Challenged to Live Eucharistically
Initiatives to reduce extreme poverty

TARGET AUDIENCE

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |

Overview

This Object informs students about each of the Millennium Development Goals and draws a link between them and Catholic Social Teaching. Working to achieve the Millennium Development Goals is a means to realising the principles of Catholic Social Teaching.

The multimedia element of this Object presents the goals in individual videos to inform the students of the issues and to reflect on them.

Teacher Background

Teachers are encouraged to review the ‘Living a Eucharistic Life’ section of the DVD Rom Become One Body One Spirit in Christ to deepen their understanding of: the call to ‘go forth’ and live the mission of the Gospel in our daily lives; how we are called to live our Catholic and Christian faith; and the meaning of the Eucharist in our lives.

In particular, the following aspects of Become One Body One Spirit in Christ provide entry points and context for this Learning Object:


Where appropriate, use this material with the students.

Supporting Content

This text supports the focus of the multimedia element.

The dismissal rite at the end of Mass challenges us to ‘go and announce the gospel’. In other words, we are called to participate in the transformation of our world.

‘As often as you did this to the least of my people, you did this to me.’ (Mt 25:45)

Catholic Social Teaching promotes a vision of a just society. These teachings are often expressed in formal teaching documents of the Church such as Papal Encycyclicals, and in the pastoral letters of local Bishops. In the words of Pope John Paul II there are eleven principles of Catholic Social Teaching:
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Supporting Content

- Human Dignity
- Community
- Rights and Duties
- Options for the Poor
- Participation
- Economic Justice
- Stewardship of Creation
- Solidarity
- Role of Government
- Building Common Ground
- Promotion of Peace

These principles should guide how we interact with each other and with our world. Working to achieve the Millennium Development Goals is one way of translating these principles into practical outcomes.

‘Our responsibility is to keep the promise made to the poorest, for which we will be held accountable.’
Navanethem Pillay, UN High Commissioner for Human Rights

The Millennium Development Goals (MDGs) stemmed from the Millennium Declaration produced by the United Nations at the Millennium Summit in 2000. The Declaration was adopted by all world leaders present. It asserts that every individual has the right to dignity, freedom, equality, a basic standard of living that includes freedom from hunger and violence, and encourages tolerance and solidarity. The MDGs were established to equip these ideas by setting targets and indicators for poverty reduction in order to achieve the rights set forth in the Declaration on a set fifteen-year timeline. The eight MDGs break down into 21 quantifiable targets that are measured by 60 indicators (Kabeer, 2010).

The MDGs focus on three major areas of human development: strengthening human capital, improving infrastructure, and increasing social, economic and political rights, mainly concentrated on improving basic standards of living. Within the human capital focus, the objectives chosen include improving nutrition, healthcare (including reducing levels of child mortality, HIV/AIDS, tuberculosis and malaria, and increasing reproductive health), and education. With regard to infrastructure, the objectives are aimed at increasing access to safe drinking water, energy and modern information/communication technology; amplifying farm outputs through sustainable practices;
improving transportation infrastructure; and preserving the environment. Lastly, the objectives for the social, economic and political rights focus, incorporate empowering women, reducing violence, increasing political voice, ensuring equal access to public services, and increasing security of property rights. The goals chosen were intended to increase an individual's human capabilities and 'advance the means to a productive life' (United Nations, 2006).

The way in which the MDGs were formulated recognises that policy has to be tailored to the individual needs of countries. As such, most policy suggestions are general in nature. The MDGs also emphasise the role of developed countries in aiding developing countries, as outlined in Goal Eight. Goal Eight sets objectives and targets for developed countries to achieve a 'global partnership for development' by supporting fair trade, debt relief for developing nations, increasing aid and access to affordable essential medicines, and encouraging technology transfer (United Nations, 2006). Thus developing nations are not seen as left to achieve the MDGs on their own, but as an equal in the developing-developed partnership to reduce world poverty.

Human rights are essential to achieving and sustaining development. The Millennium Declaration, recognised the link between human rights, good governance and development. More than ten years after the MDGs were established, it is clear that the objectives of human well being and dignity for all, enshrined in the Universal Declaration of Human Rights, will not be achieved if the MDGs are pursued in isolation from human rights.

For Reflection and Discussion: Ideas for Use

Select one or more of the following activities for students to complete.

1. Form small groups then invite students to select one of the Millennium Development Goals. Ensure that the nine goals are covered. Assign students two developing countries from different geographical regions to research and report on the following:
   - Country
   - Region
   - Reason for choice
   - Goal
   - Why is this goal so essential?
   - Find three Gospel passages that show Jesus' response to
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For Reflection and Discussion: Ideas for Use

• How do the actions of Jesus challenge Christians today?
Choose a goal and a country to research and write a case study on.

2 Invite students to research and report on ‘Challenges to the MDGs’.
Write an essay on ‘Challenges to the MDGs’. (Hints: debt relief, corruption, lack of local participation)

3 Invite students to research and report on ways in which the Church and its agencies, such as Caritas, are responding to the MDGs; including the ways in which the school and local parish are responding.

4 Invite students to take action online.
Go to the ‘World Bank – You think, but do you know?’ page and participate in a blog. You can get information about the global issues that matter to you, share your stories, and figure out what you can do to make a difference.

5 Invite students to take action on one of the Millennium Development Goals. This could be an individual project or it could be a class project. It could be undertaken as a Lenten project in support of the work of an aid agency, such as Caritas. Think of ways you can get involved and act on them.

Teacher Professional Development Resources

Caritas Australia – Blueprint for a Better World

United Nations Millennium Campaign’s Manual for Teachers

UN Chronicle Magazine, special issue on the Global Partnership for Development