OPENING PRAYER
Reader 1: In all holiness we are called to share in creation.
All: We are called to solidarity, to build a new creation.

Reader 2: In all holiness we are called to create a just society which allows for the human dignity of all; that provides life, food, and freedom for people to walk in their own land.
All: We are called to solidarity, to build a new creation.

Reader 3: We are called to reject the false gods of economic and political systems that destroy rather than lift up your children.
All: We are called to solidarity, to build a new creation.

Reader 4: We are called to study and understand our role as citizens of our country and of the world.
All: We are called to solidarity, to build a new creation.

Reader 6: Jesus, you call us to build anew our systems and structures to reflect your justice and peace. Inspire us to live as you lived, to comfort as you comforted, to challenge as you challenged. Guide us and keep us faithful in our work to create a more just world.
All: Amen.

CLOSING PRAYER
For the times when we have taken people’s rights for granted,
     Lord, have mercy.

For the times when we have not recognized nor acted for the common good,
     Christ, have mercy.

For the times when we have not recognized our own dignity as responsible citizens,
     Lord, have mercy.

Have mercy on us and grant us wisdom to discern the important values we want to actualize in our local and our global communities. Grant us all an awareness of our, and our neighbors’, human dignity. Guide us in being responsible, creative, and committed citizens who work for the common good of all God’s children. Amen.

REFLECTION
Solidarity is not a feeling of vague compassion or shallow distress at the misfortunes of so many people, both near and far. On the contrary, it is a firm and persevering determination to commit oneself to the common good; that is to say, to the good of all and of each individual, because we are all really responsible for all.

Pope John Paul II, Solicituo Rei Socialis, #38
Activity: Creating a Country, Part 3  Allocating Resources

**Aim:** To increase awareness of the values of Catholic Social Teaching and of Human Rights, and to discern how these values and rights are articulated and supported in society.

**Material Needed:** Photocopies of pages 5, 6 and 7.

**Background:** This process goes through several sessions, looking at values and priorities in both the domestic realm and especially in the global context. The group representing their newly created country will make decisions on whether or not to join the UN and/or the WTO, to take a loan from the World Bank and/or IMF, etc.

Participants will work in small groups (from 4 to 6 people) that will remain the same throughout the process. Their country will be in the Global South, the developing part of the world. Like most developing countries, it will have been formerly a colony of a developed Northern country.

After completing Part 2, your groups will be ready for the third part of the process, below.

**Procedure for Part 3:**
1. Begin with the opening prayer and reflection on page 1.

2. Tell participants that they will be continuing a process of creating and developing a country, a process that began with Parts 1 and 2:

   Part 1: Participants determined which values would be the basis for their country’s systems, structures and processes; and which values and rights would be mentioned in their constitution and Bill of Rights.

   Part 2: Participants formulated some basic domestic and foreign policies.

Have the members of the small groups briefly review the decisions they made for their countries in Parts 1 and 2.

3. Have small group members read the information on pages 5, 6 and 7 to see actual examples of the U.S. Budget figures and some figures from other countries’ budgets. Have participants circle the portions of the budgets that go to domestic human development (health, education, housing, etc.). How much do countries give for development in other countries? How do these figures compare to other parts of the budget?

4. Have each group draw up a basic draft budget for their country. Have them refer to the values and the rights they have articulated for their country. They might also want to refer to pages 3-4 to review the basic values of Catholic Social Teaching and the rights it proclaims, as well as the human rights that members of the United Nations have agreed upon.

   Allow adequate time for discussions and discernment.

5. Have the groups report on their basic draft budgets.
   a. Briefly, discuss where there are similarities among the groups’ budgets.
   b. Ask if some participants can articulate what they have learned from this exercise.
   c. Tell them that at the next sessions they will decide if they want to join the United Nations, apply for a World Bank loan for their country, and become a part of the World Trade Organization.

6. End with the closing prayer on page 1.
Values in Catholic Social Teaching

- The dignity of every human person, whatever her/his race, class, gender, age, status, etc.

- Authentic human development, which is greater than economic development and embraces the social, cultural, political and spiritual dimensions of human life. It supports the development of everyone’s skills and talents for service to the common good, not simply for profit.

- The dignity of work: work is essential for the development of the human person. “Work must be organized to serve the worker’s humanity, support their family life, and increase the common good of the human community. Workers have the right to organize and form unions to achieve these goals.” (On Human Work)

- People should always take priority over products, profits and production systems. (On Human Work)

- The common good, a challenge to the pursuit of the individual good; the common good supports all of the conditions of social living through which each and every person can be enabled to achieve the authentic human development God intends for them.

- Participation in decision making, through democratic processes, in all levels of government (local, state, national) and in international bodies.

- Sharing in the responsibilities of creating the common good and of government.

- Human Rights, both political and civil rights, and also economic, social and cultural rights.

- Subsidiarity, which places a proper limit on government by insisting that no higher level of organization should perform any function that can be handled efficiently and effectively at a lower level of organization by human persons who, individually or in groups, are closer to the problems and closer to the ground.

