

# DICE NEWSLETTER

Issue 2, Spring 2008



*Welcome to the second issue of the DICE Newsletter!*

This once-per-term newsletter is aimed at lecturers in the colleges of education and at student teachers with an interest in development education (DE) and intercultural education (ICE). It is produced by the Development and Intercultural Education (DICE) project for all 5 colleges of education in the Republic of Ireland. It is meant to inform educators about opportunities to enhance their work in bringing the global dimension to their classrooms, while also highlighting news about up-coming research and initiatives relevant to DE and ICE. In keeping with current news, a small section is dedicated to highlight a few local, European and global events which might not necessarily make the big headlines but that present a good opportunity to discuss key areas of DE and ICE (human rights, sustainable development, diversity, etc.) with students. Suggestions for future editions, comments or questions are welcomed by the DICE team at [info@diceproject.org](mailto:info@diceproject.org).



European Year of Intercultural Dialogue    Bliain Eorpach na 2008

## 2008 is The European Year of Intercultural Dialogue

Intercultural Year- check NCCRI's website as the coordinators of the year in Ireland- activities listed etc.

The **National Consultative Committee on Racism and Interculturalism (NCCRI)** has been designated as the National Coordinating Body for the year in Ireland. The coordination work will happen in association with the Office for Integration, which is providing the funding for the Year, along with the EU.

### How to get involved in the Year:

1. Go to [www.interculturaldialogue2008.eu](http://www.interculturaldialogue2008.eu) and find out about the 6 priority programmes.
2. Add the logo for the Year on to your event information or publication.
3. Plan an event for the Year and add it to the official calendar by emailing [fionnuala@nccri.ie](mailto:fionnuala@nccri.ie)
4. Organise an initiative for your class or workplace.
5. Get involved in the virtual twinning process.
6. Get more ideas via [www.nccri.ie](http://www.nccri.ie) or [www.interculturaldialogue2008.eu](http://www.interculturaldialogue2008.eu) or by reading the special edition of Spectrum (the journal of the NCCRI).



## How Do We Know How 'Inclusive' Europe Is?

### European Inclusion Index

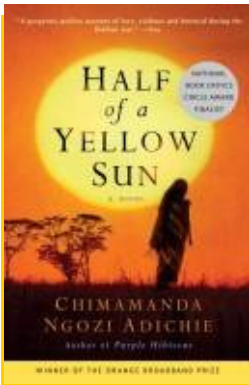
#### What does the Index aim to do?

- Presents data on civic citizenship and inclusion policies in the EU in a way that allows for comparison between Member States and against EU averages
- Enables monitoring of the extent to which Member States are implementing principles of civic citizenship and inclusion agreed to by all of them
- Identifies examples of good practice amongst Member States
- Allows for comparison over time by updating the Index annually.

#### What aspects of inclusion and citizenship does the Index cover?

Research examined around 100 different policy indicators in five broad policy areas, comparing them to a normative framework of standards that sets out conditions most favourable for immigrant inclusion. These are: (1) *Inclusion to labour market/ employment*, (2) *Family reunion*, (3) *Long-term residence status*, (4) *Naturalisation*, (5) *Anti-discrimination policies*. For detailed information about each of these standards, see [www.britishcouncil.org/brussels-europe-inclusion-index-1st-edition.htm](http://www.britishcouncil.org/brussels-europe-inclusion-index-1st-edition.htm)

**Migrant Integration Policy Index (MIPEX)** measures policies to integrate migrants in 25 EU Member States and 3 non-EU countries. It uses over 100 policy indicators to create a rich, multi-dimensional picture of migrants' opportunities to participate in European societies. MIPEX covers six policy areas which shape a migrant's journey to full citizenship. For more information, visit [www.integrationindex.eu](http://www.integrationindex.eu)



