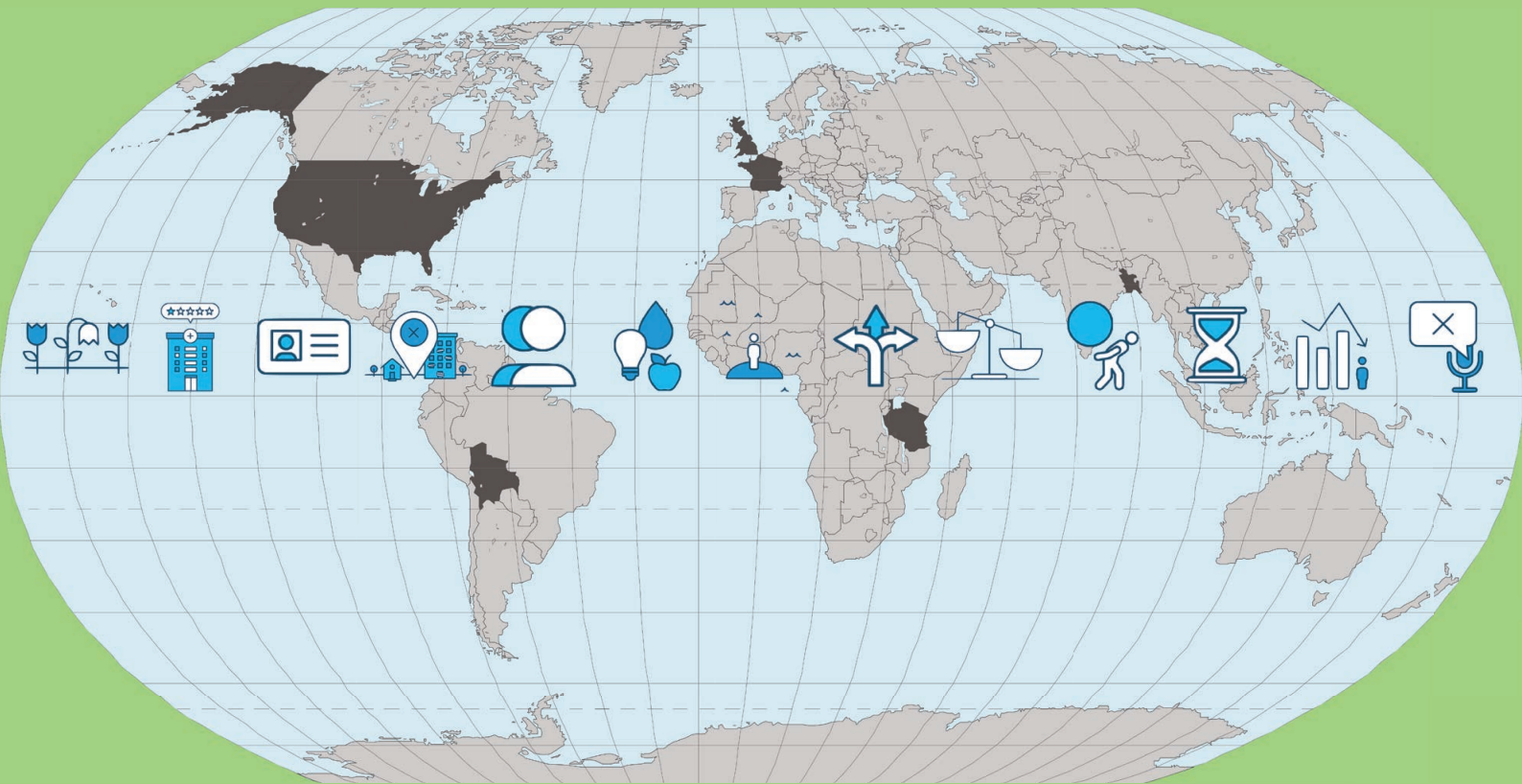


International Report 2019

Ending poverty in all its forms



Leave no one behind • Reaching the furthest behind first

ATD Fourth World was founded in 1957 by Father Joseph Wresinski and families who lived in a camp for homeless people in the Paris region. They sparked a movement that gives priority to the poorest people and brings together activists with first-hand experience of poverty, members of an international volunteer corps who work long-term in solidarity with them, and a wide range of friends and supporters, who take action together to foster lasting change in society. Present in 2019 in 33 countries on five continents, ATD Fourth World runs projects that promote family life, social advocacy, and professional development. It has limited financial means, but a huge human commitment.

ATD Fourth World has developed programmes that fully involve and take into account people experiencing

ATD Fourth World also advocates with institutions and public authorities to encourage them, in all their political decisions, to take into account all the dimensions of poverty. It works to have people living in extreme poverty recognised as partners with the right to participate in national and international institutions. Consequently, it contributed to the United Nations' adoption in 2012 of the *Guiding Principles on Human Rights and Extreme Poverty*, and to its pledge in 2015 to “*Leave no one behind*” as part of the 2030 Agenda for Sustainable Development Goals. ATD Fourth World established the 17 October International Day for the Eradication of Poverty, recognised by the United Nations in 1992.

International Report 2019

Ending poverty in all its forms

*“Wherever men and women are condemned
to live in extreme poverty, human rights are violated.
To come together to ensure that these rights
be respected is our solemn duty.”*

Joseph Wresinski

International Movement ATD Fourth World



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Message from Cassam Uteem, president of the International Movement ATD Fourth World

An unprecedented health crisis has hit the world since the beginning of 2020. Having started in industrialised countries, it is spreading all over the world. But countries and people are not equal in the face of the pandemic, as health systems and living conditions differ enormously among countries and among social backgrounds.

“If we let the virus spread like wildfire — especially in the most vulnerable regions of the world — it would kill millions of people,” said UN Secretary-General António Guterres.

For people experiencing poverty, the daily obstacles escalate, creating even more uncertainty and difficulties. In the countries where ATD Fourth World is present, teams and activists are seeking to mitigate the effects of the isolation that is necessary to contain the disease.

In Manila, the government has taken security measures, such as prohibiting people from leaving or entering certain neighbourhoods and from traveling to Greater Manila. People are no longer allowed to sell bottled water or other goods at the roadside, making it impossible for them to earn money to support their families. Everyone fears that this health crisis will also become a food crisis for the people in the worst situations of poverty.

In Bangui, young people who trained with ATD Fourth World go to neighbourhoods to give people accurate information about the pandemic, especially about the important hygiene practices that can slow down its spread. The young people also challenge rumours, especially those that blame people or spread panic or, conversely, that let people think they can be protected by supposed “remedies” that don’t work.

In Europe, ATD Fourth World activists try to keep in touch with one another by telephone or social networks. How can we support people who used to live by collecting scrap metal and who can no longer go out, or those who have no housing or who live in cramped spaces where overcrowding is unbearable? The authorities must safeguard social rights.

In my country, the Republic of Mauritius, entire families live in intolerable conditions, ignored and rejected. It is only natural disasters, like the recent floods, that bring their predicament to light. Then, and only then, do we show solidarity and generosity. Immediately afterwards, these families sink into oblivion. They return to their



Mr Cassam Uteem, President of the International Movement
ATD Fourth World

neglected neighbourhoods until the next whim of nature. Will we learn from the Covid-19 crisis to strengthen international solidarity and develop social cohesion and the will to live in a shared community between our countries? Rather than closing countries in on themselves and withdrawing into communities and neighbourhoods, we must do everything we can to end poverty while preserving the planet, as called for in Agenda 2030 and the Paris Agreement on Climate Change.

The 2019 annual report of the International Movement ATD Fourth World shows ways to learn with people experiencing poverty and to build solidarity that leaves no one behind. For this, it is crucial that the world understand the nature of poverty. This is why participatory research on the hidden dimensions of poverty was carried out in six countries, bringing together academics, practitioners, and people living in poverty. There are many conclusions to be drawn from this research. The report also traces our efforts to have Agenda 2030 for sustainable development implemented at the international level. In this report, we describe some of our endeavours in different regions of the world — Africa, Asia, Europe, Indian Ocean, Latin America and the Caribbean, and North America — always at the side of people living in poverty so that they can access their rights in the fields of employment, housing, health care, justice, education, training and culture, and protection of the family and children, and so that the human being is at the heart of all projects.