- Special concern for those in poverty.

- Solidarity, which means promoting the rights and development of all people across communities, nations and the world.

- Peacemaking and supporting cooperation rather than conflict.

- Care for creation, respecting and sharing the resources of the earth and promoting environmentally and socially sustainable patterns of consumption.

Source: Catholic Social Teaching, Our Best Kept Secret, Orbis Press
Universal Declaration of Human Rights

1. Are born free and should all be treated in the same way
2. Are equal despite difference in race, sex, language, etc.
3. Have the right to life and to live in freedom and safety
4. Should be free from slavery
5. Should not be subjected to torture
6. Have the right to be recognized before the law
7. Have the right to be treated equally before the law
8. Have the right to ask for legal help when their rights are not respected
9. Have the right to not be imprisoned unjustly
10. Have the right to a fair trial
11. Have the right to be presumed innocent until proven guilty
12. Have the right to privacy
13. Have the right to travel within, and to and from, their own country
14. Have the right to political asylum
15. Have the right to a nationality
16. Have the right to marry
17. Have the right to own property
18. Have the right to freedom of thought, conscience and religion
19. Have the right to freedom of opinion and expression
20. Have the right to meet with others
21. Have the right to take part in government matters and to vote
22. Have the right to social security (i.e., to have basic needs met)
23. Have the right to work and to join a trade union
24. Have the right to rest and leisure
25. Have the right to an adequate standard of living and medical help
26. Have the right to an education
27. Have the right to take part in their community’s cultural life
28. Are entitled to a social and international order that can provide these rights
29. Must respect the rights of others

Note: in 1966, the United Nations developed the “International Covenant on Economic, Social and Cultural Rights”, emphasizing the right to work, to adequate food and shelter, to health care and to education. The UN has also developed covenants on the rights of women, of children, and the right to a healthy environment.

Rights Set Forth in Catholic Social Teaching

In his encyclical On the Condition of Labor (1891), Pope Leo XIII affirms that the human person has “the rights to food, clothing, shelter and a living wage.”

In his encyclicals in the 1930s, Pius XI focuses on the right to live, the right to the economic means to live with dignity, the right to follow one’s path marked out by God, the right to free association and the right to possess and use property.

Pope Pius XII, in 1942, emphasized the right to maintain and develop one’s life in all ways, the right to work and freely choose one’s path in life, the right to marry and have a family.

In 1963, in Peace on Earth, Pope John XXIII calls for civil, political, social and cultural rights for every human person, including the right to life and bodily integrity; the right to food, clothing, shelter, rest, medical care, education and social services; the right to respect; the right to freedom in searching for the truth, expressing one’s opinion and worshipping freely; the right to work for a just wage in a safe environment.

Pope Paul VI, in his encyclical, The Development of Peoples (1967), focuses on economic rights and the economic well-being of every human person.

In 1975, The Vatican publishes The Church and Human Rights, supporting the Universal Declaration of Human Rights and calling attention to the rights of women and of minorities.

In 1991, Pope John Paul, in his encyclical marking 100 years of Catholic Social Teaching, declares the right to ownership must be balanced with the common good of all and affirms the right to share in work than makes wise use of the earth’s resources.

In 2000, Pope John Paul II reminds us that food, health care, education and work are “fundamental rights,” and calls for support of the UN in promoting human rights.
# Budgetary Spending in Developed Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Education - % of GDP</th>
<th>Health - % of GDP</th>
<th>Military Spending - dollar amounts</th>
<th>Military - % of GDP*</th>
<th>Development Aid - % of GNP**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>6.0%</td>
<td>6.0%</td>
<td>$11.39 billion (FY02)</td>
<td>2.9% (FY02)</td>
<td>.25%</td>
</tr>
<tr>
<td>Canada</td>
<td>5.7% (1998)</td>
<td>6.6% (1999)</td>
<td>$7.861 billion (FY01/02)</td>
<td>1.1% (FY01/02)</td>
<td>.28%</td>
</tr>
<tr>
<td>Denmark</td>
<td>7.7%</td>
<td>6.9% (1999)</td>
<td>$2.47 billion (FY99/00)</td>
<td>1.4% (FY99/00)</td>
<td>.96%</td>
</tr>
<tr>
<td>France</td>
<td>7.3% (1999)</td>
<td>7.3% (1999)</td>
<td>$46.5 billion (2000)</td>
<td>2.57% (2002)</td>
<td>.36%</td>
</tr>
<tr>
<td>Israel</td>
<td>6.9%</td>
<td>6.0%</td>
<td>$8.97 billion (FY02)</td>
<td>8.75% (FY02)</td>
<td>not available</td>
</tr>
<tr>
<td>Japan</td>
<td>5.7%</td>
<td>5.7%</td>
<td>$39.52 billion (FY02)</td>
<td>1% (FY02)</td>
<td>.23%</td>
</tr>
<tr>
<td>Spain</td>
<td>5.4%</td>
<td>5.4%</td>
<td>$8.6 billion (2002)</td>
<td>1.15% (2002)</td>
<td>.25%</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>4.7%</td>
<td>5.8% (1999)</td>
<td>$31.7 billion (2002)</td>
<td>2.32% (2002)</td>
<td>.3%</td>
</tr>
<tr>
<td>United States</td>
<td>0.6%</td>
<td>9.2%</td>
<td>$447.4 billion</td>
<td>3.5%</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

