



Fondazione Marista  
per la Solidarietà  
Internazionale Onlus  
**FMSI**  
Per il Bene dei Bambini



Malawi - Ph. Conor Ashleigh

# ANNUAL REPORT 2019





# MESSAGE FROM THE PRESIDENT

It is a great pleasure for me to present the 2019 annual report for **FMSI**. This will provide you with an overview of the work of the foundation for the past year.

**FMSI** continues its involvement in a number of activities. I would like to bring your attention to the following matters that have been foremost in the work of **FMSI** for the last year. The foundation continues to advocate for children's rights and dignity. Our continued presence in the United Nations has been significant. **FMSI** continues to actively participate in the Universal Periodic Review and the Human Rights Mechanism which are part of the review process for the United Nations in Geneva.

Through its program of solidarity, the Foundation continues to empower communities by giving priority to projects centered on education and child rights. **FMSI**'s work centers around two main pillars, advocacy for and training in child protection and safeguarding minors, and solidarity projects that support the most disadvantaged children in their communities

ensuring them a better future. There has also been some emphasis on immigrant and refugee children on the move, training for resilience for young people overcoming trauma and advocacy for children suffering from violence in Latin America. **FMSI** during the year has worked with countries in Africa, the Middle East and Latin America. We have concentrated on projects that ensure improved educational outcomes for children on the periphery and on the rights of children for better nutrition and health outcomes.

The foundation continues to be involved in the network of for Marist Solidarity organizations around the world. The network's aim is to learn best practice from each other in developing and implementing solidarity projects. It is also hoped that in the future there will be collaboration in some projects.

I would also like to commend the staff of **FMSI** for the continued efforts in providing funding and support for projects that are part of the Marist mission in many countries.

It would be remiss of me to downplay the importance of this part of the role of **FMSI**. It continues to be vital for **FMSI** to support the Marist mission in many parts of the world.

I wish to also thank the members of the Board. The Board has now completed its three-year term. I would like to thank the members of the Board for their generosity and commitment in ensuring the good governance of the Foundation. They have been instrumental in implementing the vision and providing guidance for the future direction of the Foundation. They have been crucial in the continued development of **FMSI** as a recognized NGO in Italy.

There would be no **FMSI** without the staff, so I would also like to thank them for their commitment and hard work in support the Marist mission and ensure them that their work is greatly appreciated.

**Bro. Ken McDonald**



# WHO WE ARE

Malawi - Ph Conor Ashleigh

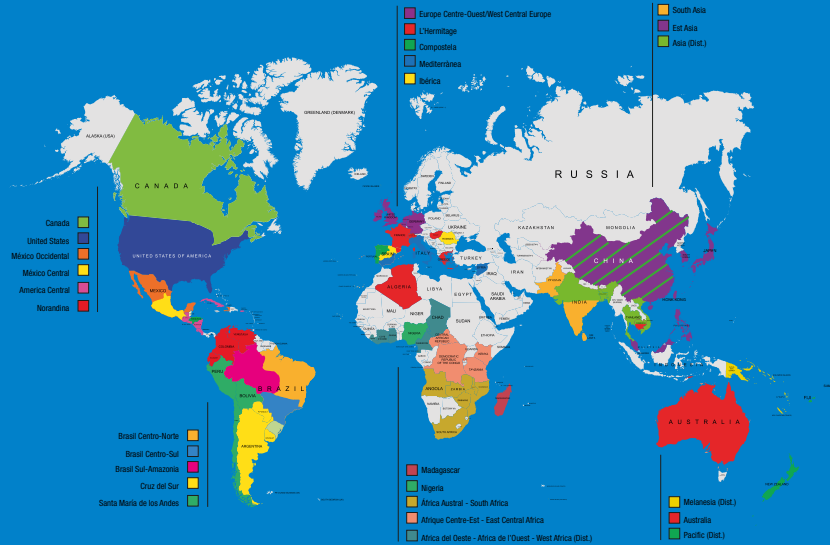
Inspired by the charisma of St. Marcellin Champagnat and established by the Congregation of the Marist Brothers of the Schools in 2007, the Marist International Solidarity Foundation works in the world for the rights of children and adolescents in order to guarantee better life conditions.

The Institute of the Marist Brothers (FMS: Fratres Maristae a Scholis), founded in France in 1817 by St. Marcellin Champagnat, is the second largest congregation of Brothers in the Catholic Church. Today the community numbers 2,900 members. They are joined by a network of 7,200 lay people and reach more than 650,000 children and young people in 81 countries. The Marist network is present in schools and universities, pastoral and social centers, youth movements and programs, and wherever they find children and young people most in need.

*"To educate children you first have to love them, and love them equally"*

**M. Champagnat**





Since its creation, FMSI has been committed to ensuring that ALL children – regardless of gender, ethnicity, socioeconomic background or any other circumstance – realize their right to a quality education. With this idea, FMSI supports Marist projects and all other initiatives that focus on vulnerable beneficiaries: fragile children, the disabled, the rural and urban poor, ethnic and religious minorities, victims of conflict and natural disasters. FMSI also focuses on gender equality and works towards eliminating disparities of all kinds.

## FMSI BY THE NUMBERS

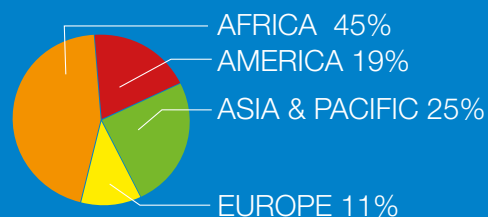
**318** projects around the world

**7.484.000** euro allocated

**60** countries

**6.168.485** beneficiaries

**N° of projects by region:**



FMSI's approach to development is based on the promotion of education as an effective tool to protect and respect young people's rights and making them agents of social transformation in their communities. A world where childhood is respected and guaranteed, free from violence and fear. According to the Marist Foundation for International Solidarity, this is a possible world.

## GOVERNANCE

### Board of Directors

**Allen Patrick Sherry** FMS (Australia)

**Analía María de Luján Ruggeri** (Argentina)

**Funsa Birkem Pascal** FMS (Cameroon)

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**Maria Inmaculada Maillo** (Spain)

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Dott. **Fabrizio Levantini**

Dott. **Giovanni Sebastio** (Deputy)

Dott. **Rocco Positano** (Deputy)

### Our Team

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**Richard Joseph Carey** Director General

**Andrea Rossi** International Fundraising & Project Officer

**Natalia Surraco** Finance & Office Administrator

**Angela Petenzi** Project Administration Officer

**Francesco Mastroso** Project Administration Officer





# ADVOCACY & CHILD RIGHTS



Lebanon - Ph Marco Amato

The mechanism identified by FMSI as a privileged actor in the protection and promotion of human rights, in particular child rights, is the Universal Periodic Review (UPR) within the United Nations. The UPR is a unique process which involves a review of the human rights records of all UN Member States once every four years. It is a State-driven process, under the auspices of the Human Rights Council, which provides the opportunity for each State to declare what actions they have taken to improve the human rights situations in their countries and to fulfill their human rights obligations.



## Universal Periodic Review (Upr) Of Bolivia

In 2015-2016, CCIG, FMSI and Edmund Rice International (ERI) conducted a training project for child rights advocates in Bolivia and Central America. With funding from the Canton of Geneva, training was held in Guatemala and a side-event in Geneva on children and violence.

