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Issue 20 / July 2008



Irish Newsletter for Development
Education Exchange



Tackling Controversial Issues – China and the Olympics



Editorial

The decision of the Olympics committee to hold the 2008 Games in Beijing has sparked a global whirl of activity, discussion, and debate. This issue of INDEX examines China's development (see Stephen Rigney's article on page 3) and provides ideas on how to engage with this summer's event and the difficult questions it raises.

For activists the use of the Games to provide a space for intervention is arguably straightforward and uncontroversial, whether it be to call for action against China's support for the Burmese dictatorship or its internet censorship, among many possible issues. However, it provokes some complicated questions for development educators. Heike Vornhagen examines some of these issues on page 5, while on page 11 Claire O'Sullivan reviews the Oxfam resource 'Teaching Controversial Issues'.

The News section on page 10 contains links to websites on China, human rights issues, and sport and development. It also has information about resources on educating about China and human rights, and on using sport as a method to educate about global and anti-racism issues.

The media storm around this year's Olympics can almost make one forget that the Games are also a celebration, and as the quote below points out sport can be used to promote peace, development, and dignity. Our profiles on page 9 highlight two organisations aiming to do just that: Show Racism the Red Card and Sports Against Racism Ireland (SARI).

As usual we have news of what's going on in Dev Ed in Ireland and Europe, upcoming courses and events to put in your diary, international days and ways to celebrate them, and a cartoon.

We encourage readers to write in to INDEX. Let us know what you think about the issues and opinions in the newsletter, and let us know about your Dev Ed activities. Email index@comhlamh.org or call the Dev Ed team on 01 478 3490.

"The goal of Olympism is to place sport at the service of harmonious development of man, with a view to promoting a peaceful society concerned with the preservation of human dignity"
– Olympic charter

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The editorial committee are: Ali Leahy (Comhlámh), Matthias Fiedler (DICE project), Jenna Coriddi (CGE, Belfast), Aoife Rush (Trócaire), and Lucy Hill (NYCI)

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The Patched Edges of China

From March's protests in Tibet to the immense tragedy of last month's earthquake in Sichuan, these have been a tumultuous few months for China's western regions. But the Chinese government's response to these events – a strongarmed crackdown to the first, an outpouring of solidarity and a highly efficient rescue effort in the second – show once again the twin faces of the state in China, undemocratic and authoritarian on the one side, developmentalist and communitarian on the other.

This year was supposed to turn out so differently. It is 2008, the year of the Beijing Olympics, and China was gearing up to celebrate what it calls its “peaceful rise” to global influence and economic dynamism. By March, however, the games had already been soured by an international chorus of disapproval at the Chinese government's attitude to Tibet and human rights. Now, in the aftermath of the earthquake's death toll of at least 60,000 people, this year's Olympics are going to be as much a memorial as a celebration.

I watched these events with anxiety for the friends, colleagues and students I met in the short time I spent in the region. In 2000, my wife and I taught English at a teacher training college outside the town of Kangding, which marks the once political and still cultural border between Tibet and China. The road to Kangding leads past the epicentre of the earthquake and up into the mountains at the edge of Tibet.

Chinese coolies used to struggle up this route carrying bales of tea and officials on palanquins, the tea to be sold in Kangding and transferred to yaks and the officials to make a show of Beijing's nominal sovereignty over Tibet. In 1949, the People's Liberation Army passed this way on their mission to turn that nominal control into very real – and often painful – domination.

The majority of our students were from rural backgrounds, the sons and daughters of small farmers and, among the Tibetans, a sprinkling of herders. But few wanted to return to that background. Their parents had sacrificed a lot to pay the college fees and they wanted more from life than the meagre salary offered by a career as a small town teacher.

In this, they weren't that different to hundreds of millions of rural Chinese who left for the booming regions of eastern and southern China, in what has possibly been the greatest population movement of all times. The driving force is the increasingly unequal rates of development between inland and coastal China, a result of the government's economic policies over the past three decades.

The massive levels of foreign direct investment behind China's economic growth rates have been

“Now, in the aftermath of the earthquake's death toll of at least 60,000 people, this year's Olympics are going to be as much a memorial as a celebration.”

disproportionately concentrated along the coast, missing inland provinces like Tibet and Sichuan. The resulting economic imbalance is further exacerbated because wealthy regions, which until the 1980s were squeezed to subsidise poorer provinces, are now allowed to keep much of their wealth.

