

€5
£3.50

Faith in Action

Trócaire at Work



*A resource for
Religious Education*

Junior Certificate (Republic of Ireland) and GCSE (Northern Ireland)

TROCAIRE

This pack is a response to the need of Religious Education teachers in Ireland, North and South, for a resource that explains the main aspects of Trócaire's work and illustrates how it is an example of Christian responsibility in action. The pack is designed as a series of 40 minute lessons which will assist students in exploring the links between Christian faith and the work of justice in the world today. It considers the *why* of Trócaire's work, in terms of its values, vision and mission, as well as *what* Trócaire does. It also provides examples of communities who are living out the Gospel imperative of justice and compassion.



Javier Perez (10) who works on the La Chureca dump in Nicaragua. (Photo: Michael Kelly)

Trócaire was established in February 1973 by the Catholic Bishops of Ireland. Its founding statement sets out two main aims:

- 1) *Abroad, it will give whatever help lies within its resources to the areas of greatest need among the developing countries.*
- 2) *At home, it will try to make us more aware of the needs of these countries and of our duties towards them. These duties are no longer a matter of charity but of simple justice.*

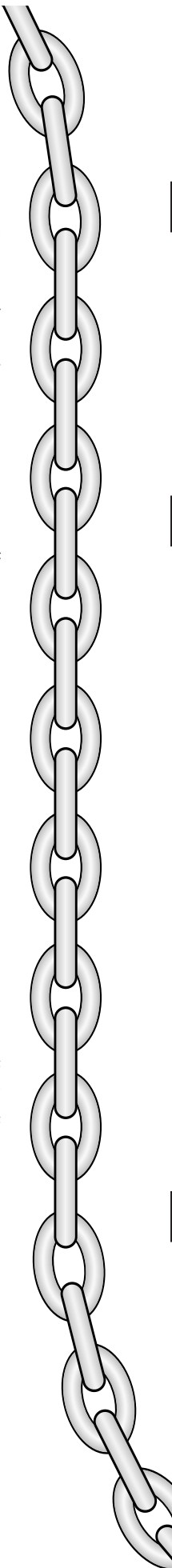
Trócaire, which means "compassion" or "mercy" in the Irish language, draws its inspiration from Scripture and the social teaching of the Catholic Church. The agency strives to promote human development and social justice based on Gospel values.

Its work is also influenced by the experiences and hopes of the poor and oppressed whom we serve. Trócaire supports communities in their efforts to improve their lives, meet their basic needs and ensure their human dignity. These projects are set up and implemented by local communities who have identified the solutions to their own problems. Trócaire's development activities include education, healthcare, agriculture, skills training and the promotion of human rights and democracy. This support is offered regardless of race, gender, religion or politics and in a spirit of partnership and solidarity.

Trócaire co-ordinates its work overseas through regional offices, country offices, and through the relief and development structure of the Catholic Church. Offices are based in Africa (Kenya - Regional Office, Somalia, Angola, Rwanda, Mozambique and Ethiopia); Central America (Honduras - Regional Office, Guatemala, El Salvador and Nicaragua); Asia (Afghanistan). The presence of these offices makes it possible to ensure funds reach the people most in need. Regular reports are received and staff members undertake periodic visits to monitor and evaluate the effectiveness of projects.

Trócaire works closely with other agencies in both its project work overseas and its work of awareness raising at home. Trócaire is part of *Caritas Internationalis*, which is a network of more than 150 national Catholic organisations, operating in 194 countries/territories around the world. This network is especially valuable in organising a speedy and effective response in times of emergency.

In its role as advocate for the poor, Trócaire analyses the causes of poverty and injustice, and invites the Irish public to campaign to bring about global change. Since 1973 Trócaire has been involved in many high profile campaigns including the campaign against apartheid in the 1980s, the campaign to ban landmines in the 1990s and more recently the Jubilee campaigns on Debt, Land and Slavery. Much of the success in campaigning is due to the efforts of teachers and students who help in mobilising support for campaigns.



Links with Syllabi and Guidelines

Northern Ireland

Council for the Curriculum, Examinations and Assessment (CCEA) GCSE Religious Studies Syllabus

Option 2B Effects of the Roman Catholic Tradition upon Aspects of Christian Lifestyle and Behaviour .

Topics: 'Christian Values' and 'Christian Response'

Option 2A Effects of Christianity on Behaviour, Attitudes and Lifestyles .

Topic: 'Christian Responsibilities'

(Note: this resource is compatible with the new syllabus commencing in September 2003).

Republic of Ireland

Department of Education Religious Education Syllabus for Junior Certificate

Section A Part 2 - Communities at Work

- Looking at the work done by different types of local, community, national and international organisations.
- The inspiration for this work and its source.

Section A Part 3 - Communities of Faith

- Exploration of the work done by 'religious organisations' at a local and national level.
- The inspiration for this work and for commitment to service in the community of faith.

Section B Part 3 - The Person and Preaching of Jesus

- Identifying the characteristics and meaning of the Kingdom of God as preached and witnessed to by Jesus in word and deed. Such characteristics include the special place of the poor and love of neighbour.

Section F Part 4 — Religious Morality in Action

- Knowing how religious moral visions can influence the moral decisions of believers. Key concepts in this section include truth, justice, peace and respect.

The Irish Catholic Bishops' Conference

Guidelines for the Faith Formation and Development for Catholic Students

One of the chief concerns of faith formation and development, therefore, is actively to encourage participation of students in social justice projects. (page 13, Guidelines for Faith Formation)

- Christians establish true equality/justice through community.
- The Church is a pilgrim people led by the Holy Spirit and called to serve humankind in the world.
- Living the Gospels was and is normative for Christian life.
- Christ laid down his life for us; Christians thus take up the challenge of forgiveness, the struggle for justice and liberation.
- Neglect of Christian duties on the part of others is the same as neglect of Jesus himself.

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Lesson One: *We all have a dream*

Aims of lesson

- to help students understand that all of us have values that influence how we live our lives.
- to show how our dreams for the future can influence the choices we make.
This is also true of an organisation like Trócaire.

Materials needed

Students: Student worksheet on Trócaire's values, vision and mission statement. Bible.

Exercise 1

- Ask students to take a blank piece of paper and write the heading 'What I value most in my life' with a sub heading 'My top ten values'. Students fill in this page before continuing with the exercise.
- Now ask students to pick one person they admire for following their dream. (Possible role models could be Mother Teresa, Martin Luther King and Nelson Mandela though the exercise will also work making reference to pop idols/football heroes etc.) Ask students to suggest what are/were the top ten values of their chosen person and to write them beside their own top ten values.