To follow up on this project, a new proposal to strengthen Bolivian civil society in the context of the Bolivia UPR 2019 was put forward with the general objectives to reinforce the guarantee of child rights in Bolivia, strengthening the strategies of civil society for political action and getting involved in the United Nations mechanisms.

This project consisted of these major activities:



Institutional workshop on the preparation of Bolivia's UPR (Cochabamba, Bolivia, February 2019)



Institutional workshop on the preparation of Bolivia's UPR (Santa Cruz, Bolivia, February 2019)

- Workshops in Bolivia to train the two coalitions that are working with Marists in the preparation of the report: Red Departamental (in Santa Cruz de la Sierra) and Religiosos en Naciones Unidas - RUN (in Cochabamba). Both meetings facilitated the writing of the final report that was presented at the end of March.
- Lobbying campaign in La Paz before the embassies to present the recommendations and press conference in Santa Cruz or Cochabamba.
- Lobbying activities in Geneva with the permanent missions and presentation at the Pre-session of UPR. Organization of a side event in Geneva to raise awareness of the situation of women, children and youth in the

country. These are the central themes of the report.

FMSI has always committed itself to the development of human rights awareness of global issues that affect everyone, particularly the rights of children.

The objective was to reach an increasing number of interlocutors through various types of training initiatives and in education centers. In the training course, reference was made to international instruments for the protection of human rights and their obligations to States. FMSI has placed children in a privileged position in all training activities, with an emphasis on their rights and more precisely those in which they are in high risk situations.



Lobbying activities UPR Bolivia (Geneva, Oct. 2019)



Lobbying activities UPR Bolivia (Geneva, October 2019)

## Marist International Network

Meeting with the Marist Higher Education Network

FMSI participated to the assembly of the Marist Higher Education Network (Lima, April 2019) in order to propose collaboration in the following sectors:

- develop studies on issues related to children's rights: methodologies to promote participation; bullying, cyberbullying, access to education for children with disabilities, migrants and refugees.
- application of specific models or methodologies (such as resilience) in the social works that form part of the International Marist Solidarity Network.
- collaboration in the preparation of the reports for UN







Side event UPR Bolivia (Geneva, November 2019).

mechanisms: study the violation of some human rights and prepare recommendations for the State under review.

- creation of Observatories (research centres) on child rights / child protection
- implementation of courses on children's rights / human rights in child-centred degree programmes (education, psychology, among others).

Project "Stand Up, Have Your Say, Participate"

Together with the Marist Secretariat for Education and Evangelization, in 2019 FMSI promoted the project "Stand Up, Have Your Say, Participate". The objective is to enhance a participatory process to define criteria and lines of action that promote

listening to children and adolescents and letting them take the lead. As a final product it is hoped to prepare "Marist Guidelines for Child/Youth Participation", a document that will contain general criteria, principles, methodologies, background, international references, successful experiences.

### Child Protection

In collaboration with Pontificia Universidade Catolica do Paraná, 7 training units in Child Protection have been developed. "O enfrentamento à violência contra a Criança na perspectiva teológica, institucional e das políticas públicas" was presented to 69 Marist participants from the Marist Province of Brazil Central



Side event UPR Bolivia (Geneva, November 2019).

– Sul and religious from other congregations.

A training course on Child Protection and a seminar on abuse of power were conducted in Chile for twelve local delegates of protection, three rectors and three animation teams.

### Training on resilience approach

An agreement between BICE and the Marist Province of Mediterránea has the aim of establishing a framework of cooperation to promote resilience in children in special conditions of vulnerability. Specifically, it includes an operative memorandum that is an attempt to develop an integral formation program between 2019 – 2021 for resilience tutors in the social works of the Province of Mediterránea (Spain, Italy and Syria). Special emphasis is on the "protagonist resilience" of the children themselves in the contemporary context of the migration and displacement of so many. The project consists of 6 training programs, an external evaluation and ordering, a forum with professionals and young people



Training on resilience approach in Maimón, Province of Mediterránea (Córdoba, Spain, November 2019).

and a publication to summarise and explain "protagonist resilience". Haiti has continued the resilience training started in 2018 addressed to school leaders and teachers.

### Advocacy campaigns

Faced with the serious political and social crisis experienced in Nicaragua in 2018, FMSI contacted the Marists who are in the country to draw up a statement demanding an end to the violence and repression that especially affects children and young people; and to express its solidarity with the pain of the Nicaraguan people for the loss of more than 300 lives. It was also one of the issues included in the country's UPR and in the advocacy campaign held in Geneva in April 2019.



# OUR PROJECTS



Malawi- Ph Conor Ashleigh

Together with our partners and supporters, FMSI works to protect and promote children's rights through solidarity projects with three strategic objectives:

- Enhance equity of access to quality education for marginalized children and young people at-risk of exclusion in order to develop their full potential.
- Develop long term impact projects with vulnerable communities through an integrated approach to economic and social sustainability.
- Empower children and their communities to improve their quality of life through social transformation and inclusive growth.

In 2019, FMSI focused its work on the African Continent with several development projects. It also continued with ongoing educational initiatives in Asia, Latin America and Middle East, and with the emergency aid programs for Syria and Venezuela.

FMSI's main projects for 2019 described in this report are in line with the following Sustainable Development Goals (SDGs) as set by the United Nations for a more equal and sustainable development:

## LOGOS

-  No Poverty
-  Zero Hunger
-  Good Health and Well-being
-  Quality Education
-  Gender Equality
-  Clean Water and Sanitation
-  Decent Work and Economic Growth
-  Reducing Inequality
-  Peace, Justice, and Strong Institutions







Project Title:  
**Brighter Future - Moulovibazar Education Program**  
 Project partner:  
**Marist District of Asia**  
 Grant: **Euros 42.625,00**  
 Funding Institution: **Misean Cara**

**B**righter Future - Moulovibazar Education Program is created to assist children and adolescents of the tea gardens communities in Sylhet division, Bangladesh. Sylhet division has the lowest human development index compared to other Bangladesh divisions and the level of literacy rate is even lower among tea workers and their communities.

The aim of the project is to help underprivileged children of the area by providing new opportunities to access education. About 74% of households in the tea gardens fall below the poverty line compared to the national average of 38.4% and about 50% fall below the absolute poverty line compared to the national average of 19.5%. Located in the North-East of Bangladesh, the district of Moulovibazar has the highest number of tea gardens (90 of 157)

of the country. The living conditions of these communities are remarkably meager due to the lack of proper facilities with severe consequences in water supply and sanitation.

There is a great need of poor and marginalized families within the tea gardens to achieve equal access to education in order to break the intergenerational cycle of poverty. Children living in remote areas are less likely to attend school on a regular basis with the distances to be covered and many of them are engaged in labor activities by their parents. Those who are trying to attend secondary education are often at risk of dropping out school.



Ph TV2000

The program aims at giving a response to these needs through the implementation of these actions:

- awareness raising campaign among parents and community members of the district on the importance of Education.
- implementation of a nutrition program improving the living conditions of the children.
- dissemination of child protection practices in school.
- training of the local teachers in delivering curricula which is responsive to vulnerable children's needs.
- Transport system for parents and students living in remote areas.

The beneficiaries of the program, boy and girls, who have seen their living conditions and their access to education significantly improved.



**Project main figures:**



350 children and girls coming from poor and marginalized families are now enrolled in schools.



