

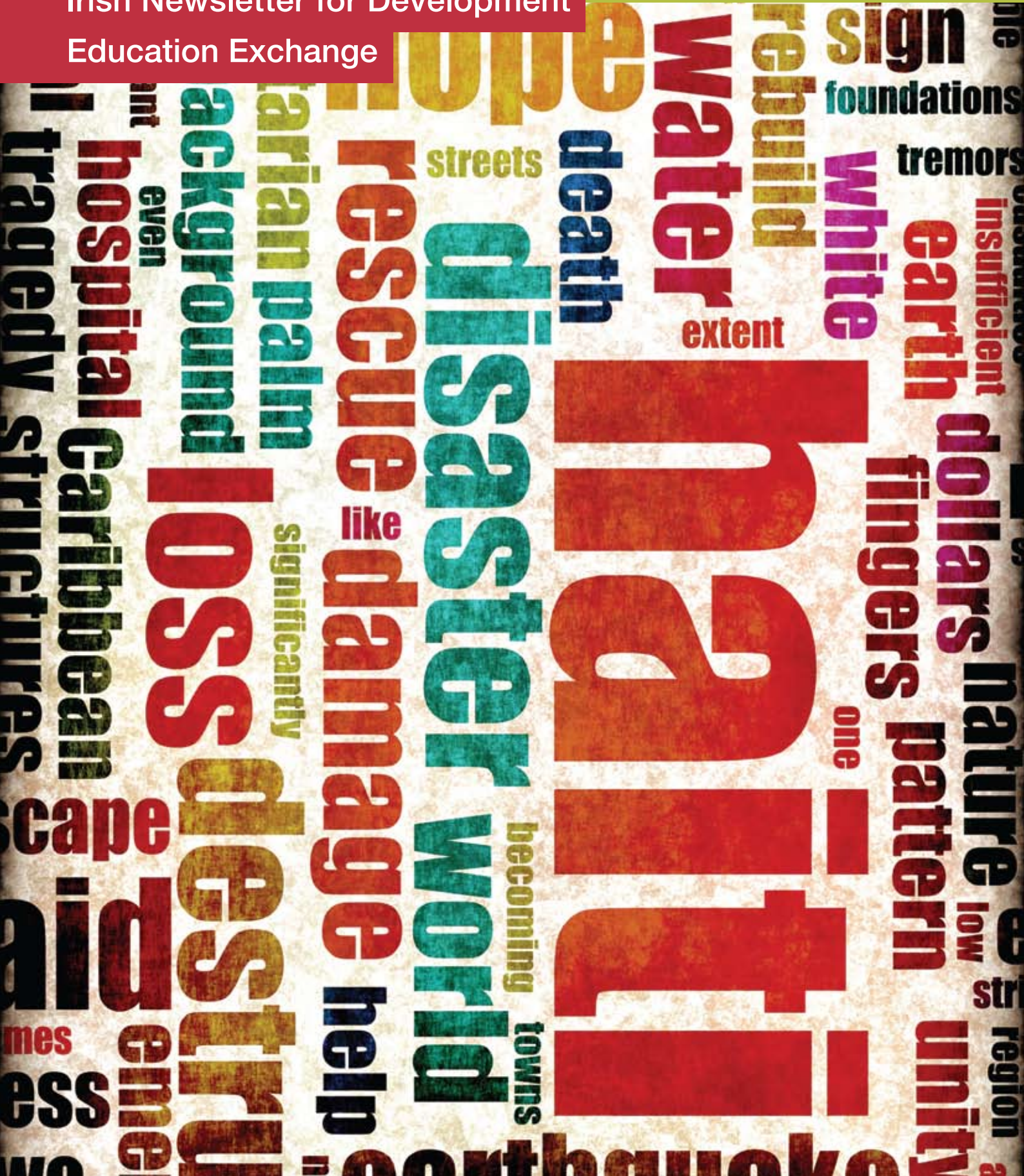
# INDEX

Issue 26 / April 2010



Irish Newsletter for Development

Education Exchange



# Editorial

At a recent conference organised by the Centre for Global Education David Selby argued that development education needs to draw on emergency education, 'as the world moves into multiple crisis syndrome, emergency will no longer be out there, but here, there and everywhere.' While the recent extreme weather conditions in Ireland, involving both flooding and snow, cannot be compared to the scale of the devastation wrought by the earthquake in Haiti, they did highlight our lack of ability to deal with 'natural' disasters.

Senan Gardiner's report from the UN climate summit in Copenhagen tells us that not only did the global summit end without an international agreement, but also that talks during the summit focused on the impact of emissions, rather than acknowledging that the world urgently needs to transition to a low carbon economy and to start talking at an international level about how we're going to do that.

In this issue of Index Patsy Toland questions whether disasters can in fact be considered 'natural', or whether the devastation wrought is in fact exacerbated by human actions. Gavin Titley deconstructs the media coverage of the Haiti earthquake, and provides ideas for how it could be used to educate about critical media literacy, to analyse the assumptions and uncover bias. Jose Antonio Guterriez explores the history of foreign involvement in Haiti and argues for reconstruction that prioritises the interests of Haitian people.

This issue highlights resources that can be used to educate about natural disasters, and includes sectoral news, courses and events.

***"Our future is like that of passengers on a small pleasure boat above the Niagara Falls, not knowing that the engines are about to fail"***

– James Lovelock, 2007

# Contents

<b>Natural disasters?</b> <i>by Patsy Toland</i>	<b>3</b>
<b>I see black people: coverage of the Haiti earthquake</b> <i>by Gavan Titley</i>	<b>4</b>
<b>Haiti: a tragedy or a brilliant business opportunity?</b> <i>by José Antonio Gutiérrez D</i>	<b>6</b>
<b>INDEX Links:</b> <b>Dev Ed courses and events</b>	<b>8</b>
<b>EU News &amp; International Dates</b>	<b>10</b>
<b>IDEA Corner</b>	<b>11</b>
<b>Dev Ed news, funding, and resources</b>	<b>12</b>
<b>Climate Justice when?</b> <i>by Senan Gardiner</i>	<b>13</b>
<b>Resource Review: Tales of Disaster</b> <i>by Mary O'Reilly</i>	<b>15</b>

# Index www.comhlamh.org

INDEX is a free Comhlámh publication for people interested in educating on global development issues, funded by Comhlámh, Trócaire, IDEA, and Irish Aid. The views expressed in individual articles are those of the authors and do not necessarily reflect the views of the organisations to which they are affiliated, the editorial committee, or Comhlámh.

Development Education is about questioning our knowledge and perceptions about how the world works and about what role we play in it. It looks at the meanings of concepts such as 'development' or 'education' in order to increase our understanding of the interconnectedness of our world (Galway One World Centre).

Editorial committee: Ali Leahy (Comhlámh), Jenna Coriddi (CGE), Aoife McTernan (Trócaire), Johnny Sheehan (NYCI), Mbemba Jabbi (Africa Centre), Eimear McNally (IDEA).

Please contact [index@comhlamh.org](mailto:index@comhlamh.org) to comment or to contribute to future issues.

