. *"It started off with discussing the editorial content on the posters. Then we took some of the bigger global themes, linking into their lives. We started to look at food and media and all sorts of things. Through conversation and group work we were able to unpack some of the bigger global issues. It was a really good starting point for a piece of work that lasted for a couple of months in terms of their everyday lives."*

How important was it to have the posters as a product? Ian regards it as valuable but not the be all and end all. "I think we would have got into discussion anyway. But to have an end focus and a finish point gave it a really nice rounded feel. Sometimes you can do this type of work and leave questions unanswered. That's not an unhealthy thing. But on this occasion I was able to go back a couple of months later and say – here you are, here's the outcomes of what you've done."

You can make a difference! _____

Companies want you to spend your money with them. This gives you the right to make demands of the company, for example that they respect the rights of the people who make the clothes and shoes that you wear.

1. Ask questions – make sure the company knows what you think. The more you ask, the more retailers will take notice.

2. Find out more – about the issues and what actions you can take. For information contact local organisations.

3. Tell your friends – about the way clothes are made, where they come from and how the people making them are paid and treated.

4. Wear what you want – but send a card or write a letter to the companies telling them what you think.

5. Choosing not to buy is an option – but think about how it might affect people's jobs in the country where the clothes are made.

Looking back, he and the young people can feel proud of the product. The posters are popular and a good catalyst for debate. The issues they raise are central, with strong attractive images and the text which gives information, stimulates thought, and steers young people towards action they can take which makes a difference – as the excerpts from the posters show.

The problems that the project found are common and familiar ones. Because the groups are transient, different faces come in at different stages. How do you keep continuity going, week on week, when you never know who is going to turn up when?

Similarly, Ian Richards points out that what is an issue for a teenager one week may not be an issue the next. Revisiting the ground, sometimes trying to kick start it back into their consciousness when they seem to have moved on and lost impetus, is part of a youth worker's basic skills.

One thing that made a success of this project was the obvious energy and commitment of the workers. "Our enthusiasm rubbed off on them," says Ian. "It became a bit of a crusade for me." That is not because he has a long history and involvement in development education or global work. On the contrary, he feels he was very much learning as the project went along. He underwent training during the project, choosing global youth work options and making links wherever he could to find information and resources. He discovered which aid agencies and charities – often known as non-governmental organisations or NGOs – produce educational resources. He found out that if you ask a question you are likely to get a supportive answer – but if you don't ask the question you'll never know.

"I was always foraging around on the internet for new material to use and to adapt it to resources." He feels this is a journey he pushed himself on, but with plenty of others to give him food for thought. Most importantly, he says, you don't have to know all the answers before you start.

There were risks involved and there were anxieties. The doubting question – do I know enough to do global youth work? – is a common one. And for people who are prepared to take the risk, it can be quite a lonely place at first. "But if you are prepared to make that transition it is really empowering," says Ian.

Key issues to consider

- Young people do not have to be involved in an explicit 'global youth work project' to learn about the global links in their lives.
- The initial project idea to develop an educational resource provided the resources, focus and energy to work with a more difficult to reach group of young people.
- It is OK for youth workers to initiate a piece of work but they should be honest and up front with the young people with whom they are working about their agenda.
- Fashion, image and consumerism are key issues to explore with young people, as discussions can start with minimum resources from the clothes people are wearing.
- It should be remembered that global youth work is not about telling young people what they should or should not do or buy, rather it is about encouraging young people to be more aware of their place in the world and support them to take considered action on what they discover. Action can range from simply telling a friend to joining a campaign.

For more information about this project, contact Norfolk Education and Action for Development, 38 Exchange Street, Norwich NR2 1AX, tel: 01603 610993. Ian Richards is now a youth development worker in Lincolnshire and can be contacted on tel: 01522 688995 or email: youtha.birchwood@lincolnshire.gov.uk

What Matters to Me: GLADE and Taunton detached youth work team

Aims of the project

- To produce a portable, flexible, easily replicated exercise that would encourage young people to explore their own value base and attitudes and then be able to contrast this with others.
- To establish ways for GLADE to work in partnership with a local detached youth work team to enable youth workers to develop a global dimension within their project work.