## Book Review - *'HALF of a YELLOW SUN'*

As a child growing up in the late 1960's and early 1970's the African imagery I was exposed to was suffused with waife like children whose extended bellies and gaunt faces seemed to reflect a state of perpetual dependency and hunger. These were the 'black babies' whose pictures adorned religious donation boxes in shops and schools and who were deserving of Irish people's sympathy and charity. The images were frequently associated with a distant war in a country called Biafra. Having read Chimamanda Ngozi Adichie's new novel **Half of a Yellow Sun**, I now realise that the terrible tragedy of war which occurred in Biafra was preventable. The title for the novel refers to the symbol used on the flag of Biafra to evoke a sense of hope for the future, but the reality of the bitter conflict which took place in Biafra obliterated the new found optimism of the Igbo people who declared independence from Nigeria.

As described in the novel, Britain, the former colonial power in Nigeria, actively supported one of the ethnic groups to the north of the country in crushing the Igbo quest for self-determination. Other countries also played a pivotal role in ensuring that Biafra, the new resource rich homeland of the Igbo, remained under the control of the international oil companies rather than benefiting the indigenous peoples of the region. Adichie's novel provides a poetic and engaging story of love, betrayal and resistance in time of war. **Half of a Yellow Sun** is a rich tale which follows the fortunes and misfortunes of twin sisters Olanna and Kainene whose middle class parents flee from Nigeria to London once the rumblings of war begin.

Reading **Half a Yellow Sun** provides one with an insight into the genius of one of Africa's most promising young authors. It also enriches educators' knowledge about the diverse backgrounds of Irish children coming from Nigerian cultural and linguistic backgrounds. The novel provides a mine of information regarding the historical and cultural roots of those who come from this part of Africa. Adichie's book prompts us to take a new look at international affairs and to critique them in the light of local and global forces which combine to formulate and sustain conflicts. The author herself makes this point in an interview featured at the end of the novel. She states that she is frequently struck by the similarities which bedevil civil conflicts in Africa. Mindful of this, there appear to be strong parallels existing between the novel and the terrible narrative currently unfolding in Darfur. **Half a Yellow Sun** is a rare novel which embodies a call for remembrance along with a call for action - both delivered by the author in a clear, poetic but commanding control of the written word.

Ultimately the story of Biafra, as related by this talented young author, is fleshed out so that the photos of those children used to elicit sympathy in the past now seem to cry through the ages and demand justice and understanding rather than mere pity or charity. If you would like to gain an insight into one of the largest minority immigrant groups in Ireland then **Half a Yellow Sun** is a must read!

*Seán Bracken, Lecturer Development and Intercultural Education  
Coláiste Mhuire, Marino Institute of Education*

## Opportunities for future teachers to be aware of

### Cultures On My Street

Grab your camera and start the photo conversation. "Cultures on my street" is a pan-European photo initiative of the European Year 2008. Anyone living in the EU regardless of age or origin is welcome to join the competition and show what "Intercultural Dialogue" means for them. After the deadline for entries on 30 June 2008, four winners will be selected. Three of the winners will be chosen by a jury of established artists and leading figures on intercultural issues. The fourth will be selected by online voting on the competition website.

The following prizes will be awarded:

#### *Jury selected winners*

- 1st prize: Cannon digital camera and a trip to three European capital cities.
- 2nd prize: Nikon digital camera and a trip to two European capital cities.
- 3rd prize: Pentax digital camera and a two-day trip to one capital city in Europe.

#### *Public's Favourite award winner*

The winner of the online voting will win an Olympus digital camera and a trip to three European capital cities.

All winners will also be invited to the official competition awards ceremony, which will take place in September 2008.

For further information visit [www.street-cultures.eu](http://www.street-cultures.eu)

### Simon Cumbers Media Challenge Fund

This grant scheme is funded by Irish Aid and run by Connect-World. It is a grant scheme aimed at assisting and promoting more and better quality media coverage of development issues in the Irish media. For more information go to [www.connect-world.net](http://www.connect-world.net) and follow the Simon Cumbers Media Challenge Fund button.