March 26, 2020
Cassam Uteem

I. Advocacy with international institutions to eradicate extreme poverty in all its forms

The International Movement ATD Fourth World has held general consultative status with the United Nations Economic and Social Council (ECOSOC) since 1991, and consultative status with UNICEF and UNESCO since 1970. It has permanent delegations to the European Union and the Council of Europe. It is also recognised by the International Labour Organization (ILO) and is represented in the World Bank and the International Monetary Fund (IMF). Its involvement with international institutions and people living in poverty has led to the recognition that extreme poverty is both the cause and consequence of human rights violations. ATD Fourth World has also worked to influence the 2015-2030 Sustainable Development Goals (SDGs) to ensure that they explicitly include the requirement to «leave no one behind».

UNITED NATIONS, NEW YORK

Commission for Social Development Child protection and social protection

In February 2019, the Commission for Social Development took up the theme “Addressing inequalities and challenges to social inclusion through fiscal, wage and social protection policies”. ATD Fourth World co-organised a side event *“Leaving no child behind: toward greater synergy between social protection and child protection systems”* to foster cooperation among Member States, civil society, and the United Nations, and to unite behind a common vision in the pursuit of sustainable development goals. ATD stressed the

need for more support for family-based and community-based responses to strengthen child protection. Currently, parents in poverty do not receive enough money to support their families. The discrepancy in the amounts paid to foster parents compared with those paid to parents receiving welfare benefits shows a critical flaw in social protection systems. ATD considers that the separation of families is unacceptable as a way to resolve poverty and therefore recommends diversifying the approaches to these issues.

High-Level Political Forum on Sustainable Development Empowering people and ensuring inclusiveness and equality

In July 2019, seven ATD Fourth World members met with Ambassador Inga Rhonda King, president of the United Nations Economic and Social Council. The delegation presented international research on the hidden dimensions of poverty and gave her a memorandum entitled *“Unleashing the transformative potential of the 2030 Agenda through participatory approaches”*.

The following day, in her introduction to the High-Level Political Forum, Ambassador King made explicit reference to this visit: *“Yesterday, I met with a delegation, ATD Fourth World, who came to attend our meeting this week. [...] I would like to share a message from poor communities they conveyed to me, which struck me profoundly. They said: ‘We would like others to stop making decisions for us, to stop thinking for us, to stop doing things for us, but we would like*

them to do things with us'. I encouraged ATD Fourth World to make their voice heard during our meeting. However, I would like all of us to bear their message in mind as we continue our work this morning and throughout the week."



ATD Fourth World delegation with Mrs. Inga Rhonda King, President of the UN Economic and Social Council

General Assembly

Building inclusive societies based on a shared economy and the sustainable use of natural resources

For the first time, ATD Fourth World was asked to speak at the opening of the Economic and Financial Committee of the United Nations General Assembly. The theme was: *"Inclusive societies based on a shared economy and the sustainable use of natural resources"*.

Two ATD Fourth World members, based in Brazil and the United States, spoke during the session. Their presentations included the following passages: *"The inequality came in when we had the opportunity to build an equitable city after hurricane Katrina. When it came to decision making, most of black native New Orleans people were not at the bargaining table. So when we talk about climate and culture, a lot of the time we rebuild on the backs of the poorest. Because of that, almost a hundred thousand people were unable to return to New Orleans. [...]"*

"My recommendations are, if people are in any reconstructing process, rebuilding neighbourhood, schools, hospitals, communities, that everyone be at the table, that everyone have a voice, a real voice, and decision making. If we do not do this, then we will lose what is most important to us: our culture, our music, our joy."

"Please, as you create a global society, keep what actually makes life worth living for all of us at the center of your decision and policy making. Please consider the voices of people who are most impacted and most vulnerable."



Statement by a member of the Movement at the Economic and Financial Commission of the United Nations General Assembly

UNITED NATIONS, GENEVA

Children at the heart of the Convention on the Rights of the Child

To mark the thirtieth anniversary of the Convention on the Rights of the Child, ATD Fourth World organised two events at the United Nations in Geneva from 18 to 20 November 2019.

An ATD Fourth World activist from the United Kingdom spoke at a working group on the guidelines for alternative

care for children*. **In Britain today, more children are being put into care than at any time since the 1980s.** The activist highlighted the need for research on the link between poverty and state intervention in family life,

* <https://atd-uk.org/2019/11/28/at-the-united-nations-voices-of-children-in-state-care/>

as social service interventions can sometimes harm the well-being of families.

At the same time, at the **Open Forum “Avoiding the separation of children from their families because of poverty”**, two Belgian activists spoke about child placement, themselves having experienced it as a child and as a parent. They maintained that placing children in care because of poverty cannot be a solution.



ATD Fourth World activists United Kingdom

Human Rights Council Education: hope for a better life

A young Senegalese man involved with ATD Fourth World spoke in Geneva at the forum of 1 and 2 October 2019, organised annually by the Human Rights Council. He delivered a speech he had prepared with another young man in Senegal. The theme of the meeting was **“Reaching the People Left Behind and Defending the Right to Education”**.

“Back-to-school is a parent’s nightmare. Many get organised with the ‘tontines’, a kind of solidarity fund, but the poorest families are not part of it and some of them go into debt to pay for registration fees and supplies. People can get discouraged because there are so many challenges: the children have difficulty learning in French, which is not the language they use in the family or the neighbourhood; also, it is difficult to stay focused in overcrowded classrooms. Also, how can you learn

when you feel humiliated? One teenager dropped out of school because he was taunted for wearing the same clothes all the time. [...] One of our young people left school and is working to get money to go back, because he knows how insecure life is for day labourers in factories or for small merchants. He refuses to go through that. Like him, we believe that education is the surest way to change our lives and the lives of our families.”

When he went back to Senegal, he conveyed a strong message to other young people: “Whatever our social background, we must be able to participate in these kinds of meetings, drawing on the experience of older people, to be able to take over one day. This way, together, we will build a fairer world and push back the frontiers of ignorance.”

UNESCO The General Conference: «Everyone can learn if...»

In November, at the fortieth session of the General Conference of UNESCO, the ATD team put forth proposals stemming from the summer 2018 international seminar, *“Everyone can learn if...”*. Following are some of their recommendations.

Policies for the implementation of Sustainable Development Goal 4* would be more effective if they were **developed along with the people facing obstacles accessing education**. ATD Fourth World has shown that participation in education is possible and beneficial and must be extended.

The hidden costs of so-called free education should be removed, and parents from all social backgrounds should be involved as partners in their children’s achievements. Also, the trend towards privatisation of education must be opposed, as it is often coupled with a decline in free public education. ATD wants **teachers to be trained to encourage cooperation among students, rather than intensifying competition and reinforcing attitudes of discrimination and exclusion**. Finally, progress must be measured by taking the poorest 20 per cent of the population as a benchmark.

* SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

European Parliament

Supporting the participation of the poorest people for a more inclusive Europe

Since 1989, European Fourth World People's University sessions have enabled people in poverty to speak out and to dialogue with members of the European Parliament and European officials.

In February 2019, about 100 people, most of whom were living in poverty, came from eight European countries to meet at the European Parliament in Brussels on the theme: *"The poorest people — partners for a more inclusive Europe"*. This meeting, organised by ATD and the European Parliament, addressed three topics: indicators of poverty and social exclusion in Europe, the impact that national and European policies have on family life for people in poverty, and everyone's right to legal existence as a person. The delegates were glad to be welcomed in the European Parliament. This experience encouraged them to speak out to ensure that the poorest people are respected and considered essential partners in gaining recognition for the rights and dignity of every human being.

Council of Europe

Reaching the Sustainable Development Goals (SDGs) with civil society as a first stakeholder

At the end of November 2019, an ATD representative at the Council of Europe spoke at the twenty-fifth Lisbon Forum on the theme *"What kind of action and organisations are needed to successfully achieve the SDGs? Civil society as brokers between all stakeholders"*. She made several recommendations: first, in order to achieve the SDGs, everyone —starting with the poorest and most excluded people — must be reached and defended as beneficiaries of all rights, civil, economic and political, which means strengthening the rule of law. This requires taking **action against the infringement of rights, and working to end stigmatisation and discrimination**. Also, everyone must be able to take part effectively in decisions that concern them at all levels, including environment and climate protection. It is also important that civil society be supported and listened to. Finally, ATD calls for all laws and policies to be evaluated in terms of their impact not only on the climate, but also on people living in poverty, especially the poorest 20 per cent of the population.



