

*Women flee violence in  
Democratic Republic of Congo (DRC)*

# BECOME AWARE

A unit for post-16 General RE  
Suitable for use with the  
Pope John Paul II  
Award (Unit 1)

**TROCAIRE**  
Working for a Just World



Pope John Paul II  
Award

**School children from Gaza**



# Teaching Objectives

**At the end of this unit, you will:**

- **Be familiar with the Universal Declaration of Human Rights.**
- **Be knowledgeable about global issues.**
- **Be able to give examples of how Trócaire partners have helped to uphold these human rights.**

*Burma school children in camp*



# Human Rights

The **UN** defines Human Rights as the:

**‘basic rights and freedoms that all people are entitled to regardless of nationality, sex, national or ethnic origin, race, religion, language, or other status’.**

# DECLARATION OF HUMAN RIGHTS

DECEMBER 10  
**1948**

**IT STATES THAT EVERYONE  
HAS A RIGHT TO...**

<b>PROTECTION OF CORRESPONDENCE</b>	<b>MARRY AND START A FAMILY</b>	<b>LIFE, FREEDOM AND SECURITY</b>
<b>PROTECTION OF REPUTATION</b>	<b>BE PRESUMED INNOCENT UNTIL PROVEN GUILTY</b>	<b>HUMANE TREATMENT</b>
<b>EDUCATION</b>	<b>WORK, FOR A JUST WAGE</b>	<b>EQUAL PROTECTION IN LAW</b>
<b>ASYLUM FROM PERSECUTION</b>	<b>OWN PROPERTY</b>	<b>FREEDOM OF THOUGHT</b>
<b>A NATIONALITY</b>	<b>FREEDOM OF OPINION AND EXPRESSION</b>	<b>FREEDOM OF CONSCIENCE</b>
<b>REST AND LEISURE</b>	<b>FREE CHOICE OF EMPLOYMENT</b>	<b>FREEDOM OF RELIGION</b>
<b>FREEDOM OF PEACEFUL ASSEMBLY</b>	<b>PROTECTION OF PRIVACY, FAMILY, HOME</b>	<b>TAKE PART IN GOVERNMENT</b>
<b>JOIN A TRADE UNION</b>	<b>AN ADEQUATE STANDARD OF LIVING</b>	<b>ACCESS PUBLIC SERVICE AND SOCIAL SECURITY</b>



# Rights lead to duties

**UDHR, Article 29, states that: “Everyone has duties to the community in which alone the free and full development of his or her personality is possible.”**

- **Why is the above statement about duties contained in the UDHR?**
- **Look again at the human rights on the previous slide. Name a duty that corresponds to each right, for example, the right to education implies a duty to ensure all children get access to at least a primary education.**

# Reflection

***“Commit yourself to the noble struggle for human rights. You will make a greater person of yourself, a greater nation of your country and a finer world to live in.”***

– Martin Luther King, Jr.

***“If we all discharge our duties, rights will not be far to seek.”***

– Mohandas Gandhi

***“Human rights are not a privilege conferred by government. They are every human being’s entitlement by virtue of his [or her] humanity.”***

– Mother Teresa

*Elizabeth Korio, Jemima Moonka, and Grace Moti of the Maasai Womens Group*

# An Ideal World

Lord Jesus, you challenge us to love as you loved, to transform our communities and our world into places of justice and peace. Inspire us by your Holy Spirit so that we do not look at our weakness but trust in your word that with God all things are possible. Amen.

**IMAGINE** the impact of a Church fully living Jesus' words.



*Jaime Ruiz and Kaivin Ruiz, Nicaragua*



# TRÓCAIRE'S WORK

In over 27 countries, Trócaire partners work alongside people in poor communities. Often this means helping people to learn alternative farming methods or set up new businesses. In consequence, thousands of people can now feed their families and achieve a decent standard of living. You may be less aware that our work also addresses other human rights

## LET'S LOOK AT THREE EXAMPLES:

- The right to education and a childhood in Nicaragua
- The right to security in Palestine
- The right to humane treatment

*Lisabeth Sevilla Palacios, Nicaragua, 2006*



# Nicaragua

## The Right to an Education and a Childhood

Nicaragua, known as the 'land of lakes and volcanoes', is one of the poorest countries in the Western Hemisphere. Experiences of military dictatorship, civil war, natural disasters and government corruption have hindered its development.

Just one in three children complete primary education. Many children work to supplement the family income and many of those who do go to school also work. The work includes hazardous work such as on dumps, selling in the middle of busy roads and labouring in quarries.

