

PROJECT COMPASSION

GO FURTHER TOGETHER

BEYOND RE

Ideas for Secondary School Learning Area Teachers

We support the integration of a Catholic worldview throughout various subject areas. Project Compassion is not just for the Religious Education classroom. So this year, we have created a page for many of the Australian Curriculum Learning Areas, with a list of ideas for integrating a global perspective, as well as the relevant learning tasks that are included in the student workbook.



Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Civics and Citizenship

Suggested focus CST principle/s: Participation and Subsidiarity

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

Every week includes a **Country Study Task** in which students are guided to learn more information about the feature country. See the Student Workbook.

Discover the Universal declaration of the Rights for Indigenous Peoples. Read the [Summary Fact Sheet of the Key Features](#). You can access the full United Nations Declaration on the Rights of Indigenous Peoples document [here](#). Create a world cloud that summarises each article with one or two words. Draw a cartoon or image to illustrate one or more of the articles in the declaration.

Week 3, Australia. You may like to use the [First Australian subsidiarity statement](#) for reflection and discussion.

General tasks for a global perspective:

1. **Lent Link: RE.** Discussion question linking stories to RE Curriculum themes. Scripture reflection, prayer writing, fasting and almsgiving activity. Pages 16, 23, 30, 37, 43 and 49 of the Student Workbook.
2. **Learn more about the [Sustainable Development Goals](#).** Select the most relevant Global Goal for each story, explaining reasons for your selection.

3. **Australia's role in improving life internationally.** Discuss: How do Australians, through their support of Caritas Australia, contribute to the positive changes described by participants in the Project Compassion stories? Why do Australians participate in this way?
4. **Partnering with the Australian Government:** The Australian government partners with Caritas Australia, by providing funding for some projects. Consider: Why do you think that Australia is involved with foreign aid and international organisations? What do you think Australia's roles and responsibilities are at a global level? What do you think should be the focus of Australia's aid program? Why? Look at the DFAT webpage '[Australia's Aid program](#)' and the media release '[The new aid paradigm](#)'. How does the information on this website answer the same questions? How is this surprising or similar/different to your answers? What other questions do you now have?
5. **Host a global reality meal.** Invite members of your school community to a [Global Reality Meal](#) to demonstrate how food is unequally accessed around the world.

Australian Curriculum Content Descriptions:

Year 7: How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa (ACHCK053).

Year 8: The values and beliefs of religions practised in contemporary Australia, including Christianity (ACHCK065).

Year 9: How and why individuals and groups, including religious groups, participate in and contribute to civic life (ACHCK079).

Year 10: The Australian Government's role and responsibilities at a global level, for example provision of foreign aid, peacekeeping, participation in international organisations and the United Nations (ACHCK091). How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093). The challenges to and ways of sustaining a resilient democracy and cohesive society (ACHCK094).

Do you have more ideas? [Email us!](#)

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Economics and Business

Suggested focus CST principle/s: Economic Justice

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

See our Year 10 [Ethical Investing and Divesting unit](#) linked to this learning area curriculum.

General tasks for a global perspective:

1. Explain three reasons the feature person seeks an income. How is this income generated? What is unique about the context?
2. Describe the ways Australia connected to the Philippines, Cambodia and India? For example, investigate major exports and imports, trade agreements, what services are exchanged.
3. Investigate the Gross Domestic Product (GDP) and the Human Development Index (HDI) of the Philippines/Cambodia /India. What relationship is there between those indicators and the poverty rate? How would you describe the living standards based on these indicators? How would you describe the living standards for Shirley/Phany/Sakun and their communities? Are the descriptions the same or different? Why?

Australia Curriculum Content Descriptions

Year 7: Why individuals work, types of work and how people derive an income (ACHEK020).

Year 8: Influences on the ways people work and factors that might affect work in the future (ACHEK031).

Year 9: Australia as a trading nation and its place within the rising economies of Asia and broader global economy (ACHEK038) Why and how participants in the global economy are dependent on each other (ACHEK039).

Year 10: The links between economic performance and living standards, and how and why variations exist within and between economies (ACHEK051).

