A Franciscan Benediction

May God bless us with discomfort at easy answers, half-truths, and superficial relationships, so that we may live deep within our hearts.

May God bless us with anger at injustice, oppression, and exploitation of people, so that we may work for justice, freedom, and peace.

May God bless us with tears to shed for those who suffer from pain, rejection, starvation and war, so that we may reach out hands to comfort them and turn their pain into joy.

And may God bless us with enough foolishness to believe that we can make a difference in this world, so that we can do what others claim cannot be done.

Amen
Overview

• A personal response to poverty
• ALWS – general overview
• World Food Crisis
• 80:20 – Our Unequal World
• Poverty
• REAL Development
• Millennium Development Goals
• How ALWS can help you in the classroom
My Personal Response to Poverty

• Every day is so hard for the poor in developing countries
• Why? This is so wrong. How can this continue to be? Poverty is “offensive to the spirit of God” (LM)
• Gratitude and shame inextricably intertwined. At times I feel like a voyeur intruding on their agony
• Why do we need to see the face of poverty in person before we understand all we know and have been told intellectually about it?
My Personal Response to Poverty

• The **generosity** and **commonality** of human beings, regardless of their situation
• The power of smiles and touch as communication
• The people and workers alike became the ‘Face of God’ so tangibly visible
• For me, there is now no excuse for not acting and doing all I can to help make the world a better and more just place – I have seen the reality for so many people
• The restoration of hope
The Christian Response to Poverty

Truly, I say to you, as you did it to one of the least of these my brothers, you did it to me.

Matthew 25:40

Preach the Gospel at all times, and sometimes even use words

St Francis of Assisi
The Christ-Following Response to Poverty

Jesus taught so much about dealing with poverty and distress among human beings:

a. It is about respect (Lepers, Woman at the well)
b. It is about not being judgemental (Casting the first stone, Associating with the outcast)
c. It is about enablement (Restoring the body and mind so people could participate, Believing in them)
d. It is about ordinary people moved to do extraordinary things (Fishermen became disciples)
The Christ-Following Response to Poverty

e. It is about hard work (He was so tired at times he was protected by his disciples)
f. It is about being prepared to take the hard road at times (Jesus as social reformer, His ultimate gift)
g. It is about hope and faith
h. It is about unconditional love

.....The most difficult demand of all
Love means encouraging connection, strength, joy and beauty
Love means giving back pride

........
Giving hope
Love means ‘sitting in the rubble’ and simply loving ....And then offering a hand up to try again
But just
sometimes...........

You wonder where
Love is ...........
Where God is
And just when you think He is not there......

He lets you know He never left......
And I will be with you always, to the very end of the age

Matt 28:20
We love because God first loved us

1 John 4:19
Australian Lutheran World Service – Weaving a Tapestry for a Better World

ALWS is the aid and resettlement agency of the Lutheran Church of Australia. We work with poor, disadvantaged or suffering people in over six overseas developing countries, as well as helping to resettle refugees into Australia.
ALWS

- ALWS provides practical life-saving & life changing development aid as a vital part of the Lutheran Church of Australia’s overseas mission work
- 58 years experience working with the world’s poorest people
- Fully accredited by AusAID (Australian Government’s aid agency)
- The Australian Government used ALWS to deliver more than $1 000 000 of its aid last year
ALWS

• Signatory to ACFID’s (Australian Council for International Development) Code of Conduct
• ALWS works through a network of Lutheran churches (eg Evangelical Lutheran Church-PNG), church agencies (Lutheran World Federation & Action by Churches Together) and in cooperation with other churches - last year helping over 300 000 people
ALWS

• 90% of all funds go directly to project-related work that helps people here in Australia & around the world, as well as promoting Christian social responsibility to the world’s poor through community education in schools and congregations

• Up to 10% of funds go towards administrative costs and investing in raising more money to help more people
ALWS

• A large component of ALWS work is long-term, sustainable community development programs, which often start from an emergency response or refugee situation
• All programs are systematically planned, regularly monitored and thoroughly evaluated
Where are ALWS working?