GLADE, a development education centre, encourages and supports global citizenship, maintains a development education, multicultural and anti-racist resource centre for use by schools, colleges, community groups and individuals, supports teachers and students in the classroom, provides participative workshops and training on global, development and anti-racist issues, produces 'Learning Materials for Change' and other resources, provides a forum for local activities concerning development issues, and organises exhibitions, displays and presentations.

Somerset County Youth Service works mainly with young people aged 13-19, but also with 11-25 year olds as a second priority. The Service:

- offers a variety of opportunities for all young people across the county
- builds relationships on trust and respect
- provides support for young people to speak for themselves within their communities.

Case study

Here is a view, sometimes expressed, sometimes just nagging away at the back of people's minds: global youth work is something you do with articulate, aware sixth formers; it is a middle-class kind of thing, linked in with a sophisticated and sometimes academic understanding of multicultural issues, the environment and third world poverty.

This is a stereotype that can be challenged in different ways. Given that much of global youth work is about poverty and inequality, it is just as logical to think that young people in the UK who experience exclusion and deprivation might be quicker to grasp its reality and more eager to make connections than their university-bound peers.

Another good response is this case study, centring on a simple arts based exercise. Its main attributes are its simplicity and the fact that it places centre stage young people's own attitudes and values. It doesn't require much in the way of resources, or even buildings. It has been done as a piece of street work by a detached youth work team in rural England and with young people in Peru – the same exercise using the same equipment.

The exercise is simple to understand and to carry out – but is also so open-ended that the possibilities it unleashes for further work and exploration are limitless.

The creative force behind the project is Joan Taylor, a development education worker, ex-teacher and detached (street based) youth worker from Taunton in Somerset. Working initially in schools in the UK she devised a simple exercise – What Matters to Me. Then while fulfilling a lifelong personal ambition to go on holiday in Peru, she took the opportunity to do some global youth work as she went and ran the exercise with young people in two different settings. It was then picked up and run in a deprived area of Taunton with a detached youth work team and a team of young mothers.

What happens can be simply described. You engage a group of young people in discussion. You give them a disposable camera, probably shared between two. You ask them to take photographs of five things that are really important to them and their way of life. You meet again, probably some weeks later, with the photographs developed and printed. You talk about the images, and you also show them photographs done by young people who are broadly the same age but living in a very different culture in a different part of the world. You talk more.

Many variations are possible. You can show photographs done by other young people first, to talk about lifestyles, differences and similarities, and to provoke young people's imagination. The exercise can also spin off in many, many directions, bringing in children's rights and global issues and questions.

Joan Taylor went to Peru loaded with large A3-size laminated colour photocopies of the photographs young people had taken in the UK, and a supply of disposable cameras. (She had done a deal with her local Asda, so they worked out around £4 each. With discounts for double printing sets – one set for young people to keep, the other for the project – the costs were not enormous.)

She ran the project in two ways in Peru; one with a group of individual young people in Cusco – two teenage girls and three boys – and the other with school groups in Calca, a small agricultural town.

One thing that was striking about this school project was that young people were very clear about the extreme importance of education. It was their way out, not just individually but as a nation. Joan was also struck by how, in terms of citizenship, the school was streets ahead of some of the schools in Somerset. "Young people were really empowered, they are part of the pastoral care system, they take on real responsibilities," she says.

Also noticeable was the spiritual context. The Roman Catholic Church plays a major part in their lives and is a strong part of their value base, not just on Sundays. Cultural festivals are very key to their lives too. "There was also a layer of Inca tradition," says Joan. "They have a real sense of land, of the significance of mother earth."