# Natural disasters?

**'Survivors in Haiti's camps greeted news of Chile's less deadly tremor with resignation, saying poor governance, corruption and shoddy construction magnified their own seismic disaster. "There aren't any real politics in our country. Politics in our country is taking the money and putting it into a bank account, putting it in their pockets and running off," a bitter Pierre-Francis Junior told AFP in a vast tent city where he now lives in the center of the capital Port-au-Prince.'** (*newstraitstimes*, [www.nst.com](http://www.nst.com), 3rd March).



Slum housing on the outskirts of the Haitian capital Port au Prince © Steve Lindridge 2009

**C**ontrasting the death tolls of the recent earthquakes in Haiti and Chile provides development educators with an opportunity to question the 'natural' in natural disasters. Why did Haiti suffer 220,000 deaths, while Chile recorded less than 1,000, despite a much more severe seismic event? If the job of development education is to prompt questioning of simplistic answers to complex problems then here is an excellent starting point.

The comparison could start with an explanation of tectonic plate movements and the resulting earthquakes. Marking the geographical locations of recorded seismic activity on a map would trace a pattern across many developing countries but also along the west coast of the USA and Mediterranean Europe. Neither locations nor seismic levels will provide any correlation with the death tolls of various disasters.

One reason for the higher death tolls in Haiti is the number of people living in the city region. So why were so many people living there? Who benefits from the agricultural policies that promoted large-scale commercial farming, poor land tenancy for indigenous farmers, large scale deforestation, and the resultant move to the city? Do we care where financiers invest our savings to provide growth for our pension funds?

In the city, why do people end up in slums occupying land that the wealthy do not want? And why are their houses of such poor quality?

***"Natural disasters are rarely 'natural', but the result of a complex interplay of historical, political, economic, geographic and human factors that result in tragedies that could have been prevented."***

Could it be that permanent housing leads to a permanent problem for the authorities? Millennium Development Goal 7 has the target of achieving a significant improvement in the lives of 100 million slum dwellers by 2020.

'The lack of improved sanitation and water facilities are two of the four defining characteristics of urban slums. The others are durable housing and sufficient living area. In 2005, slightly more than one third of the urban population in developing regions lived in slum conditions.' (United Nation's Millennium Development Goals report 2008).

Could Fair Trade help the farmers to improve their land rights? This prompts questions about the very slow progress in fair trading and the reasons that corrupt commercial interests and governments hinder that progress.

So the simplicity of a tectonic plate movement becomes more complex. We can consider the Haiti disaster relief effort. Why was there only one airport? Why was the port so easily dismantled? Why were roads to rural hospitals and the neighbouring Dominican Republic not providing a local solution? Point out that Haiti is less than a third the size of Ireland! Or perhaps we want to question why logistical efforts prioritized the flying of 20,000 American troops into Haiti.

These questions provide enquiry into notions of development and of the need for large-scale structural funds for future development. This goes beyond disaster relief and on to our most beloved concept of sustainable development.

Reports that 'thousands of US troops are leaving Haiti in a swift scaling back of US military involvement in post-earthquake security and reconstruction' (Rory Carroll, Guardian, 8th March) and the near end to media coverage certainly prompt questions of our commitment to long-term support to Haiti. Ask students to examine the time devoted to the topic on television news, in the news headlines or front-page stories.

Natural disasters are rarely 'natural', but the result of a complex interplay of historical, political, economic, geographic and human factors that result in tragedies that could have been prevented. This prevention is not about seismic predictions or tsunami warnings, but rather about bringing into sharp focus the many elements that have created an unequal and unjust world. This is the responsibility that development education takes on and we should not allow the stories to fade from our 'front page news'.

***Patsy Toland, Development Education Coordinator, Self Help Africa, [www.selfhelp.ie](http://www.selfhelp.ie)***

# I see black people: coverage of the Haiti earthquake

**D**evelopment education has an established focus on media literacy, aimed at encouraging critical readings of how questions of power, geography, culture and inequality are represented and imagined. Ongoing media events, such as the coverage of the earthquake in Haiti, are crucial sources of political education. Yet where does such media education find its bearings in a context where media coverage is instantaneous, globalised, polyvocal and fleeting?

The coverage and framing of ‘natural disasters’ is an established focus in media studies. Since at least the 1970s, studies of disaster coverage have been used to examine how news values reflect geopolitical relationships and to analyse how news coverage ‘thresholds’ are shaped by racial and developmental hierarchies (One European equals X number of non-Western fatalities, and so forth).

In the same vein, various studies have examined how the ‘imagined geographies’ of the West and the rest – the historical produced images of exotic places, distant in the imagination but intimately entwined with us materially and politically – shape approaches to disaster sites. In *Consuming the Caribbean*, Mimi Sheller illustrates this in relation to the ‘paradise islands’ that have been central to the colonial economies of Europe, but which exist beyond the boundaries of projected inclusion:

‘The imagined community of the West has no space for the islands that were its origin, the horizon of self-perception, the source of its wealth...Displaced from the main narratives of modernity, the shores that Columbus first stumbled upon now appear only in tourist brochures, or in occasional disaster tales involving hurricanes, boat-people, drug barons, dictators or revolutions. Despite its indisputable narrative position at the origin of the plot of Western modernity, history has been edited and the Caribbean left on the cutting room floor’ (2003: 1).

In this narrative there is also a cast, and the ways in which relationships between ‘victim’ and ‘helper’ are represented have been similarly analysed, often to highlight the ways in which coverage of natural disasters may depoliticise and obscure historical relationships of exploitation and global inequality. Recent excellent studies on these and related questions are Lillie Chouliaraki (2006) *The Spectatorship of Suffering* and Stan Cohen (2001) *States of Denial*.

In development education these lines of discussion are familiar, and can easily be explored in the coverage of the Haitian earthquake. The week after the earthquake media

coverage centrally featured not only unsubstantiated reports of mob violence, but also the commonplace assumption that such violence, even if not occurring in the instantaneous now of media coverage, was inevitable.

For example see Inigo Gilmore, ‘The Myth of Haiti’s lawless streets’ (*The Guardian*, 20 January 2010). Writing from Port-au-Prince, the journalist challenged John O’Shea of Goal on his statements about the threat of machete wielding mob violence and his decision not to deploy aid workers at that time.

**“Ongoing media events, such as the coverage of the earthquake in Haiti, are crucial sources of political education.”**

Journalists do not lightly refuse an ‘anarchy’ angle on a story, and as Gilmore pointed out, ‘...it’s not a war zone; it’s a disaster zone – and there appears to have been little attempt to distinguish carefully between destructive acts of criminality and the behaviour of starving people helping themselves to what they can forage. For Haitians and many of those trying to help them, the overriding sentiment is that a massive catastrophe on this scale shouldn’t have to wait for aid because blanket security is the absolute priority.’

The parallels with the aftermath of Hurricane Katrina are disturbing, with the same racist assumption that the violent propensity of poor black people will be inevitably unleashed tucked into the ‘conflict orientation’ of news stories.

Yet to focus solely on the propagation of stereotypes is too limited. The news story, in an era of rolling, instantaneous coverage, is always unfolding, being updated, piggybacking on and incorporating other coverage, and being shaped reflexively in this process. A dimension of this is that media coverage not only becomes part of the story, but also has tangible impacts through processes of mediatisation.