Left to fend for themselves, provincial and local government officials in western provinces leave the old socialist iron rice bowl further and further behind in their quest to fill the coffers by charging fees for formerly free education and health care, imposing ever more onerous taxes on peasants, and taking on an increasingly entrepreneurial role as they attempt to attract investment.

The heartrending scenes of destruction after May's earthquake cannot be separated from these policies. The shoddily built apartments and schools in which many of my students lived and taught crumbled to the ground, trapping thousands beneath the rubble. We can only guess how many lives would have been saved if the building standards set out by law had not been flouted thanks to a combination of corruption, budget shortfalls, and a tolerance for rule bending.

The attacks on Han truckdrivers and shopkeepers living in Lhasa, the capital of Tibet, reveal that protests in Tibet this March were also at least partly rooted in economics. Han is the ethnic group that makes up more than 90% of China's population. Tibetan religious and cultural freedoms are increasingly tolerated. However a major investment programme – including the road through Kangding and last year's opening of a railway line to Lhasa – ties Tibetan areas closer to Beijing. This serves as a conduit for Han migrants looking for economic opportunities in Tibet. China's state media paint these links as generous infrastructure investments for a backward region, but many Tibetans see it as part of a policy aiming to make them a minority in their own province.

And of course, the democracy that might allow people to demand accountability from their officials is conspicuously lacking in China. That is not to say there is no space for popular dissatisfaction – indeed Beijing is often zealous in investigating allegations of corruption among officials – but the limits of dissent are firmly curtailed when it comes to central government policies.



'Courtesy of Burma Center Prague,
www.burma-center.org'

Thus, we saw the government's heavy handed response to the Tibetan protests and, before that, the round up of human rights activists who dared to criticise forced evictions of Beijing residents to make way for Olympic venues. And now, in Sichuan, police have even blocked bereaved parents from protesting against the lax standards which permitted schools to collapse so quickly on their children.

But the earthquake also brought out another side of the Chinese government. In stark contrast to the Burmese junta's lackadaisical response when a cyclone struck Burma's coastline a few weeks earlier, Beijing's response to the Sichuan disaster was both efficient and prompt. Within hours of the quake, premier Wen Jiabao flew to the disaster zone to personally direct relief operations. More than 50,000 soldiers were sent to help, some of them driving ambulances and rescue equipment from the coastal provinces lying 1,500 km away.

The response is a reminder that China's government cannot be written off simply as an authoritarian or repressive regime like its southern neighbours in Burma. That it was able to marshal an operation of that scale is in itself evidence of the importance of the state in China's development. However, the impetus for its fast response was the understanding among Chinese elites of the importance of legitimacy. Previous disasters cannot have been far from their minds, especially the 1976 earthquake in Tangshan which killed 260,000 people and marked an end to the Maoist era.

The prominent role of the military in the relief operation is very relevant in this regard. Arguably the most respected, even revered, national institution, the People's Liberation Army plays a starring role in the government's efforts to replace socialism with nationalism as its basis of legitimacy. The heroic images of uniformed soldiers digging through the rubble for survivors put a personal touch on the remote hierarchy which influences the lives of 1.6 billion people, a narrative example of the Chinese government's solidarity with its citizens under a fluttering Chinese flag.

“Thus, we saw the government's heavy handed response to the Tibetan protests and, before that, the round up of human rights activists who dared to criticise forced evictions of Beijing residents to make way for Olympic venues.”

For many Tibetans, the People's Liberation Army provokes memories of oppression rather than solidarity. Memories have not faded of the suppression of Tibetan independence, the flight into exile of the Dalai Lama, and the brutal suppression of Buddhism and the monasteries during the Cultural Revolution. Equally, the displaced residents of Beijing and the grieving parents in Sichuan must wonder why the state's solidarity has ended before reaching them.

So far, the government has managed to marginalise dissatisfactions like these through the combination of a rising economy and a public discourse of nationalism which keeps a tight lid on dissent. And notwithstanding international criticism, the Beijing Olympics are intended to reinforce that twinned message of economic success and national pride to China's domestic audience. But dissatisfaction over corruption and inequality keep fraying at the rigid edges of the government's hold on Chinese society, and the rising China seems constantly under threat from economic or environmental disaster. In the absence of the flexibility allowed by democracy and the consistent rule of law, one wonders how much longer the centre can hold firm.

Stephen Rigney is a member of Comhlámh's Executive Committee and is currently pursuing a PhD on Sino-Ethiopian relations.

China & the Olympic Games – a Dev Ed issue?