ATD Fourth World Delegation to the European Parliament

Isabelle Pypaert Perrin, director general of ATD Fourth World, concluded: ***"It is very encouraging to meet again in the European Parliament and to see that it is possible to dialogue together and to formulate relevant proposals, which we will use in the next European elections."***

At the end of this meeting, **ATD Fourth World elaborated 15 proposals "for a Europe that leaves no one behind"**^{*}, addressed to all the stakeholders of the European Union, and especially to those who were standing in the May 2018 elections. Among other recommendations, ATD calls for Europe to guarantee the "presumption of existence" to everyone living on its territory, to recognise and prohibit all discrimination based on socio-economic status, and to build a sustainable Europe that respects social justice.



Representative of ATD Fourth World at the Council of Europe

^{*} <https://www.atd-fourthworld.org/15-proposals-from-atd-fourth-world-for-a-europe-that-leaves-no-one-behind/>

International Organisation of La Francophonie (OIF) Guaranteeing an identity for all children

ATD Fourth World takes actions in several countries to ensure that children living in extreme poverty are legally registered. “*Children who are not registered are considered outcasts from society. Legally they don’t exist*,” said a Haitian facilitator. In November, during a **colloquium organised by the Conference of INGOs of La Francophonie and the OIF**, ATD Fourth World described the situations in Haiti and Romania, and asserted that to guarantee a legal identity, particularly through birth registrations, there must be a deliberate

approach to “leave no one behind”. **Birth registration and access to civil status must be completely free of charge**. The role of NGOs and citizens must be strengthened in awareness-raising campaigns to support and assist people, often illiterate, who distrust institutions. Finally, there must be more effective **dialogue with administrative and judicial authorities to make them aware of the complexity of access to rights for families living in poverty** and to encourage them to simplify administrative procedures.

G7

We should not set social crises against the climate crisis

ATD was invited to speak at a meeting of the G7 Environment, Energy and Ocean Ministers on the challenges of the global energy transition. Isabelle Pypaert-Perrin, director general of ATD Fourth World, said:

“Like many others around the world [in the countries of the Global South], Mr. Joseph depletes his strength and his health in informal jobs. [...] He and his neighbours joined forces against floods, as they have done in many other crises. Without social protection, they are used to relying only on one another. [...]”

“In addition, in the heart of Europe, on the pretext of protecting biodiversity and green spaces, a group of families

in caravans were evicted from the land they had been occupying for thirty years. It’s a disaster for them, as it is so difficult for them to find a place to settle down. [...]”

“We cannot set the fate of the poorest people against that of the earth. We cannot set social crises against the environmental crisis. [...]”

“In 2015, the nations of the world, through the Sustainable Development Goals, made a promise not to abandon anyone and to build a more humane world, more respectful of the life and dignity of each person.

“Mr Joseph and his neighbours are keeping their part of this promise. It’s up to us to keep ours.”

25th Conference of the parties (COP 25) Working for a sustainable future, respectful of the planet and leaving no one behind

For several years, ATD has been involved in the United Nations Framework Convention on Climate Change. In preparation for COP25, ATD participated in the meetings of a working group of NGOs on “human rights and climate change”, which set itself the objective for this COP, in December 2019 in Madrid, to strengthen the reference to, and effective respect for, human rights in all measures and policies to combat climate change. With these NGOs, at the COP itself, three ATD Fourth World delegates from the United States, Peru, and Belgium also insisted on the full implementation of the Paris Agreement, including adequate compensation for loss and damage. **The delegation delivered a policy brief* to Michelle Bachelet, the**



On the left: a delegate from ATD Fourth World with Michelle Bachelet, High Commissioner for Human Rights / On the right: delegates from ATD Fourth World

* <https://www.atd-fourthworld.org/wp-content/uploads/sites/5/2019/12/ATD-FW-COP-25-policy-brief-2.pdf>

United Nations High Commissioner for Human Rights, to underline how people living in extreme poverty and their communities around the world are the first and hardest hit by the effects of climate change, even though they are the least responsible for its causes and have the least means to protect themselves from it. This brief underlines the need to **support the poorest people in their daily resistance**

and their own actions against climate change, to **promote local knowledge gathered by these communities, and to create spaces of participation and empowerment**. Finally, to ensure a sustainable future, respectful of the planet and leaving no one behind, it is important to strengthen social protection systems that guarantee economic and social rights for all.

17 October: International Day for the Eradication of Poverty

Acting together to empower children, their families and communities to end poverty

In October, to mark the International Day for the Eradication of Poverty, the theme “Acting together to empower children, their families and communities to end poverty” focused on the thirtieth anniversary of the United Nations Convention on the Rights of the Child.

On 17 October, many children around the world learned about this convention, as did those who attended commemorations at the United Nations.

In New York City, nearly 200 children took part in the event. Children from the Gregory Jackson school and the Hyde Leadership Charter School, both in New York City, and the Tapori group of Madrid, as well as adults from Ireland and Indonesia addressed the participants. Three young delegates from the Tapori group of Madrid recalled the difficulties they faced as children living in poverty and the **discrimination they experienced on the street or at school because of their situation**. They also stressed the **unconditional love of their families and the hope that enables them to struggle every day for a better future**.

In the UN garden, in front of the Commemorative Stone in Honour of the Victims of Extreme Poverty, **Najat Maalla M'jid, the Special Representative of the UN Secretary-General on Violence against Children**, said: *“Ending child poverty means providing strong and sustainable support to families and communities where children are living and growing. Ending child poverty means inclusive participation, empowering youth and families.”*

In Geneva, the official commemoration took place in a primary school in an underserved district that includes many nationalities. Speakers from ATD Fourth World, alongside teachers, told the children about the International Convention on the Rights of the Child and encouraged them to think about injustices they experience or know about. The inseparable link between the rights of parents and those of children was highlighted by a quote from ATD Canada: *“It’s like a tree: the parents are the trunk and the children the branches. We must care for the children but for the parents as well, so that the trunk is solid.”*



Dublin, Ireland



Manila, Philippines



Bangui, RCA



Appalaches, USA



Tananarive, Madagascar



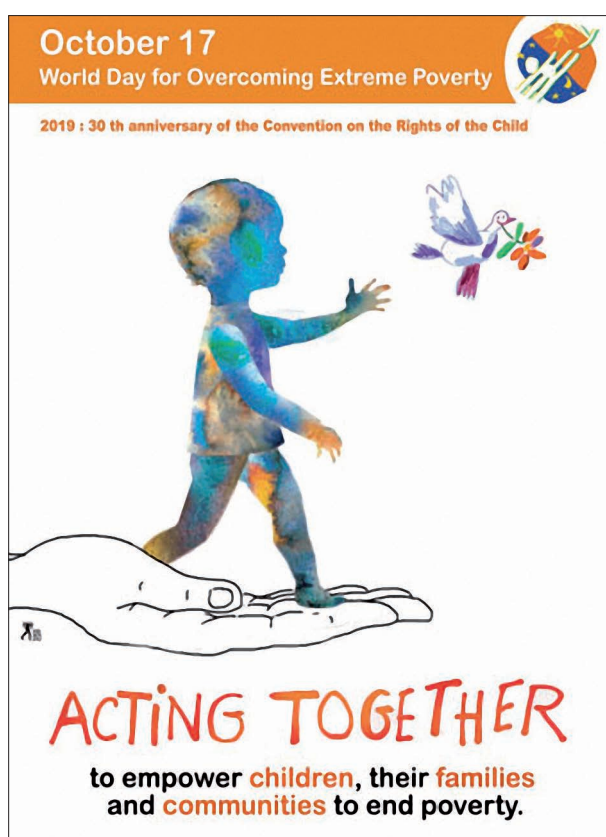
Guatemala

II. In the heart of the International Center

THE FORUM ON OVERCOMING EXTREME POVERTY

This forum is a network of committed people and associations in 63 countries who want to develop knowledge and mutual support based on what they learn from the resistance, courage, and solidarity of people living in extreme poverty. It links people who work to overcome extreme poverty around the world and strive to rebuild communities starting from and with the poorest people. This movement is also evident every 17 October, on the World Day for Overcoming Poverty.