For example, according to a report in the *The Lancet*, some aid agencies in Haiti endangered lives by engaging in corporate ‘preening’. A report in *The Guardian* the same day linked this reflex to the interplay between the competitive prerogatives of agencies in a charity marketplace, and the transformative impact of globalised media coverage.



# Haiti:

## a tragedy or a brilliant business opportunity?

**H**aiti has been at the centre of the news for the early part of 2010 because of the unprecedented tragedy that unfolded after the deadly earthquake of January 12th. It is estimated that 300,000 people died, not only because of the earthquake itself, but also because of the clumsy and inefficient response of the international community (in spite of all the platitudes of 'having learnt lessons from the 2005 Tsunami').

There have been frequent complaints about the disorganisation of the relief efforts; for example, that agencies are trying to compete with one another instead of cooperating with each other. The international community seems to have been more concerned about sending troops in, than with providing meaningful humanitarian aid, at a time when this aid was the most pressing need.

This was best exemplified by the take-over of the Haitian airport by the US army. While military cargoes and thousands of troops were coming in precious aid, from Caricom, Cuba, Venezuela, Turkey and organisations such as Doctors Without Borders, was denied landing permission or left stockpiled and undistributed <sup>1</sup>.

In the meantime, the international media, instead of focusing on the needs and the capacities of a population that organised spontaneously to face the tragedy and to rescue their beloved ones with their bare hands, created a groundless image of Haitians as dangerous looters and desperados at each others' throats <sup>2</sup>. This picture played into the hands of those who understood help to Haiti as a way to advance the military occupation of that country.

On the one hand, by a UN mission that, since 2004, has been nothing but the armed forces of an unpopular regime (Haiti has not had an army of its own since 1995). And on the other hand by the US, who are strengthening their military presence in the Caribbean as a means to re-compose their lost hegemony in Latin America. (Over the last year and a half we've had new military bases in Colombia, Panama, Curacao and Aruba, the Colombian-Honduran security pact, re-activation of the IV Fleet, and the list goes on.)

But notwithstanding the intensity of the earthquake,



*A crowd of people wait for scavengers to throw goods from the roof of a partially collapsed warehouse in downtown Port-au-Prince, an area devastated by an earthquake six days earlier. Some parts of the media described such scavenging as looting. Photo © Moises Saman, 2010 - Panos Pictures.*

the country had been in ruins well before it occurred. A century of US military intervention, dictatorships and IMF pressures had done the job. The impact of all this political intervention was particularly clear in its impact on the food self-sufficiency of Haiti. In 1919, while the country was under military occupation, the Constitution was changed in order to favour US agrobusiness in the rubber and coffee industries.

In the early '70s, a number of measures were taken to favour a huge exodus from the countryside to the urban centres in order to feed the booming sweatshops with fresh and cheap labour. Subsequently, in the early '80s the US ordered the dictator Jean Claude Duvalier to annihilate all of the Creole pigs in the country, claiming that they spread fever to the US pigs. The native pig population was thus replaced by US pigs that were not used to Haitian conditions, and so needed much more attention in order to survive. This resulted in Haiti losing its pig population.

In 1997, as part of an agreement to end the Cedras dictatorship, the US allowed a return to democracy in exchange for a series of deadly IMF sponsored measures. These included lowering the tariff on rice to 3%. This resulted in local peasants' rice being wiped out by heavily subsidized US rice. Then, once US rice producers had monopoly over the rice market, the cost of rice increased to unaffordable prices.

All these factors combined explain why in 2008 people had to resort to eating "mud cookies" in order to survive. And this explains why there were widespread riots in April 2008 by a hungry population – riots that were put down not with bread, but with UN bullets.

After the earthquake, everyone seems to have grand ideas on how to rebuild Haiti. Ideas which completely bypass the Haitian people themselves! Even in Ireland we have TD Billy Timmins demanding Brussels send in more occupation troops, this time under the EU banner. I don't doubt that Mr. Timmins is speaking out of good will since Ireland has nothing to gain out of military intervention, but this only shows the extent to which aid has become a military matter.

Tycoon Denis O'Brien calls for a Marshall Plan for Haiti. This is echoed by John O'Shea, CEO of Goal, who calls for a formal end to Haiti's sovereignty and its transformation into a US protectorate, thus using aid to further the neo-colonial agenda<sup>3</sup>. In addition, Tom Arnold, Concern Worldwide's CEO, after acknowledging the urgency of cancelling Haiti's illegitimate external debt, feels it is still perfectly logical to call for the IMF to be in charge of designing policies for the country's reconstruction. This ignores the heinous role of this financial institution in turning Haiti into a holy mess over the last couple of decades<sup>4</sup>.

On top of all that, the international community are insisting on rebuilding 'Haiti the country of the sweatshops' and not 'Haiti a country fit for humans to live in'. This can be seen in Paul Collier's report to the UN Secretary General<sup>5</sup>. This report, fully endorsed by Bill Clinton, Ban Ki Moon's special envoy to Haiti, views 'the way forward' for Haiti's reconstruction in terms of developing the garment industry. A Reuters article quoted a leading Haitian businessman saying that this would probably not guarantee a dignified life to Haitians, but that this is only a first step<sup>6</sup>.

We beg to differ. This is not a first step. This is actually the same old dusty path that Haiti has been walking since the early '70s, when USAID (United States Agency for International Development - the US agency for international development) promised that Haiti would become the Taiwan of the Caribbean. However, instead of helping Haiti in any real way, the development of sweatshops distorted the local economy. It created enclaves of economic activity that had no link to the rest of the country or to the market. On average it depressed wages (between 1971 and 1975 there was a 25% wage depression), and it created a massive unemployment problem, since the 'dove-capitals' left Haiti as easily as they had arrived.

Many thousands of peasants abandoned the land to find a job in the sweatshops that by 1985 employed some 100,000 people. By 2007, when most of these companies had left for China or Bangladesh, only 20,000 people were employed. The rest were left to roam the slums of Port-au-Prince with no chance of going back to the land. These are far from impressive results indeed. And within the sweatshops the working conditions have been scandalous with all sorts of abuses committed routinely against the workers, most of whom are women.

In LASC, (Latin American Solidarity Centre) together with our Haitian partners, we believe that no reconstruction of Haiti is possible without putting Haitian people at the very centre of these efforts. Haitian people need empowerment and not charity. They need to master the reconstruction and to benefit from it. Haitian people don't deserve houses, hospitals, schools, employment, infrastructure, and so on, that the 'humanitarian developers' would not be willing to have themselves.



*A Haitian policeman holds a gun in front of a partially collapsed warehouse to prevent looting in an area of Port-au-Prince devastated by an earthquake six days earlier. Some parts of the media described such scavenging as looting, and there were a number of violent incidents. Photo © Moises Saman, 2010 - Panos Pictures.*

In our opinion and that of our partners, most efforts to reconstruct Haiti should be directed at strengthening and developing the farmers and peasants, and thus to make it possible for the country to be food self-sufficient and sovereign once again. We have the chance to rebuild a new Haiti or to reproduce the same old Haiti as if nothing ever happened on January 12th.