• Presently ALWS focus their development work in six countries – Sudan, Mozambique, Cambodia, Nepal, Papua New Guinea and Indonesia.
• ALWS also respond to natural and humanitarian disasters around the world as they occur.
• From 2009 ALWS will also be supporting long-term community development programs in Burundi.
Vision and Mission

**ALWS Vision**

Inspired by the good news of God’s love revealed in Jesus Christ, and empowered by the Holy Spirit, ALWS envisions a world where people live with dignity in just and peaceful societies.

**ALWS Mission**

ALWS' mission is to invite and encourage people to care for God’s creation by responding to human suffering and poverty through life changing programs.
ALWS...because God first loved us

An important priority for ALWS is building links with Lutheran schools so that generations of students are more aware of justice issues in our world.
It’s hard to swallow ...

Every five seconds a child dies from hunger-related causes. Hunger is the leading cause of death worldwide, killing an estimated 10 million people every year.
<table>
<thead>
<tr>
<th>Country / Continent</th>
<th>Group of 20 divided</th>
<th>Number of pieces of food</th>
<th>Percentage of food</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>7</td>
<td>4</td>
<td>2.86</td>
</tr>
<tr>
<td>Asia</td>
<td>5</td>
<td>1.5</td>
<td>1.50</td>
</tr>
<tr>
<td>Russia</td>
<td>2</td>
<td>5.5</td>
<td>13.75</td>
</tr>
<tr>
<td>Europe</td>
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<td>21.25</td>
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<td>2</td>
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<td>1.25</td>
</tr>
<tr>
<td>North America</td>
<td>1</td>
<td>8.5</td>
<td>42.50</td>
</tr>
<tr>
<td>South America</td>
<td>1</td>
<td>1.5</td>
<td>7.50</td>
</tr>
</tbody>
</table>
The World Food Crisis

The global food crisis is sweeping like a giant wave across the entire world, leaving in its wake widespread misery and drastically increased levels of hunger and extreme poverty. As always, it is the most vulnerable who are hardest hit. There are an estimated one billion people already struggling to live on a dollar a day – the common measure of absolute poverty. With escalating food prices, another 100 million could be forced back to this level of poverty.
“For the middle classes it means cutting out medical care. For those on $2 a day, it means cutting out meat and taking children out of school. For those on $1 a day, it means cutting out meat and vegetables, and only eating cereals. And for those on 50 cents a day, it means total disaster.”

Josette Sheeran of the World Food Program
Factbox

• There is plenty of food in the world to feed everybody. The problem is how that food is divided. In fact, more than one and a half times the amount of food needed to feed everybody in the world is produced each year. In times of famine, the problem is not that there is a shortage of food, but that people cannot afford to buy it.

• Children die everyday from malnutrition. 800 million people in the world are under nourished.
• Think about the way food is divided globally. Do you think this is fair?
• Do people have the right to food? What if they can’t afford it?
• Who is responsible for ensuring this right?
• If you didn’t have enough food, how would this affect you?
80:20
Our Unequal World
Our Unequal World

Today, approximately 80% of the world’s population live in the ‘Third World’ or ‘Developing World’, and for that reason, it is sometimes referred to as the ‘Majority World’. This huge majority population has access to an unequal share of the world’s resources and human welfare.
The World Village

If the world’s population shrunk to a village of 100 people, there would be:

• 61 Asians
• 14 Africans
• 12 Europeans
• 7 people from Latin America and the Caribbean
• 5 North Americans
• 1 from Oceania
- 47 would live in a city
- 30 would be under 15
- 7 would be over 65
- 20 would be living in absolute poverty
- 20 would not have access to safe water
- 14 adults would be unable to read
- 8 would not be expected to live to the age of 40
The ‘Developing World’ has:

- 80% of the world’s people
- 15% of the world’s education spending
- 7% of the world’s health expenditure
- 18% of the world’s GNP
- 65% of the world’s refugees
- 38% of the world’s carbon emissions
- 95% of the world’s wars
- 95% of people living with HIV/AIDS
The ‘Developing World’ has:

- 25% of the world’s industrial production
- 26% of the world’s electricity consumption
- 61% of the world’s cereal production
- 36% of world export earnings
- 7 of the 10 largest cities in the world
- In 1999, developing countries received official aid worth 0.6% of their GDP ($7 per person), but paid 5.2% in debt service ($22 per person).
Consider ...