Students on their way home from school in Zimbabwe. (Photo: Sally Miller, CAFOD)

- Invite students to compare the two lists noting any similarities or differences.
- In pairs, ask them to share what they have written.
- Invite feedback from the whole class. Ask the students if what they value or what their role models valued are mostly material possessions, people or feelings.
- Explain to the students that what we see as important are our values. Discuss why our values are so important through-out life.
- Get a broad consensus of the top three values of the class – write these up on the blackboard.
- Give out a copy of the Student Handout 1, 'Values, Vision and Mission'. Focus on Trócaire's 'Values'.
- Ask the class if Trócaire's values relate in any way to the top three values they identified for themselves.

Further discussion: Discuss with the students how they think Trócaire's values might influence its work.

Exercise 2

- Invite each student to imagine what life might be like for them in the year 2020. What do they hope to have achieved by then? Whatever this may be, this is their 'vision' for the future.
- Ask students to share their 'vision' in pairs.
- Highlight for the class that our own 'vision' for the future may or may not become reality, but it is something that can inspire and motivate us – a dream towards which we can move.
- Tell the students that all organisations need a vision. A vision can be as simple as 'Making a Profit' or maybe even more outward looking.
- Read aloud Trócaire's 'vision' and ask them to note the words or phrases that are most important.
- Tease out with the students what is meant by *dignity, rights and basic needs*, and *authors of their own development* in Trócaire's 'vision'.

Alternative Approach to Exercise 2

Reflection/meditation

Create a quiet atmosphere using suitable music and exercises to allow students to relax (e.g. breathing exercises).

Ask students to close their eyes and to imagine it is the year 2020. Ask the following questions allowing time between each so that students can create their own individual images.

- What age will you be?
- What do you imagine you will look like?
- Who will your friends be?
- What will you be doing – working, studying, a mother/father, travelling?
- What do you imagine your concerns will be?
- Where will you be living?
- What/who will be most important to you?

Following this quiet exercise gradually bring students back into the present day and ask them to write out/draw their vision of themselves in the year 2020.

Ask students to share their 'vision' in pairs. Continue exercise as above from part (c).

Follow-on Exercise

Read Trócaire's mission statement. The core information on page 2 would be useful at this stage to provide more detailed information on Trócaire if required.

Read The Good Samaritan (Luke 10:29-37)

- What is the basic message of this passage?
- Write down any similarities you notice between this message and Trócaire's values, vision and mission statement.



Student Handout 1: Values, Vision and Mission

TRÓCAIRE

Trócaire's Vision

"Trócaire envisages a just world where people's dignity is ensured, rights are respected and basic needs are met; where there is equity in the sharing of resources and people are free to be the authors of their own development."

Trócaire's Values

Many organisations today have 'values' – things that are of central importance in everything they do. Trócaire is no different. It is committed to the following values in its work:

- **Solidarity** as an expression of love of one's neighbour. This is based on the belief that "we are all really responsible for all." (Sollicitudo Rei Socialis. Par 38).
- **Justice, equality and the promotion of human rights** based on belief in the dignity of all human beings.
- **Compassion** and care for the poorest and most excluded people.
- Working in **partnership** with communities rather than working for. This is based on respect for people and a faith in their ability to know the solutions to their own problems.

Trócaire's Mission Statement

Trócaire's work is inspired by the message of the Gospel and the lived experiences of the communities with whom Trócaire works in developing countries. Based upon this, Trócaire seeks to overcome poverty and promote justice in the developing world by:

- Supporting sustainable development programmes which have a positive impact on people's lives, and responding to emergencies including the renewal of local skills and structures
- Informing and challenging the people of Ireland about their responsibilities to work for global justice
- Being an effective advocate for justice, at national and international level
- Enlisting the support and solidarity of the Irish people for the work of Trócaire

Notes

Dignity = the respect that is due to all humans, whatever their background, as part of God's Creation.

Rights = things that all people are entitled to because of their dignity as human beings e.g. education, adequate nutrition, medical care, a say in decisions that affect them, etc.

Basic needs = requirements for survival e.g. shelter, food, protection, clothes.

Authors of their own development = when people have control over decisions that affect their lives and can participate in shaping their future.



Lesson Two: What's God got to do with it?

Aims of lesson

- To reflect on the way in which Catholic Social Teaching inspires and underpins Trócaire's work.
- To explore further the concepts of values, vision and mission.

Materials needed

Students: Copy of Student Handout 2.

Trócaire and Catholic Social Teaching

Exercise 1

- Explain to the students that the Catholic Church has a long tradition of speaking out on issues of social justice. Some of the issues of concern raised in Church documents in the 20th century include the issue of growing poverty and injustice in a world of plenty, the debt burden on developing countries and the undermining of human rights. By commenting on these issues, the Church is saying that Christians have a duty not only to be concerned about such matters but must also be involved in creating a more just world.
- Give out Student Handout 2 on Catholic Social Teaching. Go through the first example with the class showing how the 'slogan' summarises the basic message in the passage from Catholic Social Teaching.
- Ask students to fill in the slogan section of the exercise with their own slogan based on the piece from Catholic Social Teaching.
- In pairs, ask students to share what they have written. Invite some students to share their slogans with the class.

Follow-on exercise

The passages below are suitable to use with students who have shown a good understanding of the Catholic Social Teaching on Student Handout 2. Alternatively the following exercise can be done using the student handout without making any reference to the passages below.

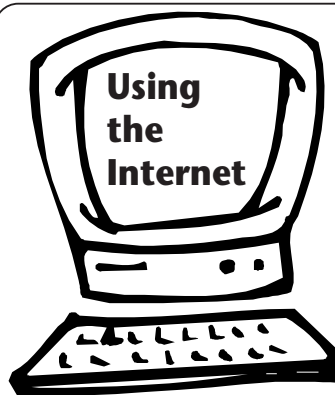
The international trade system today frequently discriminates against the products of the young industries of the developing countries and discourages the producers of raw materials. There exists too a kind of division of labour, whereby the low-cost products of certain countries which lack effective labour laws or which are too weak to apply them are sold in other parts of the world at considerable profit for the companies engaged in this form of production, which knows no frontiers.

Sollicitudo Rei Socialis, Pope John Paul II, 1987, paragraph 43

When it comes to setting women free from every kind of exploitation and domination, the Gospel contains an ever relevant message which goes back to the attitude of Jesus Christ Himself. Transcending the established norms of His own culture, Jesus treated women with openness, respect, acceptance and tenderness. In this way, He honoured the dignity which women have always possessed according to God's plan and in His love. As far as women's rights are concerned, there is an urgent need to achieve real equality in every area, equal pay for equal work, protection of working mothers, fairness in career advancement, equality of spouses with regard to family rights and to rights and duties as citizens in a democratic state. This is a matter of justice but also of necessity.

