
GLOBAL LEARNING AT SOMERO UGANDA



The perception of the Global North in the Global South

SOMERO UGANDA 2015

*Kawempe, off Jakara Road; Bamba Road, near The Bright Primary school
Tel: +256-709705576/ +256-777-097318
Plot 834 Kyadondo Block 203 Kazo, Bwaise Mukalazi Rd
Email: somerouganda2009@gmail.com, Website: www.somerouganda.org*

BACKGROUND

Somero Uganda is a registered Non Government Organization that empowers children and young women 13-25 years through education, skills development and sound health. Somero's vision is a Uganda where girls and boys 13-25 years achieve meaningful education and training needed for a self determined and self- sufficient life to act as agents of change with full community support.

We run a community center in the slums of Kawempe division with a youth corner that provides a safer space for the youth to plan and run own programs depending on their needs. Since 2011, the youth have implemented projects on Global education, Sexual Reproductive Health (SRH), drug abuse prevention, counseling and employment opportunities among others. Furthermore, the center also an E-learning unit where the youth also access online information to understand what beyond their community.

Besides, Somero also runs programs on empowering the youth through IT employable skills development, entrepreneurship, and runs a Children's corner supporting the children of the young mothers as the young mothers attending the programs.

Global issues are very pertinent in Somero Uganda programming. This year 2015 the youth planned to run workshops on the global perception between the Global North and the Global South. In April 2015 the first workshop was held with the support of Ms. Ronja Thoma from Germany and Mr. Nsubuga Geoffrey the Somero National Coordinator. The workshop gathered the slum youth perception of the Global North.

On his visit to Lower Saxony-Germany-June 2015, Mr. Nsubuga Geoffrey was able to gather information about the Global north including visual expressions and presented the perception of the youth in the Summey Academy organized by Learn to change Global network.

In July 2015, a 3 days workshop was held to provide a deeper understanding of Global issues in General and also deal with identified miss-conceptions about the Global North. This workshop was held in support of Kasia and Sebastian students from the Global Education Network (GLEN) and Marion from the Learn to Change Global Network for Educationists. After the workshops the perception of the young people were **still sort to access the impact.**

This report therefore presents the perception of the young people before, during and after the workshops. We thank the whole team that worked on the program including the Somero staff, and above all the National coordinator Mr. Nsubuga Geoffrey and the youth leader Ms. Nambusi Linda, the Organizers of the Summey Academy-Learn to Change Global Network, Ronja and Dovile, the Volunteers from Germany and Litrinia and Sebastian and Kasia from the Global Education network. In a special way we also want to thank all the youth who participated in the program.

Chapter one; discussion about the Global North

None of the youth had left the country and even majority of them had not left the slums of Bwaise-Kampala to other parts of the country for such a long time. However all of them had got into contact with the out side world through watching television, watching movies, listening to music/Radio, and all had interacted with Europeans. All this provides the following perception about the global north;

- They are developed countries which are highly industrialized with high technology, have Low inflation levels. They have well developed infrastructure and transport facilities and carry on international trade
- However they develop through the help of African countries because they import resources and raw materials from developing countries
- They have good education which produces skilled labour with Better employment opportunities
- There is Political stability, they manufacture expensive products like vehicles, computers and fighting jets that help them become superpowers. Some of them finance rebel groups in African states to bring instability to the region and gain economic resources
- They have controlled birth rates, are Drug dealers, have High levels of prostitution
- They provide aid/loans to developing countries hence participating indirectly in our economy.
- They own global network channels such as telecommunication systems
- Still though movies, radio among others, the youth discussed how they think the Global North perceive the Global South?"
- They think we Uncivilized primitive, savages and barbaric, have kinky hair, Illiterate and backward
- Densely populated due to unplanned production of children
- They think we are Poor, Lazy, stay in the bush
- Political instability
- They think we cannot survive without them so we depend on them

The youth were also requested to share the information they wanted to pass over to the Global north about their country, and below was their reply;

- They should know that we are not poor. If only they could stop bringing chemicals to destroy our land we would have enough food to eat and we don't even need their money.
- We are highly educated with our values and norms. Their European education is just introducing words like primitive. If only education is developed on our values and norms we would be far much better than them
- When they come to our land they should stop kissing in public, smoking in public and putting on short shirts.
- They should stop funding rebel activities; we also want to be politically stable like them.
- Not all countries are to develop with industrialization so there is no need of industrializing every part of our economy
- What do you think about Global Issues?
- They are Europeans issues they are not global issues

Chapter Two; Workshop on Global issues

Global Learning workshop took place on 13th – 15th of July 2015. The workshop was organized with the objective of orienting students to the Global Learning concept, present basics of economy of development and discusses the role of Global South in a globalized world.