• Each year 40 million people die from hunger-related diseases— the equivalent of 300 airplane crashes a day.

• 10 million children a year die before the age of five, most from preventable diseases.
• 1.1 billion people live on less than $1 per day and 2.7 billion live on less than $2 per day.

• 12% of the world’s population uses approximately 85% of its water, and this 12% does not live in the Third World.
1% of what the world spends each year on weapons was needed to fund primary school education for every child by 2005.
Wealth and poverty today

• In 1960, the richest 20% of the world’s people shared between them 70% of the entire wealth of the planet.

• By the mid-1990’s, this figure increased to over 85%.
The **majority** of the world’s people remain **poor**. The largest concentrations of poverty and underdevelopment in the world occur throughout sub-Saharan Africa, South Asia and Latin America. In countries like Niger or Sierra Leone, *not being poor is the exception*, rather than the rule.
Defining Poverty

‘Where poverty is extreme and unending, human rights are eroded; the natural resources base deteriorates; and human dignity too often gives way to despair. Breaking the cycle of poverty is an integral part of development in every nation’.

- UNDP Annual Report 2001
Defining Poverty

Currently there are two important definitions to assist our understanding of the issue:

1. **Absolute poverty** is defined by the World Bank as having an income or access to resources of less than US $1 per day. Using this benchmark, the UNDP estimates that 1.2 billion people (equivalent to 20% of the world’s population) live in absolute poverty. Using a figure of $2 per person per day, the number living in absolute poverty amounts to 2.8 billion.
2. **Relative poverty** measures the levels of poverty in a particular country. Poverty is regarded in this instance as not having what is deemed to be the critical minimum necessary for a normal or average life *within that society*. While not having electricity may be normal in certain impoverished zones of the world, it is a sign of poverty within the developed world. Relative poverty therefore measures what percentage of a population is poor when a minimum baseline *for that country is used as a yardstick.*
The World Bank describes poverty as a series of deprivations that may include:

- living without fundamental freedoms of action or choice
- lack of adequate food and shelter, education and health
- extreme vulnerability to ill-health, economic dislocation and natural disasters
- being exposed to ill-treatment by the state and society
- powerlessness to influence key decisions
How you define poverty often depends on which end of the lens you find yourself looking through.

What poverty means depends on **who you are, and where you are**.
To Ponder ...

The world is like a table. Twenty percent live on the table and eighty percent survive underneath it. Our work cannot be to move a few from under the table onto the table, or vice versa. Our task is to move the table, to change its position if necessary, and all to sit together around the table.

Jean-Bertrand Aristide, Haiti
How is development different to aid?
REAL Development
REAL Development is a process that empowers people in poor communities to ultimately help themselves.
REAL Development is SUSTAINABLE Development.
REAL Development is an EMPOWERING process that places those being affected at the centre of their own development.
People are equipped with the necessary knowledge, skills and appropriate values and attitudes to act and manage their own development.
Sustainable Development is a HOLISTIC approach that considers:

- Human Rights
- Gender Equity
- Environment
- Effective Communication
REAL Development is non-discriminatory and protects the dignity of all people.
It does not discriminate on the basis of race, colour, gender, religion, political opinion, national or social origin, or birth status.
All sustainable development projects must be:

- Planned
- Monitored and
- Evaluated
Development considers Human Rights

REAL Development must take into account basic human rights as agreed upon in 1948 by all member countries of the United Nations.
REAL Development

Includes:
Men and women of the community
Long-term Planning
Infrastructure building (with local products and people power)

- Roads
- Housing
- Dams
- Buildings – including schools and medical posts
Water and food availability and security

- Building water posts or wells
- Growing and rotating crops
- Growing different vegetables for variety
Income generation

• Teaching practical ways for families to become self-sufficient
Health Education

• Eating a variety of foods
• Washing hands
• Safe toileting
• Brushing teeth
• Visiting a medical post when ill
  • Etc
Primary school education
HIV/Aids education

SEX with me doesn’t cure AIDS!