The Olympic Games taking place in China this year have been cited as an opportunity to look at China in a Dev Ed context. While there are certainly issues that could and should be examined closely, questions need to be asked – ‘Why China?’ and ‘Why Now?’

Why China?

The first question raises the issue of what constitutes a developing country and what are Dev Ed issues in relation to China? There is an ongoing discussion in the West on whether or not China is still a developing country, with the result that the EU Commission, for example, has proposed a gradual reduction in development and humanitarian aid to China. While huge inequalities exist – especially between rural areas and urban centres – China has become a powerful player on the world stage, much more so than Ireland. China’s increased involvement in aid to Africa is well known and it has become Africa’s third most important trading partner (after the United States and France). This, I believe, is partly the reason why China is sometimes seen as a threat – it is muscling in on potential markets.

Raphael Tuju, Kenyan Foreign Minister from 2005 – 2007, put it succinctly: “I find it outrageous that this question of China keeps coming up, especially in the international domain, when it is in the interest of Kenya to work on strengthening relations with China. Most of the world is doing it and I find it awkward when western partners take issue with that.”

In particular China is very concerned about a continuous supply of energy and has invested heavily in oil producing countries. In 2005 it purchased more than half of Sudan’s oil exports – and in order to maintain this, has invested a total of US\$4 billion in the country as well as supplying the Sudanese government with arms. A UN investigation reported that most of the weaponry used to attack civilians in Darfur is of Chinese origin. Yet quite a few other

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countries – including Ireland – are involved in the Arms Trade, and the foreign policies of Britain and the US in particular leave much to be desired. Human rights abuses and Tibet crop up frequently in relation to China, whereas the use of capital punishment in the US or the forced eviction of the people of the Chagos Islands by Britain are somehow accepted as necessary.

Now I’m not saying that we should just accept what is happening in China and get on with it, but I do query our belief that it is okay to criticise and even demonise China whilst relegating campaigning about Guantanamo etc. to Human Rights organisations. I hear you say “torture in Guantanamo is awful and should be prevented, but it’s not a Dev Ed issue”. Why not?

Why Now?

The Olympics in China do provide an ideal opportunity to raise issues in relation to human rights and development. Yet, if we want to be serious, we should also consider developing Dev Ed training in relation to Britain and their involvement in Iraq, the Arms Trade, etc. – after all, they’re hosting the Olympic Games in 2012. There are protests being organised by First Nations members for the Winter Olympic Games in Vancouver in 2010, though I doubt that there will be much world-wide concern about the issues affecting them.

I think that as development educators we need to look at all the issues in relation to China and ensure – as Dev Ed is about the both the local and the global – that these are placed in a global context. I strongly believe in the rights of people to their

country’s independence – be they Tibetans, Chagos Islanders (whose right to return to their home has been challenged yet again by the British government) or Native Americans – but we should not use their struggles to further our own goal. I also think that we should try and establish connections with civil rights organisations in China itself, both in order to inform (and challenge!) our thinking and in order to support social justice activism in China. NGOs in China face challenges that we in the West have faced and are still facing, particularly in relation to challenging government interests – so finding ways of supporting each other could inform activism both in China and in Europe.

We also need to challenge assumptions and stereotypes that abound in such situations, and it’s worth noting the following in relation to China (taken from a study carried out in the US in 2005):

- 46% of Americans believe that Chinese Americans pass secret information to the Chinese government
- 32% of Americans believe that Chinese Americans are more loyal to China than the US
- 23% of Americans would be uncomfortable voting for an Asian American to be President – compared to 15% regarding an African American candidate.

I doubt it is much different in other parts of the western world.

**Heike Vornhagen, Co-ordinator,
Galway One World Centre,
www.galwayowc.org**

Courses

Dtalk – Development Training & Learning @ Kimmage Development Studies Centre

How to be a Successful Trainer

Update: 28 July

Project/Programme Cycle Management: Monitoring and Evaluation

Date: 28-31 July

Partnership in Development in Cork

Date: TBC

How to Measure and Assess Impact

Date: 6-8 August

Working Together: Managing Human Interactions and Dealing with Conflicts

Date: 12-14 August

Working with the Media

Date: 6-7 August

How to Be an Effective Development Advisor

Date: 25-26 August

Leadership & Teambuilding

Date: 27-29 August

Understanding HIV in Development

Date: 2-3 September

Community Responses to HIV

Date: 4 September

Advocacy and Policy Influencing

Date: 9-11 September

How to Be a Successful Trainer

Date: 22-25 September

Financial Management & Project Funding - Cork

Date: 23-26 September

Contact: Niamh Brennan or Selam Desta on 01 4064307 or email dtalk@kimmagedsc.ie, visit www.dtalk.ie

