

# PAMOJA

Pamoja Kwa Haki – Together for Human Rights



Student Name

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School

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Teacher

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**Learning Journal**  
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**TROCAIRE**  
Working for a Just World



## Trócaire

Trócaire works in 28 countries across Africa, Asia, Latin America and the Middle East. Overseas we deliver our support through local people who we call our partners. Through our partner organisations, we help communities and families to free themselves from the oppression of poverty. In Ireland we raise awareness about the root causes of global poverty and encourage people to campaign for global change.

Trócaire envisages a just world where people's human dignity is ensured, their human rights respected and their basic needs are met; where everybody is equal, where wealth is shared and where people are free to be the authors of their own destiny. We work to bring about positive and lasting changes in some of the world's poorest places.

## Did you know?

Pamoja Kwa Haki means 'Together for Rights' and that's exactly what it's about. It's about young people who are concerned and passionate about human rights, coming together to create awareness and mobilise people to act in the defence and promotion of Human Rights. Using creative and innovative means, you have the ability to reach out to your peers, your school and beyond to support Trócaire in working for a Just World.

The Pamoja project is a Development Education project developed in conjunction with Trócaire's annual Lent Campaign. Pamoja groups explore and research Trócaire's Lent theme and country, undertake actions to raise awareness during Lent and celebrate and evaluate their achievements.

## Pamoja is founded on the principles of

- P** – Participation
- A** – Analysis
- M** – Multiple points of view
- O** – Outside the box!
- J** – Justice
- A** – Action



## What does a Pamoja project involve?

### Pamoja Group

- Prepare & design a project on Trócaire's Lenten theme and developing country focus during November, December and January.
- Hold regular meetings to plan and co-ordinate your project
- Present this project during the Lenten period to your peers, school community and beyond.
- To prepare for and host Trócaire representatives if they visit your school
- To keep a record/receipts of any costs to be covered by Trócaire as a result of this project.
- To evaluate and reflect on what you have learned and experienced by completing the project and the Pamoja report.



# About this journal

This learning journal has been designed for Pamoja students to support your Pamoja project in your school. Your journal is constructed around the three academic terms in the school year to help you research, take action and reflect on your individual Pamoja journey.

## Note on icon



**Activity Link:** This icon allows both you and your teacher link in with class work activities and discussion.

The activities are part of Get Global!, an active citizenship module developed by Joanne Price with funding from Action Aid, Christian Aid, Oxfam, Save the Children, DFID and Trócaire's partners' CAFOD.

## My expectations....

Pamoja Kwa Haki means Together for Rights in Swahili. It is a human rights project that encourages young people to explore poverty, development, human rights and global justice. It is also about you using your knowledge to creatively inform others about what you have learned. What are your expectations about the project? What would you like to learn? Does it interest you? If so, why or why not?

# Term One: Analysis



1.1

## Ideal Futures

How would you like to see the world in ten years time? How you would like to see yourself/ your school/ your local area/ your country to look like in ten years?

MYSELF	MY SCHOOL	MY LOCAL AREA	MY COUNTRY

Consider the characteristics of good citizens. What would there be in the world that there is not now? What would you change? Record your observations in the space provided.



## Influencing People

Draw a spider diagram of the people who influence you e.g. individuals such as parents or friends, and groups such as pop groups, organisations. First place your name in a circle in the middle. Now draw lines linking your name to the names of the people who influence you. The length of the line represents how much the person influences you. A short line represents a lot of influence because it is nearer to you. A long line represents less influence because it is further away from you. Write down how each person influences you along each of the lines, e.g. my mum influences me by telling me to eat properly.

**I am influenced by...**

A spider diagram template for 'I am influenced by...'. It features a central oval with a dashed line across its middle and the word 'NAME' written below it. Eight lines radiate outwards from the oval: a short vertical line at the top, a short horizontal line at the bottom, a short horizontal line on the left, a short vertical line on the right, and four longer diagonal lines extending to the corners.

Draw a second spider diagram of people who you influence, with those who influence you the most nearest to the centre and those you influence the least, furthest away from the centre.