11 schools and children hostels in Sylhet division who are adopting policies and practices of CPP and inclusive education.



200 poor children benefiting from sickness prevention programs run in the area.



300 poor and marginalized community members reached by sensibilization initiatives on the importance of education for children.





Project Title:

**A Life with Dignity - Gender Rights & Equity for Indigenous Youth & Adolescents**

Project partner:

**Ngo chantiik taj tajinkutik a.C.**

Grant: **Euros 9.780,00**

Funding Institution: **Misean Cara**

“A Life with Dignity - Gender Rights & Equity for Indigenous Youth & Adolescents” aims at providing young people, especially those belonging to the indigenous communities, with skills and knowledge to access education or employment opportunities, contributing to the promotion of social inclusion and decrease in poverty.

The city of San Cristóbal de las Casas, in Chiapas, is a recipient of indigenous population who come in search of better living conditions. Being in situations of vulnerability and / or social disadvantage, children and adolescents are living in a marginal context without school instruction, poor nutrition, little access to health services or decent housing, and at risk of being victims of human trafficking, domestic violence, drug consumption and prostitution. Approximately 80% of the adolescents live harmful lifestyles that

undermine their mental health and impair their process towards adulthood. The project provides an out-of-school space for teaching, apprenticeship, development and protection in order to reduce their vulnerability to abuse, to criminalization and discrimination, as well as to learn their rights and strengthen skills that open better opportunities for income and employment.

The project targets 30 teenagers and young people (12 to 25 years old) of indigenous families that came to San Cristobal from the highland communities of Chiapas to work and / or study who are living in a situation of disadvantage, discrimination and abuse of all kinds.



The 3 main component of the project are:

**Education** - Through school reinforcement and training workshops with a focus on rights and gender equity, beneficiaries were provided with skills and appropriated tools in order to help them either re-enter into education or obtain a workplace practice in other spaces such as restaurants, travel agencies, hotels and bakeries.

**Nutrition** - Each beneficiary received a snack which helped to improve the overall nutritional status considering many of them did not have any other meal all through the day.

**Psycho-emotional attention** - The context of deprivation and poverty that the beneficiaries face on a regular basis negatively affects family environments so the vast majority of children face very severe family violence. The project offered psycho-emotional support to each kid and, upon request, also to their families. All actions are aimed to contribute to the formation of responsible subjects, capable of establishing healthy interpersonal relationships in family and social life, proud of their cultural roots as well as aware of their rights and responsibilities.

**Project main figures:**



93% of the kids completed the school cycle.



30 beneficiaries have improved their academic performance in school, along with higher school grades. School reinforcement workshops have been implemented to improve school grades in subjects like Math, English and computing.



30 kids have reached an emotional stability by attending psychological therapy which impacts positively in their general healthy living.



30 beneficiaries have improved their food nutrition with the daily nutritious meal (Five of them, with obvious symptoms of anemia, managed to overcome their condition and are now healthy).



150 parents, siblings and grandparents receiving support from the project.







Project Title:

**New Horizons  
For a transformative  
educational model**

Project partner:

**Marist Brothers Province  
of Southern Africa**

Grant: **Euros 104.842,00**

Funding Institution: **Misean Cara**



Despite great progress in the last few years, millions of African children are still denied their right to education. After the implementation of one pilot phase in Malawi in 2018, the project is now operating in 6 countries Angola, Malawi, Mozambique, South Africa, Zambia and Zimbabwe where three main challenges have been identified:

- disparities due to unequal distribution of resources to socially excluded communities, low-income students and vulnerable children (orphans, refugees, children with disabilities), perpetuating the

cycle of poverty.

- Quality of education needs to be improved and flexible curricula designed to enable learners with widely varying needs to be included in the learning process, avoid high dropout rates and/or poor student performance, and interpersonal violence, including gender-based violence.
- Education systems need to be strengthened to scale up inclusive literacy programs.



The project New Horizons, implemented in 21 local schools and communities in Angola, Malawi, Mozambique, South Africa, Zambia and Zimbabwe with 18.334 students, 790 teachers and 469 school staff, aims at increasing equal access to quality education for all children in order to promote equity, social justice and inclusion, pursuing the improvement of schools in their capacity to become a place for the safeguarding and empowerment of children. The project is based on 4 main components which aim at the following results:

- 1) Increased access to quality education for children and girls from poor and marginalized families
  - 2) Strengthened capacity of Marist Schools to uproot violence and discrimination against children in school and community environments by adopting a child rights approach and inclusive teaching methods to ensure children's well-being.
  - 3) Increased capacity of school leaders and teachers to drive school improvement towards quality standards of education and sustainability.
  - 4) Reinforced the Education system at institutional level in terms of its capacity to advocate children rights.
- As expertise and contexts differ from school to school in the 6 different countries, all actions are micro-designed to local needs, fostering cooperation among schools, setting up a shared approach and removing all obstacles in knowledge exchange at all levels.
- New Horizons will also aim at extending outcomes to other non-Marist Schools in countries involved through building effective partnerships.





**Project main figures:**



21 schools in 6 countries engaged in the project, +1000 teachers, headmasters and school staff.



18.334 students involved, most children and girls from poor and marginalized families.



3 intervention plans for low income families by strengthening cost-efficiency and income-generating initiatives at school level.



2 intervention plans to increase second-chance, free-of-charge, learning opportunities for dropout children and young adults.



In 2019 FMSI visited the Champagnat Community Day Secondary School and the Likuni Open Secondary School in Malawi as part of the initiatives in support of enhancing inclusive education in secondary schools in the whole South African Province. The establishment of open schools is an initiative to respond to the educational needs of girls and boys who are unable to afford school fees and not attending morning classes.

Open school has already had a huge impact in the schools of Malawi as both Champagnat Community Day Secondary School and Likuni Open Secondary School are welcoming a growing number of girls and boys from the surrounding communities who cannot afford the boarding school fees. The need for classroom furniture and books in both institutions was critical in order to provide an appropriate learning environment for vulnerable children and teenagers. In consultation with the management of both schools, FMSI has donated 12,986.46 Euros for the purchase of 820 textbooks, 60 desks and 25 benches which are now being used by the students.







Project Title:  
**Right to health, right to life- Phase II**  
 Project partner:  
**Solidarity with South Sudan**  
 Grant: **Euros 40.536,00**  
 Funding Institution: **Maristen Solidarität International**

The project supports the activity of two training Institutes created for training primary school teachers and midwives and nurses in South Sudan. South Sudan, independent from Sudan since July 2011 after decades of civil war, is one of the world's poorest countries and ranks among the lowest in many socioeconomic categories. Due to the recent constitution of the state and the combination of conflict and economic crisis, there is a shortage of local trained personnel for the basic services in health care and education which are very important for the population. More than 80% of the population live in rural areas and are in need of trained people to work in low-threshold services by taking care of access to primary schools and basic health care. The maternal mortality rate is among the world's highest. People have little access to health care services and are constantly at risk

of contracting diseases from poor living conditions. Educational attainment is extremely poor due to the lack of schools, qualified teachers and didactic materials. By the end of 2017, some 1.7 million children aged 3-17 years were in need of education services. Because of warfare and displacement, only the 27% of the adult



population is literate and the rate is even lower among women at only 16%. Teachers are often not prepared, and classrooms are overcrowded with approximately 80 pupils each. The Solidarity Teacher Training Center (STTC) in Yambio offers training for primary school teachers and enrolls an average of 120 students per year. 70% of those are men, 30% women. The access to the training for the girls is crucial to promote women's empowerment and contribute to making local schools more girl friendly through the presence of women teachers who can help the girls and make awareness activities with parents and communities. After achieving graduation of the two-year course, every student is expected to teach in primary schools all over South Sudan, especially in their place of origin.