NYCI Dev Ed Training courses

Act Up! – Dublin

Date: 9 September

One World Week Training

– Nationwide

Date: September/October/November

Linking to the Wider World

– Galway

Date: 19 November

Footprint on the Planet – Dublin

Date: 6 December

Funding Opportunities –

Nationwide

Date: 14 May and 11 December

Contact: Alan Hayes at 01 4255932 or email alan.hayes@nyci.ie, visit www.youthdeved.ie/training

Graduate Certificate/Diploma in Development Education

Mary Immaculate College, University of Limerick invites expressions of interest for The Graduate Certificate / Diploma in Development Education September 2008 (Dependent on reaching the required level of interest).

This is a part time, distance education programme in response to the need for a University accredited programme for development education practitioners and to try and promote the highest standards in all aspects of development education work. Having attained the grade necessary for progression, a student may if they so wish apply to the Masters in Education course in Mary Immaculate College (requires part time attendance in MIC).

Course modules were designed in conjunction with 80:20 Educating and Acting for a Better World, Kimmage Manor Development Studies Centre (KDSC) and University of Limerick among others.

Contact: Deirdre O' Rourke at 061 – 204564 or Deirdre.orourke@mic.ul.ie

Lourdes Youth and Community Service

LYCS offers development education training and support to the community sector on an on-going basis. This includes FETAC accredited courses at levels 4 & 5. Please contact LYCS if you are interested in accessing training/support or if you are interested in running the FETAC modules locally.
Contact: Helena McNeill, phone 01-8230860 or email deved@lycs.ie.

Masters in Dev Ed, London

A new Masters level course on Dev Ed is being run at the Development Education Research Centre, IOE London.

Contact: admissions@ioe.ac.uk or 020 7612 6100

ECO-UNESCO Training Programmes

ECO-UNESCO develops and runs training programmes for young people and trainers within non-formal and formal education and provides a specialist approach to working with young people. To find out more and for information on other courses visit www.ecounesco.ie/training.aspx

Introduction to Sustainable Development (FETAC Accredited Module – L5)

Date: 24 Sept – 10 December

ECO Education

Date: 10 August

What is Education for Sustainable Development?

Date: 11 September

Contact: Sorcha O'Brien, ECO-UNESCO, 26 Clare Street, Dublin 2, phone 01 – 6625491 or email training@ecounesco.ie

Mango Training

Financial Management for Effective Programmes (FM3)

Date: 14-15 July

Assessing and Building Partners' Financial Capacity (FM9)

Date: 16 July

Grant Making – How to Keep you Donors Happy (FM8)**Date:** 17-18 July**Visit:** www.mango.org.uk/training/courseoutlines.asp#fm3 for more information**Professional Certificate in Facilitation Skills**

This training helps enable people become professional facilitators to confidently work as a facilitator in a group or team.

Date: July 1st, 8th, 15th, 22nd, 29th**Venue:** Limerick**Contact:** Empower Training, 4 Coach Road, Coach Road, Kilkenny, phone 056 7756736 or email info@empowertraining.ie**Creative Approaches for Addressing Conflict – An Introduction**

This two day course focuses on awareness about personal responses to conflict in our own lives. It also aims to introduce skills to be more creative in addressing conflict and to gain a better understanding of how we might respond.

Date: July 25-26, from 10am-5pm on each of the two days**Venue:** Glenree Centre for Peace and Reconciliation, Glenree, Co. Wicklow**Cost:** €120, includes lunch on both days. Accommodation is available but is not included in this price.**Contact:** Nicky Butler, phone 01 2829711 or email info@glenree.ie**Show Racism the Red Card Education Pack and workshops**

This education pack includes a 17 minute DVD and associated pack with activities linked to the sections of the pack. Show Racism the Red Card can deliver a workshop to facilitate discussion with young people around issues raised in the DVD. They also offer training for staff to prepare implementation of intercultural programmes.