**I influence...**

A blank spider diagram template for 'I influence...'. It consists of a large empty rectangular box with a dashed line across the middle and the word 'NAME' written below it, intended for the student to draw their own diagram.

Compare the two diagrams. What are the similarities and differences do you think? Circle the **similarities** in both diagrams with a coloured pen and then the **differences** with another coloured pen.



1.4

## Broaden your Horizons

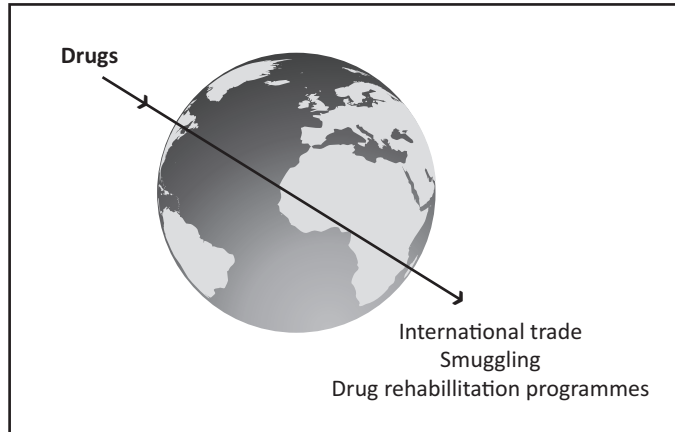
Look at this sample globe diagram.

Now draw an outline of your own globe or map of the world and draw a line across the centre as above.

Write down the important issues which affect your life above the world.

Take each issue in turn and think about how it may affect people in other parts of the world

Write your responses at the end of it as outlined in the example.



Look at your diagram of global issues and their affects. Does the issue affect people in other parts of the world? How?

Does it affect people in similar or different ways? How?

Circle the **similarities** with a coloured pen and the **differences** in another coloured pen.

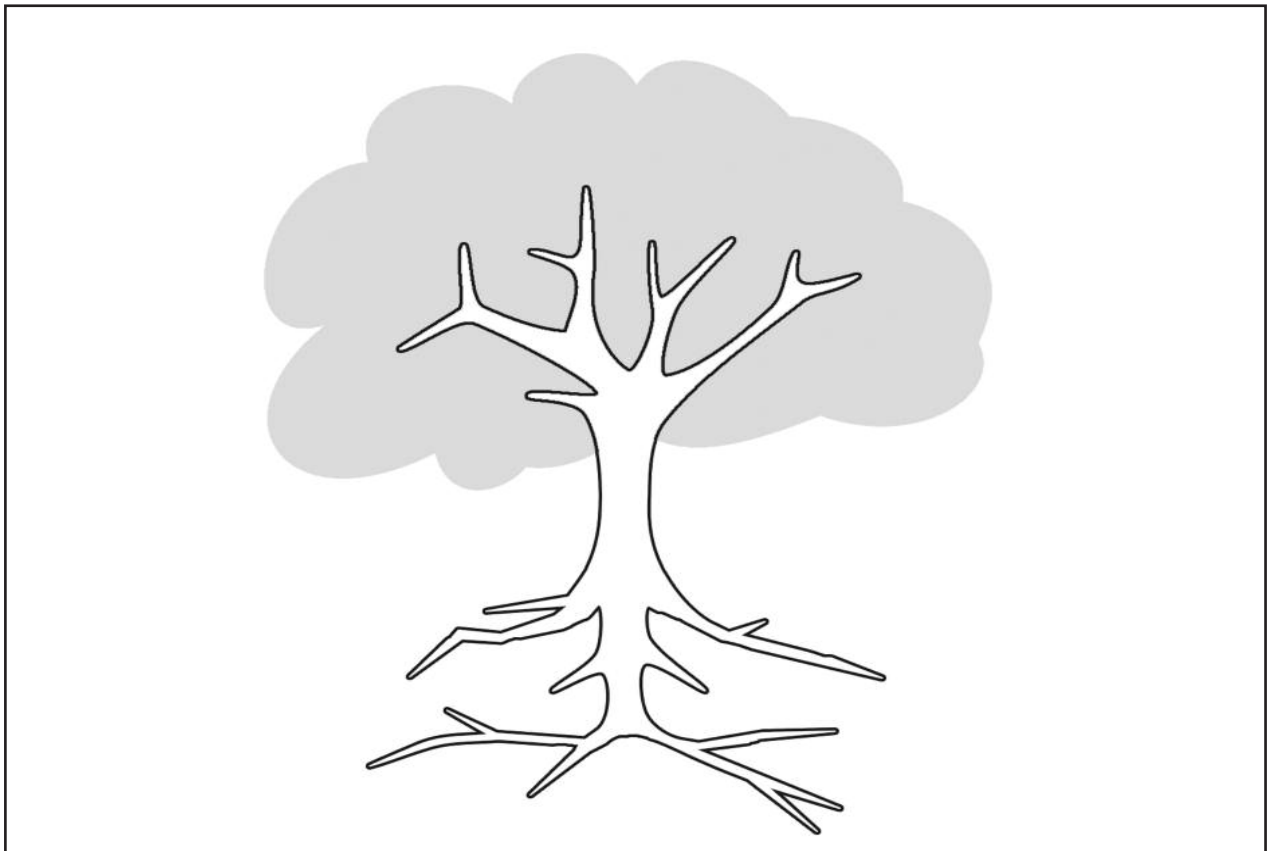
Compare your notes with your Pamoja group.