We know that the 'international community' does not necessarily share our opinions. Since the 2003 war against Iraq it is clear that 'catastrophe capitalism' and 'nation reconstruction' are actually hugely profitable businesses. Only real solidarity of the ordinary people can put pressure on those governments and institutions that are trying to profit from the 'reconstruction' effort and trying to rebuild the country according to their own needs. This solidarity work is needed to make sure that a new and better country comes out of the rubble.

**José Antonio Gutiérrez D.**  
**Research and Development Officer**  
**LASC [www.lasc.ie](http://www.lasc.ie)**

<sup>1</sup> "US Troops to Help Haiti's Security, Aid Flows in" Andrew Cawthorne & Catherine Bremen, Reuters, 18 Jan 2010.

<sup>2</sup> <http://www.metro.co.uk/news/809424-haiti-now-the-thugs-take-over>.

<sup>3</sup> See <http://www.irishtimes.com/newspaper/opinion/2010/0211/1224264198258.html> <http://www.irishtimes.com/newspaper/world/2010/0208/1224263954850.html> <http://www.independent.ie/opinion/analysis/john-oshea-dont-let-devastated-haiti-become-yesterdays-news-2029999.html>

<sup>4</sup> For a brilliant account of the impact of IMF policies see Peter Hallward's 2008 book *Damming the Flood*

<sup>5</sup> See <http://www.google.com/hostednews/afp/article/ALeqM5iO4vhMiyqrJtUybnX8jrHogRD4Bw>

<sup>6</sup> George Sassine, president of the Association of Haitian industrialists, <http://www.telemundo52.com/noticias/22631562/detail.html>

## Courses

### Dtalk – Development Training & Learning @ Kimmage

Creative Facilitation: 20-22 April,  
20- 22 July  
Working with the media: 19-20 May  
How to be a successful trainer: 13-15 July  
Advocacy & Policy Influencing:  
31 August - 2 Sept  
Dtalk can also provide training courses that are tailor made to your organisation's needs.  
**Venue:** Development Studies Centre, Kimmage, Dublin 12.  
**Contact:** Selam Desta, selam.desta@kimmagedsc.ie,  
Tel: 01 4064341 or Áine Costigan, aine.costigan@kimmagedsc.ie,  
Tel: 01 4064424 or visit [www.dtalk.ie](http://www.dtalk.ie).

### Ending Hate in our Communities

This half-day workshop aims to give participants an understanding of the extent of bias, harassment and hate crimes in their community, and the impact of bias and harassment on those targeted, as well as practical skills to help them respond to and prevent hate crime.  
**Date:** 9.30am to 1pm,  
Tuesday 27 April.  
**Contact:** Call Leish Dolan on 028 9032 0202 (extension 6028) or email [dolanl@belfastcity.gov.uk](mailto:dolanl@belfastcity.gov.uk) or call Denise Wright, South Belfast Roundtable on 028 90 244 070.

### Migration Awareness Training

This half-day workshop designed by South Belfast Roundtable and the Good Relations Unit of Belfast City Council aims to explore the history of inward and outward migration and the rights of migrant workers in Northern Ireland. It aims to dispel myths and provide practical information on issues relating to migration.  
**Date:** 9.30am to 1pm,  
Thursday 29 April.  
**Contact:** Same as above.

### Engaging with Youth and the World: from Policy to Practice

This two day residential development education seminar explores the new European Youth Strategy, focusing

particularly on the implications and opportunities provided by the Youth and the World field of action. The seminar is funded through Youth in Action and will provide a space for participants to engage with National and European policy makers, share learning and explore how Youth in Action funding can be used to support development education activities in Ireland. The seminar is open to people aged 18-30 years who are currently involved in youth work as participants, volunteers or staff.

**Venue:** The Emmaus Centre, Swords, Co. Dublin.

**Date:** Thursday 29–30 April.

**Contact:** Johnny Sheehan at [johnny@nyci.ie](mailto:johnny@nyci.ie) or Alan Hayes at [alan@nyci.ie](mailto:alan@nyci.ie).

### Development Studies

The Kimmage Development Studies Centre invites applications for the following HETAC accredited programmes, commencing September 2010:

MA/Post Graduate Diploma in Development Studies:

**Closing date for applications:** 28 May.

BA Degree in Development Studies:

**Closing date for applications:** 23 July.

**Contact:** Tel: 01 4064386 / 4064380,  
E-mail: [info@kimmagedsc.ie](mailto:info@kimmagedsc.ie),

**Visit:** [www.kimmagedsc.ie](http://www.kimmagedsc.ie).

### Sustain it! Becoming a sustainable youth organisation

This innovative course is designed for staff, volunteers and young leaders of youth organisations wishing to introduce the principles of sustainable development and education for sustainable development into their organisations.

**Venue:** The Greenhouse, 17 St Andrew Street, Dublin 2.

**Date:** 10:00am - 4:00pm, Thursday 6 May.

**Cost:** €80 Statutory, €50 Community and Voluntary Sector. (Fee subsidised by Irish Aid).

**Contact:** ECO-UNESCO's Youth for Sustainable Development Officer on [ysd@ecounesco.ie](mailto:ysd@ecounesco.ie) or 01 662 5491.

### Thinking outside the Box

This course will explore images

of inclusion and diversity in film and digital media. It is approved under Grundtvig/Comenius and is scheduled to coincide with the Galway African Film Festival.

**Venue:** Galway.

**Date:** 2-6 June.

**Contact:** The Galway One World Centre, Tel: 091 530590, **Email:** [info@galwayowc.org](mailto:info@galwayowc.org), Visit: <http://galwayowc.ning.com/>

### How does the World Look to You?

This development education course, also approved under Grundtvig/Comenius, will include sessions on a variety of themes, including Racism, Gender/Sexism, Aid, and Debt.

**Venue:** Galway

**Date:** 5-10 July

**Contact:** Same as above.

### Graduate Certificate in Holocaust Education

This accredited programme was developed by the Holocaust Education Trust Ireland and University College Dublin, and approved by the Board of Graduate Studies at UCD.

**Visit:** [www.hetireland.org](http://www.hetireland.org) to read more.

### Looking at the Economy through Women's Eyes

The course will explore such issues as: What is the economy? How is the current crisis affecting women's lives? What kinds of work do women tend to do and why? What are the connections between women in Ireland and women in countries of the global South?

**Date:** 12, 19 and 29 April and 3 May.

**Venue:** Galway.

**Contact:** St. Vincent de Paul, 1, Mill Street, Galway, Tel: 091 – 895203,  
**Email:** [ineedhamsvp@eircom.net](mailto:ineedhamsvp@eircom.net).

### TCD/UCD Master's in Development Practice

This new two-year programme that offers a world class training and education in development practice at graduate level will commence in September 2010.

**Visit:** [www.naturalscience.tcd.ie/postgraduate/dev-pract/dev-pract.php](http://www.naturalscience.tcd.ie/postgraduate/dev-pract/dev-pract.php).

**Email:** [ineedhamsvp@eircom.net](mailto:ineedhamsvp@eircom.net).



## Events

### Recipe for Disaster: Who is Cooking the Global Meal?

Latin America Week aims to concentrate the attention of the public on Latin America for one week, so as to highlight the justice issues at stake in the region and thus to facilitate campaigning and solidarity actions between Ireland and Latin America. Activities include a photo exhibition, a film festival, and a talk on "Haiti: From Food Self-Sufficiency to Mud Cookies -The Impact of Global Trade".