Pedro Garcia, aged 11



# Nicaragua

## A Personal Story

**PEDRO is 11 years old. He works on the La Chureca dump in Managua. There are 5 children in his family. Pedro works 2/3 hours per day and goes to school from 12-3 pm. He is in fifth grade and is learning to read and write. He wants to go to secondary school and to continue on to university.**

**Pedro's father says that it is not good to have many dreams because they cannot afford them. 147 families live on the dump. There are 930 people living on the dump. Another 900 come to work on the dump every day from outside. There are more people working on the dump at Christmas and Easter as there is more and better rubbish due to holiday celebrations.**

*Jaime Ruiz, Nicaragua*



# Nicaragua

## Trócaire's Partners

**Trócaire works with a number of partners in Nicaragua. Two of these partners are Natras and Cesesma. These organisations promote Children's Rights. They do this by empowering young people to go out and talk to other young people about their Rights-Peer Education. This is a powerful and successful way of learning.**



# Palestine

## The Right to Security

**The situation: Since the West Bank and Gaza Strip were occupied by Israel following the Six-day War in 1967, Palestinians have seen their standard of living fall; now more than three-quarters of the population in Gaza lives below the UN poverty line.**

**In most of the West Bank, Palestinians cannot build homes or roads, or move freely from place to place because the Israeli authorities will not give them permission. This damages the economy and local services and breaks up families. Our partners provide legal services to those whose homes are threatened and help people stand up for their rights.**

*Nassir Jhawi with his evicted family, Palestine*



# Palestine A Personal Story

**Each year hundreds of Palestinian families are evicted from their homes and the keys handed over to Jewish settler families. At 4.15am in the morning Israeli soldiers bombed down the door of Nassir Jhawi and threw him and his family out into the street.**

**The Jewish settlers were waiting outside to move in and within the hour had settled themselves into Nassir's home with their furniture. For the last two years Nassir and his family have protested on a couch outside the place they call home.**

*Recently demolished house belonging to Palestinians  
in the area of East Jerusalem*



# Palestine Trócaire's Partners

**Trócaire's work in Israel and the Occupied Palestinian Territory (OPT) began in 2002 in response to the unprecedented levels of military confrontation and restrictions on the movement of Palestinians imposed by the Israeli army.**

**Since then, Trócaire has continued to support a range of non-governmental organisations to fulfil its humanitarian mandate, but also to speak out about injustice and seek to address the root causes of poverty.**

*Gold mine with countryside, San Andres, Honduras*



# Honduras

## The Right to Humane Treatment

**Honduras is the third poorest country in Central America. After two and a half decades of mostly military rule, a freely elected civilian government came to power in 1982. However in June 2009, the elected president, Manuel Zelaya, was removed from his position in a military coup. Honduras is extremely vulnerable to natural disasters and the country was devastated by Hurricane Mitch in 1998.**

**Two thirds of Hondurans still live in poverty and nearly half of the population live in extreme poverty. In Latin America Trócaire's partners are addressing the causes and consequences of violence against women by supporting women's economic empowerment, addressing harmful cultural practices and supporting women's leadership development.**



# Honduras

## A Personal Story

Lourdes Vasquez's health has suffered due to the poor working conditions that she has been subjected to. She can't walk more than 2 blocks. The company is only interested in them meeting their quotas and they refuse to give her time off even if her children are sick. She is only entitled to 40 days for maternity leave and is expected to return to work as soon as possible.

Lourdes only earns €32/£28 a week and after she pays her childminder and the rent she has very little left on which to survive. The working conditions in the factory are unsafe, with 2,300 women working at the plant people are working on top of each other with just 2 feet between assembly lines.



# Honduras Trócaire's Partners

**Trócaire have several partners working in Honduras but one partner Codemuh, works specifically for women's rights. Codemuh work with women who have suffered painful injuries as a result of sustained poor occupational conditions in the factories producing clothes for large multinationals.**

**The organisation campaigns for better working conditions, provides emotional support and brings legal cases to court.**



*School in Machanga, Mozambique. February 2011*

# YOUR Chance to make a difference!

- **Using the case stories and accompanying factsheets on global issues it is now up to you to select one issue you would like to explore further for your Pope John Paul II Award Social Awareness project e.g. Palestine, HIV Etc.**
- **You are now ready for the next stage – researching and analysis. Use the provided worksheet to help you achieve this successfully.**

*Mayow Yusuf Isack, 7, is pictured here with his toy truck at Belet Amin's camp for displaced people in Somalia.*



## Prayer of Pope John Paul II

**I leave you now with this prayer: that the Lord Jesus will reveal Himself to each one of you, that He will give you the strength to go out and profess that you are Christian. Accept His freedom and embrace His truth, and be messengers of the certainty that you have been truly liberated through the death and resurrection of the Lord Jesus. This will be the new experience, the powerful experience that will generate, through you, a more just society and a better world.**

[L'Osservatore Romano, 11-5-79, 2]