**Project main figures:**



120 students enrolled per year (73 students enrolled to become certified nurses; 47 students enrolled to become certified midwives).



120 students enrolled per year to become primary school teachers.

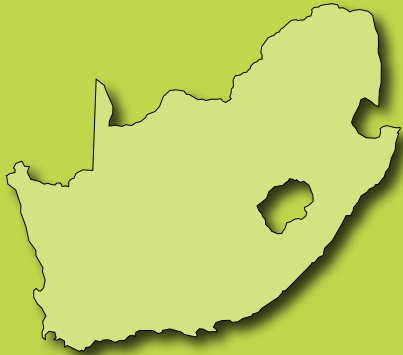


120 students trained in using communication skills for the respectful behavior towards sick people and safeguarding policies.



500 patients (of which 300 are children) receiving care from students completing their studies at Catholic Health Training Institute and working in a hospital.





Project Title:  
**Three2Six**  
 Project partner:  
**Sacred Heart College**  
 Grant: **Euros 135.022,00**  
 Funding Institution: **Misean Cara**

Thousands of unschooled refugee children in Johannesburg are staying at home because they cannot access state schools due to a lack of adequate documentation. Constitutionally and according to the Children’s Act, they are entitled to an education in South Africa. Urgent action is needed in a context of immigration where refugee and migrant children are at risk to be excluded to their right to education and suffer of discrimination.

Three2Six’s goal is to provide access to quality bridging education for refugee and migrant children and to support them to integrate into a public school. The project supports vulnerable refugee and migrant children (boys and girls) from ages 5 to 14 who, for various reasons, cannot access government schools in the Observatory/Yeoville/Hillbrow areas of Johannesburg.

In 2019 the project Three2Six continued its work for the education of refugee and migrant children in Johannesburg, accommodating 225 children in 9 classes, from Grade 1 to Grade 5. The program has provided them with basic skills (reading, writing and mathematics) for their integration into formal schooling and “Life Skills” for their holistic personal growth. A mixed grade class for children with special needs is also provided. Each child is provided daily with a snack and a meal, uniforms, textbooks, and stationery.



The project is hosted by three school communities, comprised of a mix of government, private and independent schools. 12 classroom teachers, 1 remedial teacher and 3 campus coordinators/administrators are employed by the project, with 10 full time local and international volunteers also assisting the project for a period of 3-12 months/year. Host schools provide management, supervision and other expertise, contribute to classroom, play and learning spaces, security, maintenance and a committed and engaged South African host community.

A strong collaboration with other organizations working on refugee and migrant issues is ongoing with the aim of enabling policy level changes. Three2Six also continuously engages the public to increase awareness of refugee issues and to prevent xenophobia.

The program continues to have refugee teachers as teaching staff after an upgrading course, offering quality education and encouraging inclusion and mutual understanding not only for the children but also for the adult refugees and migrants.

**Project main figures:**



227 children supported towards their retention in education.



13 Teachers employed.



380 individuals (learners, teachers, and community members) have improved understanding on the issues faced by refugee and migrant communities.



227 children provided with a meal, stationery and resources to ensure their ability to learn.







Project Title:

**One dollar for breakfast**

Project partner:

**Marist Province of Norandina**

Grant: **Euros 18.418,50**

Funding Institution: **Maristen Solidarität International, Individual donations**

Venezuela is experiencing its worst socioeconomic and political crisis in history. Inflation has dramatically increased prices and pushed the people to leave their home for neighboring countries. In the last few years, 4 million people emigrated from the country to find work. In many cases, they have left their children to the grandparents or other families who struggle to assist them in their needs because of the lack of financial resources. Those who remained in the country deal everyday with the lack of food and the frequent shortage of electricity that make it difficult to carry out daily activities.



The shortage of food affects mostly the children. 15% of the children in the country have severe malnutrition with serious consequences for their health and their growth. This situation also affects their school attendance and causes problems in learning. Over one million children are estimated to be out of school across the country.

The project "One dollar for breakfast" aims at ensuring inclusive access and quality learning for the poorest and most marginalized Venezuelan children. In the past years, the schools offered meals to the students to avoid school dropout, but now even larger investments are needed to bring and keep every child in school. The project is now providing most younger



children with meals to keep them learning amidst difficult socioeconomic conditions. The aim is creating safe environments where they can learn, socialize and access essential services like school meals in order to develop their neurological system properly. Daily breakfast is offered to the 100 children most in need who are attending the 6 Marist open schools situated in poor and marginalized areas, coping with risk of malnutrition and leaving school early.

Each school appointed a project manager who is in charge to monitor the delivery of the meals being served and also contact with their families. Children are assisted through the school year with the daily breakfast. Food has also been given to other students when they were in need.

The project improved the living conditions of these children and increased their school attendance. It is providing a huge help for guaranteeing the rights of children and for the prevention of malnutrition and school drop-out.



**Project main figures:**

-  6 schools assisted empowered to meet urgent needs of vulnerable children

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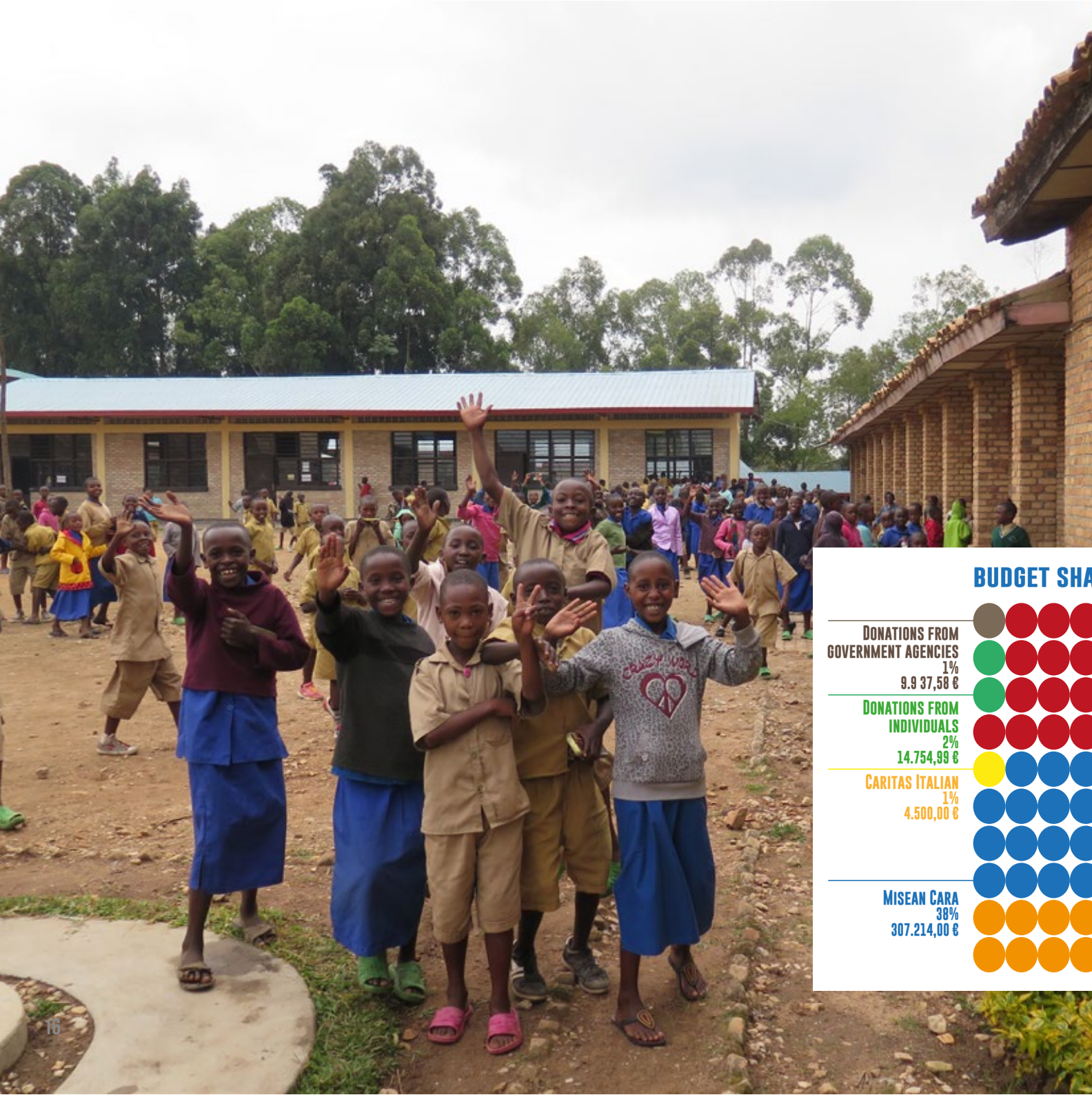
-  1650 monthly breakfast served