Contact: Show Racism the Red Card, Carmichael Centre for Voluntary Groups, North Brunswick St, D7, phone 01 8280018 / 086 392 7650, email info@theredcard.ie or visit www.theredcard.ie

Events

Dochas Breakfast Meeting

Development NGOs need to re-connect with Irish society. Speaker: Paddy Maguinness, Niall Mellon Trust (TBC). Light breakfast provided. Pre-registration is essential

Date: 11 July**Venue:** Mercer Hotel, Mercer St, D2**Contact:** Email anna@dochas.ie**Comhlámh Development Forum**Comhlámh invites our members and supporters to come along to our Development Forum for talk, workshops, and socialising! Keep an eye on the Comhlámh website www.comhlamh.org for more details.**Date:** 6 September 2008**Venue:** Kilkenny**Contact:** Email Paul@comhlamh.org to be put on the mailing list for more information.**IDEA AGM**

The Irish Development Education Association's AGM will be held on July 8th.

Visit: www.ideaonline.ie for more information**Comhlámh Coming Home Weekend**This residential weekend offers an opportunity to meet, relax and have some fun while sharing tips on readjusting to the 'culture shock' of being home. There is space to reflect on the meaning of your experiences for you personally, and to look at planning how you can put them to use as you move forward. The cost of the weekend is free to people who have been overseas in a development capacity for longer than three months. Travel from within Ireland is subsidised by Comhlámh. Places limited; to reserve a place go to www.comhlamh.org for a booking form**Date:** 26-28 September**Venue:** Cork**Contact:** Deirdre Kettlewell, email Deirdre@comhlamh.org or call 086-3367683**African-Irish Hall of Fame Awards, Information Day****Date:** 18 September from 1-4 pm**Venue:** Irish Aid Centre, 27-31 Upper O'Connell Street, Dublin 1**Contact:** Malcolm Eremionkhale, The African Voice Newspaper, www.theafricanvoice.ie

Share your opinion on the issues covered in INDEX... perhaps someone else out there agrees with you... or doesn't... Let's find out! This is a new space that we're hoping INDEX readers will use to discuss and debate.

Send your comments to index@comhlamh.org or call the Dev Ed team on 01 4783490 and let us know if you'd like us to print your opinion in the next issue or not.

EU Corner

Dev Ed Events in Europe

On June 9th and 10th the Slovenian Presidency conference on “Inter-cultural dialogue in Dev Ed” was held in Slovenia. DEEEP’s Summer School in Holland on June 22 - 29 tackled the issue of “How to put global poverty and social inclusion on the political agenda, through Dev Ed, advocacy, campaigning”. Visit www.deeep.org. For info on 2006’s Summer School looking at the use of Sports in Dev Ed visit www.development-and-sport.org/en_sscresults.html.

Scandalous lack of progress in EU Development Aid

OECD figures show that in 2007, European Aid fell by 1.7 billion euros. “Europe likes to see itself as a world leader in development assistance, but these figures show that governments are taking a step backward on their commitments” said Olivier Consolo, CONCORD Director.

European Sources Online (ESO)

UCD has a new online database for European information, currently only available on campus. Visit www.ucd.ie/library/electronic_resources/library_databases/index.html#eso

EU Olympics Boycott History

The Netherlands, Spain, and Switzerland all boycotted the Melbourne Olympics in 1956 to object to the Soviet invasion of Hungary. Four years later 60 countries followed the USA’s call to boycott the Moscow Olympics because of the Soviet Union’s intervention in Afghanistan. In response the Soviet Union, East Germany, and Cuba boycotted the LA Olympics in 1984.

The Olympic Torch European Tour

Accompanied by the “Beijing Olympic Games Sacred Flame Protection Unit”, 30 unarmed attendants in blue tracksuits selected from the People’s Armed Police, the torch left Olympia in Greece for London, via Athens. In London flame attendants and protestors clashed on the streets. London’s Metropolitan Police, who made more than two dozen arrests, criticized the flame attendants for “getting in the way of officers trying to restore calm”. The mayor, Ken Livingstone, admitted that allowing the Chinese secret police to guard the Olympic torch during its London relay was a mistake.

In Paris protestors tried to capture or put out the torch and the flame attendants had to extinguish it at least five times and change its route. The police took away numerous protestors and also used tear gas to remove demonstrators blocking the route by lying in the road. The torch then headed to San Francisco, where the route also had to be changed due to protestors.

International Dates to Remember

August 9 International Day of the World’s Indigenous People

Today at least 350 million people living in 70 different countries are considered to be indigenous. Visit www.survival-international.org/education for news, campaigns, and educational resources. For info and links read the April 2008 issue of New Internationalist at www.newint.org.

August 12 International Youth Day

Recognise the potential of youth, celebrate their achievements, and plan for ways to better engage young people to successfully take action in the development of their societies. Find out about youth work happening in Ireland. Visit the National Youth Council of Ireland at www.youthdeved.ie and Lourdes Youth and Community Services at www.lycs.ie/LYCSweb.

