

MARIST SOLIDARITY

FMSI

“Seeing the world through
the eyes of a poor child”



Marist Curriculum booklet 4

Telling their story
Transforming our hearts
Changing their life

Introduction

In this Marist Solidarity Booklet, we would like you to think about what every child in the world needs to be safe and healthy and to develop to his or her full potential. We hope to raise your awareness of some of the problems facing children worldwide and to help you understand the language of the United Nations Convention on the Rights of the Child. We focus specifically on the great work of the Marists Worldwide led by the FMSI and introduce you to the many projects they have.

We hope this awareness will encourage you as Marist students to support the Marist Solidarity family in any way you can!

Before you begin

1. **Create a list of the things you think all children need to be safe and healthy and to develop to their full potential.**
2. **Share your ideas with the group. Compile an agreed list of what you think every child needs by grouping similar ideas and discussing any disagreements.**
3. **As a group consider:**
 - o What is the difference between needs and wants?
 - o Which needs should be considered human rights for children and families?
 - o Are there any rights that you take for granted that other children may not be afforded?
 - o Who should make sure that these needs and rights are met?





Who are FMSI?

FMSI stands for the **Foundation for Marist Solidarity International** and was established with a specific purpose: To make the world a better place for children and young people.

FMSI has a primary focus on child rights. To seek to promote innovative thinking and practical initiatives for the benefit of children and young people, especially those considered most vulnerable and neglected.

Inspired by the vision of St. Marcellin Champagnat and promoted by the Marist Brothers, FMSI has more than 10 years experience working in the field of international solidarity. It was officially established in Italy as a government recognized non-profit organization with a social purpose in 2007. FMSI has established an Office in Geneva to champion the human rights of children, especially those who are among the most vulnerable and neglected. Why Geneva? Because Geneva is the home of the Office of the United Nations High Commissioner for Human Rights and it is also the base for the UN Human Rights Council. FMSI interacts with the UN, its agencies and other NGOs in their endeavour to make the world a better place for children.

FMSI works to establish a better world for children where their rights are respected and protected, where they can grow and mature in safe and healthy environments, free from violence and fear, and where their future is bright and rich with opportunity.

The hope is to provide opportunities for children and young people to receive a meaningful education and develop to their full potential.



02 / 03



Article 1 – Definition of the child

Everyone under the age of 18 has all the rights in the Convention.

Article 2 – Non-Discrimination

The convention applies to every child without any discrimination.

Article 3 – Best interests of the child

The child's best interests must be top priority in all actions and decisions.

Article 4 – Implementation of the Convention

Governments must create systems and pass laws to promote and protect children's rights.

Article 5 – Parental guidance and a child's evolving capacities

Governments must respect parent's rights and responsibilities to provide guidance and direction to their children, recognizing children's capacity to make their own choices.

Article 6 – Life, survival and development

Every child has the right to life, to survive and develop to their full potential.

Article 7 – Birth registration, name, nationality, care

Every child has the right to be registered at birth, have a name, nationality and to be known and cared for by parents if possible.

Article 8 – Protection and Preservation of identity

Every child has the right to an identity and protection from change of their name, nationality or family relationships unlawfully.

Article 9 – Separation from parents

Children should not be separated from their parents unless it is in their best interests.

Article 10 – Family reunification

Governments must respond quickly if a child or parents apply to live together in the same country.

Article 11 – Abduction and non-return of children

Governments must do everything they can to stop children being taken out of their country illegally, or being prevented from returning home.

Article 12 – Respect for the views of the child

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have these views taken seriously.

Article 13 – Freedom of expression

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 14 – Freedom of thought, belief and religion

Every child has the right to think and believe what they choose, and also to practice their religion as long as it does not stop others from enjoying their rights.

Article 15 – Freedom of association

Every child has the right to meet with other children and to join groups, as long as it does not stop others from enjoying their rights.

Article 16 – Right to Privacy

Every child has the right to privacy.

Article 17 – Access to information from the media

Every child has the right to reliable information from a variety of sources. Governments must protect children from material that could harm them.

Article 18 – Parental responsibilities and state assistance

Both parents share responsibility for bringing up their child and should always consider what is best for the child.

Article 19 – Protection from violence, abuse and neglect

Governments must do all they can to protect children from all forms of violence, abuse and any bad treatment.

Article 20 – Children unable to live with their family

If a child cannot be looked after by immediate family, the governments must give them special protection and assistance respecting their needs, culture, language and religion.