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-  100 children assisted with daily meals improved their nutrition and school attendance

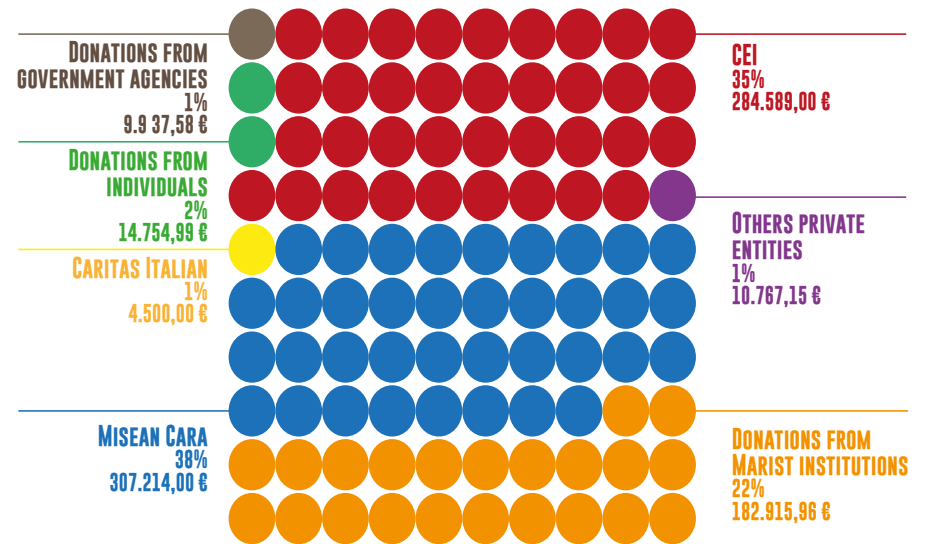






To donate to our projects and special funding appeals, and find out more about our work visit our website [www.fmsi.ngo](http://www.fmsi.ngo)

### BUDGET SHARE PER DONOR TYPE





## PROJECTS SUPPORTED IN 2019

Country	Project	Funding source	Grant*
<b>Bangladesh</b>	Sponsorship for the students of the Marist School of the tea plantation in Giasnogor	Editorial Edelvives - Gram Editora - FTD educação	13.066,20 €
<b>Bangladesh</b>	Boys Hostel for the St. Marcellin School in Moulovibazar	Conferenza Episcopale Italiana	65.857,00 €
<b>Bangladesh</b>	Scholarships for the children of the tea plantation in Giansnogor	Individual donors	1.774,02 €
<b>Bangladesh</b>	Brighter Future. Moulovibazar Education program	Misean Cara	42.625,00 €
<b>Bolivia</b>	Infrastructure renovation for Comarapa	Maristen Solidarität International	1.200,00 €
<b>Bolivia</b>	Education, food, solidarity and medical care for Comarapa	Maristen Solidarität International	1.200,00 €
<b>Cambodia</b>	Sen Monorom apostolate work, scholarships for students, training, tutoring, kindergarten in Dak Dam and Bousra, food, medicines and repairs in Pulung	Maristen Solidarität International	30.000,00 €
<b>Cambodia</b>	Funds for education, food, kindergartens, solidarity, repairs, transport and medical care in Sen Monorom, Pulung, Dak Dam and Bousra	Maristen Solidarität International	20.000,00 €
<b>Congo (DRC)</b>	Disadvantaged children in Minova Bobandana	Maristen Solidarität International	4.000,00 €
<b>Congo (DRC)</b>	Improvement of project management skills	Maristen Solidarität International	8.762,00 €
<b>Ghana</b>	Education, food, solidarity and medical care at Marist Preparatory School in Sabin Akrofrom	Maristen Solidarität International	2.000,00 €
<b>International</b>	New Horizons for a transformative education model (Angola, Malawi, Mozambique, South Africa, Zambia, Zimbabwe)	Misean Cara	104.842,00 €
<b>Italy</b>	San Leone Magno scholarship fund 2019-2020	Associazione Ex Alunni San Leone Magno - Individual donors	9.866,50 €
<b>Kenya</b>	School fees, equipment, construction and agriculture projects Roo and Orote	Maristen Solidarität International	13.850,00 €
<b>Kenya</b>	Salaries for trainers, equipment and school fees for needy students of the Bishop Mugendi Secondary School	Maristen Solidarität International	5.000,00 €
<b>Kenya</b>	Fence replacement in Ramba and Orote, and water pump and roof replacement in Roo	Maristen Solidarität International	20.320,00 €
<b>Kenya</b>	Purchase of musical Instruments for youth animation and musical formation	USA Marist Province	4.700,00 €
<b>Kenya</b>	Bursaries for Roo and Orote, completion of the administrative building and payment of salaries in Roo	Maristen Solidarität International	19.700,00 €
<b>Lebanon</b>	Fratelli Project	FOCSIV - Individual donors	3.119,25 €
<b>Lebanon</b>	Renovation of a part of the facility to make available classrooms, multipurpose room, dining room, computer room and related utilities at Social Educational Centre at Rmelieh	Conferenza Episcopale Italiana	142.079,00 €
<b>Madagascar</b>	Construction of new school facilities at the College Immaculée Conception in Antsirabe	Conferenza Episcopale Italiana	96.262,00 €