August 23 International Day for Remembrance of the Slave Trade and its Abolition

There are an estimated 27 million slaves - people paid no money, locked away and controlled by violence. Watch ‘Slavery: A global investigation’, a documentary film made in 2002 that exposes slavery around the world and looks at how slavery can be fought, at <http://freedocumentaries.org/film.php?id=192>. For learning resources and links visit www.hrea.org/feature-events/abolition-slavetrade-day.php.

September 21 International Day of Peace

Peace is not just the absence of violence; it is an active culture that has to be created and maintained. Join the conversation for active peace at <http://millionideas4peace.blogspot.com>, visit <http://wilderdom.com/games/PeaceEducationExperientialActivities.html> for peace education activities.

September 22 World Car Free Day

As the climate heats up this day is the perfect time to take the heat off the planet, and to put it on city planners and politicians to give priority to cycling, walking and public transport, instead of to the car. Visit www.worldcarfree.net and www.autoholics.org and try to imagine what life would be like in a car free world.

Show Racism the Red Card

In February 2006, the Gaelic Players Association, the Irish Rugby Union Players Association, and the Professional Footballers Association of Ireland, joined with the three leading teachers unions to launch a unique education and sport initiative - Show Racism the Red Card. It is modeled on the initiative which began in the north east of England in 1996 to harness the profile of sports stars for anti-racism education. A major objective for the Irish project was to produce an Irish specific resource.

The Irish education pack was launched on the 4th of February. 350 young people gathered together to grill a panel including Ireland's Kevin Kilbane, Dublin's Paul Casey, and Killester Basketball's Arnou Dahi on their thoughts about racism in sport and society. The pack is an interactive education resource which includes a 17 minute DVD featuring top stars of Irish sport and young people relating their views and experiences of racism.

Those featured in the DVD include: Sean Óg Ó hAilpín (Cork), Paul Casey (Dublin), Ireland soccer internationals Kevin Kilbane, Ciara Grant and Emma Byrne, Basketball International's Justin Naughten, and a host of players in the Eircom League of Ireland. There are also two groups of young people featured on the DVD. These are a group from Balbriggan who won an award for their work against racism and a group of young people in Drogheda who talk about racism and their experience of its impact.

The DVD is accompanied by a 28 page pack and additional downloads to support activities in the education pack. While the education pack is relevant to subjects such as history, geography and religion, it is particularly applicable to CSPE and Transition Year curricula as it provides for active learning and project based work. There are six sections in the pack. They are: 1. What is racism? 2. Action against racism (schools) 3. Action against racism (sports) 4.



Pupils from Donabate Educate Together School, and St Josephs CBS Drogheda at the launch in Malahide

Racism and its consequences 5. Do's and don'ts in responding to racism 6. Living in an integrated Ireland.

The education pack is available directly from Show Racism the Red Card or through supporting organisations including the Irish Sports Council and the club promotions officers at Eircom League of Ireland clubs. For more information, please contact Show Racism the Red Card, Carmichael Centre for Voluntary Groups, North Brunswick Street, Dublin 7. Tel. 01 8280018/086 3927650 or through www.theredcard.ie

Visit www.theredcard.ie/news/2008/uniting-clubs-with-communities/ to see how Show Racism the Red Card celebrated the Chinese New Year.

Sport against Racism Ireland (SARI)

SARI is a volunteer driven NGO that uses the popular medium of sport to combat racism and eradicate xenophobia, along with developing social inclusion and cultural integration programmes at home and abroad.

Since its foundation in 1997, the EU Year against Racism, SARI has operated nationally at grassroots level and has become a strong influencing power behind the sports measures of the National Action Plan against Racism and the intercultural plans of sports governing bodies.

SARI is a founder member of Football against Racism in Europe (FARE) which is a partner of UEFA, European football governing body. Throughout the Euro 2008 championship in Switzerland and Austria SARI volunteers engaged with FARE in anti-racism projects.

Leading up to the 2010 FIFA World Cup in South Africa SARI, through the UK-Ireland body Football without Frontiers, will be sending young volunteers to Zambia to join up with young people from our partner, Sport in Action. The two groups will then head for South Africa where they will work together on solidarity projects. SARI is working in partnership with the fledgling all Africa youth organisation, Insaka-Ireland to present opportunities for young Irish-Libyans to work with 'streetkids' of Lusaka in a South African World Cup context. SARI also supports partners working with an educational project for young mothers in Ghana.