To choose this year's theme, 73 forum correspondents from 34 countries shared their thoughts and suggestions. After their contributions and proposals were discussed with the United Nations, the theme chosen for 17 October 2019 was:
"Acting together to empower children, their families and communities to end poverty"



Below are some excerpts from forum members' contributions:

Extreme poverty is violence

"Children are currently an instrument of illegal exploitation in all sectors of human life. Without access to educational, health and other facilities, children are recruited and over-exploited in armed groups, mining squares, factories, domestic work and in various forms of trafficking without any legislation in their favour." (Arsène B., MOVULAC, Monde des Vulnérables Actifs, Democratic Republic of the Congo)

Not without family

"How can the rights of children be protected without protecting the rights of parents? We cannot talk about children without talking about their parents and their families." (ATD Fourth World Montreal, Canada)

"I sincerely believe that we must first talk about the defense of the family, because it is there that the rights of each child are fully developed." (Father Antonio P., USA)

Responsibility is primarily in adult hands

"While we must ensure the participation of children who already have some capacity for taking action, it is primarily the responsibility of adults to ensure the well-being of children." (Mario S., member of the International Committee for 17 October, Peru)

"Providing a safe and sustainable environment to our children means we want to ensure that as early as today, that the future of our children depends on what legacy and kind of future we have laid in store for them. Today is the time for policies and regulations to be truly implemented and followed before it becomes too late" (Alfredo T., Wadah Foundation, Indonesia)

Children take action

"We take initiatives to fight poverty, such as our radio broadcast where we call on adults to respect our rights. At the Taporí meetings we hold every week, we share our ideas and talk about our dreams. We take initiatives to visit and support people, to do work camps, etc. Also important is the support of our facilitators and our families who join us in what we do to show solidarity." (Taporí group, Bukavu, Democratic Republic of Congo).

Throughout October, the Forum on Overcoming Extreme Poverty team collected information on events that took place around the world and published it on the overcomingpoverty.org website. The team heard about more than 150 events in 40 countries..

ACTING TOGETHER FOR FRIENDSHIP TO WIN

Tapori is the children's branch of ATD Fourth World. This worldwide network of friendship among children from all backgrounds and across borders aims for everyone to have the same opportunities. Tapori members dream of a world without poverty, where everyone can live in peace and friendship. The children are connected to one another through the Tapori newsletter, edited by the international secretariat. It gives news about children around the world, tells true stories of courage and friendship, and talks about what children are doing to reduce poverty and exclusion.

Two undertakings marked the year.

First, the Tapori international secretariat organised **trips to meet with groups of children and their facilitators** to understand how Tapori is a new source of inspiration for the world. In order to ensure that children can truly learn to express themselves within Tapori, can think about other people, love them, and do something for them, adults have to understand what children's lives are like in the context of local and global situations. The visits in Guatemala, Thailand, and Bangladesh included a regional meeting of facilitators and trips to different places where activities with children take place: schools, libraries, neighbourhoods, community centres, and local organisations.

These visits allowed Tapori children to **learn about each of the places they went to, to get to know one another, and to forge stronger ties across borders**. They also enabled the facilitators to create networks for exchanging experiences and finding the best ways to support the children.

Second, Tapori marked the thirtieth anniversary of the United Nations Convention on the Rights of the Child by **launching a campaign for children: "Acting together"**.

The Tapori newsletter published stories and activities through which children could learn about their rights, suggest solutions when their rights are not respected, and share their realities and suggestions with local authorities as well as institutions such as UNICEF.

As part of this campaign, children spoke about their rights: *"I'm not in school yet. My dream is to go to school."* (Mayotte)

"We are studying to lift our parents out of poverty. In order to remove the obstacles to going to school, children must have a birth certificate and parents must have a good job." (Madagascar)

"My wish is to become a musician in order to be able to share messages of friendship and peace. I want to become a musician of change." (Central African Republic)

"You shouldn't judge others because of their differences. We must help them to develop themselves." (Joli-Fond, Reunion Island)

"I want there to be no pollution in the school or in the world." (Guatemala)

"The right to love, to express ourselves, to give for those who need it." (France)



Tapori visit to Palawan, Philippines

JOSEPH WRESINSKI ARCHIVES AND RESEARCH CENTRE:

COLLECT, PRESERVE, REFLECT, AND TRANSMIT, IN CONFIDENCE

“Every person is an opportunity for humanity”
Joseph Wresinski

Based in Baillet-en-France, the Joseph Wresinski Centre aims to collect, classify, preserve, and communicate a rich heritage of writings, photos, sound recordings, films, and artistic creations. These archives, which continue to grow, constitute the sources of a history of the struggle to overcome extreme poverty.

While visiting the Joseph Wresinski Archives and Research Centre, a representative of the French Ministry of Culture was amazed at the six million photos and documents in the archives. He was told that Joseph Wresinski, founder of the ATD Fourth World Movement, deeply desired a record to be kept of everything experienced in places of extreme poverty and in the movement that was born there.

This determination to remember is vital if the world is to finally learn from those who face the disasters caused by the great inequalities in our societies. It has taken **real determination to compile these millions of written documents and photos**, to record the meetings and transcribe them, to write a **new chronicle of human life** from day to day, and to restore a neglected part of our collective memory affirming that humankind is one and indivisible.

The real treasure of ATD Fourth World, kept at the Joseph Wresinski Archives and Research Centre, is the trust that survivors of extreme poverty have placed in Joseph Wresinski and the movement he founded. All the archives result **from this confidence, agreement, and understanding of people experiencing exclusion**.

The centre has drawn up a **code of ethics** to reconcile the commitment to collect and preserve with the desire to make the archives accessible, while ensuring that they don't backfire on their authors and the people involved. This code, which is regularly updated, is available at www.joseph-wresinski.org.

There were three main focuses for the year:

- The centre continued its efforts to streamline the activities of the archives unit at all stages of the process, in line with professional standards and best practices. It also continued work on digitising the public documents, photos, videos, and audio recordings in storage;
- It designed, selected, and executed software for the centre's online reference and public document platform;
- It enriched and developed research work, reflection, and inspiration for new projects that correspond to the centre's aims and could benefit from its framework. Many meetings, discussions, and events are part of the new dynamic resulting from the Cerisy colloquium. These include the seminar on social philosophy, the writing and publication of a synthesis of the thematic reflections of the colloquium in the book *Les pauvres sont nos maîtres* (The poor are our teachers), and the continuing work to have English and Spanish versions of the report of this colloquium published.

To make its archives, work, and research better known within ATD Fourth World, **the centre has launched a newsletter in three languages.** Four issues were published in 2019.

The centre also welcomed **nearly one thousand visitors in 2019**, including students of a communications class in Georgetown University in Washington, DC, USA. At the end of their visit, they left this message: *“Other humanitarian organisations do not do the history and research work that ATD does, and that gives it its relevance. Its ideas and actions are innovative and replace myths about poverty with facts. [...] ATD is a precursor, a leader in thinking. It joins the hope of people, of young people, that humanity will win.”*

The account of these experiences, this taking action together, is absent from our collective memory. So many things are said to the contrary, and so many hurtful stories weigh on the population of the Fourth World. Fragments of this account are therefore precious and require great care and caution. *“All these traces are a formidable weapon in the struggle to overcome extreme poverty. But they can also be terribly dangerous, and everything that is written about life being so hard can be turned against us [the poorest people] if they are not understood with sensitivity and respect.”*

In order to respond to the challenges facing humankind today, the missing accounts, of which traces reside in the archives of the Joseph Wresinski Centre, testify to an experience that our world needs and must embrace.



An activist hands over the archives of his mother, an activist from the early days of Camp Noisy-le-Grand

III. International participatory research: the hidden dimensions of poverty

The International Movement ATD Fourth World, in collaboration with Oxford University, conducted an international participatory research in collaboration with people who have experience of extreme poverty. In order to identify key dimensions of poverty and how they interact, participants in six countries — Bangladesh, Bolivia, France, Tanzania, the United Kingdom, and the United States — reflected on their experiences. The long-term objective is to contribute to the formulation of better policies to combat poverty at national and international levels, and thus to the eradication of poverty.

The results of this three-year research project were presented in May 2019 to the Organisation for Economic Cooperation and Development (OECD) in Paris by academics, practitioners, and people with first-hand experience of poverty from the six participating countries.