Sources: www.nationmaster.com and www.OCED.org

* **GDP** means **Gross Domestic Product**. This is the value of everything (goods and services) produced in a country. For example, the GDP of the U.S. in 2003 was $10.4 trillion dollars. So, if all the goods and services produced by all the companies and producers in the U.S. in 2003 were added together, the total would equal $10.4 trillion dollars.

** **GNP** means the **Gross National Product**. This is similar to the GDP, but includes the value of goods and services produced overseas as well, instead of just those produced within the country.
## Budgetary Spending in Developing Countries

<table>
<thead>
<tr>
<th>Country</th>
<th>Education - % of GDP</th>
<th>Health - % of GDP (Year)</th>
<th>Military Spending - dollar amounts (Year)</th>
<th>Military - % of GDP (Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cuba</td>
<td>6.7%</td>
<td>7.6% (1995)</td>
<td>Not available</td>
<td>Roughly 4% (FY95 est.)</td>
</tr>
<tr>
<td>Honduras</td>
<td>3.5%</td>
<td>3.9%</td>
<td>$35 million (FY99)</td>
<td>0.6% (FY99)</td>
</tr>
<tr>
<td>Hungary</td>
<td>4.9%</td>
<td>5.2%</td>
<td>$1.08 billion (2002 est.)</td>
<td>1.75% (2002 est.)</td>
</tr>
<tr>
<td>India</td>
<td>3.3%</td>
<td>.13%</td>
<td>$11.52 billion (FY02)</td>
<td>2.3% (FY02)</td>
</tr>
<tr>
<td>Indonesia</td>
<td>2.4%</td>
<td>0.8% (1999)</td>
<td>$1 billion (FY98)</td>
<td>1.3% (FY98)</td>
</tr>
<tr>
<td>Nicaragua</td>
<td>2.6% (Not including tertiary education)</td>
<td>8.5%</td>
<td>$26 million (FY98)</td>
<td>1.2% (FY98)</td>
</tr>
<tr>
<td>Uganda</td>
<td>2.4%</td>
<td>1.9%</td>
<td>$124.7 million (FY02)</td>
<td>2.1% (FY02)</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>0.6%</td>
<td>3.0% (1999)</td>
<td>$625.1 million (FY02)</td>
<td>3.2% (FY02)</td>
</tr>
</tbody>
</table>

Source: [www.nationmaster.com](http://www.nationmaster.com)
## U.S. Budget - Sample Categories

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>National Defense</td>
<td>348.6 billion</td>
<td>404.9 billion</td>
<td>455.9 billion</td>
<td>465.9 billion</td>
<td>447.4 billion</td>
<td>3.5%</td>
<td>17.4%</td>
</tr>
<tr>
<td>Natural Resources and Environment</td>
<td>29.5 billion</td>
<td>29.7 billion</td>
<td>30.7 billion</td>
<td>31.0 billion</td>
<td>31.2 billion</td>
<td>0.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Education and Vocational Training</td>
<td>54.2 billion</td>
<td>65.5 billion</td>
<td>70.5 billion</td>
<td>77.9 billion</td>
<td>71.0 billion</td>
<td>0.6%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Social Services</td>
<td>14.9 billion</td>
<td>15.6 billion</td>
<td>15.9 billion</td>
<td>16.7 billion</td>
<td>16.1 billion</td>
<td>0.1%</td>
<td>0.6%</td>
</tr>
<tr>
<td>General Health Care Services</td>
<td>172.6 billion</td>
<td>192.6 billion</td>
<td>210.0 billion</td>
<td>226.3 billion</td>
<td>236.0 billion</td>
<td>1.8%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Medicare for senior citizens</td>
<td>230.9 billion</td>
<td>249.4 billion</td>
<td>269.4 billion</td>
<td>295.4 billion</td>
<td>345.7 billion</td>
<td>2.7%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Housing Assistance</td>
<td>33.0 billion</td>
<td>35.3 billion</td>
<td>36.6 billion</td>
<td>37.3 billion</td>
<td>38.4 billion</td>
<td>0.3%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Development Aid to Other Countries</td>
<td>7.8 billion</td>
<td>10.3 billion</td>
<td>13.8 billion</td>
<td>14.7 billion</td>
<td>21.3 billion</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Net Interest on Federal Debt</td>
<td>332.5 billion</td>
<td>318.1 billion</td>
<td>321.7 billion</td>
<td>347.9 billion</td>
<td>392.4 billion</td>
<td>3.0%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>