Do you have more ideas about how the Economics and Business curriculum could be explored through Caritas stories? We'd love to hear them! Email us at education@caritas.org.au

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Health and Physical Education

Suggested focus CST principle/s: Human Dignity

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

Personal Growth: In the Red Dust Healing program, Uncle Tom uses the image of a tree to help people reflect on their lives. He works with people over a few days to reflect deeply on things that have happened in the past and how they can change their futures. Use the symbol of a tree to think reflect on your own life. This isn't the same way that Uncle Tom uses the tree symbol, but the concept of a tree can be helpful to organise your thoughts. The tree is an important symbol in the Red Dust Healing program. Trees remind us about growth. Draw a tree to help you think about your own gifts, talents and how the spirit works through you. On the roots, draw/write things that are given to us to help us grow. These could be people (role models, people who inspire you), relationships, tools, qualities. On the trunk draw/write something that you like about yourself and that makes you unique. For example 'I am a loyal friend.' On the branches draw or write fruits - your talents and strengths. Branches can also be related to the choices we make. Often we see saplings under a tree, and these could be like our little brothers and sisters. And like the tree, it's important for us to give back to others. Consider that all the students in your class, make up a 'forest'. Humans, like trees in nature, are inter-related. Relationships with God, self, and others are important and need to be balanced to help us grow. How can we look after the individual trees in a forest when they need strengthening and support? How can we provide good nutrients for other people around us? Think about current climate change phenomena, such as drought. For example, consider how the lack of water in a drought affects all trees in an area. What affects the health of all the 'trees' in the 'class forest'? For example, what happens to the people in your class/community when there is a 'drought of kindness' on social media? What happens when a tree receives too much sun and not enough water? What happens to people when they do not have balance in their lives, for example too much screen time and not enough time outside in nature?

Empowerment of women in India. Sakun faced poverty and marginalisation due to her gender, marital status and physical ability. Complete a consequences web, using a statement about empowering women. Research Global Goal 5, 8, 10 and 11 to understand the impact that empowering women has on the wider community.

Week 5 Task 3. The impact of Hunger. Can you remember a time you have been hungry or thirsty for a long time? What physical symptoms did you experience? What emotional effects did hunger have on you? How long did you have to wait before you could eat again? What impacts did hunger have on your life? Explore this interactive graphic 'What hunger does to children': <http://food.caritas.org/what-hunger-does-to-children/> Hover with your mouse over the stomach, brain and throat tags to compare your answers. What are three impacts of hunger you didn't know before? What questions do you have?

Week 6: Gender Violence. Issues related to gender and violence primarily fall within health and sexuality education, a component of the Health and Physical Education learning area. If appropriate, you may explore issues of gender based violence based on the story from Papua New Guinea in week 6. The task in [Unit 2 "The Power Connection," section 7 "The implications of gender-based violence"](#) of Victorian curriculum "Building Respectful Relationships" may be useful.

Australia Curriculum Content Descriptions

Focus areas to be addressed in Years 7 to 10 include: alcohol and other drugs (AD), food and nutrition (FN), mental health and wellbeing (MH), relationships and sexuality (RS), safety (S)

Year 7 & 8: Investigate and select strategies to promote health, safety and wellbeing (ACPPS073), Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074), Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075), Plan and use health practices, behaviours and resources to enhance health, safety and wellbeing of their communities (ACPPS077), Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity (ACPPS079),

Year 9 & 10: Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089), Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093), Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096) Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098). Elaboration: analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, discrimination, violence and harassment on individuals and communities, and proposing counter-measures to prevent these behaviours, investigating the role that extended family, kinship structures and broader community play in the lives of Aboriginal and Torres Strait Islander Peoples.

Do you have more ideas? [Email us!](#)

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Geography

Suggested focus CST principle/s: Dignity and Common Good

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

Arable land and Rainfall

Explore the World Bank's data on arable land.

<http://is.gd/P5cylT> Describe the link between rainfall and arable land in rural Cambodia. Describe one other trend you notice in the data.

Disability Inclusive Development. Think about accessibility in a rural town in India. Before Sakun was issued with the tricycle by the government, she would not have been able to participate so successfully in the Caritas Australia supported program. Why is it important for development programs to have a special focus on including people who live with disabilities? This is called Disability Inclusive Development.

Summarise the elements of Sakun's story and write a tweet to argue for an increase in the Australian Aid budget, towards programs that support people living with a disability. Write a tweet (280 characters) that you could send to @DFAT Read more about the Department of Foreign Affairs and Trade (DFAT)'s approach.

<https://dfat.gov.au/aid/topics/development-issues/disability-inclusive-development/Pages/disability-inclusive-development.aspx>

How is Disability Inclusion prioritized in the Global Goals?

Read the information on the [United Nations webpage about disability](#). Summarise how each goal works towards inclusive development. Create a poster promoting inclusive development. Make links to Catholic Social Teaching principles.

General tasks for a global perspective:

1. **Map Maker:** [Use the National Geographic Map maker](#) Where are global food staples produced around the world? What areas are most affected by drought?