SARI does not receive any core funding from the Irish State, but relies primarily on private donations and public collection points. Love of sport and a strong desire to destroy The



U16 Glentoran team in Ghana resting at half time

racism are the driving forces behind all the volunteers and contribute to a powerful force for peace, progress and pluralism.

Ken Mc Cue, International Officer, SARI www.sari.ie, www.sportinaction.org, www.glentoran.org

Dev Ed News

Africa Day 2008

This year's Africa Day, on May 25th celebrated African diversity and success with a variety of events around the country. For a full list of events visit www.irishaid.gov.ie/africaday2008.

'Africans in the Diaspora as Agents of Change'

As part of its Africa Day celebrations the Africa Centre discussed the above topic at its 6th Annual Lecture, held on May 21st in the Irish Aid Centre in Dublin.

Centre for Global Development through Education launched

Mary Immaculate College in Limerick launched the Centre for Global Development through Education (CDGE) on May 16th. It aims to contribute to poverty reduction in Uganda and Lesotho by enhancing the quality of basic education through capacity building in teacher education. Contact Ms. Patricia Mulcahy on (061)774703 or email patricia.mulcahy@mic.ul.ie

DICE Primary Education Conference

"Challenging Perspectives: Teaching Globalisation and Diversity in the Knowledge Society" took place on June 7th at the Marino Institute of Education. For more information on this event visit www.diceproject.org

FAI's Intercultural Football Club Open Days

The FAI recently launched its "Club Open Day" Programme. It is open to all children aged 6 to 15, interested in playing football for the first time or who want to improve skills and enjoy playing football in a friendly club environment. The FAI hopes these open days will help to promote greater interaction between children from different ethnic and cultural backgrounds. For information on FAI club open days please contact 01 8999500 or email clubopenday@fai.ie

Resources

Linking and Immersion Schemes with the Global South: Developing Good Practice

IDEA is delighted to present this report of its first National Conference in September 2007. The report critically explores Linking and Immersion programmes that link Ireland to communities in the global south. Free to download at www.ideaonline.ie/publications/index.html.

'Re-imagining Development Education' Conference report

In April the Centre for Global Education in Belfast held their third Annual Conference entitled 'Re-imagining Development Education'. The report is available at www.centreforglobaleducation.com/capacity-building.php

'Taking the Initiative on Intercultural Youth Work' Seminar Report

This seminar was held by NYCI on April 14th as part of Intercultural and Anti-Racism week to highlight NYCI's intercultural strategy. Read the report at www.youthdeved.ie.

NASC Campaign Pack

Nasc is seeking a reform of both the legal process of claiming asylum/protection in Ireland and of the accommodation system known as 'Direct Provision'. This campaign pack outlines their concerns with the current system and some recommendations which they feel will improve the quality of life for asylum seekers and make the asylum/protection system fairer and more transparent. It is now available online at http://nascireland.org/pages/policy/direct_prov_campaign.htm. Contact Paul on 021 4317411, email paul@nascireland.org, visit www.nascireland.org.

Global Dimensions

The DICE project has developed this guide to good practice in Dev Ed and Intercultural Ed to help address a real and expressed need within initial teacher education for ongoing support in integrating global and social justice perspectives within primary education in Ireland. Visit www.diceproject.org/research.aspx

NCSL: Developing Sustainable Schools Toolkit

'Valuing Our Future' is a toolkit aimed at helping schools become more sustainable, designed by NCSL. It has been developed with school leaders and includes case studies, interactive resources and practical tips. It costs £15. Visit www.ncsl.org.uk/sustainableschools/sustainableschools-toolkit.cfm for more information.

Human rights education

Amnesty Ireland has a variety of activities, with ideas on how to link human rights issues to films such as Hotel Rwanda and Blood Diamond. They also have reports on the Beijing Olympics and the human rights situation in China. Visit the resources section at www.amnesty.ie. Amnesty Australia has just released a new resource 'China, the Olympics and Human Rights', download it at <http://action.amnesty.org.au/humanrightstoday/comments/12526/>.

Sports and Development website

www.sportanddev.org is a resource centre and communications tool where people can share ideas, information, and experiences. It is dedicated entirely to sport and development. Its resources include a newsletter, information about organisations and projects, and information about sport and development issues.

Looking Behind the Logo (2004)

This is a simulation game about the sportswear industry and worker exploitation aimed at the secondary level. Visit www.oxfam.org.uk/education/resources/looking_behind_the_logo

Teaching Controversial Issues:

By Clare O'Sullivan, Castlepollard Community College, Co. Westmeath.