The workshop started with Kasia from Poland and Sebastian from Germany (the GLEN interns at Somero) giving a few words about themselves, where they come from and how their daily life at home looks like, showing pictures of their universities and hometowns.



Photo: Participants receive postcards from Poland

The topic of Global learning was introduced and discussed into depth to interest the group into the topic. Divided into groups the youth were asked to answer some questions which they did as follows,

Discussed what the role of media in creating such images of Global North and Global South is

“What do you think Global North and Global South could learn from each other?”

Global South should learn:

- Better cooperation
- Hard work to become self dependent
- How to adopt advanced technology
- Housing structures
- Manufacture products instead of importing them
- Adopt their leadership skills which maintained their countries politically stable
- Put an end to corruption
- How to make policies that would be beneficial for all citizens in the country
- Adopt their free lifestyle

Global North should learn:

- That poverty is not a disease
- That being rich is not everything, they need family and friends
- Learn not to spend all their life on work
- Accept that not all countries can achieve development at the same pace and in the same way
- How to treat people from other countries in the same way, regardless of their skin colour
- Preserve and respect cultural norms
- They should change the negative attitude they have towards Africans and learn more about African history

The outcome of the discussion was that the governments of Global North and Global South should work hand in hand to eliminate discrimination, fight poverty and learn how to cooperate in a way that benefits both sides and does not exploit African people.



Photo: Participants work in groups

The second day of the training focused mainly on the economy of development. Various indicators that are widely used to measure wealth were presented and explained. A great importance was put on GDP, how it is calculated and why it is not always the best way of estimating wealth of the citizens of one country. Uganda's position in different rankings was discussed, trying to find the reasons of such positions and what could be done to improve.

Participants pointed out, that the way business is currently done in Uganda does not respect its citizens, because international companies bring their own experts to do the job and local people can be hired only for lowest positions. To make matters worse, government doesn't make any effort to retain at least some part of the capital in the country, which leads to a situation that international companies basically overpower the government and the citizens don't benefit from the investment at all.

The topic of climate change and sustainability was also tackled. The activities of human beings and how they affect the climate were discussed and connected to the globe in general. Participants were cautioned to mind each and everything they do in relation to the effect on the climate. Later on games on global education were played see appendix.



Photo: Participants discuss the implications of global inequalities.

On day three we were privileged to be joined by Marion Rolle, German social worker and political scientist from The Association for Development Politics of Lower Saxony (Verband Entwicklungspolitik Niedersachsen, VEN) and a member of the Learn to change Global Educationist Network. She made a presentation about “Global South, engage towards a sustainable world, global social justice and equal development rights for all” see Recorded speech can be found under this address: <http://www.veoh.com/watch/v92139938WnTS8GWw>

The presentation shed new light on the concept of Global Learning, how can we, living in Global North

Concluding this project we realised that most young people in Africa think that global issues are European issues and that they dont affect the African continent in any way. There is therefore a big infomration gap between the Global north and the Global South on Global issues which need to be addressed

How to measure wealth?

- GDP: total value of all goods that are produced in a country in one year
 - “Goods” are not only fruits, phones, cars, furniture but also everything else that you pay money for and has a value (e.g. a haircut, car repair)
 - Imported products do not count for the GDP
- GDP per Person = $\frac{GDP}{\text{Number of inhabitants}}$
 - It is better to measure the GDP per person because it is possible to compare different countries
 - GDP per person represents the goods that one person in the country makes per year (this is about the same than the income of this person)
- Adjusted for purchasing Power: Different countries have different prices and different costs of living, e.g. a beer in Germany is about 3\$, in Uganda 1\$ and in Norway 6\$. With 1\$ you can get more goods in Uganda than in Poland or Germany. The GDP “adjusted for purchasing power” takes into account how expensive products are in a country.
 - Example: Country 1 has a GDP per person of 12000 Dollar, but everything is very expensive. Compared to the average price level, you can only get goods worth 10000 Dollars in this country.
 - Example 2: Country 2 has a GDP per person of 1000 Dollar, but everything is very cheap. Compared to the average price level, you can get goods worth 2500 Dollars in this country.
- GINI Index: The Gini Index represents the distribution of wealth in a country. It has a value between 1 and 100.
 - 1: Everybody has exactly the same wealth
 - 100: One person owns everything, all others have no wealth
- Tax revenue as a share of GDP: how much taxes does the government collect from people compared to the size of the country’s economy → a government that collects more taxes can provide for services for people (health, education, ...)
- HDI = Human Development Index: Human development index goes from 0 (no development) to 1 (very high development). The human development index is not only about money (like the GDP) but also about education and health. The HDI is calculated from the following data:
 - Life expectancy at birth
 - Mean years of schooling

- Expected years of schooling at birth
- GDP per capita adjusted for purchasing power

Global Learning Game: Part 1

Match a country with its description.