Extracts from the address of Mr. Angel Gurría, Secretary General of the OECD, at the OECD–ATD Fourth World international conference, 10 May 2019, Paris: “For too long, discussion about poverty has been characterised by a gulf in how poverty is measured and analysed in poor and rich countries alike. The conventional metrics that are used

to measure extreme poverty, based on the \$1.90 per day threshold, tell us that extreme poverty has long been eradicated in most OECD countries. [...] This conclusion is at odds with what people with direct experience of poverty report about their lives and it reflects the inadequacy of these metrics. Now, for the first time, the ATD–Oxford University research places a bridge across this gulf in the measurement approaches between rich and poor countries, [...] allowing us to see poverty through a single perspective. [...] At the OECD we will work hard to develop additional measures that capture the most intangible and pernicious dimensions of poverty such as disempowerment and stigma.”



Working Group, Bolivia



U.S. National Research Team

Methodology

This project was based on the Merging of Knowledge and Practice® methodology, in which people experiencing poverty, practitioners, and academics are co-researchers on an equal basis, involved together at all stages of the research: conceptualisation, data collection, data analysis, and writing the reports.

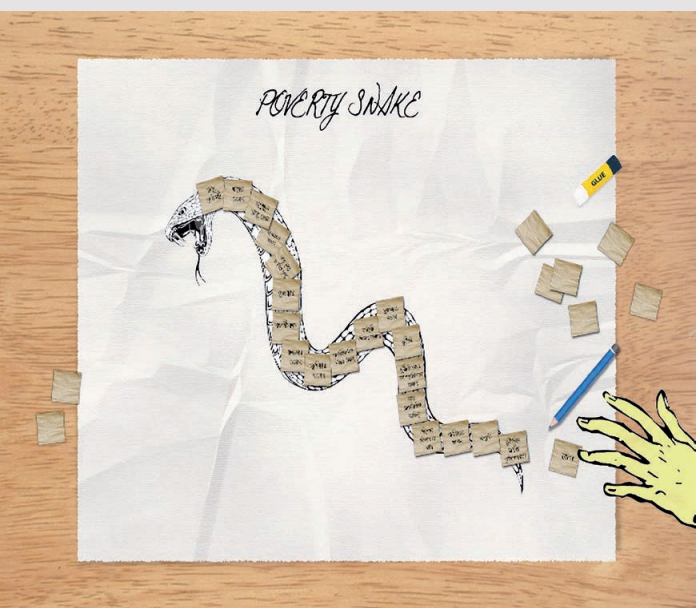
Intensive work was carried out in the six countries over three years. Participants in each country set up a national research team composed of people with direct experience of poverty, practitioners working with people experiencing poverty, and academics. Methods and techniques such as photo-language, the “poverty snake”, and the “body map” were specially developed to make participation easier for people who were not used to expressing themselves.

The first working meetings were held in peer groups that offered opportunities to the various participants to freely express their thoughts.

They developed a list of characteristics of poverty that were synthesised and challenged by the Merging of Knowledge approach. Each national research team built a single list of dimensions of poverty. The results of the analysis were discussed and validated by all the participants together.

The co-researchers from the six countries attended a seminar in Villarceaux, France, and compared the dimensions identified in the northern and southern countries. This process identified nine key dimensions of poverty which are surprisingly similar, despite the differences in the daily lives of people experiencing poverty from one country to another.

The international report, validated by all the national research teams, describes the nine common dimensions and how they interact, as well as five modifiers. Also, each national team produced a report of its own.

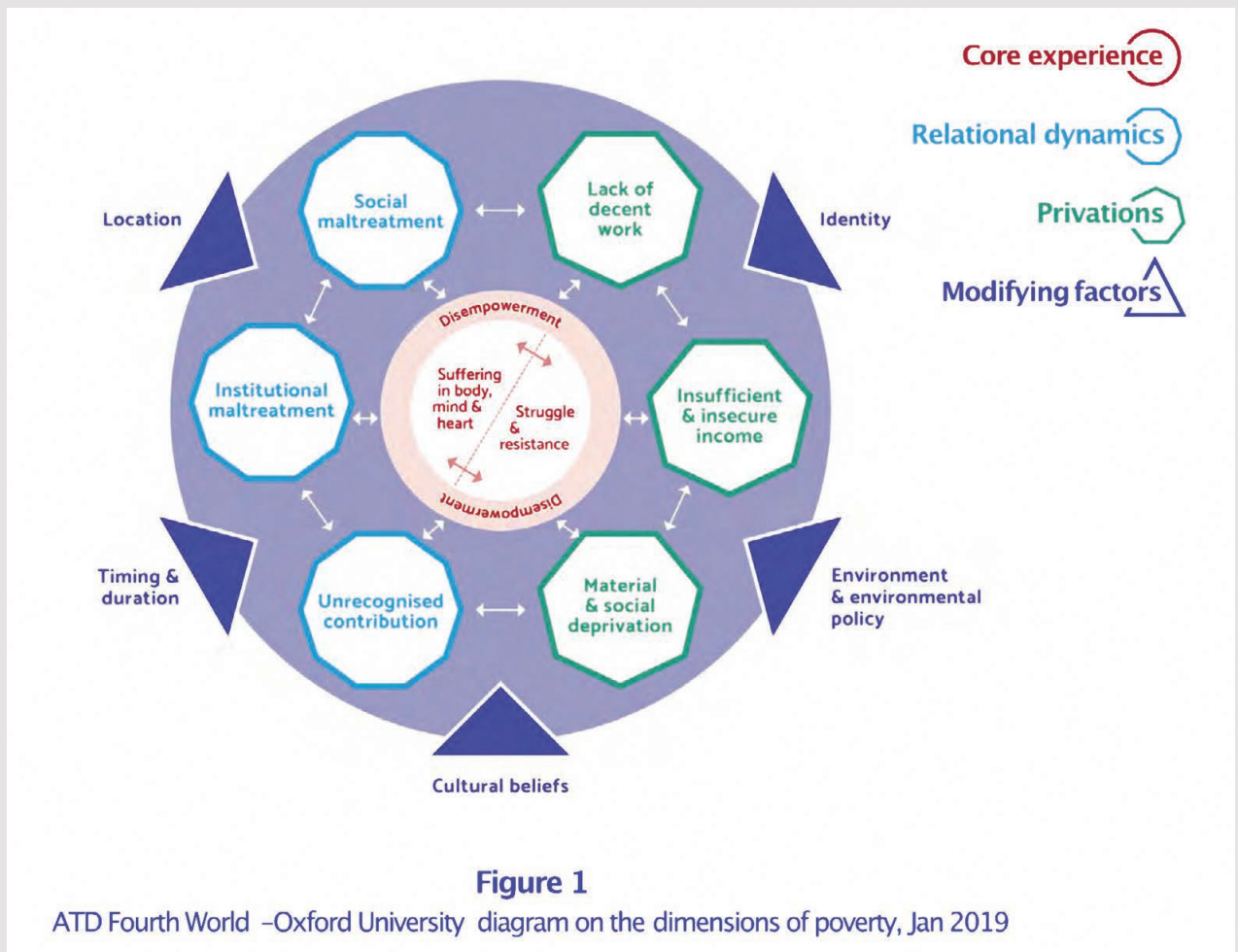


The snake of poverty



The body map

THE NINE DIMENSIONS OF POVERTY



Poverty is determined by nine interdependent dimensions, grouped into three main dimensions: **privations, relational dynamics, and core experience.**

The privations linked to the lack of decent work and insufficient and insecure incomes are already well known. But **the relational dimensions** are much less well known. These are the ways in which people who do not face poverty affect the lives of those who do: **social maltreatment, institutional maltreatment, and unrecognised contributions.**

The core experience of poverty consists of **disempowerment; suffering in body, mind, and heart; and struggle and resistance.**

The nine dimensions of poverty are closely interrelated. They are experienced cumulatively.

“When you live in poverty, you always have to fight. To live in poverty is to be trapped in a spiral. It also means having blockages. The blockage is global, when the companies refuse you and you can’t work, when you can’t take care of yourself, when you don’t have a driving licence, when you have less choice in your studies, when you can’t move around.” (France).

Although each dimension is evident in all countries and in most contexts, **modifying factors are involved: location; timing and duration; cultural beliefs; identity; and environment; and environmental policies.**

Each dimension expressed at the global level was explained and illustrated in the various national reports*. Following are excerpts from some of them.

* To be found on the ATD Fourth World International website

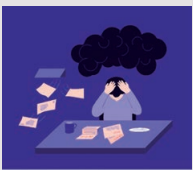
1. Privations

Bolivia: lack of decent work



It is difficult for people experiencing poverty to have access to decent work and a fair wage. They are driven by the need to accept early, temporary, and unstable work. “We went to work at dawn and came back tired at night; our children are abandoned.”