Article 21 – Adoption

Governments must oversee the process of adoption to make sure it is lawful, safe and prioritizes children's best interests.

Article 22 – Refugee children

Governments must provide children seeking refugee with protection and assistance to help them enjoy the rights. If necessary, they must also help them be reunited with their parents.

Article 23 – Children with a disability

A child with a disability has the right to live a full and decent life with dignity, independence and if possible play an active part in the community.

Article 24 – Health and Health Services

Every child has the right to the best possible health.

Article 25 – Review of treatment in care

If a child has been placed away from home for care, they have the right to regular review of their treatment and care.

Article 26 – Social Security

Every child has the right to benefit from social services.

Article 27 – Adequate standard of living

Every child has the right to a standard of living that is good enough to meet their physical and social needs, and to support their development.

Article 28 – Right to education

Every child has the right to an education.

Article 29 – Goals of education

Education must develop every child's personality, talents and abilities to the full.

Article 30 – Children from minority or indigenous groups

Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Leisure play and culture

Every child has the right to relax, play, and take part in a range of cultural and artistic activities.

Article 32 – Child labour

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education.

the Convention on the Rights of the Child

Article 33 – Drug abuse

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 – Sexual exploitation

Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 – Abduction, sale and trafficking

Governments must protect children from being abducted, sold or moved illegally for the purpose of exploitation.

Article 36 – Other forms of exploitation

Governments must protect children from all forms of exploitation such as political activities, media, or medical research.

Article 37 – Inhumane treatment and detention

Children must not be tortured, sentenced to the death penalty or suffer cruel or degrading treatment. Children should not be put in prison with adults.

Article 38 – War and armed conflicts

Governments must not allow children under the age of 15 to take part in war or join the armed forces.

Article 39 – Recovery from trauma and reintegration

Children who suffered neglect, abuse, exploitation, torture or who are victims of war must receive special care to help them recover their health, dignity, self-respect and social-life.

Article 40 – Juvenile justice

A child accused or guilty of breaking the law must be treated with dignity and respect with right to legal assistance and a fair trial for their age.

Article 41 – Respect for higher national standards

If a country has laws and standards that go further than the Convention, then the country should keep these laws.

Article 42 – Knowledge of rights

Governments should actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43-54 are about how adults and governments must work together to make sure all children can enjoy all their rights. For more details on each article and these rights go to www.ohchr.org

Questions

1. Write a short summary on five key articles you see as the most important from the Convention on the Rights of the Child.
2. Do you think it is important to have a treaty that outlines the rights of children? Please explain your answer.
3. What additional information would you like to learn about the Convention on the Rights of the Child?

Activity:

Select one of the Childrens Human Rights from the Convention on the Rights of the Child and design an online animation a cartoon to illustrate the right. Each student in the class should choose a different one (some students may take two) and together create a comic of all the images.

Write the answers the following questions about your own cartoon:

- What is happening in this cartoon?
- What symbols are used in the cartoon?
- What do they represent?
- What is the message the cartoon is communicating?
- What right is the cartoon depicting?
- Is the right being affirmed or violated in the cartoon?

For ideas watch these UNICEF cartoons on the human rights of children <http://www.unicef.org/crcartoons/>

Send your comic to the Director of Marist Education

a.demaison@maristeu.com

and it will appear on the website and may even win a prize!

04 / 05

Marist Solidarity Projects Worldwide

Here is a list of Marist Solidarity projects. Go to www.fmsi-onlus.org to read about each project in detail.




Project Funding and Coordination

FMSI supports projects mainly in developing countries from our Marist partners and colleagues. The purpose is to benefit children and young people, especially those most in need. The Foundation supports projects directly with its own resources and through funding from donor agencies. The work of the Foundation involves: identification of the donor agency, project writing and presentation, assuring a coordinating role, assisting the funding agency and the beneficiaries with communication, oversight and reporting.

Some examples of projects they have funded include:

- o building and equipping schools and dormitories,
- o and supporting social development programs,
- o sponsoring professional formation programs for educators.

Projects in North America Central America and Caribbean

-  United States
-  Mexico
-  Cuba

Projects in South America

-  Chile
-  Colombia
-  Ecuador
-  El Salvador
-  Uruguay

In recent years, they have funded projects in Latin America, Africa, Asia, Eastern Europe and Oceania.

To Do:

Choose 1 project, which interests you. Go to www.fmsi-onlus.org and research this project and the work they doing.