Country	Project	Funding source	Grant*
<b>Madagascar</b>	Acquisition of school desks for pupils of Marist Lycée Catholique Saint Champagnat in Antananarivo	Caritas Italiana	4.500,00 €
<b>Madagascar</b>	Toilet renovation Lycée Catholique Saint Pierre Chanel	Maristen Solidarität International	10.000,00 €
<b>Malawi</b>	Purchase of library textbooks and classroom furniture for Champagnat Community Day Secondary School and Likuni Open Secondary School	USA Marist Province	12.986,46 €
<b>Mexico</b>	A life with dignity - Gender Rights and Equity for indigenous youth and adolescents	Misean Cara	9.780,00 €
<b>Mozambique</b>	School maintenance at Bilene Marist School	Tax contribution 5xmille 2017	6.415,96 €
<b>Mozambique</b>	Emergency aid Mozambique	Maristen Solidarität International	1.000,00 €
<b>Romania</b>	Day-time centre in Moinesti	Individual donors	500,00 €
<b>South Africa</b>	Lavalla200 Atlantis Project Phase II	Maristen Solidarität International	10.500,00 €
<b>South Africa</b>	Three2Six Refugee Children's Education Project	Misean Cara	135.022,00 €
<b>South Africa</b>	Three2Six development (education, food solidarity and medical care)	Maristen Solidarität International	3.000,00 €
<b>South Sudan</b>	Right to health, right to life- Phase II	Maristen Solidarität International	40.536,00 €
<b>Syria</b>	Mahmoud scholarship fund and medical care	Private donors	500,00 €
<b>Syria</b>	Microprojects Program	Comune di Lericci - Frères Maristes du Canada - Individual donors	12.245,67 €
<b>Syria</b>	Blue Marists Microprojets Program	Comune di Lericci	4.752,58 €
<b>Syria</b>	Displaced children in emergency	Misean Cara	15.000,00 €
<b>Syria</b>	Shahba Camp Emergency aid	Misean Cara	14.945,00 €
<b>Syria</b>	Emergency relief to 200 displaced kurd families (Shahba Camp, Tell Rifaat)	Manos Unidas	15.496,00 €
<b>Syria</b>	General fund for Blue Marists of Aleppo	Private donors	2.646,64 €
<b>Syria</b>	Education, food, solidarity and medical care for the Blue Marists in Aleppo	Maristen Solidarität International	5.000,00 €
<b>Tanzania</b>	Training of school directors and coordinators of primary and secondary schools in Mwanza and Masonga	Conferenza Episcopale Italiana	13.320,00 €
<b>Tanzania</b>	Marist Boys Secondary School Textbooks	Individual donors	6.000,00 €
<b>Venezuela</b>	Training of directors and pastoral agents of Marist schools 2019-2020	Maristen Solidarität International	7.900,00 €
<b>Venezuela</b>	One dollar for breakfast	Individual donors	18.418,50 €

\* Only funds received - figures do not include co-funding







# TESTIMONIALS

Lebanon - Ph Marco Amato





### Brighter Future.

### Moulvibazar Education program

I am Susmita Ruram. I come from Horinchora. I study in Class 9. My mother's name is Protibha Ruram and my father's name is Lawrence Mrong. I have been in the hostel for the last 3 years and I am very proud of it. Before coming here, when I was in Class 5, I heard about a new school and hostel run by foreign Brothers and Sisters. I was really interested in learning English and I wanted to come, my family also wanted me to come. But when I arrived here, I thought all the Brothers were Bangladeshi because they spoke Bangla quite well. Here I have learnt a lot of things that I would never learn if I stay home. I am learning drawing, singing, playing, computer, dancing, and how to work together with others. In the future it will be very helpful. In the morning we pray, at home we don't. Here I play sports, at the village I could never do it because everybody plays, boys and girls. Here my main purpose is to study. In another place I would not be able to study so well. Here teachers do not miss their classes and teach very well. On Fridays we have a special class on human formation to know about ourselves, our country and our environment. The environment here is different, in another school in town it would not be so nice. Since I came to this school and hostel, I have learnt a lot about myself and I can build my life properly. I made many new friends, I am happy with them even if sometimes we quarrel. I am really grateful to this school and hostel.



## BANGLADESH



### Brighter Future.

### Moulvibazar Education program

My name is Nishan Painka. I am from Phulchora Tea Plantation. My father's name is Nijum Painka, and my mother's name is Sritni Painka. I have been studying in St Marcellin School and hostel since 2017. I am from a Hindu family. Presently I am in Class 9.

An important thing is that Brothers and Sisters are Christian, but they open their school to Muslims and Hindus to study here, because their main purpose is to educate Bangladeshi children regardless of their religion.

It is also important that in our school beating or mocking children is forbidden. Headmaster, teachers, Brothers, Sisters and educators teach us well, and they give us additional subjects like Human formation, singing, drawing, handicrafts, etc. Another special subject is that everybody gets Computer classes.

The food is good, every week we get 1 day chicken, 2 days fish, 1 day eggs and 3 days vegetables. We have also milk. Sports are very good here.

I am very proud because I have the chance of being in this school and hostel.





## A life with dignity – Gender Rights and Equity for indigenous youth and adolescents

My name is J.A. I arrived to Chantiik two years ago. During my first days here, I suffered a deep depression caused by problems at home (alcoholic and violent father, absent mother and siblings). I didn't feel like speaking to anyone and I could barely see my mates straight to the eye. I felt very weak and was diagnosed with anemia as well.

In Chantiik I received vitamin supplements and a good piece of bread with milk when arriving at the association, in addition to the mid-morning snack we all got. My mother and I were given psycho-emotional attention. I even went back to live with her, and I feel much better now.

Currently, I have regained my strength and finally overcome anemia. I continue going to school – junior high school studies – with pretty good grades. Today I'm part of the bakery team in Chantiik, so I'm contributing to the family economy. Now I talk and joke around with my mates at Chantiik. I like to participate in the workshops and always arrive on time, early in the morning, to work at the bakery.



## A life with dignity – Gender Rights and Equity for indigenous youth and adolescents

My name is M. and I'm 28 years old. I was born with cerebral palsy and my family used to live in extreme poverty. For nearly ten years I begged on in the streets of San Cristobal de Las Casas to survive. Sometimes, having no resources to return home, I had to sleep at the local bus station. I couldn't go to school or take care of my health. All my teeth were damaged causing me deep pain. I was hungry all the time and felt very lonely.

I met Andrea Frustaci, the director of Chantiik, one day I was crying because of the pain in my teeth. He brought me to Chantiik when I was 17. I didn't know to read nor write. I felt really miserable. In Chantiik they gave me good meals and vitamins, they even sent me to the dentist, and I didn't have to pay a cent. Through the online literacy program I followed at Chantiik, I learned to read and write but I also discovered the world of computing, which captivated me. With all I learned in Chantiik, I got a part-time job and started saving money. I had a dream back then: installing my own cyber business which I fulfilled a few years ago.

With this, I support my family. We all live in a much better condition now. I'm currently studying graphic design at San Cristobal University, where I have got very good grades. I do believe that receiving is giving back and, with that in mind, I became the computer teacher in Chantiik. After all, all the kids deserve to achieve their dreams.







### Fratelli Project

I am Pablo Cobo and I am a Spanish Marist volunteer from the Mediterranean Province. I spent a year volunteering in Lebanon, working in the Fratelli Project. This initiative was created in 2016 by the congregations of the Brothers of the Christian Schools and the Marist Brothers to try to respond to the urgent, emerging needs of the most vulnerable children and young people in Lebanon. I was lucky to go as a short-term volunteer (1 month) in the month of August 2018, and it was after that experience that I decided to volunteer for this same project, for a one-year period.