**Date:** 19 – 26 April

**Visit:** [www.lasc.ie](http://www.lasc.ie) for more information

### Dóchas AGM & New Voices in Development Conference

The conference will provide a forum for discussion between Dóchas members and a wide range of other actors in development, in particular representatives of the private sector and emerging NGOs. It aims to ensure that Ireland's development efforts have the greatest possible impact on global poverty through encouraging cooperation between these groups and improving our collective understanding of what works.

**Date:** 9.15 am – 5.30 pm, 23 April.

**Venue:** Radisson SAS Hotel, Golden Lane, Dublin 8.

**Contact:** AGM open to Dóchas members only, contact Anna Farrell, Email: [anna@dochas.ie](mailto:anna@dochas.ie). For the conference contact James O'Brien, Email: [conference.organiser@dochas.ie](mailto:conference.organiser@dochas.ie) or visit [www.dochas.ie/newvoices](http://www.dochas.ie/newvoices).

### Celebrating 35 years of Solidarity, Education & Activism for Global Justice

Join Afri, Comhlámh and Kimmage Development Studies Centre for a night of music, reminiscing and surprises.

**Date:** 8pm to late, 15 May

**Venue:** Wynn's Hotel from 8pm till late.

**Contact:** Admission free. Please RSVP to [deirdre.healy@kimmagedsc.ie](mailto:deirdre.healy@kimmagedsc.ie)

### Global Justice For A New Decade

This year Comhlámh's AGM and development forum will provide a space to learn about and discuss global justice issues, including a panel discussion, a keynote speech from Mary Robinson on Climate Justice, and workshop discussions.

**Date:** 15 May

**Venue:** Dublin city centre, TBC

**Contact:** [admin@comhlamh.org](mailto:admin@comhlamh.org) or call 014783490

### May Day Solidarity Brigade to Cuba

Cuba Support Group Ireland is pleased to announce details of its May Day 2010 solidarity brigade offer to Cuba. Brigadistas will participate, along with international guests from all over the world (and up to 1 million Cubans), in the celebrations for the 51 Anniversary of the Cuban Revolution in Revolution Square, as well as enjoy educational, sight-seeing and tourism meetings, events and excursions. The aim is to introduce Irish people to the realities of Cuban life, culture, history, politics, and to learn about their hopes and aspirations for our shared futures.

**Date:** 26 April to 9 May.

**Cost:** €415 for 2 weeks full board.

**Contact:** Simon McGuinness, Tel: 0035387 6785842, Email: [cubasupport@eircom.net](mailto:cubasupport@eircom.net).

### Afri Famine Walk 2010

**Date:** Saturday, 22 May.

**Venue:** Doolough, Co. Mayo.

**Visit:** [www.afri.ie](http://www.afri.ie)

### Sports as a catalyst for Development in Africa

Africa Centre's annual public lecture.

**Date:** 12-3pm, 25 May

**Venue:** Trinity College Dublin, Dublin 2

### Use of Images and Messages – Human Right Issues!

Africa Centre's conference on Images and Messages.

**Date:** 14 -15 July

**Venue:** Dublin Castle.

**Contact:** Email: [Education@africacentre.ie](mailto:Education@africacentre.ie), Tel: 01-8656951, [www.africacentre.ie](http://www.africacentre.ie)

### Environmental Education Forum Conference

**Date:** Monday 14 June.

**Venue:** Lough Neagh Discovery Centre.

**Visit:** [www.eefni.org.uk/](http://www.eefni.org.uk/)

### International Summer Camp in Palestine

The international summer camp will bring together people from around the world who are interested in helping create a better world.

**Date:** 14 - 28 June.

**Venue:** Najah Uni, Nablus, Palestine

**Visit:** [http://youth.zajel.org/summer\\_camps/camp2010.htm](http://youth.zajel.org/summer_camps/camp2010.htm)

**Contact:** [youthexchange@najah.edu](mailto:youthexchange@najah.edu) or [zajel.camp@gmail.com](mailto:zajel.camp@gmail.com)

### Where To Now? Empowering Young People Through Information

This one day conference is a joint initiative of Eurodesk and Youth Information Centres targeted at organisations and people working with young people in Ireland.

**Date:** 9.30am to 4.30pm, 22 June.

**Venue:** National College of Ireland, Dublin

**Contact:** Malgorzata Fiedot-Davies, Email: [euodesk@leargas.ie](mailto:euodesk@leargas.ie), Tel: 01 8722394, 01 8731411.

### One-to-One Advisory Sessions

20 minute appointments are available with Comhlámh staff to talk through options for volunteering for global development.

**Dates:** 4-7pm, 6 May and 3 June.

**Venue:** Irish Aid Volunteering Centre, O'Connell Street, Dublin 1.

**Contact:** To book an appointment please contact Kate on 01 4783490 or [kate@comhlamh.org](mailto:kate@comhlamh.org)

### Development Education Matters

DICE will hold this conference in Mary Immaculate College, Limerick on 17-18 June.

**Visit:** [www.diceproject.org](http://www.diceproject.org)

**Contact:** Gertrude Cotter, Tel: 01 4970033, Email: [gcotter@cice.ie](mailto:gcotter@cice.ie).

# EU Corner

## Intercultural dialogue to develop a European identity

This Grundvig Project will operate a 'practice exchange' over a two year period with six European exchange partners. Kerry Action for Development Education (KADE) will collaborate with Unique Voice, a language institute in Kerry, to design teaching tools and learning resources which will support the blending of intercultural training with learning English as a second language. KADE will disseminate learning to the six partners, and will invite them to pilot the teaching and learning materials with adult learners at their own institutions. All activities will be finalised by the end of July 2011 and a final report will be available by the end of September 2011. For more information contact Aoife Comiskey Clifford at [Aoife@kade.ie](mailto:Aoife@kade.ie).

## Partnership Fair Report

The Second Edition of the TRIALOG partnership Fair was held in Vienna in February providing an opportunity for European civil society organisations to meet and learn how to shape successful EC project proposals. Event documentation is now available at [www.trialog.or.at/start.asp?ID=216](http://www.trialog.or.at/start.asp?ID=216).

## Schools as key actors in promoting global education

The Development Education Summer School 2010 will be hosted by Hungary, from 6-13 June. The theme is "Schools as Key Actors in Promoting Global Education", and the overall objective is to improve the quality and quantity of NGOs and school cooperation in the field of Global Education. To learn more visit [www.deeep.org/summerschool2010.html](http://www.deeep.org/summerschool2010.html).

## University on Youth and Development

This event aims to create a political space where youth can act upon and acknowledge the role they play in Global Development.

**Date:** 13 – 19 September

**Venue:** Mollina, Spain

**Visit:** <http://universityonyouthanddevelopment.org/?p=857>

## EU stalling on aid targets

OECD figures released on 17 February show that the EU will miss its collective promise to spend 0.56% of GNI on aid to finance the Millennium Development Goals in 2010. Despite being hit hard by the effects of the financial crisis, not all member states have missed their targets. Belgium, Spain and the UK have made clear progress. However France and Germany's aid levels have stagnated.