Countries: Poland, Uganda, Germany, Kenya, Brasil, Norway, Democratic Republic of Congo, Equatorial Guinea, United States of America

I am one of the biggest countries in the world. I also have a lot of inhabitants, but my population density is not so high. My surface contains most of the world's tropical forests. That's why my ecological footprint is really good, I am one of the few countries where people use less of mother earth than they could. I am not poor but also not as rich as western countries. Who am I? _____

I am a central/eastern African country. For an African country I have a very high population density. That's also why my people already use more resources than I can provide. My GDP per person is very low but also the prices for goods are. People can afford to buy more goods than it seems on the first glimpse. Who am I? _____

I am a big African country. In statistics like GDP, HDI or government budget sadly I am usually on the last places. People in my country fought a civil war about 15 years ago, I still have to deal with the consequences of that. My ecological footprint is very good because my people do not consume a lot and my country contains a lot of forest which produces oxygen. Who am I? _____

I am a small African country. My GDP per person is very high compared to other African countries. Sadly, my inhabitants don't profit from my high GDP per person because my government is corrupt and only very few people are very rich. I am a good example that a high GDP does not mean everybody is fine. Who am I? _____

I am one of the bigger European countries but I don't have a lot of inhabitants. My population density is very low, but my inhabitants are among the richest in the world. They have a very high GDP but on the other hand goods are also very expensive. Adjusted for purchasing power my GDP per person is lower but still very high. I am the leader in the "Human development Index". Who am I? _____

I am an eastern African country. My GDP per capita is a bit higher than the one from my neighbor countries because I have access to the sea and harbors. Also I have a very strong agricultural industry. That is a huge trading advantage. Compared to western countries my

wealth is distributed unequally – some people have a lot, a lot of people have very little. Who am I? _____

I am a country in the east of Europe. I had a communistic system until 1990. Afterwards my economic development started nearly from zero. I have made a lot of progress since then but there is still a big difference compared to e.g. Germany. Goods in my country are cheap – people can afford much more than you will think when looking at the GDP per person. Who am I? _____

In the last century I have been (and I am still) the most important country in the world. I have the biggest economy in the world with a lot of really rich inhabitants. Although my inhabitants are very rich, the inequality is highest of all western countries. Some people are very rich and a lot of people are poor (“poor” in a western way, they are still fine). My inhabitants use more resources than any other country in the world; they do not value nature very much. Who am I?

I am a European country. Of all countries in Europe I have the most inhabitants. I also have a very strong economy and I am one of the richest countries in Europe. That is why my president is sometimes called “The queen of Europe” for fun. I am a good example that population density is not always low in developed countries – in my country it’s higher than in most African countries. In the world my people are famous for the machines and cars they build. Who am I?

Global Learning Game: Part 2

Match a country with its indicators.

Countries: Poland, Uganda, Germany, Kenya, Brasil, Norway, Democratic Republic of Congo, Equatorial Guinea, United States of America

Area, population, density									
Country									
Area in square kilometers	357,000	242,000	582,000	9,826,000	313,000	324,000	28,000	2,345,000	8,515,000
Inhabitants in million	81	35	47	321	38	5	1.5	71	200
Population density: people per square kilometers	226	152	78	33	126	16	51	30	24

Economic and ecologic data									
Country									
GDP in billion dollars per year	3,859	546	17,418	27	60	35	2,353	500	15
GDP per person	47,590\$	14,379\$	54,597\$	726\$	1,416\$	437\$	11,604\$	97,013\$	18,389\$
GDP per Person adjusted for purchasing power	45,888\$	25,105\$	54,597\$	2,023\$	3,084\$	704\$	16,096\$	66,937\$	32,266\$
GINI coefficient	30.6	34.1	41.1	44.3	47.7	44.4	34.4	25.8	~ 67
Tax revenues as a percentage share of the GDP	40.6%	33.8%	26.9%	12.6%	18.4%	13.2%	34.4%	43.6%	1.7%
Government	1,551	85	3,001	2.4	17.8	0.7	978	280	8.8