Design a poster about this project including:

- ◆ Map of where it is in the world
- ◆ What work the Marist brothers do there?
- ◆ Look back at the convention of the rights of a child and outline the ones that relate to this project.
- ◆ Explain ways people can help!



Projects in Europe

-  Greece
-  Hungary
-  Italy
-  Romania

Projects in Asia

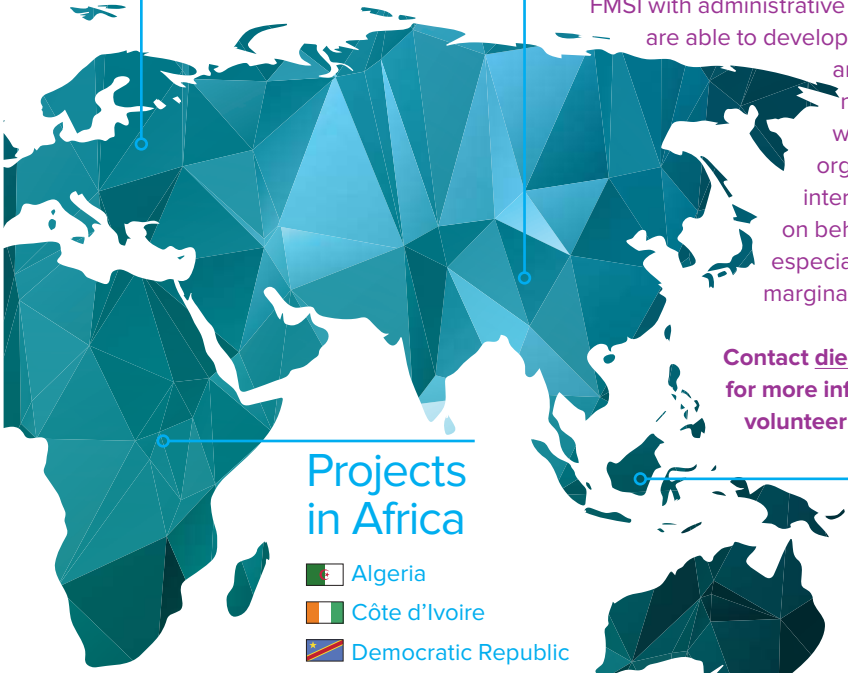
-  Bangladesh
-  Sri Lanka
-  Cambodia
-  Syria
-  India
-  Thailand
-  Pakistan
-  Vietnam

INTERNSHIP OPPORTUNITIES

Are you interested in the work of Children's Human Rights?

The FMSI volunteer internship program typically consists of a minimum of six weeks to three consecutive calendar months of work in the Geneva (Switzerland) Office. The program is mutually advantageous. Volunteers provide FMSI with administrative services while they are able to develop their professional and specialized skills necessary for working within a non-profit organization in an international environment on behalf of children, especially the poor and marginalized.

Contact diectorat@fmsi-onlus.org for more information on FMSI's volunteer internship program.



Projects in Africa

-  Algeria
-  Côte d'Ivoire
-  Democratic Republic of the Congo
-  Kenya
-  Liberia
-  Madagascar
-  Malawi
-  Mozambique
-  Nigeria
-  Senegal

Projects in Oceania

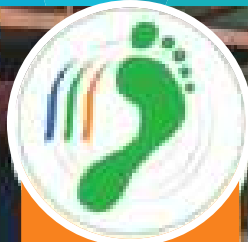
-  East Timor
-  Philippines

06 / 07

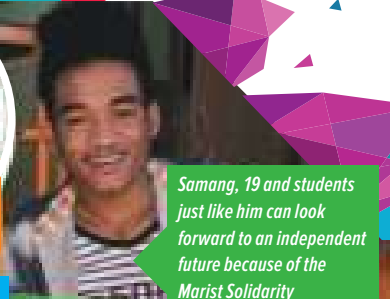
Marist Solidarity Success Stories

Thanks to the work of Marist Solidarity there are many people whose lives have been transformed. Have a look at the following success stories:

Marist Solidarity Cambodia Village
CAMBODIA



TRANSFORM OUR WORLD
ONE STEP AT A TIME
2016



Samang, 19 and students just like him can look forward to an independent future because of the Marist Solidarity Cambodia Village Project.



Samang graduated from the Marists' La Valla School – the only government approved primary school in Cambodia for children with a physical disability.