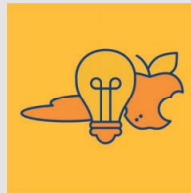
Bangladesh: insufficient and insecure income



People cannot meet the needs of their daily lives. “Poor people do not have a choice in what they eat. They have to eat what they find”. This situation reduces to powerlessness. The people

are condemned to go into debt: “You want to have pets to generate income, to increase the family income, but you can’t buy them because you don’t have the money”.

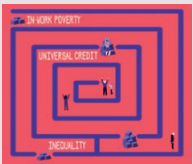
France: material and social deprivation



Deprivation leads to impossible choices and dependence. “Poverty means not having a place of your own. When you’re staying with someone else, you have a sword of Damocles hanging over your head.” “When we have a bill to pay, we’re going to cut back on food because it’s the easiest thing to do.” There are also many social deprivations in the area of culture and leisure.

2. Relational Dynamics

United Kingdom: Institutional maltreatment



This dimension covers both how individuals are treated by institutions and the consequences of that treatment. Decisions are made with very little consideration for the people who are affected. Poverty has increased as a result of indifference on the part of decision-makers and a deliberate set of policies affecting the most vulnerable people. “Politicians are so out of touch, sitting in an office making decisions about communities they don’t know anything about.” They are “making decisions that won’t affect them, who care more about numbers than people.”

Access to services that are supposed to help is a problem because “access paths are unclear and access is not straightforward.” Dehumanisation in the way services are offered is particularly hard to take: “In the system you are a number instead of a person.” “Poverty means not being welcome in your community and being deliberately priced out.”

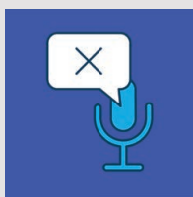
France: Social maltreatment



This dimension is defined by the way in which people who are not in poverty look at and treat those who are. People in poverty are confronted with prejudice, accused of being complacent. They are made anonymous and lose their identity. This abuse and invisibility can lead to domination and exploitation. “Being a victim of prejudice means first being considered as poor, but not as a human being. It means being labeled as ‘poor’. There is a dichotomy: on the one hand, people living in poverty are invisible; on the other hand they are visible because they are stigmatised.”

“Social maltreatment” leads to “fear and suffering”, shame, and violation of people’s dignity. It lowers self-esteem and can increase isolation. The negative view of people who receive social assistance, which is not considered a right, can result in people not applying for needed assistance in order to avoid being stigmatised.

United Kingdom: Unrecognised contributions



This dimension describes how the skills and abilities of people living in poverty are often undervalued or unrecognised. In order to cope with poverty, strength must be found.

“Getting through: overcoming a multitude of hurdles, finding coping mechanisms and survival

reactions.” There is a “need to be resourceful”. “People on [a] low budget have to budget and have to look after every penny, and it’s a life skill.” “You’ve got to use your imagination when you cook for a large family.”

Families living in poverty are not recognised for the wealth of life skills they exercise, nor for the contributions they make to society and their communities while fighting poverty. This non-recognition brings about further suffering.

3. Core experience

United States: Disempowerment

The main definition of subjugation is “*power over individuals and communities*”. People experiencing poverty struggle to be listened to and heard. “*We don’t want to speak to complain, but to exist.*” Poverty is generally defined by academics, economists, and policymakers without the input of people who actually live in poverty. Because their voice is unrecognised, unacknowledged, or ignored, they are prevented from speaking on their own behalf and from participating in society.

Subjugation creates and supports the dehumanisation of people living in poverty, and this takes place across a wide spectrum that goes from criminalisation of people experiencing poverty to passive acceptance of the fact that no one cares about people in that situation.

Subjugation is also linked to a tolerance of the idea that some people are worthy and others, not: “*If you don’t consider me worth anything, it is easier to take advantage of me.*” “*The system is not designed to evolve out of it. It keeps us in a constant phase of being below. The system put you in a situation and blames you for this situation.*”

United Kingdom: Suffering in body, mind and heart

“Poverty is not being able to smell the flowers because the stress of life gets in the way.”

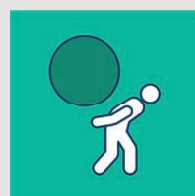


This dimension — suffering — has a profound impact on well-being: “*If you live in a deprived area, life expectancy drops dramatically.*” Poor health and lack of energy reinforce poverty.

It has an impact on mental health: “*Poverty plays with your emotions*”; you “*look for an escape from overwhelming problems*”. It generates negative emotions such as shame, embarrassment, guilt, and anger. In short, “*poverty is feeling guilty for what you do not have and you cannot give*”, and at the same time, “*guilt about having anything nice*”.

It also has a negative impact on people’s identity, as they do not feel recognised as human beings. “*Poverty is the degradation of people.*” “*Poverty means you feel invisible, like a ghost.*” Finally, it limits joy, hopes, and aspirations: “*Poverty means you are not allowed to be happy.*” It “*kills dreams and cages the dreamers*”.

Tanzania: Combat et résistance



Intimately linked to the dimension of suffering is the dimension of resistance to poverty: strategies and struggles. “*The person in poverty never gives up searching.*” People living in poverty tend to share the little they have with others, even at the risk of reducing their own resources, and this creates hopes of courage, a sense of common struggle, and solidarity. For example, they share their food, and lend one another clothes or utensils. They organise collective work, such as farming. This mutual aid makes it possible to resist. There are many motivations: “*Sometimes, I feel sad. I don’t know where my next meal is going to come from, but when I think about my children, I gain energy, strength to find food for my children. I hope that when they grow up, they will get out of this poverty.*”.

4. Modifying factors

Tanzania: Identity

Women face inequity and inequality in areas such as education, inheritance, and land. Also, they cannot undertake paid work because they are constricted by a patriarchal system. *“Girls are denied their right to get education. While a boy is sent to school, a girl is married off. Even when marrying, they are given instructions by their parents to obey and respect their husband, and they have to do so. In this way, a woman is imprisoned by harmful traditions and customs.”*

United States: Timing and duration

The moment in life when poverty is experienced affects its intensity, its impact on people, and their chances of getting out of poverty. Over a long period of time, poverty leads to an accumulation of pressures and demands, with more serious repercussions. Repeated periods of poverty exacerbate suffering because hopes and aspirations are thwarted. Time is out of the essence when people are in urgent need of resources: *“You think, if I can just make it to the end of the week everything will be okay.”* But too little time is given to become independent when a person receives help, such as in shelters. A life spent in poverty can cause trauma; the life span is shorter. *“Since my great-grandfather came here as an immigrant, poverty has been persistent in the family, despite their best efforts. They struggled just to keep their head above water.”*

Bolivia: Location

Families with fewer resources often live in areas that are more prone to natural disasters and in urban areas further from the center because rents are cheaper there. This influences their quality of life in the areas of education, health, and work. It also affects access to basic public services including sanitation, transport networks, and street lighting – and leads to greater vulnerability.

Bangladesh: Environment and environmental policy

Environmental degradation, the use of pesticides and plastics, and climate change lead to famine and air and noise pollution. *“Farmers using more chemicals in their land cultivation to make more profit which are very much dangerous for the climate and the land”.* River erosion has a strong impact on the work of the population. Families have no means to protect themselves: *“Because of river erosion, we lost all our farming land and now we have to work in other people’s fields to make a living.”*

Tanzania: Cultural beliefs

Different social groups have specific cultural practices, some of which are beneficial; but others are harmful and contribute to poverty: *“Being involved in superstitious beliefs, for example being attached to traditional witchcraft in the hope of becoming rich or bewitching others.”* Early marriage, preference for sons and the implications for the status of daughters, early pregnancy, and the dowry price all contribute to poverty.

IV. Projects across continents

The violence caused by extreme poverty, ignorance, destitution, and contempt all isolate people and lock them in silence, sometimes to the point of making them doubt they belong to the community. Eradicating poverty is a challenge for all of society. Seeking to bring together people from all backgrounds to think, take action, and interact differently, ATD Fourth World carries out projects in more than 30 countries with the aim of reaching people living in extreme poverty and exclusion. These projects also aim to create lasting links with members of the public, civil society, and public institutions.

Following is a selection of the many projects implemented in 2019 by ATD teams around the world with the goal of putting an end to poverty.