## Exploring the Lent theme using the Tree of Analysis

Do a brainstorming activity around the word 'poverty'. What words do you associate with poverty? What countries and issues do you think of? What are the challenges or solutions? Write your response in the space provided.

Using the poverty tree diagram below: Label the trunk of the tree with an issue which relates to poverty; the roots with the causes; and the branches with the effects.

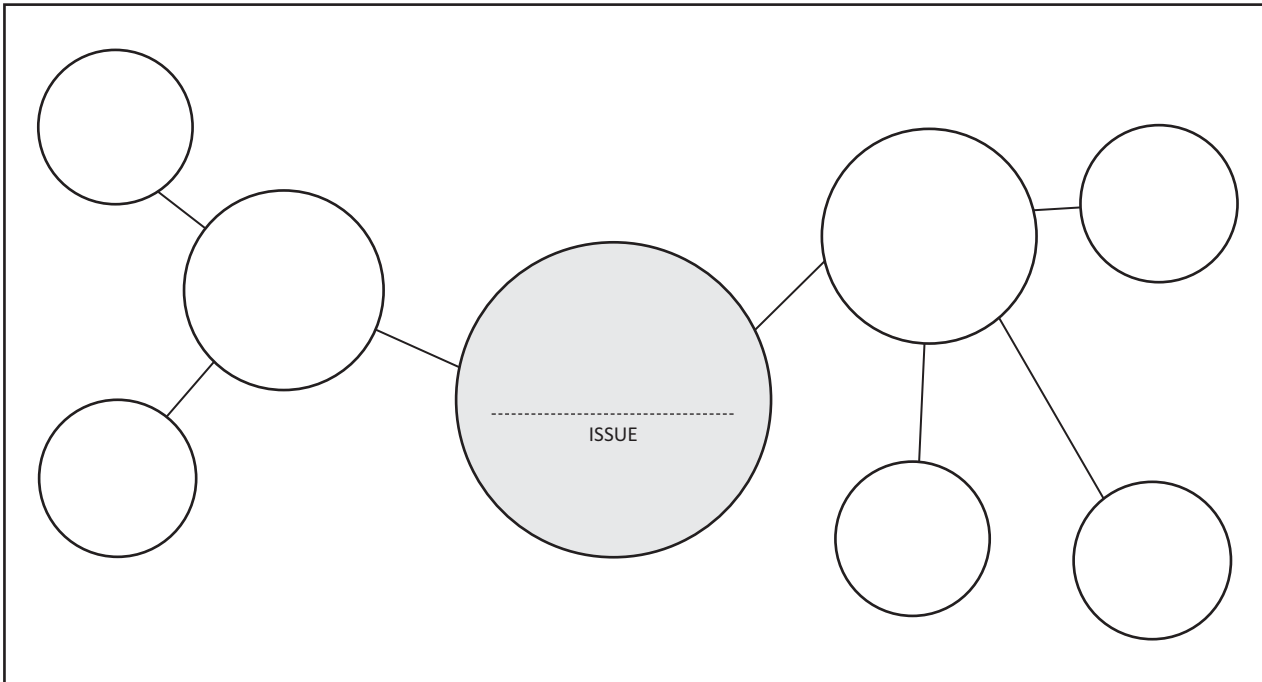




1.6

## The Research Mind Map

Using the mind map outline below, write the issue you are exploring in the centre of the page, brainstorm words that come to mind and add these words around it.