Students like Samang will be offered supported living at the new village. Here he will live independently with other young people with disabilities.



Supported living means he can attend mainstream high school in Takhamao at one of the few high schools, which are modified for students with disabilities.



Samang will also learn to produce vegetables on a small-scale farm on the village. This will provide food as well as a small income.



This new journey will open up pathways to university and tertiary education that were never possible for Samang.



When Samang leaves the village, he will have the skills and knowledge to live independently.

Let's make this happen today!

Weekly nutrition program	\$40
Furnishing for a house	\$3,000
Housing per student	\$5,000



Uai-Lili Carpentry Training Program

TIMOR-LESTE



TRANSFORM OUR WORLD

ONE STEP AT A TIME

2016

After successfully establishing the computer-training program, Maway now has his eyes set on a new carpentry program.

Uai-Lili is a small village 10km from Baucau with few opportunities for young people to access education in order to gain work.

Uai-Lili was a dangerous village to visit. As the young people had very little to do they would throw rocks at the visitors.

Because of this Maway started the computer-training center and now a carpentry program where young people strive to learn each day.

The young people of Uai-Lili now have the opportunity to be trained by local carpenters so that they can find skilled work that pays well.

The students' skills are tested and on successful completion they are awarded a certificate and can seek work with local tradesmen.

Let's make this happen today!

One set of nails \$25

Monthly trainer salary \$100

Timber for 1 term \$1,000

Once they are trained, these young men and women can use their skills at home or to work in order to better support their families.

To Do:

In small groups choose one of the projects above to research. (Marist Solidarity Cambodia Village or the Uai-Lili Carpentry Training Program.) Describe the work they do and focus on the difference they make in peoples lives. Go to www.fmsi-onlus.org to read about each project in detail.

08 / 09



Misean Cara is an organization that supports the development work of Irish missionaries around the world. One of those missionaries is Marist Solidarity FMSI.



Misean Cara's primary objectives are to access, administer, and distribute funds for the overseas development work of member organisations and to support members in producing significant results through high quality development projects. They support projects like Marist Solidarity that improve some of the world's poorest communities through education, who provide access to healthcare and defend human rights.

They bring about transformation by supporting Irish religious and lay missionary organisations, like Marist Solidarity, to work in some of the poorest communities around the world. They are committed to assisting the marginalised and most vulnerable people in the developing world.



We would like to thank Misean Cara for all of their generous contributions to Marist Solidarity projects, which enable Marists worldwide to change people's lives. If you would like to read more about Misean Cara go to www.miseancara.ie



SYRIAN REFUGEE CRISIS

More than 6.9 million people have been displaced in recent years. Over half of these refugees are children. As the refugee numbers hit over 4 million, the Syrian refugee crisis is now the biggest of our era. Of the 4.5 billion dollars needed to provide adequate care for these refugee's, only 335,698,364 has been received by the international community. Leaving an overwhelming gap of 4.2 billion dollars needed.

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It is now the **WORST CRISIS** of our era

6 800 000

internally displaced within Syria.

Over 50% of the Syrian population
will be in need of aid.

An estimated 9 million
total persons have fled
their homes.



Refugees have little more than
the clothes on their backs
when arriving at refugee camps

Women and children
make up 3/4 of the
refugee population

Watch this clip to
understand the
European Refugee
Crisis and Syria in more
detail: [https://youtu.be/
RvOnXh3NN9w](https://youtu.be/RvOnXh3NN9w)





Syria: The Blue Marists

Syria and its people have been facing the tragic consequences of conflict arising from political battles, which have led to widespread violence throughout the country. The Marist Brothers have been present in Syria since 1904 when four Marist Brothers arrived in Aleppo to run a school for minority groups and the poor. They are known locally as The Blue Marists.

Throughout history the people of Syria have ridden the violent waves of political instability and conflict that has been more recent seen the country torn apart by war. For the past 109 years the Marists present in Syria have journeyed with the local people and have consistently remained at the service of the young and the poor. Since 2015 this has evolved to also include providing the basic necessities of food, medicine and shelter to those affected by the escalating conflict.



THESE PEOPLE ARE LIKE YOU AND I GOING ABOUT THEIR DAILY LIVES WHEN DEVASTATION HIT!