Letter to women, 1995, Pope John Paul II

- Copy the passages and hand out to students and/or use Student Handout 2 on Catholic Social Teaching.
- List some practical ways that Christians can respond to the message in each of the passages from Catholic Social Teaching.
- Having studied Trócaire's values, vision and mission statement in Lesson One, write down ways in which you think these have been influenced by Catholic Social Teaching.
- Collect feedback from the class and take note of what they say. Inform the students that Trócaire's values, vision and mission are rooted in Catholic Social Teaching and its call to work for justice, the upholding of rights and dignity of others, and solidarity with one's neighbour.



Ask students to look up a selection of company websites, and their school's website if there is one, in order to read their 'mission statements'. Are there any noticeable differences between them? Are any of the mission statements similar to Trócaire's? If so, in what way?

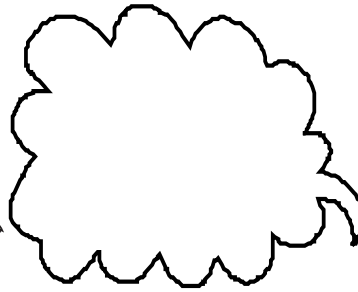
Suggestion for the Teacher – Use search engines to access companies that work in the different sectors, e.g. Business, Financial, Church/Parish, Non profit making organisations.



Student Handout 2: Catholic Social Teaching

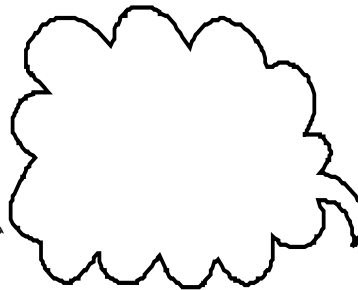
Solidarity helps us to see the other — whether a person, people or nation — not just as some kind of instrument, with a work capacity and physical strength to be exploited at low cost and then discarded when no longer useful, but as our neighbour, a helper (see Genesis 2:18-20), to be a sharer on a par with us in the banquet of life to which we are all equally invited by God.

Sollicitudo Rei Socialis, Pope John Paul II, 1987, paragraph 39



Christian love of neighbour and justice cannot be separated. For love implies an absolute demand for justice, namely a recognition of the dignity and rights of one's neighbour.

Justice in the World, Synod of Bishops, 1971, paragraph 34



The earth is ultimately a common heritage, the fruits of which are for the benefit of all. Today, the dramatic threat of ecological breakdown is teaching us the extent to which greed and selfishness — both individual and collective — are contrary to the order of creation which is characterised by mutual interdependence.

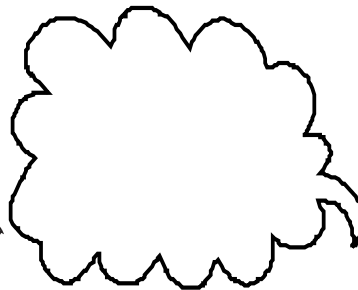
The Ecological Crisis: A Common Responsibility, 1990, Pope John Paul II

"The earth is for all of us and should not be ruined by a greedy few"



"The hungry nations of the world cry out to the peoples blessed with abundance. And the Church, cut to the quick by this cry, asks each and every person to hear his brother's plea and answer it lovingly.

Populorum Progressio, Pope Paul VI, 1967, paragraph 3



"The motivating concern for the poor... must be translated at all levels into concrete actions, until it decisively attains a series of necessary reforms."

Sollicitudo Rei Socialis, 1987, paragraph 43



Lesson Three: *Actions speak Louder... The Work of Trócaire*

Activity 1

Helping people to help themselves - Projects for Development

Aims of Activity 1

- to examine the types of projects that Trócaire supports in developing countries.
- to explore the long term benefits that these projects bring to the local communities involved.

Materials needed

- Student Handout 3 'Projects for Development'
- Student Handout 1 (for reference)
- Bible.

Method

- Briefly look back over Trócaire's Mission Statement on Student Handout 1 focusing on where it states that Trócaire "...supports sustainable development programmes". This means that it supports projects overseas that will not simply offer short-term relief but will have long term benefits for local people in developing countries.
- Brainstorm with the students for ideas regarding what type of projects might create long term benefits. (Examples include education, skills training, healthcare, projects for human rights and democracy, and agriculture programmes)
- Divide the class into small groups of 4/5. Tell the students that they are now to pretend that they are employed by Trócaire. Specifically, they are going to play the role of a Projects Committee which must decide which projects to fund and which not to support. Distribute Student Handout 3. Each group has €20,000/£13,000 to spend. They must decide by consensus how best to spend that money. Before beginning the activity you might ask the students to take a moment to consider what €20,000/£13,000 would buy in Ireland – a new car, an exotic holiday....
- In groups they should work as a team and all members should be allowed to put forward their views. Prompt the students to think about and articulate the reasons they might choose one project over another. What criteria are they using for deciding?
- Invite feedback from students, making comparisons between the different groups and the way they arrived at their decision.

Activity 2

Exploring the links between Scripture and Development.

Aim of Activity 2

- To trace the relationship between scripture and Trócaire's work for sustainable development, looking specifically at Trócaire's Values, Vision and Mission Statement.

Materials needed

- Bible.

Method

- Ask the students if they know of any scripture passages that describe in practical terms how people of faith are supposed to support each other if they are in need.
- If no one comes up with any, refer to stories such as The Last Judgement (Mt. 25:31-46), The Parable of the Unforgiving Debtor (Mt.18:23-35), The Rich Man and Lazarus (Lk. 16: 19-31), The Adulterous Woman (Jn. 8:1-11).
- Divide the class into groups of 4 or 5. Ask each group to read one of the above stories (or one chosen by themselves) and to answer the following questions.
 - 1) According to the story you have read, what kinds of rights and needs does Jesus consider important? What other 'rights' would you add to this list?
 - 2) A quote from Justice in the World (Synod of Bishops, 1971, paragraph 36) talks about '...giving witness before the world of the need for love and justice contained in the gospel message...'. What is the connection between this and the basic message of the gospel stories you have looked at?
 - 3) Pope Paul VI calls on the Church to answer the cry of the poor "lovingly". How is this done?
 - 4) When the students have answered these questions, and briefly shared their responses, draw out that the protection of human rights is a long term process as highlighted in activity 1 above, not a matter of quick solutions.



Zeytuna Umer and Dina taking part in a Trócaire emergency seed project in Ethiopia. (Photo: Pieterella Pieterse)



Student Handout 3: *Trócaire* Projects for Development

1. Goats for Angola

ANG00242

This is a community project aimed at 300 women and their families. All the women are very poor, are without husbands and have no source of livelihood. Each woman receives a goat. The goats are purchased in the nearby markets. A further 20 male goats are held in the community and expected to mate with the female goats. According as the goats reproduce, the baby goats are sold and this money benefits the community. Goat's milk is also produced for use by the community. The purchase of the goats and medicines costs €6,000/£3,780 (each goat costs €15.00/£9.45). Other costs include transport, technical support and training for the women.