The spiritual dimension had not been so strong in the original UK group's photographs, but in other respects there were many points of comparison. Common ground included family, pets, hopes and aspirations, and valuing friends. The realities of lives were different, of course. But the fact that she lived in a house without running water did not stop one young woman from Peru wanting to be a doctor. Young people's aspirations for the future cut across global boundaries.

What matters to me _____

Group leaders' notes – **What matters to me** – a project using photographs to explore the values and attitudes of young people.

The pack can also be used to investigate stereotypes and the power of images as well as giving a chance for young people to begin to empathise with people in different circumstances with different lifestyles. It can be used in many ways – these are a few suggestions.

Before looking at any of the photographs, encourage young people to reflect and discuss what they would choose if they had to pick five things that are really important to them and their way of life:

Ask them to discuss in pairs or small groups what they might choose.

Do most agree or are there differences?

Have the girls chosen different things to the boys?

If they had just written lists with no names on them could you tell if a girl or boy had written them?

If they live in the towns do they think that young people in the country would choose different things?

Using the photographs but without showing any of the text, ask what the group think the photos are showing:

Can they tell if a girl or boy has taken them?

Do they think they live in an urban or rural area?

Do they have anything in common with the photographers?

What are the differences?

After showing the reasons for the photographers' choices, discussion could include:

Do they think any differences are to do with where they live or their ages or if you are male or female?

What had they expected?

What surprises them most?

What have they learnt?

This could then be followed by some quiet reflective time to write. Their report on the exercise could include:

Comments on what they found out about themselves and others.

Who they feel they have most in common with.

Having completed this exercise would they change their original choices and/or do they now feel differently about their choice?

Getting young people to talk about their own photographs, explaining why they chose the images they did, can lead to all kinds of discoveries and new areas for exploration. But they can also explore their own values, attitudes and preconceptions simply by looking at other young people's images – which is what Joan set up on her return to the UK. Joan explains, "It allowed a gentle exploration of assumptions and stereotypes and at the same time was a way of focusing in on common ground. It was interesting the things they couldn't tell."

Joan found that young people empathise and focus more if they have already done the exercise themselves. It brings a closeness and a genuine interest in what kids from Peru have done if young people have already been through the process of thinking about their own choices and how to photograph them.

The next stage was to run the project with another group of young people – which led to a link-up with the Taunton detached youth work team. Team leader Helen MacDonald heads an overstretched team, and, like any other statutory based youth service, feels the pressure of the demands to work generically with young people aged 13-19. Her aim is to target the most needy young people in the most needy areas, but Helen still finds her team's resources spread thinly.

As a result, and like many similar projects, she was grateful for any resources, any partnerships with other organisations, and particularly anything in the form of money or resources in kind.

At the time, the team was working with 14-17 year olds in an area of Taunton that had been described as one of the most deprived in England. The young people had a very negative profile within the Priorswood community – with some individuals being scapegoated and held up as demons of the community. It was what Helen called a "massive breakdown of relationships between old and young". The newspapers carried stories of torched cars, CID undercover officers and the fire brigade were concentrating on the area, and it had been mentioned on national television as a deprived area.

The detached youth work team had recently done an arts project with young people. The young people had said they wanted to make a video representing young people's voices and, with the help of a video arts worker, had done just that. It gave them the means to communicate with some of the rest of the community, if only by interviewing them, and to show, in their own way, what they thought of the community to the adults.

So when Joan Taylor approached the team with the possibility of a pilot, Helen recognised the potential for building on work with that group. Her response was immediate and positive – though she freely admits that her motivation was not primarily from a commitment to global youth work so much as a desire to have more input to work with a challenging group. "My agenda as manager for the unit is that we turn anything into an opportunity that we can get for young people. You give us some resources, if that's what you're offering, and we'll do our best to turn it into an opportunity that's meaningful for young people."