I feel very fortunate, to have had the opportunity to collaborate with the Fratelli project, and to have agreed and lived with people who are related to this: children, young people, adults, workers and educators, brothers and volunteers. This is the most pleasant experience that I took from this year, the opportunity of having been able to share my life with people from different backgrounds, culture, religion, fates.

About the usefulness of my work, I feel very satisfied to have opened up myself to share my life and have let the others to share their life with me, insofar as I was able. To future volunteers, I tell them not to be afraid to receive and give in a context that is possibly very different from what we know. And have the courage, whenever possible, to try to do justice. We are not superior or better, we are not anyone's guides, just instruments and travel companions.

I thank all those who have somehow accompanied me in this period. To all those who have made me feel at home and those who have opened their arms from the beginning. I send them an infinite hug.





# MALAWI



## New Horizons for a transformative education model

I am Jennifer Chikalema. I am 28 years old and I am a student at the Likuni Open School in Malawi. I am in Class 2 and I want to become an environmentalist. People need to be educated. In Malawi there are few schools so we cannot all be studying together in the morning. That's why teachers go not only in the morning but then return in afternoon to the open school, so we can all accommodate. They want students to be educated. That's why they are trying their very best level to educate us.

Open school is making a difference, specially between girls. Like me, at my age, with kids, I had the opportunity to come back to school. In the past, I did not do well. Now I've seen the way the world is going. You can see that girls are improving each and every day so I couldn't just stay at home looking at myself the way I used to be. I have to improve, have to be somewhere in the future.



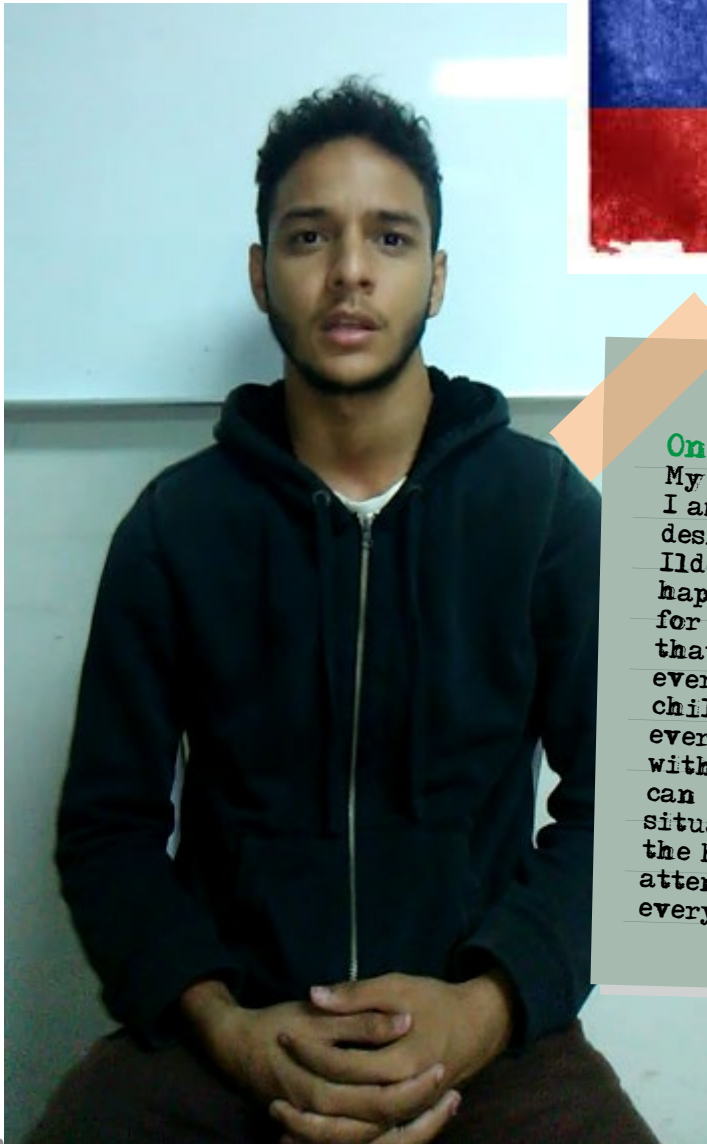
## New Horizons for a transformative education model

My name is Lumbani Kumwenda I am in Class 3 at the Likuni Boys Secondary School in Malawi. My favourite subject is Computer Studies. I like to do things concerning technology and programming. I think my school is preparing me well enough for the future. In fact, it's even preparing me to do things above the limit I've set for myself. I've never knew I can do such things as programming on my own. Education is the key to success and it also helps us to unlock what it's hidden within us. For example, I've never knew that I was good at computers, I was just playing games. That's all I knew.

Marist schools focus in two things: helping students to grow spiritually and to be good citizens. At school we do not only come to learn specific subjects, we are also taught other things which help us spiritually and in other ways.

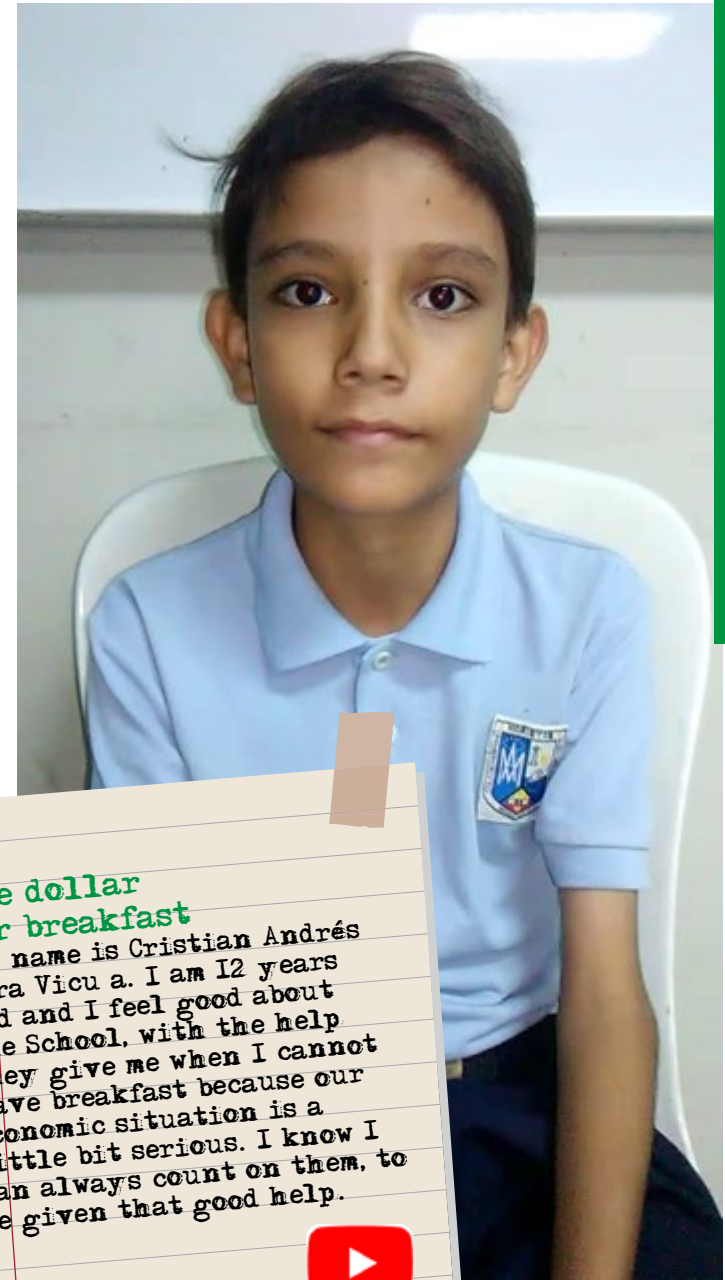


# VENEZUELA



## One dollar for breakfast

My name is Fernando Barrera. I am a professor of graphic design at the Marist School Ildefonso Gutiérrez. I am very happy and really grateful for this humanitarian aid that the Marists are giving to every student. Filling these children with energy and hope every day, every morning, with a plate of food so they can come here. And despite the situation in the country and the harsh reality, they can attend school with a smile every morning.