The total amount requested from Trócaire is €19,419/£12,334

2. Women's Rights in Pakistan

PAK00131

The situation for women in Pakistan is difficult. Two thirds of the people in poverty are women. Only 25% of women in Pakistan are literate. Violence against women is also regular. This project aims to educate 30 women's groups about their basic rights. Each group contains 15 members and will be set up in 6 regions. These women will then reach out to other women through community meetings, seminars and workshops.

The total amount requested from Trócaire is €14,586/£9,189

3. Painting programme for Children in Nicaragua (The 'Muralismo' Project)

NIC00243

Children in Nicaragua have very few opportunities to develop artistic ability. The education system is narrow with little room for imagination or creativity. This project enables children to participate in painting murals in their local town. The themes explored through their artwork include children's rights, the environment, history and culture. The project places a great emphasis on building cooperation and teamwork as well as creativity and imagination. At least 400 children will benefit from this project through art workshops.

The total amount requested from Trócaire is €20,000/£12,600

4. The promotion of environmentally friendly farming in Bolivia

BOL00276

Bolivia is the poorest country in Latin America. Most of the people live in the countryside and 94% of the rural population lives in poverty. Malnutrition and the diseases of poverty abound. This project seeks to help 500 poor rural families in 27 communities. It will help them to introduce natural techniques to prevent disease in their crops. The project will also help the community to value and save native organic seeds (maize, potato, wheat and beans) and these will be shared amongst the farmers. Finally small loans will be made available to the farmers for purchase of seeds and others needs.

Total amount requested from Trócaire €22,000/£13,860

5. Rehabilitation for Children with Disabilities in Ethiopia

ETH00241

In Ethiopia, disabled people have been a neglected group for a long time. Recently Community based care has been developing with the aim of helping families care for children with disabilities. This project is run by the Medical Missionaries of Mary and has 3 main parts – 1. Medical Rehabilitation. The sisters train family members to help the disabled child with exercise and encourage the child so that he/she becomes an active, loved and valued member of the family. 2. Training. Children are helped develop a skill so that they can earn an income and not be dependent on their families forever. (e.g. handcrafts, gardening, etc) 3. Awareness raising. The children with disabilities are helped to mix and play with non-disabled children so that greater acceptance and awareness can be developed in the community. Over 250 disabled children are helped each year through this project.

Total amount requested from Trócaire – €55,000/£34,650 over 3 years.





No Land – No Justice. Landless farmers in the Philippines carry a cross to depict their suffering



No Land – No Future

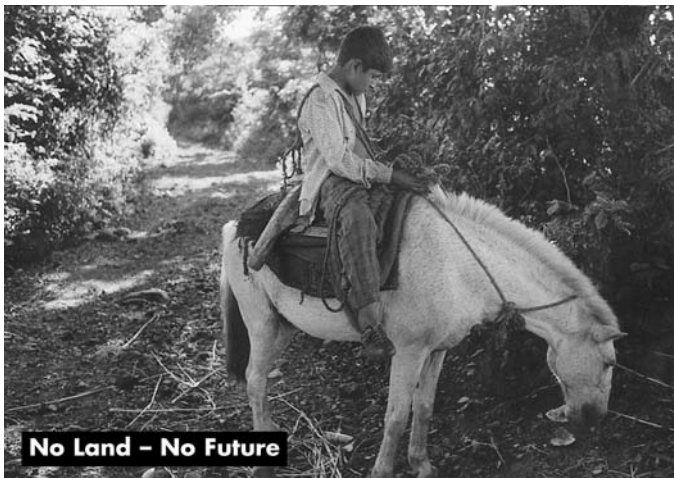


LENT 2001: IT'S TIME TO ABOLISH SLAVERY. AGAIN.

The church in Cuarto Pueblo where the massacres of the villagers took place.



CHILDREN WORLDWIDE. EXPLOITED, BRUTALISED AND ENSLAVED.



No Land – No Future



LENT 2001: IT'S TIME TO ABOLISH SLAVERY. AGAIN.



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a day
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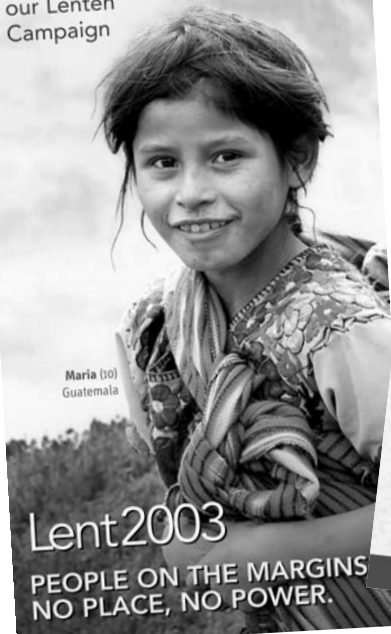
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ONE LIFE.**

LENT 2001: IT'S TIME TO ABOLISH SLAVERY. AGAIN.



Lesson Four: *Emergencies*

Aim of Lesson

- To explore the nature of Trócaire's response to emergency situations

Materials needed

- Student Handout 4 'Trócaire and Emergencies'.
- Bible.

Activity 1

- Brainstorm with the students for ideas as to the most common causes of emergencies (i.e. earthquakes, war, famine, severe weather conditions). This might also be a good opportunity to discuss the idea of "an act of God". To what extent is God responsible for such events?

Activity 2

- Divide the class into groups of 5 or 6. Read the account below of an emergency that Trócaire responded to in January 2002. Inform them that as a group they must:
 - decide upon the emergency needs of the people of Goma.
 - divide these needs into long-term needs and short-term needs.
 - suggest how best these needs could be met (in the short-term and long-term).

The Story of Goma

The Eruption of Mount Nyirangongo

On the morning of January 17th 2002, Mount Nyirangongo, situated 10km north of Goma, in the Democratic Republic of Congo, erupted. The time between the initial warning and the arrival of the lava in Goma was such that people were able to flee to safety.