Also in February the 27 European development ministers unanimously agreed that the financial and climate

crises can under no circumstances be used as an alibi for slowing down the payment of aid. Development Commissioner, Andris Piebalgs, recommended that a peer review be established and that each year the EU should devote a further €10 billion to development.

In April, the European Commission will present a "package" on the MDGs comprising an inventory of progress already made by the EU in its contribution to achieving these goals and on four proposals referring to the quantity of aid provided and to its quality.

In May CONCORD will launch its 2010 AidWatch Report, which provides detailed analysis of how the EU and its member states are meeting their commitments on development aid. Visit [www.concordeurope.org](http://www.concordeurope.org).

## EU funding

Dóchas has started an email list for those interested in sharing learning about EU funding and working with the European Commission. Email [anna@dochas.ie](mailto:anna@dochas.ie) to be added to the list. To learn more about EU Financial instruments, visit [www.dochas.ie/pages/resources/default.aspx?id=35](http://www.dochas.ie/pages/resources/default.aspx?id=35).

## Calls for proposals & EC funding

Visit the EuropeAid website for information at [http://ec.europa.eu/europeaid/work/funding/index\\_en.htm](http://ec.europa.eu/europeaid/work/funding/index_en.htm)

## International Dates to Remember

### 19-25 April Global Campaign for Education

2010's Action Week looks at 'financing quality public education: a right for all'. More information and educational resources are available at [www.campaignforeducation.ie](http://www.campaignforeducation.ie).

### 3 May World Press Freedom Day

This year looks at 'Freedom of Information: The Right to Know'. Free press around the world is vital if we are to have a more just and contextual portrayal of global development issues. Find facts and cartoons at [www.worldpressfreedomday.org](http://www.worldpressfreedomday.org).

### 17 - 21 May Walk to School Week

Every school is invited to take part in this event which aims to encourage more people to walk to and from school. Visit [www.walktoschool.org.uk](http://www.walktoschool.org.uk) for activities and resources.

# IDEA Corner



IDEA is an association of organisations and individuals involved in the provision, promotion or advancement of Dev Ed throughout the island of Ireland.

[www.ideaonline.ie](http://www.ideaonline.ie)

## HIGHLIGHTS JAN - MAR 2010

(check out our website [www.ideaonline.ie](http://www.ideaonline.ie) for full reports on all the events below)

### Global Educator in Residence Programme

In October IDEA launched a new learning programme that aims to begin a dialogue about how Southern perspectives can be integrated into our Dev Ed work in Ireland. 10 members of IDEA are participating in this 6-month long learning programme. The cornerstone of the programme is the visit of two educators from the Global South, Lynn Mario de Souza and Vanessa Andreotti which took place from March 22nd – 25th. The aim of the visits was to support and challenge educators to develop their thinking and practice on this issue. A public seminar was also held on Wednesday 24th in Dublin to facilitate open discussion on the challenges and opportunities raised during the programme. As a follow up to the visit, organisations will communicate with the educators to exchange feedback and plan follow up actions.

### Evaluating Development Education: Practice to Theory

Two training days were held in Dublin and Belfast on the 4th and 5th of February with the aim of building capacity on evaluation for Dev Ed. Louise Robinson of Reading International Solidarity Centre demonstrated a practical toolkit for measuring attitudinal change over time. Susan Gallwey led participants in an exploration of the challenges of evaluating Dev Ed.

### Social Media and Global Learning

In conjunction with the Centre for Global Education and St. Mary's University, IDEA delivered a third training in Social Media for 20 participants in Belfast City on the 3rd of March. IDEA's Ning community has grown to include members from all three trainings. You can check it out on: [onlineidea.ning.com](http://onlineidea.ning.com)



L: Participants in the Social Media Training Seminar in March 2010 in Belfast. C: Louise Robinson of RISC demonstrates activities with participants of the Evaluation training on the 5th of February. R: Participants at the Global Educator in Residence Programme in discussion. Photos: IDEA 2010.

## FUTURE EVENTS

### Annual IDEA Conference: Radical Common Sense

Has development education become mainstream? Has it lost its radical edge? Does it still provide relevant challenges for education and civil society in Ireland?

By providing a space for debates of alternative and radical voices from outside the dominant mainstream IDEA's annual conference aims to bring some radical common sense into the debate about what is needed to empower citizens through education to take part in changing society towards fairer, more inclusive and sustainable directions for the future.

**Date:** 4th June, 10 am to 4pm

**Location:** Dublin city centre (venue tba)

**Email:** [conference@ideaonline.ie](mailto:conference@ideaonline.ie)

To register or find out more contact Eimear in IDEA

Email [eimear@ideaonline.ie](mailto:eimear@ideaonline.ie),

Call 01 6618831



Lynn Mario de Souza and Son Gyoh at the Public Seminar for the Global Educator in Residence Programme

## DE News

### Climate Law

Thanks to pressure from campaigners the government has agreed to pass a climate law in 2010. Visit [www.foe.ie](http://www.foe.ie) to learn more and to demand a strong law, aimed at moving Ireland to a low carbon economy, and that includes real reductions in emissions, including those from aviation, shipping, and large polluters.

### Cancel Haiti's Debt

Contrary to the recent media reports, Haiti's debt still is not cancelled. In January campaigners criticised the International Monetary Fund (IMF) for offering a loan to Haiti as emergency assistance. Nessa Ní Chasaide of DDCI said, "It is shocking that the IMF has offered financial assistance to Haiti in the form of a loan when Haiti has over US\$ 800 million of debts in urgent need of cancellation. The Irish government should ensure that Haiti receives debt cancellation and grant based financial support - not loans - at this difficult time." Read more at [www.christianaid.ie](http://www.christianaid.ie) and [www.debtireland.org](http://www.debtireland.org).

### How Can You Help

Development agencies working through Dóchas have launched a public information website, [www.howyoucanhelp.ie/](http://www.howyoucanhelp.ie/), on how professional emergency relief is coordinated, and showing how the general public can assist the Irish aid agencies to do their work in times of major disasters.

### Call for Trócaire Development Issues Journal

Trócaire's annual Development Review is the only annual Irish peer-reviewed journal dedicated to policy analysis and research findings on development issues. This year's thematic focus looks at how we can strengthen food security in order to halve global hunger by 2015. Visit: [www.trocaire.org/resources/call-for-papers](http://www.trocaire.org/resources/call-for-papers) or contact: Tara Bedi, Email: [tbedi@trocaire.ie](mailto:tbedi@trocaire.ie). Past issues available at [www.trocaire.ie/tdr](http://www.trocaire.ie/tdr). **Closing date: 31 May.**

### Educational Research

Call for submissions to a special issue of the journal of the National Foundation for Education Research on Intercultural, Citizenship and Human Rights Education. Visit <http://campaigns.openemail.net/t/8315059/19130030/15149/0/>.

### DFID mini grants scheme

The Department for International Development (DFID) provides funds to civil society organisations in Northern Ireland to promote awareness of international development. Visit [www.dfid.gov.uk](http://www.dfid.gov.uk).