## One dollar for breakfast

My name is Cristian Andrés Vera Vicuña. I am 12 years old and I feel good about the School, with the help they give me when I cannot have breakfast because our economic situation is a little bit serious. I know I can always count on them, to be given that good help.





# SOUTH SUDAN



## Right to health, right to life- Phase II

I am Roseline Edwards Anthony. I am 24 years old and I graduated from the Catholic Health Training Institute in Wau. I am a Registered Midwife currently working at St. Daniel Comboni Hospital. I am from Wau and have 2 sisters and 3 brothers.

When I joined CHTI, I was very scared. I did not think that I was strong enough to do the course. I am always worrying about something but in the end, I do just fine. I used to worry that I would not do well in the clinical rotations, but during that time, there is usually an instructor there to guide you and you can ask for help whenever you need it. On the other hand, if at the hospital you find something new that you do not understand, you could always do research at the library. The institute has a well-equipped skills lab. After coming back from the hospital during clinical rotations, I would ask to use the lab and I would practice as much as I could with the dummies. I even used to talk to them as if they are real people.

I feel proud when I see the mothers in the wards after a safe delivery. I surely have made a difference.



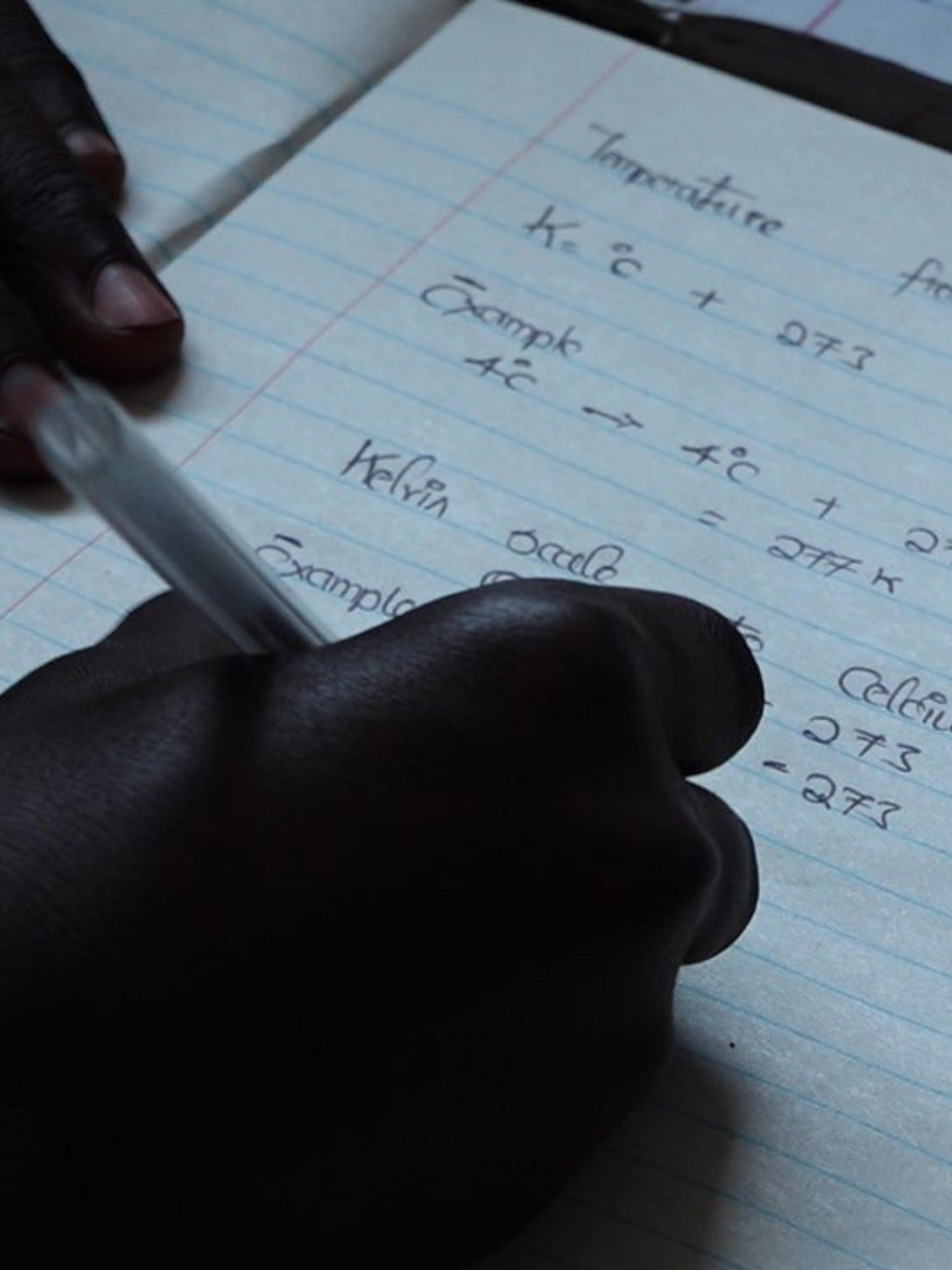


# FINANCIAL STATEMENTS

Lebanon - Ph Marco Amato







## FMSI FINANCIAL REPORT 2019

<b>Financial year opening balance</b>	135.395,92 €
<b>INCOME</b>	1.131.240,04 €
<b>Donations from Founder</b>	300.000,00 €
<b>Donations from private entities</b>	607.070,15 €
<b>Donations from Marist institutions</b>	182.915,96 €
<b>Donations from government agencies</b>	9.937,58 €
<b>Donations from individuals</b>	8.339,03 €
<b>Public contributions (5xmille)</b>	6.415,96 €
<b>Extraordinary &amp; financial revenues</b>	16.561,36 €
<b>EXPENDITURES</b>	1.086.268,07 €
<b>Advocacy/Child rights costs</b>	21.855,05 €
<b>Operating, administrative and finance expenses</b>	41.608,57 €
<b>Personnel and related costs</b>	165.049,00 €
<b>Contribution for projects distributed</b>	857.755,45 €
<b>BALANCE 31/12/2019</b>	180.367,89 €

For more information, you can view our audited financial statements on our website <https://fmsi.ngo/>





# OUR PARTNERS

Colombia - Ph Conor Ashleigh



ANNUAL REPORT 2019

OUR PARTNERS



Advocacy



Donors



Partners



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