The lava flowed from a number of places at the foot of the mountain and two lava flows emerged just north of Goma. The larger of the two lava flows continued through the city of Goma only coming to a stop when it reached the lake. This lava flow split the city in two and destroyed much of the town centre. The second lava flow reached the densely populated residential Katoyi area on the western side of the town. Both lava flows covered 13% of the town destroying the town's business centre. A large coffee processing unit along with a cigarette making factory were both lost and with them went thousands of jobs. This was a double blow to families who had already been made homeless by the volcano. Traders who provided the main market source for much of Goma's population also lost all of their stored commodities. Then the lava chose to make its way down the airport runway so that only very small planes could land with the much needed medical and food aid as a result of this disaster. In addition a large laboratory and pharmaceutical store serving 4 hospitals and 42 health centres were destroyed. These services answered the health needs of 60% of the regions 1.6 million people and will cost \$600,000 to be rebuilt.

- Remind students that 'responding to emergencies' is part of Trócaire's Mission Statement.
- Once the students have arrived at some answers, ask for feedback from each group. Pay particular attention to how the students decide to move from addressing emergency short term needs, to longer term needs.
- Inform the students that one of the issues that Trócaire addresses in its response to emergencies is the transition from short-term to longer term needs. This is a critical issue for Trócaire and one we address.
- Following on from this, give out Student Handout 4 and read 'Trócaire's Response to Emergencies' to show that Trócaire has a particular strategy for dealing with disasters when they occur.

Activity 3

- After looking at 'Trócaire's Response to Emergencies' ask students to read the Honduras case study on their handout.
- Ask the students to work in pairs to agree what they think were the three most important aspects of Trócaire's response to this emergency. Request a reason for each of their choices. These could then be shared with the class as a whole.

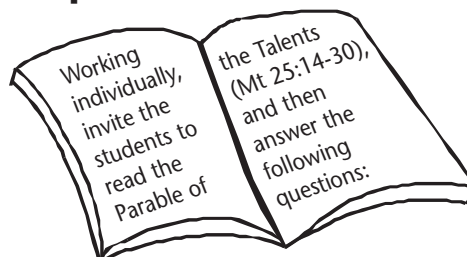
Honduras (see case study on student page)

Hurricane Mitch struck Honduras in 1998 and caused the death of 6,000 people and destroyed over a million homes along with countless schools, hospitals and other buildings. In the immediate aftermath of that disaster, Trócaire supported local groups conducting housing reconstruction, the repair and construction of water schemes, and agricultural rehabilitation. Today Trócaire continues to assist these same communities in moving forward and building a better life.

Three of the most important aspects of Trócaire's response to this emergency:

- Vulnerability analysis (who is affected).
- Disaster preparedness (helping communities to be better able to respond to other disasters).
- Long term response (e.g. Trócaire still working on projects with communities in Honduras today).

Scripture



- (a) What does this passage say about the way Christians should respond towards others?
- (b) Do you think Trócaire's work overseas illustrates this type of Christian responsibility in action? Explain your answer with reference to Trócaire's responses to emergencies and sustainable development programmes referred to in this section.



Student Handout 4: *Trócaire and Emergencies*

Trócaire's Response to Emergencies

1. As with the sustainable 'long-term' development programmes, Trócaire aims to work with and through local organisations, or 'partners' in the country concerned. Trócaire's key role is to provide the partners with the money, skills and technical support they require in order to put into practice emergency response programmes. This approach is important because it respects the capability of the local partners to help their own people. It also increases efficiency because they can identify the needs of their people more quickly than someone from outside their country.

2. Trócaire concentrates on getting its 'partners' and the people affected by the disaster back on their feet as soon as possible. This is so that longer term 'sustainable development' projects can begin again. This helps to avoid the situation where people become dependent upon the aid they receive from agencies like Trócaire.

3. Trócaire's approach to emergencies is 'rights-based', rather than 'charity-based'. In other words, basic needs like water, sanitation, food, health care and shelter are provided for the people who have experienced a disaster because it their 'right' to have these things, and it is the duty of richer nations to ensure that these 'rights' are met. This is different to a charity-based approach which seeks to provide basic needs because we in the richer nations feel pity for the people who have experienced the disaster.

4. Trócaire assists in the relief effort and also believes that it is important that the public's awareness is raised not only about the causes of the emergency, but also what the people in Ireland can do to help.

Hurricane Mitch Hits Honduras – A Case Study

Maria, aged 10, lives with her family in Tegucigalpa, the capital of Honduras. The city is built in a valley surrounded by many hills. Maria's house is up on one of these hills along with many others. Deforestation and exploitation of the area has left these houses exposed. When Hurricane Mitch hit Tegucigalpa, Maria says that the hillside began to pour down 'like a chocolate mud slide'. Her father told her that because their house was made of wood and tin that it would not last the night. The hurricane and floods forced Maria and her family from their home for over a week. When they returned they found that amazingly their home was still standing. Even though the roof had been swept away and their belongings were destroyed they were the lucky ones.



Maria helping to rebuild her community. (Photo: Trócaire)



Lesson Five: Action for Justice – Campaigning for a Just World

Aims of lesson

- to explore the place of campaigning as an essential part of Trócaire’s work for a just world.
- to help students see the link between faith and action for justice.

Materials needed

- student copies of page 10 – postcards used in Trócaire Campaigns (optional)
- Student Handout 5 ‘Action for Justice’
- Bible

Trócaire and Campaigning

Campaigns are an essential part of Trócaire’s efforts to tackle the root causes of poverty and injustice. They are a way of drawing the attention of the Irish public to the abuses of human rights that millions of people in developing countries experience on a daily basis. Trócaire’s campaigns also provide the public with opportunities to take action on specific issues and influence our political representatives where they can make a difference .

The educational resources produced by Trócaire for primary and post-primary schools have an important role to play as they provide information and case studies based on the lives of people in developing countries, the injustices they face, and ways that students can take action to help bring about change.

Trócaire’s partners overseas are of crucial importance. Campaigns are derived from their experiences of injustice and human rights abuses.

Trócaire’s work in campaigning and advocacy is founded on the belief that the world is not organised according to God’s vision for humanity. Trocaire’s inspiration comes from the Gospel and Jesus’ promise ,“ I came so that they might have life and have it to the full”. (John 10:9-10)

Activity 1 – Brainstorm

Explore with the students any campaigns they might be familiar with from the media or local knowledge (suggestions might include campaign against Sellafield, campaign for travellers rights or refugee rights, campaign for human rights in East Timor, Guatemala, Iraq or other countries).

- What examples of Trócaire’s campaigns can the students think of?
- Hand out the copy of Trócaire’s postcard campaigns. Discuss the different campaigns and why Trócaire might have chosen to support them.
- Pass out Student Handout 5. Read and discuss.

Activity 2 – Linking Faith and Action for Justice

Trócaire believes that ordinary people in Ireland can play a part in creating a more just world. To build a world where all enjoy the fullness of life will require “bold transformations and innovations that go deep” (Populorum Progressio, 32).