### Irish Aid Volunteering and Information Centre Now Open

The Irish Aid Volunteering and Information Centre has a strong focus on Development Education and a workshop programme on development issues. As well as an interactive exhibition space the Centre hosts a range of events, displays and exhibitions on development.

The Centre has now developed a programme aimed at Primary schools.

For further information about the centre visit [www.irishaid.gov.ie/centre](http://www.irishaid.gov.ie/centre) or contact [irishaidcentre@dfa.ie](mailto:irishaidcentre@dfa.ie)



## Local, European and Global Affairs

### **Greening motor tax in Ireland**

Motorists in Ireland who have bought low CO<sub>2</sub> emission cars from January 1st this year will be able to qualify for reduced motor taxes, under plans to be confirmed in the coming days by Minister for the Environment, John Gormley. The proposed new motor tax system to come into force from June 1st, means that lower emission cars would pay less road tax than their high carbon dioxide-emitting counterparts. For example, the motor tax due on the Fiat Grande Punto 1.2, which currently stands at €275, will drop to €100, while motorists who bought a Skoda Octavia 1.9-litre TDI will pay just €150 a year, rather than €560 as at present. *Further details in:* [www.ireland.com/newspaper/frontpage/2008/0227/1203619486051.html](http://www.ireland.com/newspaper/frontpage/2008/0227/1203619486051.html)

### **Science: New Round in the GM crop debate**

GM crops are produced from genetically modified organisms (GMO) that are altered through genetic engineering. The GM debate commonly focuses on human and environmental safety, intellectual property rights, food security and poverty alleviation. The study 'Who Benefits from GM Crops - the Rise in Pesticide Use', concluded that GM crops "have caused an increase rather than a decrease in toxic pesticide use, and have failed to tackle hunger and poverty". "GM crops have been researched for 25 to 30 years but they are not bringing the promised results, they are not a silver bullet solution [to global hunger]," Helen Holder, European coordinator of FEI's GMOs, food and farming campaign, told IRIN. *Further information in:* <http://www.irinnews.org>

### **GPS helps pygmies defend forest**

The BBC's Fergal Keane travels to the Cameroon jungle to see how the Baka people are using technology to defend their land against illegal logging. *Further details in:* <http://news.bbc.co.uk/go/em/fr/-/2/hi/africa/7218078.stm>

### **"Ground-breaking" convention on disabilities ratified**

Geneva - The UN High Commissioner for Human Rights, Louise Arbour, has warmly welcomed the news that Ecuador has become the 20th country to ratify the Convention on the Rights of Persons with Disabilities, with the result that the Convention and its optional Protocol will now come into force one month later, on May 3rd. *More information in:* [www.connect-world.net/News/Latest\\_News](http://www.connect-world.net/News/Latest_News)

### **GEAR Campaign Update: Women unite to push for a UN that really works for all women**

During the 52<sup>nd</sup> session of the Commission on the Status of Women (CSW), women's organisations, networks and other civil society groups came together to lobby on the Gender Equality Architecture Reform (GEAR) recommendations that demand that the United Nations (UN) machinery is strengthened so that it can deliver much better, with member states, on commitments made on women's rights. Organisations and networks also strategised on what we can do in our regions and globally in the coming months to keep lobbying our governments.

For further information contact Gea Meijers: [gea@wide-network.org](mailto:gea@wide-network.org)

To read the GEAR statement, visit: [www.wedo.org/library.aspx?ResourceID=244](http://www.wedo.org/library.aspx?ResourceID=244)

### **WIDE regional platform KARAT: "Fair Play – always in fashion"**

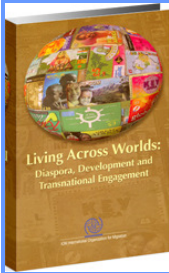
KARAT, WIDE's regional platform in Central and Eastern Europe and the Commonwealth of Independent States, has published a new report "Fair Play – always in fashion. Consumers' awareness and working conditions of women in sportswear industry". The report is part of the project "Fair Play in sporting goods production". In the past year KARAT has been implementing the project that is aimed at improving working conditions in factories manufacturing sporting goods.