Partnership against
Gender-based and Sexual Violence
against Children and Women in Zambia
Birth education
Peace and reconciliation education
Conservation of non-renewable resources and finding alternate resources
Advocacy
A knowledge of how to network

- With local governments
- With state and federal governments
- With other development organisations in the area
All parts of REAL Development are important

- REAL Development is **holistic** – all parts join into the others. There is no use concentrating on one area and neglecting others – the community will eventually suffer.
You know the proverb ... 

Give a man a fish, and he will eat today. 
Teach a man to fish, and he will eat for a lifetime. 

Sounds good, doesn’t it?
But what happens if the man doesn’t have a fishing rod or any bait? What happens if the water dries up? What happens when his family becomes too large for a fish? What happens when all the men in the village want the same fish? What happens when ....
Development teaches self-sustainability, but may mean help for resources so the cycle of sustainability can continue over generations.

So, in development work, we may need to give a man a fish initially, then teach him how to fish (making sure he has the resources), then also teach him skills that will enable him to find other food sources for his family.
Millennium Development Goals

REAL Development MUST take into consideration the United Nations eight Millennium Development Goals to be achieved by 2015
Millennium Development Goals

• Activity – in pairs
• Put the MDGs in order of most importance for you.
Themes we’ve already looked at for curriculum integration include:

- Social justice
- MDG’s
- Poverty
- HIV/Aids
- A Christian response to poverty and injustice
- ALWS / Aid organisations and the work they do
- REAL Development strategies
- Empowerment
- World Food Crisis
- Our 80:20 world
- Human Rights
- Refugees
- Daliats

Perfect for Service Learning initiatives in schools!
What ALWS Offers our Lutheran Schools around Australia

• Each year Australian Lutheran World Service offers a range of services and opportunities to Lutheran Schools and their teachers. These include:
  – Links with overseas countries
  – an Awareness Week Package,
  – Awareness Days,
  – school visits,
  – Be Aware Newsletters and
  – a Teacher Study Tour.
ALWS Education

Aims

• To support teachers and schools in developing a culture of understanding justice issues in the world

• To support teachers and students by developing resources and materials that can be used in the classroom, in worship and in the wider school community

• To make links between Lutheran School communities and overseas communities
Links with Overseas Countries

• Schools from around Australia have developed links with overseas countries through Australian Lutheran World Service. This takes shape in many different ways – Awareness Week learning and support, building schools or other facilities within the larger country program, visiting program areas, writing letters and so on. Many options are available for school connections overseas.
Awareness Week

• **Awareness Week** is designed to be the catalyst for learning about issues of injustice throughout the developing world in our Lutheran Schools here in Australia. Often schools will run Awareness week for a term or semester. Awareness Week aims to get students and teachers thinking about world issues. Teachers can use the materials in the Awareness Week pack to teach and encourage their students on how they can make a positive difference in the world.

• Each year Awareness Week has a theme and focus country. The theme is a current world issue and the focus country allows schools to concentrate their learning on one particular country to ensure maximum understanding.
• The Awareness Week package is designed to be a learning tool for teachers, and a practical user-friendly lesson planner for classes of all year levels across a wide range of subject areas. This is Christ-centred curriculum for relevant issues of today’s world.

• The Awareness Week curriculum is perfect for school wishing to incorporate Service Learning initiatives into their schools.