Working individually, invite the students to read the passage below and to answer the questions that follow:

Luke 4:18-19 - **“The spirit of the Lord is on me, for he has anointed me to bring good news to the afflicted. He has sent me to proclaim liberty to captives, sight to the blind, to let the oppressed go free, to proclaim a year of favour from the Lord...to proclaim liberty to captives and to let the oppressed go free.”**

- What is the basic message of this passage?
- In what ways do you think that Trócaire’s postcard campaigning work puts the message of this passage into practice? Explain your answer.

Activity 3 – Debate/Discussion

DEBATE/DISCUSS the following statements

- “There will always be poor people in the world. People should just get on and make the best of what they’ve got.”
- “Charity is not enough. Unless we tackle the structures that keep people poor we are failing in our Christian calling to help create a more just world.”
- “Problems in Ireland should be taken care of before we help other countries in need”.
- “I give some money to charity. I haven’t time to be getting involved in anything else. Jesus would have been satisfied.”



Trócaire staff marching for peace, February 2003. (Photo: Eye.Con)

Follow-on Activity

Faith and Action for Justice

Points for discussion

Action on behalf of justice and participation in the transformation of the world fully appear to us a constitutive dimension of the preaching of the Gospel .

(Justice in the World, Synod of Bishops, 1971, paragraph 6)

The motivating concern for the poor must be translated at all levels into concrete actions, until it decisively attains a series of necessary reforms.

(Solicitudo Rei Socialis, 1987, paragraph 43)

Modern popes have all of them, from Leo X111 to John Paul 11, insisted that social and political action for the creation of a just society are inescapable implications for the Christian faith ..It is essential therefore that the church continually remind herself and persistently impress upon politicians and the public the need for change of unjust structures and for the establishment of a just national and international order .

(An address given by Cardinal Cathal Daly on the 10th anniversary of Trócaire, 1983.)



Student Handout 5: Action for Justice – Trócaire and Campaigning

Why Campaign?

Campaigns are an essential part of Trócaire's efforts to tackle the root causes of poverty and injustice. They are a way of drawing the attention of the Irish public to the abuses of human rights that millions of people in developing countries experience on a daily basis. Trócaire's campaigns also provide the public with opportunities to take action on specific issues and influence our political representatives where they can make a difference.

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A Trócaire Campaign Case Study

The Mapalad Story

The Issue

In July 1997, 137 families from the Mapalad co-operative on the island of Mindanao in the Philippines, went to claim land that was given to them legally by their government. They were confronted by the former landowner's armed guards who prevented them from entering the land.

After many appeals to governors, judges and the president himself, the Mapalad farmers got nowhere. In October 1997, 18 of the farmers went on hunger strike. After 30 days, President Ramos relented and granted the farmers two thirds of their original land entitlement. The landowner objected, took the matter to court and won on technicalities. The farmers didn't give up and took their case to the Supreme Court.



The Campaign – 'No Land, No Future'

Trócaire campaigners sent 10,000 postcards to President Estrada of the Philippines in a campaign that generated widespread media coverage both in the Philippines and internationally.

The Result

In December 2001, the Mapalad farming families were granted 19 hectares of land. This was a tiny fraction of the original entitlement granted in 1995, but a vital step in recognising their right to land. The political decision was achieved as a direct result of campaigning pressure. Due to their efforts a neighbouring landowner also bequeathed a further 47 hectares to the farmers upon the death of her husband. This land is now being farmed by the families of the Mapalad co-operative.

Dear President Estrada

I am writing to you about the ongoing injustice in the case of the Mapalad farmers in Mindanao, Southern Philippines.

This group of 137 tribal landless farmers was granted legal title to 144 hectares of land in 1995, yet the Courts and Government have denied them that land and granted it instead to a rich landowner.

I am gravely concerned that their lives are threatened by their landless, insecure situation and that the Government's promise of land reform is not being fulfilled.

I urge you to do all within your power to ensure that justice is done and the Mapalad farmers' land is returned to them.

Signed: _____
Name: _____
Address _____

E-Mail: _____

FREEPOST

Although not needed, a postage stamp here will save Trócaire money
NI = 26p
ROI = 30p

President Joseph Estrada,
Philippines
c/o Trócaire
169 Booterstown Ave
Blackrock
Co. Dublin

TRÓCAIRE

TRÓCAIRE
Working for a Just World

Photo: Trocaire

How to Campaign

- Consult Trócaire's web site www.trocaire.org for details of its most recent campaigns – check out the campaigns section – all material can be printed out and photocopied.
- Send an e-mail to campaigns@trocaire.ie to participate in a monthly e-mail campaign.
- Get your class/group to contact Trócaire's campaigns officer for information on their current campaign.
- Check out your local Trócaire office (see back page for details).



Lesson Six: *Publicity and Fundraising – the Ethical Debate*

Aim of the lesson

- to explore the ethical issues surrounding the portrayal of people from developing countries in publicity and fundraising material

Materials needed

- Newspaper Advertisements for Charities (*collected by students prior to lesson*)
- Trócaire campaign/advertising materials (*past and present*)
- Centre pages of this resource (*copied if more material is needed*)
- Bible



Trócaire and Ethical Advertising

- (a) Begin by asking the students if they know the different ways that Trócaire communicates with the people in Ireland about its work.

- (b) Share the following information with the class.

Fundraising is an essential part of Trócaire's work. Since Trócaire was set up in 1973, it has supported in excess of 6,000 projects overseas, in 60 countries in Asia, Africa, Latin and Central America. This, along with its campaigning and education work, would not have been possible without the generosity of the Irish people. Different means are used to raise money, but before this can happen the public have to be made aware of why the funds are needed. Trócaire informs the Irish people about its work in a variety of ways. These include:

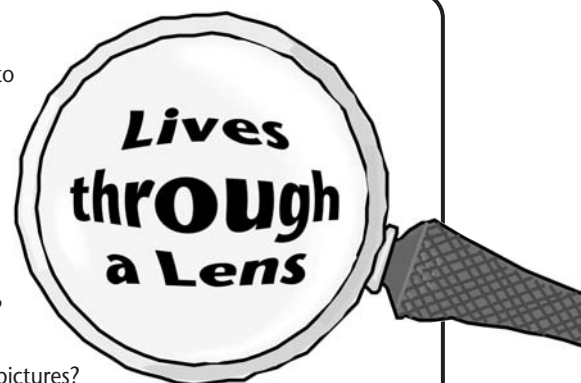
- *The resource centres in Belfast, Dublin and Cork*
- *Educational resources for teachers and students*
- *Campaign briefings*
- *Information for churches*
- *Use of the internet*
- *Advertisements in the media (e.g. for Trócaire's Lenten Campaign, the Trócaire 2FM Fast and 'Global Gift' at Christmas)*

There are *ethical questions relating to the issue of publicity which Trócaire takes very seriously. It concerns the type of images that should be used in advertisements to publicise its work and to encourage Irish people to donate money to support it.*

- (c) In small groups of 2 or 3, ask the students to briefly discuss images that stick in their minds most vividly when they think of appeals for donations for developing nations. (The newspaper advertisements from different charities could be used here to stimulate discussion).
- (d) Take feedback from the students on these images.
- (e) In particular note when strong feelings are expressed about any of the pictures. These could be articulated in more detail in a debate (see Activity 2).
- (f) As a way of introducing Activity 1, **Lives through a Lens**, inform the students once again that there are important ethical issues surrounding how people are portrayed in publicity material appealing for donations. It is an issue that Trócaire feels strongly about.