'Teaching Controversial Issues' is a booklet written and produced by Oxfam's Dev Ed Programme. As the name suggests, its purpose is to help teachers introduce controversial issues into their teaching. Such issues include: religion, politics, bullying, and the use of photographs in the media. The aim of the pack is to heighten awareness of such issues among school-going pupils. It also aims to educate young people for global citizenship and to help develop their critical thinking skills.

The activity I used from the pack was how photographs and images of disasters or world events are used in the media. I carried out this class over two forty minute periods. Ten students averaging 16 years of age were paired into two groups of three and two groups of two.

Among these groups I distributed photographs, from 'The Sunday Tribune' dated 25th May 2008, of the present famine in Ethiopia. The photographs used were stark and shocking. They portrayed emaciated children who, with their guardians, reported to a medical treatment centre, in a district of Ethiopia. Adopting eight questions from the activity pack I requested students to discuss the photos among their small groupings. The questions were as follows:

1. What's the purpose of this photo?
2. Who took the photo and why?
3. Who is the photo appealing to?
4. What might be going on outside the frame of the photo?
5. How does this photo affect people in Ireland?
6. What are the causes of what is going on in the photo?
7. What are the solutions?
8. How is this a global issue?

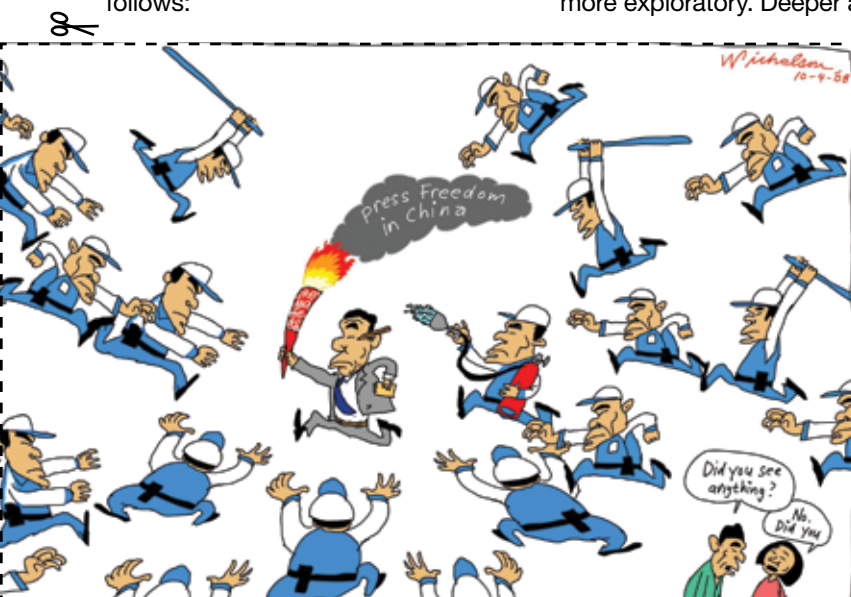
Prior to answering, I asked students to explore all options and to think deeply about all questions, especially questions 5-8. Responses varied. These photos were viewed as being published to emotionally blackmail more well-off countries into donating more money. The solution given by students to eradicate such widespread famine was to advise governments to stop exporting food overseas, and to begin to address the needs of their own people first.

My role as a teacher was to act as 'devil's advocate'. I believe this method challenges pupils existing beliefs. All pupils' initial responses were written on the whiteboard for all to see. After some consideration, student's responses differed slightly. Now pupils offered more specific replies and the debate became more exploratory. Deeper analysis of

question eight - 'How is this a global issue?' - allowed pupils to express a more critical response. Replies touched on the global drugs trade, excessive use of water and electricity, and on the problem of 'sweat shops' in developing countries.

Overall, I found both the booklet and related activities invaluable in assisting me to carry out this lesson. The booklet helped me plan and construct my lesson. I especially found the list of questions advantageous in synthesising pupils' responses through a process of reflection and analysis.

Teaching Controversial images is a free 12 page booklet. It is part of Oxfam GB's Global Citizenship Guides series. It is available to order or to download from <http://publications.oxfam.org.uk/>, or phone +44 (0)1865 472255.



Have you ever used cartoons as a resource for Dev Ed?

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Images of the Global South

Guidelines for primary educators for working with photographs from around the world



NIGERIA Nembe Creek
Eight-year old Balazy gets his own back on the photographer by taking her picture himself.
Photographer: Betty Press/Panos Pictures

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