2. **Problem and Solution Trees.** This template can be used as a Problems or as a Solutions tree to explore any issue, eg. poverty. Write the issue on the tree trunk. Write causes on the roots and effects on the branches. Use deeper layers of roots for deeper causes, eg. for poverty, a shallow root might be labelled 'unemployment', a deeper root might be labelled 'lack of access to education' and a still deeper root, 'international debt repayment'. Find a template in the Student Workbook.
3. **Complete a compare and contrast diagram or list three ways in which Australia and the feature country are different and the same.** Use Global Goals data.
4. **In what region of the world is the feature country located?** What direction is it from Australia? Give the direction of the country in relation to another country in the region.
5. **Food Security:** Describe the challenges of food production in each feature country. Group the challenges as economic, social, environmental, political.

Australian Curriculum Content Descriptions:

Year 7: The influence of accessibility to services and facilities on the liveability of places ACHGK044.

Year 8: Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region (ACHGK054).

Year 9: Unit 1: Biomes and Food security. Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063). Unit 2: Geographies of interconnections.

Year 10: Unit 2 Geographies of human wellbeing. Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076), Reasons for spatial variations between countries in selected indicators of human wellbeing (ACHGK077), Issues affecting development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands (ACHGK078), Reasons for, and consequences of, spatial variations in human wellbeing on a regional scale within India or another country of the Asia region (ACHGK079). The role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries (ACHGK081).

Do you have more ideas? [Email us!](#)

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

History

Suggested focus CST principle/s: Solidarity

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](https://www.projectcompassion.org.au/).

Week 3: Year 9 and 10 students could look at the factors that shaped Indigenous disadvantage and the impact of Red Dust Healing on First Australia/ Aboriginal Torres Strait Islander communities.

General tasks for a global perspective:

1. Based on your investigation of one of the feature countries, list three historical factors that might have contributed to increased rates of poverty.
<https://www.nationalgeographic.com/culture/topics/reference/colonialism/>
2. Investigate the history of the Philippines.
Year 9: What colonisation occurred in the Philippines between 1750-1918- ACDSEH093, ACDSEH094, ACDSEH142, ACDSEH141.
3. Investigate and summarise key moments in immigration from the Philippines to Australia since 1945. Present your findings on a timeline. Year 10: ACDSEH114-147.
4. Investigate and summarise key struggles for human rights in one of the feature countries. This will include how rights and freedoms have been ignored, demanded or achieved in

Australia and in the broader world. For example, Indigenous rights or rights of people living with a disability.

5. Using examples from Caritas Australia and other research, create a photo essay of global responses to the environmental threat of climate change. Year 10: Responses of governments, including the Australian Government, and international organisations to environmental threats since the 1960s, including deforestation and climate change (ACDSEH128).

Do you have more ideas about how the History curriculum could be explored through Caritas stories? We'd love to hear them! Email us at education@caritas.org.au

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](https://projectcompassion.org.au/).

Maths

Suggested focus CST principle/s:
Human Dignity

1. Select the most appropriate graph to compare progress on the Global Goals, between two of the feature countries. Explore the <https://unstats.un.org/sdgs/report/2016/Goal-04/>
Present the differences in mathematical terms.
2. Explore the 'Our world in data' website <https://ourworldindata.org/search?q=rainfall>.
What information is most interesting to you? Why?
3. Look at <https://ourworldindata.org/extreme-history-methods>
What are some of the issues involved with data presented by the organisations like the United Nations? Identify and investigate issues involving numerical data collected from primary and secondary sources (Year 7 Identify and investigate issues involving numerical data collected from primary and secondary sources ACMSP169).
4. What features of mathematical thinking are useful to present this data?
<https://unstats.un.org/sdgs/indicators/en/#>

Science

Suggested focus CST principle/s:
Care for our common home

Week 2 Task 5: Irrigation: Compare drip irrigation to one other system of irrigation. List three similarities

and three differences.

Describe which is more appropriate for drought prone areas.

Our Caritas Cambodia partners explain drip irrigation, which is used by Phany and her community to increase their crops:

A drip system is a tool connected from water source/storage and bring the water to the field either from above the soil surface or buried below the surface. It sprays the water in a slow effective manner and reaches each plant's roots with the same volume of water in the same time.

There are a number of materials to set up the system such as: valve, drip tubing, pipes, cover plastic, tube punch, dripper and fitting.

Crops are planted between 3cm to 6cm from one another and each row is normally length between 12m to 15m (small size of farm between 300m² to 500m²).

Using a drip irrigation system can save as average as 10 times of water consumption for the same size of farm. Farmers use this to water their crop 2 to 3 times day for 5mn to 10mn each time.

The drip system is really helpful for a number of reasons:

- Saves time and labour
- Saves water consumption and reduce weed/grass presence.
- Assists with application and retention of fertilizer.

Design a drip irrigation system for your garden at school or even at home. Draw a rough sketch.

Australian Curriculum Content Descriptions:

Year 7 Solutions to contemporary issues that are found using science and technology, may impact on other areas of society and may involve ethical considerations (ACSH120), People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSH121), Year 8 People use science understanding and skills in their occupations and these have influenced the development of practices in areas of human activity (ACSH136).