Activity 1 – Lives through a Lens

- Distribute a selection of Trócaire materials/copies of centre pages of this resource to each group of students.
- Students study these photographs/advertisements carefully and answer the following questions:
 - Describe what you see in each of the adverts.
 - What are your impressions of the type of life that the people in each advert lead?
 - How do these adverts make you feel about the people in them? Sad? Angry? Happy? Frustrated? Nothing?
 - Which adverts show the greatest respect for the dignity of the people in the pictures?
 - Which of the photos would encourage the public to donate more money? Do the photos encourage a 'rights-based' or 'charity-based' response? Explain your answer.



Debriefing

Activity 1

(a) Invite students to feed back their responses.

(b) Share the information below with the class about Trócaire's stance on this issue.

Trócaire always attempts to present positive images of people who live in different continents and face many different challenges to those who live in Ireland, but who nevertheless live normal lives.

Trócaire's reasons for using such positive images are three-fold:

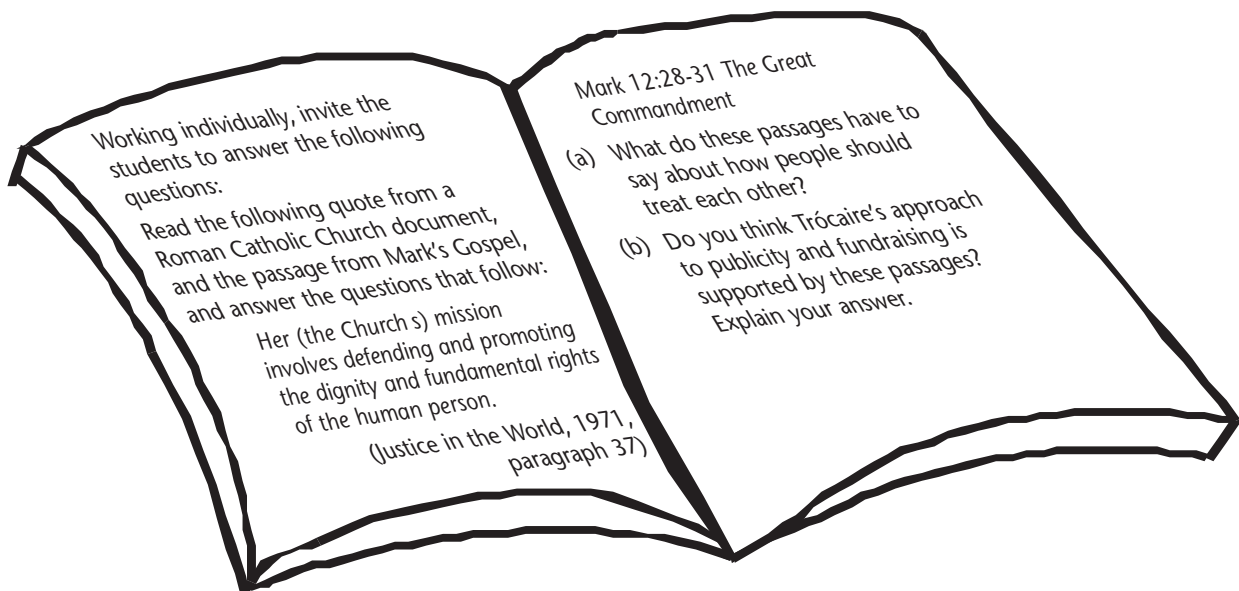
- to help the Irish public realise that people in developing countries have the same rights as we have to dignity, respect and justice. This includes how people are portrayed in advertisements.
- part of Trócaire's 'vision' is "...for a just world where people's dignity is ensured". . . Trócaire seeks to apply this vision to its publicity material and resources.
- to encourage a feeling of solidarity with people in developing countries, rather than a sense of pity or guilt in the Irish people.

Activity 2

Discuss and write down possible arguments that could be used by both sides in a debate on the following statement:

"If portraying starving babies in advertisements means that more money is donated to help them, then such images should be used. The ends justify the means."

Links with Scripture and Catholic Social Teaching



Elisa (15) from Guatemala; a beneficiary of a Trócaire sponsored education programme, and a project that helped her family with fair trade. (Photo: Noel Gavin AllPix)



Proclaiming Justice: *Suggestions for a Prayer Service*

Through the series of lessons, students will have learnt a lot about the different ways that Tr caire works for justice in the world. A prayer service could be organised as a way of celebrating this work. As part of this, each member of the class could bring in a symbol to represent something that particularly struck them from the different issues that were explored.

Opening Prayer

We want our eyes opened to the reality of other people,
to hear what they are not able to articulate...

We want to see justice run like a river,
bringing healing and peace to the nations...

We want the eyes of our hearts to see the grace of God
that is present in every child, woman and man we
meet.

We want to be able
to see differently,
to think differently,
to live kindly,
to walk humbly,
to serve graciously and gratefully.
Come Lord Jesus!

Romeo L. del Rosario, Malaysia

Examination of Conscience

You asked for my hands
that you might use them for your purpose.
I gave them for a moment,
then withdrew them, for the work was hard.
You asked for my mouth
to speak out against injustice;
I gave you a whisper that I might not be accused.
You asked for my eyes
to see the pain of poverty;
I closed them, for I did not want to see.
You asked for my life
that you might work through me.
I gave a small part, that I might not get 'too involved'.
Lord forgive me for my calculated efforts to serve you
only when it is convenient for me to do so,
only in those places where it is safe to do so and
only with those who make it easy to do so.
Father, forgive me, renew me,
send me out as a usable instrument
that I might take seriously
the meaning of your cross.

A prayer from Africa — Joe Seremane, South Africa

Gospel Reading

Lk. 16:19-31 The Rich Man and Lazarus

Reflection on the Gospel

It is not enough to conquer hunger
or put an end to poverty.

Our goal must be to build a world –
a world developed to the full,
so much so, that all men and women,
no matter what their race or creed,
can live a truly human life.