In the early meetings about the project, they discussed the levels of risk. Could they really give these young people a camera and expect to see it again a couple of weeks later? They also talked about the advisability of looking first at the pictures from Peru. Some workers thought it would give young people preconceived ideas beforehand about what they could come up with. Others thought it would stretch their imagination. In the end, some used them and others didn't.

Sometimes opportunity made the decision. Helen bumped into one young man she hadn't seen for some time. "He was a very isolated, vulnerable and volatile young person. I didn't have the pack with me but I did have a camera. I gave him one and said I'd really like you to do this for me. Within a fortnight, he'd got me the camera back with images."

In other cases, using the pack beforehand allowed young people to be more open. One unemployed young man who had been involved in crime, was able to explore some of the more sensitive issues that were important to him after looking at the Peruvian pictures. Helen feels he might not have done that without the prompt. He might have chosen safer images such as graffiti art and skating. "He took pictures, for example, of his boiler at home to represent warmth because it made him feel good and feel safe, and his toddler siblings while they were asleep. A lot more open and showing his vulnerability. Seeing the Peru pictures stretched that out of him."

One of the first things to note was that the cameras did, by and large, come back. Some, used with a more stable young mothers' group, have yet to be returned, but the ones that were thought to be really at risk – that were handed out on the street – did come back with appropriate pictures. The young people on the streets were both surprised and pleased to be trusted in that way – and respected that trust. The detached workers think that the project was worth doing for that alone.

Feedback reveals good discussion about the pictures and, for those who looked at the Peru photographs, in the Peru link. They used a supplied laminated map to find out where Peru was and what the Peruvian young people had thought.

Where the Peru photographs were used first, they generated discussion ranging from "He's good looking, do you think he has a girl friend" to discussion of pen pals and exchange visits. That led to one member of the group expressing concern about the possibility of hosting anyone, "because my Mum is a racist".

The Taunton young people had been surprised and impressed with how beautiful the scenery of Peru was. Very few of the Taunton group ever leave the town even though there is beautiful countryside nearby.

Where the Peru photographs were used as a follow-up, discussion was first more focused on differences. Further talk drew out similarities, including the importance of family and friends, pets, music, food, warmth, home and somewhere to hang out. A main difference was that the Taunton groups did not prioritise education.

A decision had been taken early on that the development education worker would not be directly involved in the street work discussions. As a result, global issues were not always the main focus. Since then the team has discussed it and now feel that they would themselves like training in children's rights and global issues to feel more confident about making those links – and the opportunity to do the exercise themselves. This was offered at the outset and turned down, which they now regretted.

Helen MacDonald says: "In retrospect it would be really crucial to take time to actually go through the experience ourselves, to use the cameras and think about it in terms of global development for ourselves in our immediate lives and what matters to us. I'd recommend that, it's something that youth workers need to look at for themselves."

Joan, who also works for UNICEF on children's rights, will now run training sessions with the detached youth workers on global issues. One obvious way to link with the 'What Matters to Me' project is to focus discussion on the images that young people have photographed and ask: Would other young people value these things? Do all young people have access to them? What kinds of things might be barriers? ... and so on. There are plans to do image exchanges with other groups, possibly in Africa and elsewhere.

In all, the pack is an inexpensive, transferable tool that can be used to explore values and attitudes and to give young people an insight into global connections. As Joan Taylor says, "Depending on the awareness and skill of the group worker, you can take it to all sorts of levels."

Key issues to consider

- This project demonstrates that global youth work can happen in a variety of settings even without a building base with young people that are often difficult to reach.
- Making global comparisons between the lives of young people in the UK and overseas can enable young people to reflect on their personal lives, their place in the world and the links that exist within the local communities and with young people around the world.
- Effective street based work can be a powerful vehicle for global youth work as it relies on quality relationships with young people and the ability to engage them creatively in informal education activities.
- You do not have to be an 'expert' to introduce global youth work activities.