Do you have more ideas? [Email us!](mailto:info@projectcompassion.org.au)

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

Design and Technologies

Suggested focus CST principle/s: Care for our Common Home

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

Innovative materials: Shirley from the Philippines earns an income by collecting the abaca from a nearby forest. Abaca is the dried bark of banana tress- the raw material used to make the slippers. They are then made and sold through a co-operative. Why does Shirley use this material? Research abaca. What are the benefits and disadvantages of that material? Is the material sustainable? Why/Why not? What material with similar features could you use? Try and make it at home- use a template for slippers- there are many online. What did you discover in the process?

What other sustainable fabric technologies are emerging in the fashion industry? Why are sustainable materials becoming more mainstream? Research and list.

Food Aid –RUTF in Malawi.

RUTF is a peanut paste that is often distributed to severely malnourished children. The ingredients are usually a combination of a protein, carbohydrate, lipid and vitamins and minerals. For example: peanut paste, vegetable oil, powdered milk, powdered sugar, vitamins, minerals. It does not need to be refrigerated and has a shelf life of approximately two years.

What do you notice about the design of this food item in relation to:

- the packaging
- the ingredients
- the shelf life.

What do you wonder?



General tasks for a global perspective

Irrigation systems: Investigate irrigation systems around the world. Phany in Cambodia and Tawonga's family in Malawi used irrigation systems to combat drought conditions. Research what kind of irrigation systems are used in drought prone areas. Explain the design of these systems. How are these systems different to irrigation systems in areas not prone to drought? Design a drip irrigation system for your garden at school or even at home. Research why drip irrigation is better than spray or sprinkler irrigation systems. Where would you purchase the equipment you need and how much would it cost?

Curriculum: Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)

Australian Curriculum Content Descriptions

In Year 7 and 8 students investigate and select from a range of technologies – materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Year 7 and 8: Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures (ACTDEK029), considering factors that influence the selection of appropriate materials, components, tools and equipment, for example Aboriginal and Torres Strait Islander Peoples' sustainable practices, custodianship and connection to Country. Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable (ACTDEK032).

Year 9 &10: Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (ACTDEK040), Explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions (ACTDEK041). Investigate and make judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating (ACTDEK045). Investigate and make judgements on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046).

Do you have more ideas? [Email us!](#)

Learning and teaching ideas by Learning Area

Project Compassion across the curriculum

English

Suggested focus CST principle/s: Common Good

Global issues/themes:

Week 1, Philippines: Indigenous rights, discrimination.

Week 2, Cambodia: Climate change, food Security, urbanisation.

Week 3, First Australians: Health and wellbeing.

Week 4, India: Rights of people living with a disability, women's empowerment, indigenous rights, health.

Week 5, Malawi: Food security, rights of people living with a disability, education.

Week 6, Papua New Guinea: Gender equity.

Read the stories at the [Project Compassion website](#).

Use the weekly written story or film:

1. As a means by which to investigate text structure and style, such as composition and punctuation conventions, and paragraph and image use.
2. As a vocabulary task, by asking students to highlight/circle all the words in the text that they don't know/understand, and look them up.
3. As a vocabulary extension task: a deeper reflection on vocabulary choices (including an investigative task to determine inclusive and empowering language purposefully used) and comprehension strategies, to explore and explain the combinations of language and visual choices made in this workbook.
4. As a values analysis: conduct a 'values audit' before and after reading the text. How are students' evaluations of the text influenced by their value systems?
5. As a basis for a persuasive text, argue for an increase/maintenance of the current Australian Aid budget.

Australian Curriculum Content Descriptions

Students interpret texts, questioning the reliability of sources of ideas and information. They create texts that respond to issues, interpreting and integrating ideas from other texts. They evaluate other interpretations, analysing the evidence used to support them. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments.

Year 7: Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723).
Year 8: Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734).
Year 9: Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744).
Year 10: Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754).

Catholic Social Teaching Principles



Catholic Social Teaching (CST) principles cover all spheres of life- the economic, political, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues. **Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.**

HUMAN DIGNITY

We believe that every person is created in God's image and that all human life is sacred. We believe in the dignity of each person.



Sakun, India

SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.



Indigenous and non-indigenous children in the Philippines

PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.



Taworgu, Malawi

SUBSIDIARITY

We believe in every person's right to participate in the decisions that affect their own lives.



Sakun, India

PARTICIPATION

We believe that every person can be the architect of change in their own life.



Phray, Cambodia

THE COMMON GOOD

We believe in working towards the common good and looking beyond our own personal interests.



Dominic, Papua New Guinea

CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is a social approach. We are to be protectors of creation and of one another.



Barry and daughter, Australia