Our goal must be, for every man and woman,
a life set free from all oppression.

Our goal must be, for every man and woman,
a life strong enough
to master nature, and be free.

Our goal must be
a world where liberty is real,
a world where Lazarus
can sit at the rich man's table.

Pope Paul II

Intercessions

Reader 1: We pray for world leaders; that they may use the power they have in the service of the poor; that they may seek opportunities to create dignified work, and enact policies which show that they believe people to be more important than profit. Lord, in your mercy,

Response: Hear our prayer.

Reader 2: We pray for the Church: that her leaders may understand the needs and aspirations of workers and the unemployed, and that she may use her voice in their support and for their care. Lord, in your mercy,

Response: Hear our prayer.

Reader 3: We pray for child workers, for bonded and forced labourers, for child soldiers, for all those whose work is slavery and who have no choice but to work. Let them experience the warmth of your love and compassion, particularly when it seems to them that no one cares. Lord, in your mercy,

Response: Hear our prayer.



Reader 4: We ask that workers, employers, shareholders and consumers may understand their responsibilities to help build a fairer world, where the many and not just the few share in what has been created. Lord, in your mercy,

Response: Hear our prayer.

The Lord's Prayer: Central America

Our Father,
Who is in us here on earth,
Holy is your name
in the hungry who share their bread and their song.
Your kingdom come,
a generous land where confidence and truth reign.
Let us do your will,
being a cool breeze for those who sweat.
You are giving us our daily bread
when we manage to get back our lands
or to get a fairer wage.
Forgive us
for keeping silent in the face of injustice
and for burying our dreams.
Don't let us fall into the temptation
of taking up the same arms as the enemy,
but deliver us from the evil which disunites us.
And we shall have believed in humanity and in life

and we shall have known your kingdom
which is being built for ever and ever.

Concluding Prayer

O God, you promise a world
Where those who now weep shall laugh;
Those who are hungry shall feast;
Those who are poor now, and excluded,
Shall have your kingdom for their own.
I want this world too.
I renounce despair.
I will act for change.
I choose to be included in your great feast of life.
Amen.

These prayers/reflections were taken from:

Celebrating One World: A Worship resource on Social Justice
ed. by Linda Jones, Annabel Shilson-Thomas and
Bernadette Farrell, in association with CAFOD. Pub.
Harper Collins, London 1998

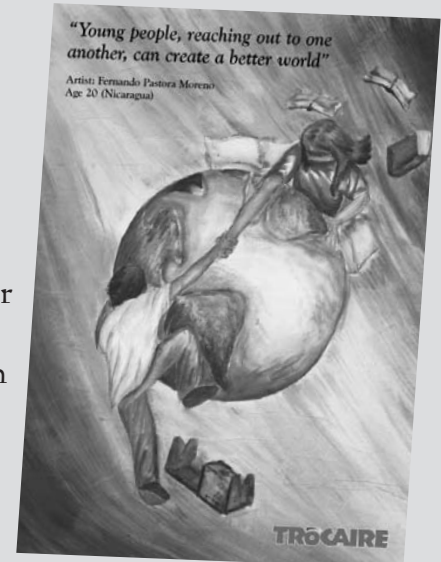
For Love or Money: A Christian Aid Lent Course
by Rebecca Dudley and Peter Graystone
Pub. Christian Aid, 2000

Front Cover Story

The 'Muralismo' Project

Lorena Del Carmen Cruz (13) is pictured on the front cover. She is a member of the Muralismo project, a project for young people in Nicaragua, supported by Trócaire. It aims to empower young people through the painting of large colourful murals that can be seen on the walls of their town, Estelí – now known all over Nicaragua as 'the city of murals'. Many of the images come from Nicaraguan history and culture and legends. These are brought to life by the young artists as they depict ecological, personal and human rights issues they face day to day. Once the group has decided on a theme that is important to them they begin by drawing individual paintings which eventually become an integral part of an overall painting by groups on walls and buildings.

The Muralismo project allows young people to explore issues in a non threatening and fun way. A link project has now been developed between the Mayfield Community Arts Centre in Cork and the Muralismo Project. See www.mayfieldarts.org for pictures and stories. The paintings of the Muralismo group can also be ordered by contacting any Trócaire office and requesting our *Painting Life - Painting Hope* resource.



The TRÓCAIRE Rainbow

Ancient people recognised the rainbow as a symbol of peace and harmony, and the ancient Hebrews recognised it as a special sign given by God that he wants all living things to live and to flourish in peace and harmony –

all clans
all tribes
all colours
all faiths
all nations

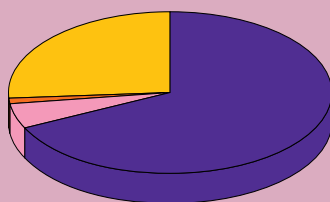
that between us, there should be no division but mutual respect and appreciation of one another's gifts as well as of our differences. In this way we enrich one another by reflecting to one another the beauty and magnificence of God.

And God said,

“When the rainbow appears in the clouds,
I will remember the everlasting promise
Between me and all living beings on earth.” (Genesis 9:8-17)

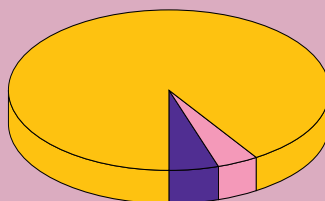
Trócaire Finances at a Glance

Sources of Income



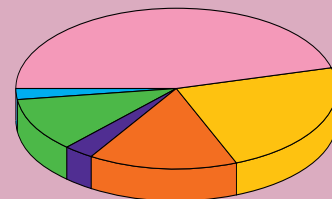
Public Donations 68%
Bequests 5%
Deposit Interest & Investment Income 1%
Co-financing 26%

Expenditure Analysis



Direct Charitable Expenditure 90%
Management & General Administration 4%
Fundraising & Publicity 6%

Expenditure by Continent



Africa 46%
Central America 23%
Asia 15%
Europe & Middle East 3%
Latin America 11%
International 2%

TRÓCAIRE CONTACTS:

- Maynooth, Co. Kildare. Tel: (01) 629 3333, Fax: (01) 629 0661, e-mail: info@trocaire.ie
- 50 King St., Belfast, BT1 6AD. Tel: (028) 9080 8030, Fax: (028) 9080 8031, e-mail: info@bl.trocaire.org
- 12 Cathedral Street, Dublin 1. Tel/Fax: (01) 874 3875, e-mail: info@cs.trocaire.org
- 9 Cook St., Cork. Tel: (021) 427 5622, Fax: (021) 427 1874, e-mail: info@ck.trocaire.org

Writers: John Magee and Annette Honan

Editors: Eithne Brennan and Rosie Murray

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