For more information about this project, contact Joan Taylor, GLADE, Community Resources Centre, 9 Garrett Road, Yeovil, Somerset BA20 2JL, tel: 01935 433186, email: glade@gn.apc.org, website: www.glade.org

Global youth work and the Development Education Association

The DEA is involved in a range of activities to support the development of global youth work, and this broadly relates to three core areas of work:

Development of policy and practice:

- promotion of global youth work (GYW) nationally to youth work organisations through networks and training agencies
- support to the development of work on Black perspectives in GYW through seminars and research
- development of and support to GYW pilot projects throughout England
- a sustainable development education youth work project producing briefing materials, seminars and demonstration projects. This is a joint project with the Council for Environmental Education and the National Youth Agency.

Development and delivery of training in global youth work:

- provision of custom designed training workshops
- the 'Introduction to Global Youth Work' training course, in partnership with ActionAid and accredited through the London Open College Network
- professional development events for GYW practitioners
- production of a comprehensive practice and training manual.

Provision of information and support:

- maintenance of a global youth work advisory service (GYWAS) to support the development of GYW through advice and consultancy
- acting secretariat for the Joint Agencies Group (a networking group of agencies involved in GYW)
- production of publications and briefing materials including a twice yearly newsletter
- GYW pages on the DEA website: www.dea.org.uk/youth
- a database and directory of GYW resources produced jointly with the National Youth Agency, available online at: www.nya.org.uk/yww.htm
- support to 'Global Youth Works', a network of young people involved in global youth work throughout the UK and wider.

Developing global youth work practice

A range of organisations support the development of global youth work in the UK:

Development agencies such as ActionAid, CAFOD, Christian Aid, Oxfam, Save the Children UK, UNICEF, Methodist World Action and Y-Care International provide youth work resources, dedicated youth work and development education staff, and specific grant aid to enable the effective delivery of global youth work.

A network of 50 local development education centres (DECs) in the UK, offer resource centres for the loan of educational resources, information, and advice for local youth services. Alongside this, a number of centres have education officers who can work in partnership on specific global youth work projects. DECs support global youth work throughout the UK and are central to three of the five case studies outlined.

Voluntary youth work organisations offer training, workshops and peer education training on global issues for their young members, volunteers and paid staff, including but not exclusively:

Boys Brigade
British Red Cross
Girl Guiding UK
Scout Association
Methodist Association of Youth Clubs
Woodcraft Folk.

Black perspectives in global youth work. 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 GYW within Black and minority ethnic communities is a particular focus for the DEA's work.

'Towards Global Democracy: An Exploration of Black Perspectives in Global Youth Work' is a comprehensive report, based on research commissioned by the DEA, from a Black Perspectives in GYW 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' and another key text 'The World in Our Neighbourhood' discusses Black perspectives in development and development education. All are available from the DEA.

For more information about global youth work and a full list of DECs and Black and minority ethnic community organisations, voluntary youth work organisations and maintained youth services involved in global youth work, please contact the Youth Officer at the DEA.

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, funding and consultancy.

ActionAid
Youth Manager
Hamlyn House
MacDonald Road
London
N19 5PG
020 7561 7561
deved@actionaid.org.uk
www.actionaid.org/deved
Youth website: www.actionzone.cc

CAFOD
Romero Close
Stockwell Road
London
SW9 9TY
020 7733 7900
youth@cafod.org.uk
www.cafod.org.uk

Christian Aid
PO Box 100
London
SE1 7RT
020 7523 2237
mpower@christian-aid.org
www.christian-aid.org.uk/mpower

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

Save the Children (UK)
Youth Office
17 Grove Lane
London
SE5 8RD
020 7703 5400
info@scfuk.org.uk
www.savethechildren.org.uk

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

Y-Care International
UK Department
3-9 Southampton Row
London
WC1B 5HY
020 7421 3016
campaigns.deved@ycare.org.uk
www.ycare.org.uk