What information do you still require? Where are you going to go to source this information? Write entries into the box provided.

Compare your findings with your Pamoja group. This page can be used as an ongoing reference point with new sources and information added as the process progresses.





## What's on the World Wide Web?

Assign one of the websites from the back page of the journal to yourself or your pair.

**The website I'm researching is** \_\_\_\_\_

Note down some points you have discovered about your country of focus from the website. Keep any print-outs or photocopies for you to present to your class group.

**My country of focus is** \_\_\_\_\_

I discovered the following...

Note down some points you have discovered about the Lent theme/global issue from the website. Again, keep any print-outs or photocopies for your class group.

**The issue I'm exploring is** \_\_\_\_\_

I discovered the following...

Think about the following questions, which you can discuss with your class group later.

Do you think that the information will be the same on every website? Are there any differences? Why do you think this is? Who owns the website? Is there any evidence of bias? Have you browsed the links pages? Can you think of a website that would give you a different view of the world?

Note down your thoughts here

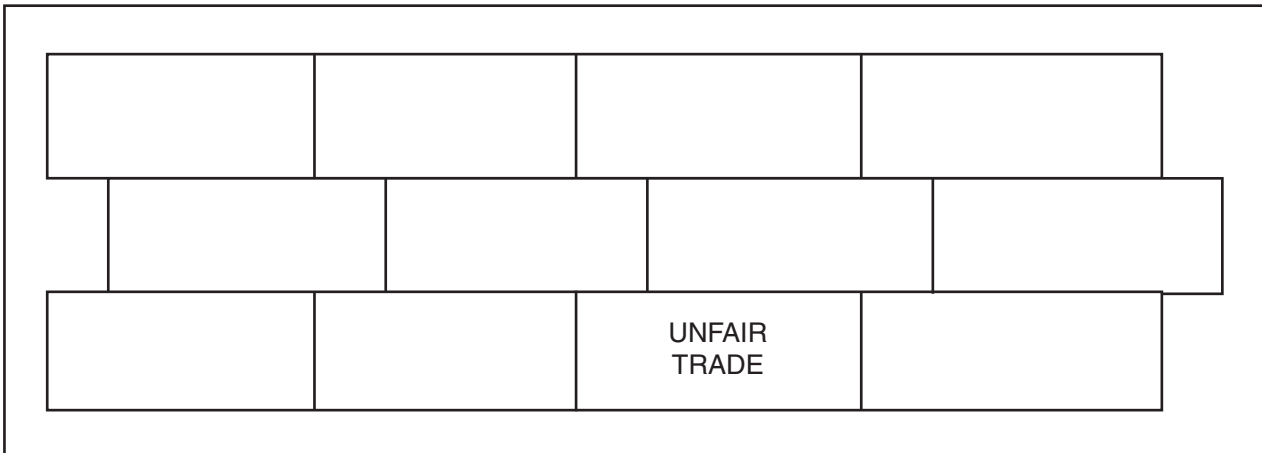
Use supplementary pages if necessary and keep as a point of reference.