• Schools and their students can choose to participate in helping to raise funds for the focus country, and receive updates on exactly how their money is helping people in the developing world.
Awareness Week 2006

Learning to Live in Sudan

Focus Country: Sudan
Awareness Week 2007

Walking with Refugees

Focus: Bhutanese Refugees living in Nepal
Awareness Week 2008

REAL Development

Focus Country: Papua New Guinea
• **Awareness Day** is a precursor to the Awareness Week for a select group of students from each school. Awareness Day is designed to challenge school leaders and students interested in social justice issues to think about ways that they can make a difference in this world. Awareness Day is designed for students in Grades 6-12, with whole group and small group activities, guest speakers, workshops, and DVD and PowerPoint presentations used to inform and challenge students about injustice in the world.
Awareness Days

• The students who attend Awareness Day return to their schools full of enthusiasm for the work that can be and is being done in the developing world. They become the teacher-helpers for Awareness Week activities and often take a lead in service learning activities within the school. Currently Awareness Day is offered in Brisbane and Adelaide.
ALWS Staff Visits

- Staff from ALWS are able to visit Lutheran Schools as a guest presenter in Chapel, in the classroom, or for any other activity needed. These opportunities help give a ‘human face’ to the work that is done throughout the world.
BE AWARE

• The **BE AWARE newsletter** is an ALWS e-newsletter specifically designed for teachers in Lutheran Schools. This newsletter keeps teachers up-to-date with what is happening in ALWS, in other Lutheran schools, and with general issues of justice, poverty and oppression.
BE AWARE
PNG EDITION

Issue 13 | August / September 2008

Susan’s Chat
A group of 10 Lutheran teachers and others have returned from the 2008 Teacher Study Tour to Papua New Guinea. Certainly we have learned so much about development work, about the work of the Lutheran Church, and about ourselves. We were challenged, honoured, humbled and constantly blessed by the people of PNG. "This BE AWARE is dedicated to the people of PNG in thanks for their generous spirit to the Study Tour from Australia.

Real Development strategies are being implemented in PNG through the Church Partnership Program—strategies that are self-sustaining and empowering. The development workers in PNG often work in difficult situations, but do so with a smile, and a positive attitude because they know the long term benefits of their work.

Many Lutheran schools have raised (and some are continuing to raise) money for projects in PNG through Awareness Week activities. We give thanks for you, and in the coming months, will be able to show you exactly how money has been allocated. If your school still has money for these projects, we would appreciate if you could send it in so we can allocate it fairly and accurately.

Blessings for your tremendous work educating young people!

Susan Song
Education Officer
Australian Lutheran World Service

Interested In Social Justice Issues?
5 world issues that you could learn about that are current and need the attention of thinking people:

- Human rights issues in China
- Corruption issues in PNG
- Australian refugee funding
- Environmental impact of deforestation around the world
- Refugees being turned away from South Africa and Zimbabwe

We love because God first loved us.
1 John 4:19

BE AWARE
June / July 2008

Susan’s Chat
I’ve just been privileged to spend a weekend with Year 11 and 12 students as they prepared for their Cambodian Christian Service experience later in the year. What a joy to see young people so passionately wanting to make a difference in this world! Young people who are compassionate, and want more than just talk—they want to learn how to make the world a better place. They want to act on their convictions and find ways to help people in need.

I am passionate that introducing learning and service opportunities into schools (in many forms that this may take—local community, Australian or overseas) is the way forward for our young people. We cannot just prepare our students for the future when they live for now and want to be engaged in living now.

I encourage all our Lutheran Schools to develop curricula that engages students in learning and service so that they are actively participating in their world.

Susan Song
Education Officer
Australian Lutheran World Service

Interested In Social Justice Issues?
5 world issues that you could learn about that are current and need the attention of thinking people:

- The rising price of food around the world, and the implications for those poor
- Production of bio-fuels instead of food crops in developing countries
- Political situation in Zimbabwe
- Child labour around the world
- Political situation in Burma (Myanmar)
ALWS offers a **Teacher Study Tour** each year to an overseas country program area. The study tour is during holiday time for most teachers (depending on the state), and offers amazing opportunities for learning in many areas. Teacher Study Tours in past years have been to Nepal and Papua New Guinea, and will next year be to Mozambique.

