Module 2
Issues of Global Poverty & Injustice

Global Poverty
Learning Outcomes

1. Reflect on the level of inequality existing in society today

2. Consider possible responses to addressing injustice in the world

3. Critically consider the underlying assumptions and outcomes associated with ‘charity’ and ‘development’

4. Understanding of the United Nations Sustainable Development Goals

5. Understand how an individual might make a difference, both locally and globally, in creating a more just world

Contextualisation

The history of the international community’s responses to tackling global inequality has seen a shift from a charity approach to a rights-based approach to development. As members of the Edmund Rice family, we are aware that injustice and inequality exist throughout the world today, but to what extent? Hunger and poverty are the number one risk to health worldwide. Then there are also the global challenges of climate change, AIDS, war and refugees.

In practical terms, we can clearly see how this inequality manifests itself on the contrast between developed and developing countries. This website allows you to explore this inequality in more detail Link www.ifitweremyhome.com
Task

- On a journey from your school into your nearest town or city, list all the different types of marginalised people you may encounter.

Stimulus

“When I give to the poor, they all me a Saint; when I ask why the poor have no food, they call me a communist” Helder Kamara

Q. Define ‘Charity’ and explain one positive aspect and one negative aspect

Q. What other approaches can we take to create lasting change
Reflection & Engagement

Group discussion:

The United Nations recognise that these issues are the greatest challenges facing our world, as evidenced on the UN website:


The biggest response to these issues has been the coordinated efforts of the UN member states to bring about development across a number of key poverty indicators. In 2000, the Millennium Development Goals were born:

We can explore how effective they were by analysing each MDG in a lot more detail. By doing this we can actually acknowledge the huge achievements of this 15 year period. Whilst there is clearly still a lot more to do to tackle global poverty, the international community was convinced that a new set of goals, and continuity of the ethos of the MDGs, was essential.


Q. How successful do you think the MDGs were when assessed in 2015?

Click to play [youtube.com/watch?v=v3p2VLTwAA](http://youtube.com/watch?v=v3p2VLTwAA)
And so we have, until 2030, the Sustainable Development Goals . . .

Every social justice or human rights activity we undertake can now be pinned on at least one of these SDGs. They are the cornerstone of the global community’s efforts to meet the challenges of poverty and inequality.

This video explains how we all play a part in making the SDGs a reality and bringing about global change.

Click to play vimeo.com/138852758

Task

• Make a list of local outreach and justice projects with which your school/ministry is involved.

• How are they aiming to meet some of the SDGs?

• Find out how you can engage with local organisations to support their projects and campaigns.