# Term Two: Action!

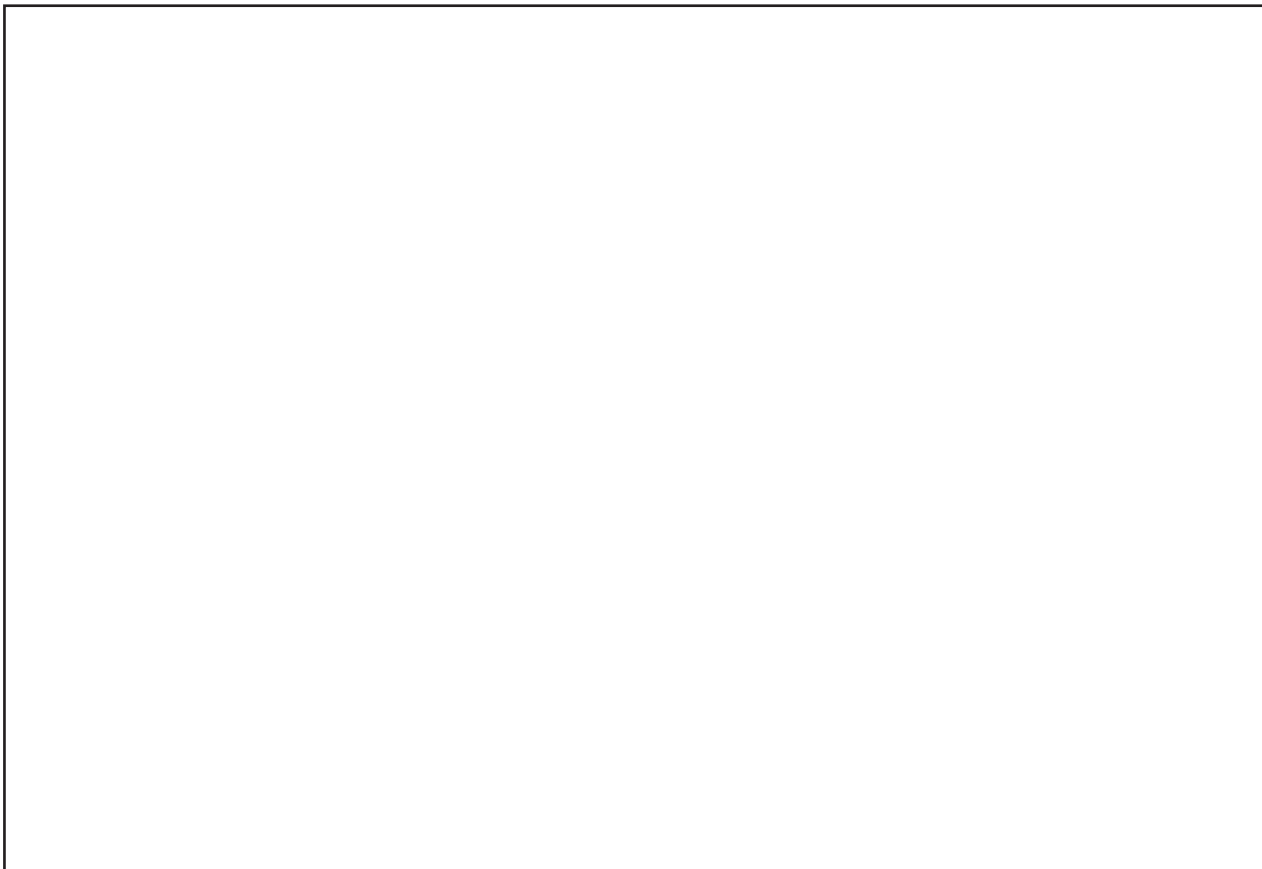


## 2.1 Bricks and Hammers

Imagine what an ideal world would look like – one that did not have the Lent theme as a problem. Draw a brick wall. Label each brick with an obstacle to realising your ideal world vision. For each obstacle, can you think of an action to combat it? Compare your wall with your class group and create one altogether. Fill in bricks below.



Draw your own poverty tree diagram (see page 7) and analyse each of your problems. Label the roots of your tree with your problems, the branches with the effects of these problems and draw some clouds with possible solutions.



Compare your bricks and your poverty tree with your Pamoja group.



## My Pamoja Group Action Plan

The action my group is committed to is \_\_\_\_\_

For your action fill in the diagram below to plan how it execute your action. Your teacher will help your group with this task. At the end of Lent, what would you like the result to be?

LENT THEME	MY GOAL
MY ACTION	EVIDENCE OF MY ACTION
INDICATORS	RESULTS

Compare this with your Pamoja group.