- Opportunity to learn and grow as a team
- Learn about a developing country by experiencing first hand what the people experience
- See what tourists do not get to see and experience
- Life-changing for teachers – incredibly beneficial for students
Interested in learning about Australian Lutheran World Service work in Mozambique?

- Learn about initiatives that set people free from poverty and oppression.
- Learn about Mozambique culture and customs.
- Learn about the joys and challenges of development work in Africa.
- See Christ at work in our Lutheran aid and resettlement agency.
- Share with other teachers from around Australia.
- Share your ideas about teaching development and service in school communities.

Mozambique is one of the poorest countries in Africa. Along with the lingering effects of civil war, famine and flood, its people are also struggling with the challenges of deforestation and HIV/AIDS and refugees.

The 2009 ALWS Teacher Study Tour will be hosted by Lutheran World Federation, who work in Mozambique to equip people to address the issues of poverty, and to help them live with dignity.

During the study tour, you'll meet development participants and practitioners, visit projects, and learn how Christians there understand God's command to love and serve as Christ loved us.

The tour also includes three days visiting projects in South Africa and one day in Kruger National Park.

Applicants should be willing to live and travel simply in a cross-cultural situation, and able to contribute positively in a Christian small group environment.

Preference will be given to teachers who are willing to contribute to the work of ALWS in their schools.

Cost:
From Brisbane, Adelaide, Melbourne and Sydney — $5100
From Perth — $4800
From Darwin — $5500

The cost INCLUDES all international and domestic flights, all accommodation, food, sightseeing (including Kruger National Park and South African expansion), transport, departure tax, and expert assistance from ALWS/LWF staff.
Costs DO NOT INCLUDE passport application or renewal, immunisations, visa, spending money, alcohol or additional expenses if you choose to do something on your own.

Costs correct at time of printing, but may change.
Activities subject to staff support availability.
Dates subject to flight availability and may vary slightly.

Applications close 5th December 2008. To receive an application form, please e-mail Susan Song at brettsglc@acenet.net.au or ring 0407 117 901 to arrange one to be sent out to you.
Resources Available For Borrowing From ALWS include:

- DVDs
- CDs
- PowerPoints
- Awareness Week materials
- Photos
- Books on development
- Just ask – we’d be more than happy to help out if we can!
Bible Studies

• Allow the Bible to ‘come alive’ for students through Awareness Week studies ...
For I was hungry and you gave me something to eat,
I was thirsty and you gave me something to drink,
I was a stranger and you invited me in,
I needed clothes and you clothed me,
I was sick and you looked after me,
I was in prison and you came to visit me.

Matthew 25:35-36
Some tips ... 

• Use stories in your teaching – students remember them
• Themes for the classroom can be so varied and still teach justice issues – often it is only tinkering with what you do now
• Justice issues are for all ages – you will need to just modify the content for younger students
• Websites – Global studies
• Incorporating books, movies etc. with justice themes
• Use the Awareness Week activities to their full potential
• Getting the school involved in learning about different countries on a regular basis
Some tips ...

• Use graphic organisers – make sure students are always thinking and being challenged to learn more about our world – see the Awareness Week DVDs
• Read *Be Aware* and encourage other teachers to consider the issues and teach their students
• Incidentals in newsletters or in homegroup times – get kids thinking about others who have less
• Challenge the ‘must have everything’ mentality of our Australian kids
• Set a great example - find a balance of living in today’s world and living for the good of the whole world – challenge your students to do the same.
Weave the thread of justice in your classroom, in your school and in your community.

- Will you take up the challenge???
- Don’t do it because you ‘should’
- Do it in response to God’s love for you ...

ALWS – LUTHERANS REACHING OUT IN LOVE FOR JUSTICE!
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