The main project activities include monitoring working conditions with factories, advocacy and lobbying directed at sports companies and sports institutions (mainly the International Olympic Committee) and above all, awareness raising (education activities, press work and campaigns). This project is a continuation of KARAT's cooperation with the Clean Clothes Campaign and it is implemented together with NGOs from Austria (Sudwind Agentur) and Germany (Inkota).



## Research

### Some of the latest research available in Development Education and Intercultural Education



#### **Living Across Worlds: Diaspora, Development and Transnational Engagement**

*New from the United Nations publications*

ISBN13: 9789290684046

Paperback

Publisher: International Organization for Migration

The research presented in this volume is based on case studies from around the world to examine how migration influences development. The studies reveal that it is seldom the simple act of migrating, but rather the conditions under which migration takes place that determine the developmental impact of migration.

Rather than dwelling on normative discussions about whether migration should contribute to development, whether remittances should be put to more developmental uses, whether return should be promoted or whether development cooperation should engage in collaborative efforts with migrant and refugee diasporas, this study focuses on the questions policymakers and practitioners should consider when making background analyses for such decisions.

#### **Call for proposals:**

Call for theoretical and practical contributions for the closing colloquium of the European Year of Intercultural Dialogue, taking place in November at the Centre Pompidou in Paris. Deadline for applications is April 30th. Complete information in: [www.interculturaldialogue2008.eu](http://www.interculturaldialogue2008.eu)

#### **Research ideas:**

Below are a couple of topics you may like to research further:

- Impact of learning in monocultural and/or multicultural environments
- Religious or Spiritual dimension to the Millennium Development Goals



#### **Publications & Articles**

##### ***'Global Dimensions - A Guide to Good Practice in Development Education and Intercultural Education for Teacher Educators***

The DICE project has developed this guide 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. The publication is designed to support this integration through disseminating ideas, guidance and examples of good practice that in the main are drawn from the experience and learning gathered by the team of the DICE Project. This guide seeks to highlight opportunities through which colleges of education can develop the knowledge, attitudes and skills among their students and staff, which are considered necessary for understanding and responding to inequalities, injustice and discrimination both locally and globally. Thus, this guide promotes the creation of an inclusive Irish society of critical global citizens. To order a copy please contact [info@diceproject.org](mailto:info@diceproject.org).

##### ***Article: The Influence of Multicultural Educational Practices on Student Outcomes and Intergroup Relations***

This empirical research reveals that all five components of multicultural educational practice outlined have a strong, positive impact on the educational outcomes of students of colour and lead to improved intergroup relations, although research has been stronger in some areas (e.g. prejudice reduction and some equity pedagogies such as cooperative learning) than others (e.g. the specific effects of content integration and knowledge construction). The evidence suggests several additional conclusions: (1) Multicultural educational practice has benefit for the academic outcomes of all students, not just students of colour. (2) Multicultural educational practice is most effective when implemented with careful attention to issues of race and power. (3) The academic and intergroup relations outcomes are linked, in that efforts designed to improve one improve the other. Article available through:

[www.tcrecord.org/content.asp?contentid=14711](http://www.tcrecord.org/content.asp?contentid=14711)



#### **DICE Conference** **'Challenging Perspectives: Teaching Globalisation and Diversity in the**

**Knowledge Society'** will take place during 6-7 June in Marino Institute of Education.

With a mix of keynote speakers, workshops and presentations of latest research this conference seeks to challenge perspectives on the role education plays in the 21<sup>st</sup> century. From a global and social justice perspective, the conference will provide insights into how educators may gain the capacity to impart a critical awareness of media representations and thereby resolve some of the challenges posed by today's knowledge society.

To reserve a place please complete the application form available at [www.diceproject.org](http://www.diceproject.org) or email [Suannah@diceproject.org](mailto:Suannah@diceproject.org).



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