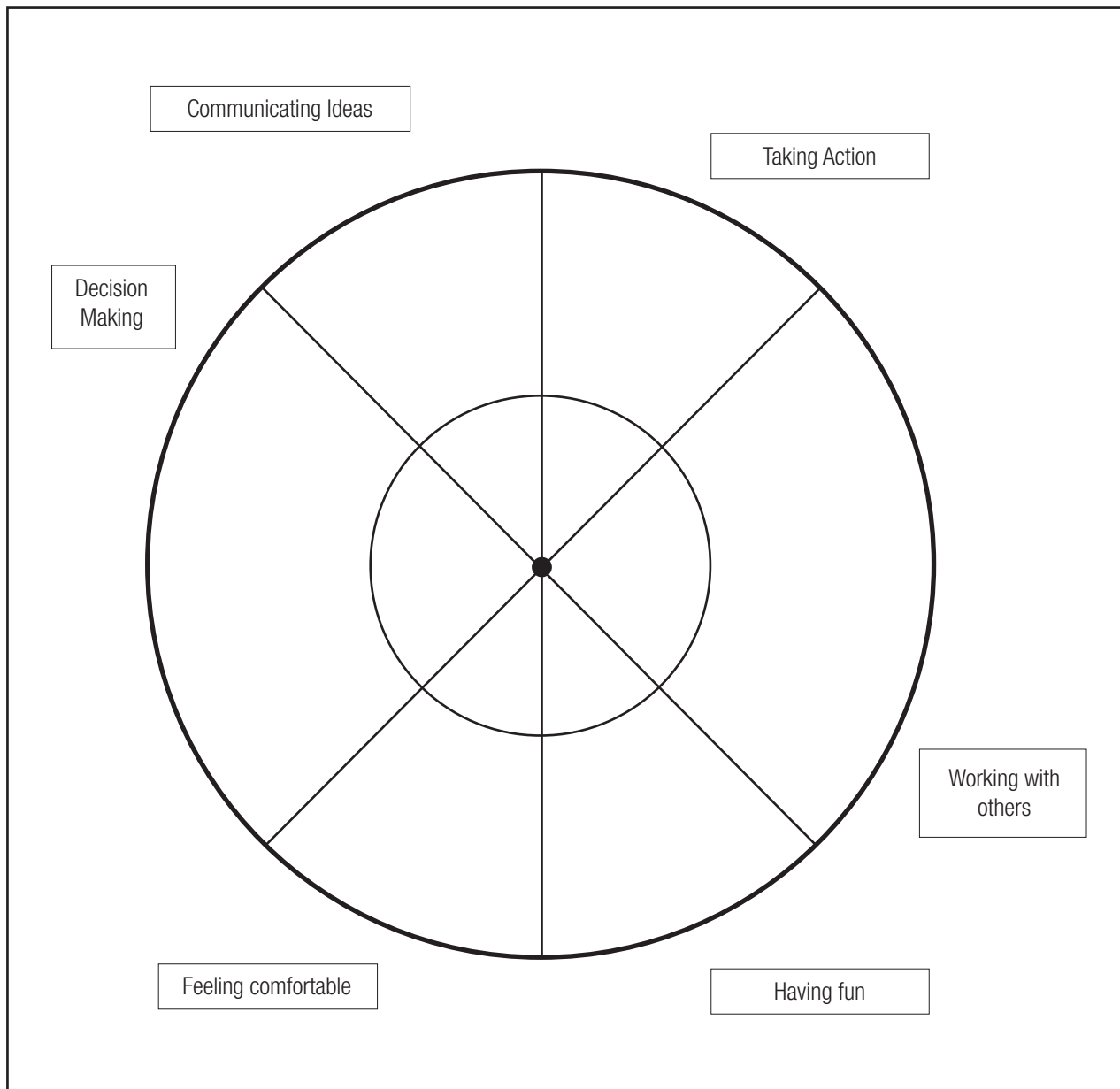
# Term Three: Reflection



3.2

## Evaluation Wheel

Referring to your Journey of Discovery and the Evaluation Wheel you have done with your class group, reflect on what you expected before you started the project, what you felt during the project, and how you feel at the end of the project. This activity can be done with your Pamoja group.