### The Advocacy Initiative

This new initiative has been established by a broadly-based group of civil society organisations in Ireland to inquire into challenges facing the sector in relation to advocacy. Visit [www.montaguecomms.ie/clients/23](http://www.montaguecomms.ie/clients/23).

## Resources

### Emergencies: Helping People Back from the Brink

This new briefing paper from Dóchas highlights the importance of the principles and mechanisms of effective disaster relief. It sets out the links between disasters and poverty, and describes the professional standards that apply to emergency aid. Visit [www.dochas.ie/making\\_poverty\\_history\\_together.htm](http://www.dochas.ie/making_poverty_history_together.htm)

### Explaining what happened in Haiti to children

Plan's EU Liaison Office 'I have a Voice' website has a slideshow, an interactive information map and a discussion forum to explain what happened in Haiti. Visit [www.ihaveavoice.eu](http://www.ihaveavoice.eu).

### Teaching about 'Natural' Disasters

This online resource provides suggestions for exploring natural disasters from a development education perspective. Visit [www.diceproject.org/teaching\\_material\\_thematic.aspx](http://www.diceproject.org/teaching_material_thematic.aspx).

### 'Disaster Watch' game

Help villagers in Nicaragua survive floods, earthquakes and food shortages! Visit [www.christianaid.org.uk/resources/games/](http://www.christianaid.org.uk/resources/games/). Download educational resources on Christian Aid's response to the Haiti emergency at <http://learn.christianaid.org.uk/>

### Asian Tsunami: 5 years on

Lesson plans on the rebuilding and reconstruction at [www.redcross.org.uk/standard.asp?id=101433](http://www.redcross.org.uk/standard.asp?id=101433).

### Positive Images

This European project aims to promote positive attitudes towards vulnerable migrants and raise awareness of humanitarian issues among young people. Visit [www.redcross.org.uk/positiveimages](http://www.redcross.org.uk/positiveimages). Download educational resources on the Haiti earthquake designed to look beyond stereotypes at [www.redcross.org.uk/standard.asp?id=102642](http://www.redcross.org.uk/standard.asp?id=102642)

### Trócaire Lent resources on Poverty and Hunger

Available to download at [www.trocaire.org/resources/lent-resources](http://www.trocaire.org/resources/lent-resources). Trócaire also has a post-primary powerpoint on the Haiti Earthquake at [www.trocaire.org/resources/schoolresources](http://www.trocaire.org/resources/schoolresources).

### Wood of life

This is a traveling, interactive exhibition on the importance of the world's forests. Visit [http://www.justforests.org/wood\\_of\\_life/](http://www.justforests.org/wood_of_life/).

### Index Contacts list

Download Comhlámh's 2010 update of this directory of organisations involved in development education in Ireland at [www.comhlamh.org/resources-index-contacts-list.html](http://www.comhlamh.org/resources-index-contacts-list.html).

# Climate Justice when?



Senan Gardiner (Presentation Ireland) sitting beside French Secretary of State for Ecology, Chantal Jouanno, and the Finnish Envoy on Climate Change at an EU youth briefing with environmental ministers. Photo: David Wargert, 2009

**What is next for NGOs after Copenhagen? One campaigner, Senan Gardiner, tells of his personal experience at the United Nations summit and his ideas on where to go from here.**

“**Copenhagen**” is the media’s term for the UN negotiations on climate change that took place in Copenhagen in December 2009. This is understandable considering that the outcome of two weeks of international negotiations is an “Accord” that is two and a half pages long. It was decided on by a few powerful countries, and although it includes a concrete agreement toward financing adaptation, it doesn’t cover who would manage such a fund or whether it would be in the form of aid or loans.

The negotiations were seen as a critical apex to finalise and decide on the mechanisms to tackle climate change including technology transfer, setting up a climate-adaptation fund for developing countries, reducing deforestation, and to decide upon a more comprehensive and widely-followed successor to the Kyoto Protocol.

The fortnight started with high spirits as over 10,000 NGO representatives registered. As the Ecology and Sustainable Living Officer for Presentation Ireland, I was privileged to represent Irish Youth on a delegation for the National Youth Council of Ireland. While in Copenhagen, I worked with the International Youth Climate Movement, which was the Youth NGO constituency (YOUNGO for short) for the negotiations.

YOUNGO was one of the few official NGO constituencies able to give inputs during the negotiations. In order to do this, each day the YOUNGO constituency would have a strategy meeting and then split into subgroups to work on policy, advocacy, direct actions and communications. I worked in the last group and over the two weeks worked on messaging, press releases, press conferences and also wrote two speeches that were delivered to the UN.

## **How to transition**

Throughout the negotiations, one thing that shocked me was the lack of focus on “how” to transition to a low-carbon society. Most of the side events (lectures on issues as far ranging as biofuels and human rights) were highly scientific, showing graph after graph of projections and impacts of different cuts in emissions, but no talk showed us how we were realistically going to get there. This was of particular relevance to me as one of my areas of interest is education for sustainable development (ESD), which works to help equip people with the mindset needed to re-imagine a sustainable way of life and way of living with the rest of the world.

At a youth press conference I organised, I called for governments to adopt ESD into their formal and non-formal education. The feeling that my words were falling on the

**“One thing that shocked me was the lack of focus on “how” to transition to a low-carbon society.”**

ears of the world’s decision makers was possibly naïve (there were over ten press conferences a day) but it was still a very daunting yet empowering experience.

## **“Don’t bracket our future”**

Inevitably the novelty and initial enthusiasm wore off, as the side events were increasingly taken over by technocrats, as the plenary meetings dragged out, and as negotiators haggled over every line in a draft text agreement. In this draft document all the text that was not agreed on was bracketed. This was most of the text. One tag line the YOUNGO constituency used increasingly in their lobbying actions was “don’t bracket our future”.

Then in seemingly standard procedure, the United Nations Framework Convention on Climate Change (UNFCCC) decided, owing to numbers, to only let in 20% of the NGO delegations in the second week. On the Wednesday they simply refused those campaigning for more radical climate change action, such as Friends of the Earth and Avaaz, for no apparent reason.

I was lucky in the second week in



that, because of my work in communications, I was granted a permanent pass that lasted until the Wednesday. After this, only 12 youth representatives were allowed to attend the last two days, as seemingly two young people (who weren't affiliated to YOUNGO) had disturbed a plenary. Altogether only 900 NGOs were let in on the Thursday and only 300 on the Friday. The mood was definitely beginning to sour.

### Message in a bottle

During the second week I met the Irish Minister for the Environment, the first EU minister to agree to meet with EU youth NGOs. I had gathered messages in bottles to give to "world leaders" in Copenhagen, but at the time he was too busy so the International Youth spokescouncil read through them instead.

The spokescouncil cheered, laughed and even cried with the writings of the Irish schoolchildren, nuns, farmers and others. I realised that these impassioned youth leaders, who had come from every part of the world to speak for youth and the voiceless future generations, were our true leaders.

In the last two days, I continued to blog and connect back home on the negotiations from outside the conference in an alternative venue for NGOs. This was near Klimaforum – an alternative people's summit that ran concurrently with COP15. At the closing address to the Klimaforum on Friday, Naomi Klein addressed NGOs saying "the lesson that we tried and we failed, we didn't do it, is extremely demobilising ... we didn't all try, many of us weren't allowed to try".