Watch the following video to get some idea of the impact:
<https://youtu.be/RBQ-loHfimQ>

To Do:

Here you can also read regular updates from Br. Georges a Blue Marists on the dire situation they face daily. <http://www.champagnat.org/400.php?a=2&pa=SY>. Choose one of these letters and rewrite it as if you were in that situation in your country. You can keep the main details if you wish but change the language to use your own words and expressions. Read your letter to the class. After listening to all the letters, write a formal letter to the blue Marists letting them know you are supporting and encouraging their work. Send your letters to a.demaison@maristeu.org and they will be sent directly to the Blue Marists.



To see how Marists and local Syrians have been affected by the conflict follow this link:
<http://fotos.1just.de/aleppo/>




Education in developing countries boardgame

<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>	<p>Mum and Dad sell lots of vegetables at the market. They buy you a uniform.</p> <p>Go forward 4 spaces.</p>			<p>Mum gets an extra job as a cleaner and buys schoolbooks.</p> <p>Go forward 4 spaces.</p>
<p>How does poverty stop children getting</p> <p>To play in pairs:</p> <ol style="list-style-type: none"> 1. Use a marker for each player and one dice. Put some counters in the middle. 2. Put your marker on any space marked with a footprint. Take turns throwing the dice to see how far to move. 3. Whenever you land on a blue space take one counter. 4. You need 6 counters to finish your primary education. 				
	<p>Government cancels debt (money that your country owes them). New school built.</p> <p>Go forward 2 spaces.</p>	<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>		
<p>Aid money from overseas is given to your country. New teachers are trained.</p> <p>Go forward 5 spaces.</p>	<p>No rain! No crops grow. No money for schoolbooks.</p> <p>Miss a turn.</p>		<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>	
      				
<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>		<p>The government cannot afford a teacher for your school.</p> <p>Go back 3 spaces.</p>	<p>Cheaper vegetables from abroad sell in the market. Your family's crops do not sell. No money for new uniform.</p> <p>Go back 2 spaces.</p>	

ACTIVITY

Play the game below in pairs. All you need is a dice, two small objects to use as markers and a box of paperclips that can represent counters.


(Printable version can be found on www.maristev.com - Marist Curriculum)


	<p>You cannot afford the fare to school.</p> <p>Go back 1 space.</p>	<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>
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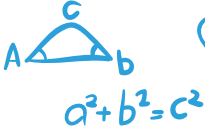




to school?



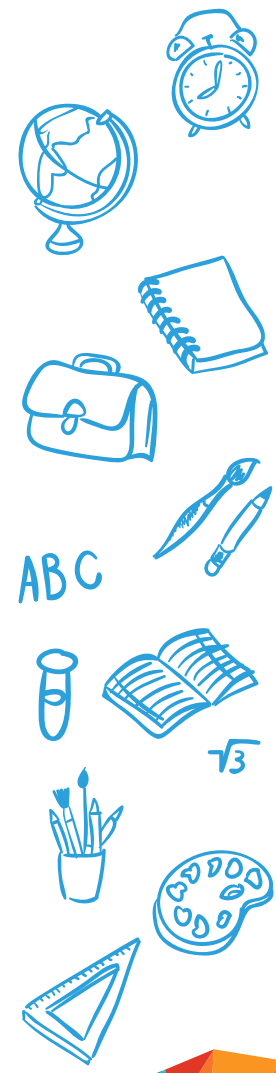

TRANSFORM OUR WORLD
ONE STEP AT A TIME
2016

<p>You fall down and hurt your leg. You cannot walk to school.</p> <p>Miss a turn.</p>	
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<p>Still no rain! Still no crops growing. Too hungry to study.</p> <p>Go back 2 spaces.</p>	
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<p>Little sister is ill. You miss school to earn money.</p> <p>Miss a turn.</p>			<p>You complete a year of school. Well done!</p> <p>Take a counter and go forward 3 spaces.</p>
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How can we help Marist Solidarity Projects?

Each of us can make a difference by supporting, creating awareness, and also fundraising. Having access to a quality education which prepares children and young people for life is a right no child or young person should be denied, especially if they lack the material and human resources needed in order to succeed.

Help us make the world a better place for children! Fundraising Ideas

It's time to get creative and think of the many ways you can help Marist Solidarity support our sisters and brothers in poorer countries to achieve a better future. Some of the suggestions can be organised by a group of friends, a class or the whole school, or even carried out as an individual. Use the following ideas as inspiration for your step towards transforming our world and, however you decide to raise money, don't forget to have FUN!

BOOK SALE

Everyone loves a good book, but they can be so expensive. Why not gather a collection of second hand books and sell them. This will raise funds for Marist Solidarity and participants will improve their book collections for a small price.