Colour each segment in the inner circle proportionately to show how successfully the indicator was met – colouring a tip of the wedge represents it being hardly met; the whole wedge represents it being completely met. The outer wedge can be filled in with comments or suggestions for change.

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# My Story of Change

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You are coming to the end of your Pamoja journey for this year. It's time to clap yourself on the back and say well done! Thanks to your efforts people in your school, community and country have been made more aware of human rights violations around the world. You have been a voice for the voiceless. Before the end of the year, take some time to reflect on your journey. You have come a long way...

- Humble beginnings**
- What I have learned...**
- Fact finding**
- Different views**
- Knowledge gaps!**
- Samples and examples**
- Group buzzing!**
- What I think now...**

## So, where do I go from here?

What have you learned or realized from doing the project?

Is there anything about you, your school or your community that you would change?

Was it a positive or negative experience? If so, why?

Use supplementary pages if necessary and keep as a point of reference.

NOTES

# Expand your Horizons!

Below is a list of suggested websites so you can start researching your Pamoja theme and country – but don't let this list constrain you! There are limitless possibilities and resources out there to help you.

## WEBSITES TO GET YOU STARTED:

<http://www.nationmaster.com>

A generic and very useful source of country information.

<http://www.lonelyplanet.com/worldguide/destinations/africa>

The Lonely Planet website gives general country information and some nice cultural aspects too.

[www.wikipedia.org](http://www.wikipedia.org) The Wikipedia website contains an abundance of information on various human rights issues. It also provides detailed reference guides with suggestions of where to look for further information.

[www.globalissues.org](http://www.globalissues.org) The global issues web site presents numerous global issues and articles, aiming to show how social, political, economic and environmental issues are inter-related.

[www.ted.com](http://www.ted.com) This website presents interesting and riveting talks by a variety of people. The speakers cover diverse subjects and are not only related to development. Be inspired!

[http://news.bbc.co.uk/2/hi/africa/country\\_profiles](http://news.bbc.co.uk/2/hi/africa/country_profiles)  
The BBC website provides country profiles.

## TRÓCAIRE'S PERSPECTIVE:

[www.trocaire.org](http://www.trocaire.org)

The Trócaire website country information gives news about our work around the world.

## THE UN'S PERSPECTIVE:

[www.ohchr.org](http://www.ohchr.org)

The United Nations Human Rights site gives information on human rights and human rights issues.

## A SOUTH AMERICAN PERSPECTIVE:

<http://www.comunidadandina.org/endex.htm>

This is the website of the Union of South American countries or UNASUR. The UNASUR is similar to the EU. Contains lots of interesting information on South America to help you understand the countries and contexts.

## AN EU PERSPECTIVE:

[http://europa.eu/pol/dev/index\\_en.htm](http://europa.eu/pol/dev/index_en.htm)

This website outlines how the European Union is involved in development issues and some of the activities in which it is involved.

## AN AFRICAN PERSPECTIVE:

<http://www.africa-union.org>

A link to the African Union website. The AU is the equivalent organization in Africa to the EU in Europe. It enables all member states to adopt coordinated positions on matters of common concern in Africa.

## WHAT ARE THE PAPERS SAYING?...

<http://www.guardian.co.uk/> This is the website of The Guardian newspaper.

<http://www.irishtimes.com/> A link to the Irish Times newspaper.

<http://www.independent.ie/> Why not see what the Irish Independent newspaper is saying?

<http://www.ft.com/world/> The Financial Times provides economic, business, social and political news from around the world.

## NEWS FROM KENYA

[www.nation.co.ke/](http://www.nation.co.ke/) For up to date news on Kenya, log onto the Daily Nation website.

[www.standardmedia.co.ke/](http://www.standardmedia.co.ke/) One of the most popular daily newspapers in Kenya.

## Trócaire Centres

Maynooth  
County Kildare, Ireland  
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Email: [info@trocaire.ie](mailto:info@trocaire.ie)

12 Cathedral Street  
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Email: [info@cs.trocaire.org](mailto:info@cs.trocaire.org)

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Tel: (021) 421 1874  
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