The conclusion to Copenhagen was quite disempowering at first but the NGO's rallied their troops. Youth

*"I realised that these impassioned youth leaders, who had come from every part of the world to speak for youth and the voiceless future generations, were our true leaders."*

speaker Juan Carlos Soriano from Peru summed up the mood when he stated in the closing plenary "we will keep on working and keep on pushing you harder and harder until a deal is sealed". That weekend the NGOs decided that if their leaders don't lead, they will, from the grassroots up.

### Copenhagen – three month on...

Copenhagen has had a profound effect on global politics and many commentators are now reporting as to how the playing fields have shifted. Some say that the divisive concept of "developed and developing world" is now seen as outdated. "Nations such as China and India showed that they are the new power players and will act as nakedly in their self-interest as western powers have" (Malini Mehra [www.schumachercollege.org.uk](http://www.schumachercollege.org.uk)).

Within the NGO movement, a structural change was seen, where campaigns such as Stop Climate Chaos, Tck Tck Tck, and Climate Justice Now brought the concept of climate change and climate justice to a global audience in both the Global North and South. These campaigns have firmly made the link between climate change and global injustice.

One of the most powerful tools in achieving this has been the internet. Information on the internet is also evolving and no longer are we "drowning in information, but thirsty for knowledge" as internet software tools such as "digg" and "RSS feeds" lead to smart browsing and thus smart campaigning.

However across the web there is widespread concern that there isn't enough time for the "going back to the drawing board" Accord. Simply put, many NGOs are disillusioned with working within the system for incremental change as the urgency of averting runaway climate change looms ever larger. As Johan Hari

writes in the Nation Magazine "You can't jump halfway across a chasm: you still fall to your death. It is all or disaster" ([www.thenation.com/doc/20100322](http://www.thenation.com/doc/20100322)).

### Towards a low carbon future

Leaving Copenhagen I doubted there would be top-down leadership and was sadly proven right. However, on the positive side, the potential for grass-roots expression has never been higher, as multitudes in Ireland are joining voluntary organisations and looking for an alternative to the "rat-race". I was shown that leadership in addressing climate change has to come from our communities around the world. We must rise up to the challenge and take steps towards becoming low-carbon communities, assured in the knowledge of the long-term benefits to weaning ourselves off of fossil fuels, for global justice, our environment and our future generations. This will require transformative education, groups committed to examining their own communities' sustainability, and most importantly supporting each another.

In Ireland, I am lucky to be part of a new programme engaging at community level to work toward achieving sustainability in all aspects of our society. Presentation Ireland is now involved here in many exciting and engaging campaigns to push for change toward a low-carbon future, from developing community gardens to building new centres according to best environmental practice. Hence, while we can keep working on politicians and lobbying to improve the process, now more than ever, we must focus on creating the product of a better, more sustainable world to show the radical change needed and to lead by example.

**Presentation Ireland's Ecology and Sustainable Living Officer, Senan Gardiner, [senan@presentation.ie](mailto:senan@presentation.ie).**

# Tales of Disaster

**Mary O'Reilly, 5th and 6th Class Teacher, Kildangan National School, Monasterevin, Co. Kildare, reviews Trócaire's Tales of Disasters resource pack for primary schools.**

This publication aims to enable children in Irish classrooms to explore natural disasters, to develop an understanding of natural disasters, to explore issues of peace education, and to develop empathy for people living in the disaster risk areas. It evolved out of a partnership of many organisations including IDEP, Indonesian NGO, the Jesuit Relief Service (JRS), Cordaid, Trócaire and No Strings.

The Tales of Disasters pack is a great asset to any classroom. The DVD immediately captured the children's attention. For this reason they found it much easier to connect with the topics addressed. Many issues that are connected to the disasters were also addressed in the pack. These included poverty, the environment, peace, wealth and so on. Many important moral issues are presented to the children using the DVD. These topics sparked many discussions and debates within the classroom.

Although the pack features issues,

which inevitably result in tragedy, the manner in which they are addressed is extremely child-friendly. Badu, the 'not so sharp' central character offers a humorous aspect to the programme, which the children really enjoy. His mistakes provide the basis for learning; the children discover a great deal from his ignorance and misunderstanding. Although this amusing character creates an enjoyable aspect to learning, the issues are still addressed and dealt with in a serious manner.

The DVD contains five videos addressing the topics of Flood and Landslide, Earthquakes, Tsunami, Volcanoes and Multi-cultural societies (Two Gardens). The activity book contains corresponding activities to the visual resources. This book is particularly useful to teachers as it covers many areas of the curriculum and presents teachers with many interesting ideas for integration (and all teachers appreciate this luxury). I also find it useful as it offers precise and concise amounts of information and doesn't overload the pupils.

One thing I particularly like about the pack is that all the resources needed to carry out the activities are ordinary, everyday items that are very



Cover image from Tales of Disaster resource

accessible. As a learning resource it is invaluable. Due to the recent natural disasters the children have some background knowledge of the topics addressed and can somewhat empathise with the people affected by the catastrophes. The case studies also really help the children to connect with the topics since real people and places are being addressed.

Overall, I feel that this is a very useful and timely publication and will be an invaluable resource in the primary classroom. It is a must for all primary school teachers. Although it states that it is for 3rd - 6th class activities could be altered to cater for the junior classes and the DVD would most definitely capture the interest of a younger audience.

**Tales of Disasters (Trócaire, 2008) is a resource for primary schools. Five short films that are used in South East Asia to prepare communities for natural disasters have been developed into a classroom resource for children in Ireland. The cost of the DVD and activity book is €15/£12. To order your copy of Tales of Disasters please contact Mary at [mboyce@trocaire.ie](mailto:mboyce@trocaire.ie).**

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

Cartoons can be used to get discussion going and to explore and debate complex issues with a variety of different groups. Visit <http://www.developmenteeducation.ie/galleries/> for ideas on ways to use cartoons.



Courtesy of [www.developmenteeducation.ie](http://www.developmenteeducation.ie)

# Programmes commencing September 2010: BA / MA / Post Graduate Diploma



HETAC accredited 01 4064386 / 4064380  
info@kimmagedsc.ie www.kimmagedsc.ie



**kimmage DSC**  
development studies centre

**INDEX** is a free newsletter for people interested in educating on global development issues.  
To subscribe to **INDEX** visit our **INDEX** page at [www.comhlamh.org/media-publications](http://www.comhlamh.org/media-publications)  
To join Comhlámh go to [www.comhlamh.org/get-involved-join-us.html](http://www.comhlamh.org/get-involved-join-us.html)

**INDEX** is a Comhlámh publication for the Development Education sector, funded by Comhlámh, Trócaire, and Irish Aid

Honorary Patron, Mary Robinson.

© Comhlámh, 2010

Comhlámh, 2nd Floor, Ballast House, Aston Quay, Dublin 2.



**TRÓCAIRE**  
Working for a Just World



The views expressed herein can in no way be taken to reflect the official opinion of Irish Aid.



Comhlámh is a signatory to the Dóchas Code of Conduct on Images and Messages (<http://www.dochas.ie>).