ODD SOCKS DAY

Students make a donation to wear odd socks to school.



WALK-A-THON

There are many different types of fun runs and charity walks. Join a local fun run in support of Marist Solidarity or why not organise your own.

CROSS-CULTURAL LUNCH

Students bring lunch from a range of cultures and traditions. Stalls can be used to sell the food to raise funds for Marist Solidarity.



COFFEE MORNING

The original and best fundraising method! How many variations can you come up with and how many can you sell to your teachers?



JAM FOR JUSTICE (LIVE PERFORMANCE)

Everybody likes good music. Perhaps you have the makings of a band in the group? Get them on a stage and give everybody a good night or lunchtime for a donation.

TALENT CONTEST

Ever wondered which of your friends has a skill for fire eating, or magic tricks? Maybe you sit next to the next Beyonce! Arrange a talent contest (The Marist Factor) and encourage people to show off their talents. If nothing else, everyone gets a laugh, the winner gets a prize, and the charity gets some money!



All of these ideas are just the tip of the iceberg when it comes to fundraising. By starting small and moving up to something larger it will allow you to build your confidence as you identify the most effective forms of fundraising for you.

Activity:

Marist Solidarity Projects need your support. With your class, think of creative ideas or choose one from the list above to fundraise for Marist Solidarity projects whilst creating awareness for the Children's Human Rights throughout the school community.

All details for donations to Marist Projects can be found on page 19.

Prayerful Reflection

A Prayer for our Earth

From Laudato Si



All-powerful God,
you are present in the whole universe
and in the smallest of your creatures.
You embrace with your tenderness all that exists.

Pour out upon us the power of your love,
that we may protect life and beauty.

Fill us with peace, that we may live
as brothers and sisters, harming no one.

O God of the poor,
help us to rescue the abandoned
and forgotten of this earth, so precious in your eyes.
Bring healing to our lives,
That we may protect the world and not prey on it,
that we may sow beauty, not pollution and destruction.

Touch the hearts of those who look only for gain at the expense of the poor and the earth.
Teach us to discover the worth of each thing, to be filled with awe,
to recognize that we are profoundly united with every creature as we journey towards your light.

We thank you for being with us each day.
Encourage us, we pray, in our struggle for justice, love and peace.

Class Task: Marist Solidarity Liturgy

As we come to the end of this module we ask you to take time to reflect on all you have learned. As a class, follow the Marist Liturgy called 'Marist Solidarity Liturgy'. You will find this on www.maristeu.com – Resources - Marist Curriculum - Year 4 - Marist Liturgy, Marist Solidarity liturgy, or simply email Aisling Demaison at a.demaison@maristeu.org.

Our Marist Solidarity Pledge

Pope Francis reminds us that our world is “our common home” and that we share this world with all people, including the poorest of the poor. As part of the global Marist community this means supporting the educational opportunities of those who are missing out. Below is a Marist Solidarity pledge, similar to the pledge Marcellin took when he founded the Marist Brothers. We encourage you, with your class, to take the pledge and make the first steps with your school community in support of those who are most in need.

MARIST SOLIDARITY PLEDGE

We pray that our Marist Community in solidarity
will be a light and witness to recognising
all of our sisters and brothers in the global community.

Open our Marist hearts to them
that we might live in solidarity with this extended family.

Give us the courage to speak out for truth and justice
so that all people are able to live in a way worthy of their human dignity.

I personally pledge as a Marist student
to engage with supporting Marist Solidarity this year.

In doing so, with other Marists across the world we will
transform our world, one step at a time.

Support
our projects
through a donation to:



Address: Fondazione Marista per la Solidarietà Internazionale Onlus Piazzale Champagnat,
2 - 00144 Roma - Italia

Account Nr: 100000125288

Bank: Banca Prossima

Bank Branch: Piazza Paolo Ferrari 10 - 20121 Milano, Italia

IBAN: IT70M0335901600100000125288

BIC Code: BCITITMX

For non SEPA Area:

BIC Code: BCITITMM for further credit to BCITITMX

IBAN: IT70M0335901600100000125288

Donations may be restricted to a particular project if desired.

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Marist Education
WEST CENTRAL EUROPE

If you would like to learn more about Marist Education go to www.maristeu.com or contact the Director of Marist Education.

**AISLING
DEMAISON**

Director of Marist Education

Marist Brothers West Central Europe

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