AFRICA

ATD Fourth World volunteer corps members are part of the grass-roots teams in Burkina Faso, Central African Republic, Democratic Republic of Congo, Kenya, Senegal, and Tanzania. There are other teams in Burundi, Cameroon, Ivory Coast, Mali, and Togo. ATD Fourth World has also developed partnerships with local or regional associations and NGOs in other African countries through the Forum on Overcoming Extreme Poverty.

ATD Fourth World has developed different projects in different countries with people living in extreme poverty. These projects involve people, organisations, and services concerned with the struggle to overcome poverty in the following areas:

- promoting access to knowledge and culture;
- fostering knowledge and defense of one's rights;
- reconnecting young people living on the streets with their families and communities;
- involving members of the public in supporting the participation of the most dispossessed people in social, cultural, and economic life;
- training in public expression; and furthering education for peace with children through the Taporì network, and also with adults, particularly for reconciliation initiatives in certain conflict zones.

International Day of the African Child 2019: Taporì children take action

Established by the Organisation of African Unity on 16 June 1991, the International Day of the African Child commemorates the massacre of hundreds of South African children in Soweto during a march for their rights in 1976. Beyond this commemoration, it is an opportunity for African states to take stock of the rights of the child in their respective countries and to seek to take measures to improve the well-being of children. In 2019, the theme chosen was “*Humanitarian Action in*

Africa: Children's Rights First”. For ATD Fourth World, this day offered an opportunity to highlight what children already do to overcome poverty and to make known their proposals for advancing their rights.

In **Burkina Faso**, Taporì children, the “Hidden Talents” of Ouagadougou, met with the mayor of their municipality to discuss the right to education and housing, addressing in particular the issue of unplanned neighbourhoods.

In **Senegal**, a book of children's testimonies was

produced to bring to light how children's rights are, or are not, respected in their neighbourhoods. In the **Central African Republic**, in Koboro, a landmark meeting on the theme "*Mediation and social cohesion, the key to peace*" brought together children and adults.



In Danzi, a march under the theme of "*Peace and union*" marked the day, as well as a drawing competition on the rights of the child. In **Madagascar**, a meeting of a thousand children was organised in a public garden.



Central African Republic New socio-cultural mediators ready to contribute to peace

From March 2018 to February 2019, **five young women and seven young men participated in the social and cultural mediation training** set up by ATD Fourth World and its partners. Each of them took a commitment in their community to offer gestures of peace to set against the violence that their country has gone through. This training gave them the tools to better identify and understand problems with the aim of helping community members come together to find common solutions and to experience the joy and pride of working toward a common goal. The primary objective of this training is to **gain recognition of the function of forging links, of restoring a shared community**, which is often carried out spontaneously by young and old alike and which contributes to building peace in an inclusive way, with discretion and perseverance. The projects selected by the young people reflect their roots in the neighbourhoods and the direction they want to give to their civic activism. A three-day seminar that ended the 12 months of training focused on four themes: education, youth, community and family, and free movement and free choice of residence. Across all these themes emerged the issue of gender. The young people's time together was rooted in the dignity of the country and its struggle for peace,

and was marked by a minute's silence in memory of those who have disappeared this year, swept away by violence, crushed by poverty, or overcome by disease. Participants sang the song *Zo Kwe Zo*, "*Every person is a person*", a hymn to peace within the human family.



The group of socio-cultural mediators of the Central African Republic

Rwanda

Meeting of Taporī facilitators in Kigali

A meeting in Kigali, Rwanda, in August brought together forty or so Taporī group facilitators to network, train, and highlight actions of solidarity by children. Throughout Africa there are more than 80 of these facilitators and those in Street Libraries, and they support more than a thousand children. Aiming to **sow hope and peace in their countries, they are united by the same Taporī ideal of creating a worldwide network of children who are friends of the “friendless”**: *“The worst thing about being poor is being alone, without friends, rejected, and despised. You end up telling yourself that you’re not a child like the others. Friendship is the most important thing you can give.”*

The participants spoke about the commitment they make every day with children. Through real-life stories,

each person evoked **children whose courage and confidence motivate everyone**. These stories inspire mini-books and other channels that help children better understand the lives of other children around the world.

Participants stressed the importance of preparing with children to carry a public message, a process that requires real listening in the long term. **In order to fully understand what children are saying, adults need to have a deep dialogue with them**; for this, the children must feel encouraged, not intimidated or influenced in their opinions. They must be free to express themselves after taking time to reflect on their own and with others. The facilitators learn about ways to support the children by sharing experiences and participating in training sessions like the one in Kigali.



Taporī facilitators in Kigali

INDIAN OCEAN

ATD Fourth World is present in the Indian Ocean in Madagascar, the Republic of Mauritius and Reunion Island. The main projects developed in the region with people who have experience of poverty include access to knowledge and culture, meetings among families of the same island, and Fourth World People's University sessions, where everyone is encouraged to express themselves.

Mauritius A society committed to children's success

The World Day for Overcoming Poverty was marked in Mauritius on 19 October 2019 around the theme: "a society committed to children's success". For half a day, children, parents, NGO leaders, and high-level officials from ministries and institutions shared their thoughts and discussed this challenge to human rights.

In a presentation of singing and dance movements, the children proclaimed their messages, including this one: *"We believe that parents with problems need to be helped so that they can cope. **They shouldn't be separated from their children. Parents love their children and children love their parents.**"*

Parents experiencing poverty who regularly participate in Liniversité Karmond Moris (the Fourth World People's University of Mauritius) also conveyed their messages: *"Our children cannot go to school on an empty stomach. You give our children school materials and uniforms, but the most important thing is that the teachers have the desire and the determination to make our children succeed."*

The president of the Commission on Human Rights said: *"In the past our elders lived in a society where everyone took care of each other because they knew the value of the family and respect. Today violence has taken place in our society and we must protect our children from the violence that is escalating in Mauritius."*

After these messages there was a time of exchange in the plenary session, which started with the parents' appeal: *"**We have heard the cry of the children: 'You great leaders, protect our rights'. What answer are we going to give those children?**"*

In the afternoon, participants met at the Port Louis waterfront around the commemorative stele in honour of the victims of poverty, joined by dignitaries and families from other districts.

There, through testimonies, slam poetry, and songs, they paid tribute to the courage and determination of

the families most in need. Families from different neighbourhoods had brought stones, symbolizing the struggle of their neighbourhoods to be freed from extreme poverty. They placed the stones, along with messages, in front of the stele. Delegates from Anoska wrote: *"Our stone represents the history of our exile from La Pipe to Anoska (Nou Ros koz lor nou legzil, de la Pipe à Anoska)." Twenty years ago, 77 families were forcibly relocated from the village of La Pipe to Anoska. Uprooted, these families were not supported by any policy of socio-economic integration and were subjected to pressures that undermined households. The stigma of this uprooting is still present today.*

Cardinal Maurice Piat said: *"It is very symbolic that we are gathered here, surrounded by all these great buildings that represent wealth, to listen to your testimonies, your struggle, to learn about your strengths, and to challenge society."*

Tribute in front of the stele of Mauritius



Madagascar

Residents in solidarity for their neighbourhood

One of ATD Fourth World's priorities is to "promote an economy that respects people and the earth". Often the skills of people experiencing poverty are not recognised, and their contribution to a more inclusive society is not valued. The project described below shows that when people come together and draw on each person's knowledge, they can cope in their own neighbourhoods with difficult environmental conditions.

In the district of Antohomadinika, in Antananarivo, the capital of Madagascar, it is impossible to walk without having your feet in the water during the rainy season. This has an enormous effect on living conditions. Houses are damaged, traffic is disrupted, and humidity and poor sanitation can cause disease.

People are hungry for change, they want to have better living conditions. They want their children to grow up in a healthier environment, with less poverty. They would also like, some day, to no longer be excluded and labeled lazy because of their poverty.

An ecological community project

Faced with these challenges, local residents mobilised to obtain better sanitation in their neighbourhood, in partnership with ATD Fourth World and the Malagasy association Miharisoa, experts in the field. The project enabled them to pave the main alleyway with cobblestones made from recycled plastic bottles. Young people in the neighbourhood were hired to carry out the work, and they received training in manufacturing and laying paving stones. Miharisoa also

trained participants in plastic waste collection and sorting, in masonry, and in security technology, increasing their ability to enter the workforce.