Strategic organisations that support global youth work

England

Commonwealth Youth Exchange
Council
7 Lion Yard
Tremadoc Road
London
SW4 7NQ
020 7498 6151
mail@cyec.demon.co.uk

Connect Youth International
British Council
10 Spring Gardens
SW1A 2BN
020 7389 4030
connectyouth.enquiries@britishcouncil.org
www.connectyouthinternational.com

Council for Environmental Education
94 London Street
Reading
RG1 4SJ
0118 950 2550
enquiries@cee.org.uk
www.cee.org.uk

National Youth Agency
Information Team
17-23 Albion Street
Leicester
LE1 6GD
0116 285 3700
nya@nya.org.uk
www.nya.org.uk

Northern Ireland

One World Centre Northern Ireland
4 Lower Crescent
Belfast
BT7 1NR
028 9024 1879
owc@belfastdec.org
www.belfastdec.org

YouthNet
7 James Street South
Belfast
BT2 8DN
028 9033 1880
info@youthnet.co.uk
www.youthnetni.org.uk

Youth Council for Northern Ireland
Forestview
Purdy's Lane
Belfast
BT8 7AR
028 9064 3882
info@youthcouncil-ni.org.uk
www.youthcouncil-ni.org.uk

Scotland

IDEAS (International Development
Education Association of Scotland)
22 Colinton Road
Edinburgh
EH10 5EQ
0131 447 7164
i-d-e-a-s@i-d-e-a-s.freereserve.co.uk

SCIAF (Scottish Catholic International
Aid Fund)
19 Park Circus
Glasgow
G3 6BE
0141 354 5524
sciaf@sciaf.org.uk
www.sciaf.org.uk

Youth Link Scotland
Rosebery House
9 Haymarket Terrace
Edinburgh
EH12 5EZ
0131 313 2488
info@youthlink.co.uk
www.youthlink.co.uk

Wales

Cyfanfyd
Temple of Peace
Cathays Park
Cardiff
CF1 3AP
029 2022 8549
cyfanfyd@wcia.org.uk
<http://weblife.bangor.ac.uk/cyfanfyd/>

Global Connections
2 Castle Terrace
Pembroke
SA71 4LA
01646 687800
info@globalconnections.org.uk
www.globalconnections.org.uk

Wales Youth Agency, Cyngor Ieuenctid
Cymru
Leslie Court
Lon-y-Llyn
Caerphilly
CF83 1BQ
029 2085 5700
wya@wya.org.uk
www.wya.org.uk

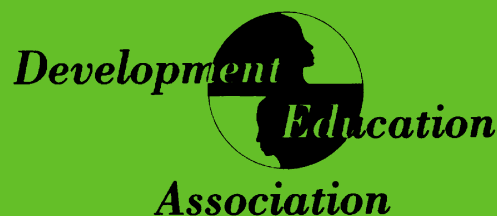
The impact of globalisation and international activities on young people's lives can be direct or indirect but it is difficult to deny there is an impact. We all live in a society connected to the rest of the world on a daily basis, by food, work, music, sport, clothes, travel, TV, film and the internet. These influences create opportunities for young people to gain new experiences of different people, places, cultures and lifestyles. It is the process of globalisation that forms the distinct context and focus for global youth work.

An essential part of this process is to raise young people's awareness of the processes of globalisation and encourage their support and action to change the world for the better.

This publication is based on the work of members of the Development Education Association (DEA) and others within voluntary and local authority youth services who seek to explore these issues and look beyond the local to the global influences on young people's lives in the UK today.

The five case studies written by PJ White give an outline of each project and the reflections of the workers and young people involved as a flavour of global youth work in practice.

As Peter says, "The projects described here show crucial aspects of what global youth work is all about – what can be achieved, what the limits are, what the pitfalls might be and how they might be overcome. The main aim is to capture the spirit and character of the work ... these case studies are little windows on practice, glimpses into what it is like, what can and has been done".



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£5.00