As they improved the neighbourhood, they also helped to recycle bottles that clogged the gutters or littered the streets and that provided raw material for the paving stones. Periodic solidarity work camps led by ATD Fourth World have also helped clean up secondary canals.

A 90-metre length of the alley was cleared in 2017 as part of this project. Residents can now move around more easily and safely. In 2019, a new project cleared an additional 235 metres of this alleyway, which is used by more than 2,000 people every day.

"We must continue making alleyways in the neighbourhood because with alleyways made of ecological paving stones, the neighbourhood becomes beautiful and clean. This project gives young people training and work. When we have all the alleys paved, we will need someone to see to the cleaning and upkeep of our communal property."



Antohomadinika residents mobilized for their neighborhood

NORTH AMERICA

ATD Fourth World has been present in the United States since 1964, when members of the volunteer corps worked in New York during the US's War on Poverty. Since then, ATD has developed projects in New Orleans, rural Appalachia, and Gallup, New Mexico.

ATD sent volunteers corps members to Quebec in the early 1980s to learn from the many community groups working for justice how they were taking into account the most excluded people. ATD rallied people around the World Day for Overcoming Poverty, and commemorations now take place in several cities and villages in the Province of Quebec

USA

• New Mexico

Story Garden develops bond within the family and the community

The Story Garden project supports the development of reading and artistic skills for all members of the family, from the youngest to the oldest. It takes place every Saturday at the flea market in Gallup, New Mexico. The project marked its seventh anniversary in 2019.

The strong relationships it has built over the years led to the opening of a second Story Garden in the remote community of Gamerco, north of Gallup.

A grandmother whose grandchildren had been attending the Story Garden for several years explained that it helped them develop their minds. Teachers complimented her granddaughter on her artistic creativity and reading progress.

This same grandmother wanted to bring the benefits of the Story Garden into her community. First, she joined the ATD facilitators and helped to run Story Garden for some years. Recently she took them to a trailer park near her home, and this is where Gamerco's Story Garden now takes place every Friday afternoon.

As a facilitator, the grandmother also initiated a banner project that was carried out in Gamerco and at the flea market. In both Story Gardens, adults supported their children in this impressive name-sewing project. In April,

the dedication of the market banner was a source of great collective pride. As for the Gamerco banner, it brought many generations together at a memorable party at the trailer park in August. A child from Gamerco concluded: *"The banner is important because we put our names on one side and our parents' hands on the other side."*



The children meet at the Story Garden

• New York

A dialogue between generations

In 2019, some parents asked how to help their teenagers feel comfortable in the Fourth World People's University sessions so they could contribute their own ideas and initiatives in overcoming poverty.

During a session focusing on young people, which many

young people attended, participants enacted Forum Theatre scenarios in which people's different perspectives provoked in-depth conversations. The participants understood what adults wanted for their children and what teenagers want as they grow into adulthood, and that kindled feelings of hope.



Intergenerational support in New York

One guest, a high school teacher, remarked, “As a child, I felt that adults were not listening to me. So today, I try not to be that person, that adult.” The student guests and other young participants joined in

Canada A family festival

ATD Fourth World has been present since 2009 in the Hochelaga district in Montreal, where it conducts Street Library projects and the Festival of Shared Knowledge. This festival offers a place where everyone can share their knowledge, where they can **put aside conflicts, connect with one another, and learn new things together and as a family.**

A few hours before the start of the festival in late August 2019, young people from the Joliette housing estate were playing in Edmond-Hamelin Park. Some of them knew it was the day of the festival and had come to help set up the workshops. **Everyone started by cleaning up the park with pincers and gloves that people from the eco-district had lent** them, which also reminded them

the scenes and the dialogue enthusiastically and took away new insights for relating with parents and teachers. The parents said that these sessions offer a safe space for discussing different types of parenting. One member said: “*You learn things from one another. It’s hard not to say, ‘I know you’re about to make a huge mistake,’ but you want to give them the room to make that mistake and learn from it.*”

This session of the Fourth World People’s University reached its goal of offering a safe space. Listening to and learning from young people brought new understanding between generations. It also led ATD Fourth World members in New York to continue involving young people. A guest at this session offered to lead a rap songwriting workshop for young people, who went on to perform their original work at the 17 October commemoration at the United Nations

of the benefits of recycling. Facilitators started arriving, and the workshops began to take shape: a colouring workshop here, musical instruments there.

The music workshop began quietly and ended with a jam session of percussion, guitar, and singing involving people of all ages. Workers in neighbourhood organisations led some of the workshops, taking this opportunity to meet the residents of this part of Hochelaga where few outsiders come. Not far away, a photo studio was set up between two trees, waiting for people to come and dress up in the colourful clothes displayed nearby. The participants chose their clothes: a hat, glasses, necklaces, a scarf, and once everyone had created their character, Karim the photographer immortalised their moment of joy.



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LATIN AMERICA AND THE CARIBBEAN

The International Movement ATD Fourth World has been present in Latin America and the Caribbean since 1979 and is currently active in eight countries: Bolivia, Brazil, Colombia, Guatemala, Haiti, Honduras, Mexico, and Peru. The projects in the region are based on fundamental issues, including access to quality education for all, an economy that respects people and the land, the promotion of culture for all; and active, participation in the life of the community and in the advancement of its knowledge.

Guatemala Growing, supporting and learning

Among ATD Fourth World's main projects is the promotion of alternative work experiences where **people marked by extreme poverty create new economic resources** and rebuild social relations. Starting ten years ago, ATD has initiated Working and Learning Together (WLT) projects that reach people working in the informal sector, or excluded from the world of work, and invite them to participate in **an income-generating, formative and rewarding activity** that consolidates social ties. It's about making handicrafts. Some people and members of WLT shared their thoughts on the importance of work and its sustainable conditions for life.

A woman in the project said:

"As well as providing an income, working lets us grow; because if we don't have work, we don't grow; we don't advance; and we have many setbacks in life. Working gives us a sustainable life."

Growing, supporting, learning: Working and Learning Together

"At Working and Learning Together, we work and learn, we are not exploited, and we experience and share moments of joy. There, we ourselves have to take responsibility. We aren't monitored constantly, but we have tasks to accomplish. There isn't a boss telling us we need to clean up, but we know we have to do it."

Brazil Supporting all communities to move forward together in overcoming poverty

For seven years, two members of ATD Fourth World have been living in Mirantão, an isolated village at an altitude of 1,100 metres in the state of Minas Gerais, far away from the cities where they are initiating an



Artisan of the project Working and Learning Together

A craftswoman in the project points out: **"Something very important that I learned at Working and Learning Together is solidarity. But this isn't the only place I practice solidarity. I also apply it outside the programme. That's something I didn't do before, but now I do, and it feels good."**

agro-ecological project. They know almost everyone and are valued by the thousand residents scattered throughout the mountains. They seek to **support the concern for the most excluded in the community,**



Indigenous people of the State of Bahia

ready to travel miles to see people; for example, Donga who does not yet have electricity, Julia who cooks over a wood fire, and Paola whose son is in prison. One of them participates in meetings of mothers to demand that a fifth class be created at the village school. Without this, children are forced to go to the nearest town, which is more than an hour away by bus.

Peru

The field library; the library that comes to us

The field library, like the street library, aims to respond to children's desire to learn, by encouraging exchanges, discussion, reflection, and creativity, and by easing their anxiety.

Every week in Cuyo Grande, a team of ATD Fourth World volunteer corps members prepares the field library. **The facilitators walk around the community with their backpacks, bringing illustrated story books** and their own ideas, to go out and meet the children. When the children see them, they come out of their houses, as if they hear the call of the books. The shyest ones hide behind their door and take some time before daring to look at the others and the facilitators who bring them together with love and joy.

Children at the field library



This community seems very isolated, yet manages to **have profound interactions with other people**. In the state of Bahia, ATD Fourth World is linking up with Indigenous peoples, who are still discriminated against in Brazil; and in another region they are collaborating with a community of the Landless movement*, who cultivate organic produce and focus on crop diversification, reforestation, and medicinal plants: *"It is important to make the link between the residents of Mirantão, the Landless, and the Indians — all those who are working for a more fraternal world. Their capacities and their dynamism give hope and open up paths."*

Together, they manage to **step away from the individualistic path, to pay attention and be available to other people**. In the hope of building a society free from extreme poverty and all the suffering it creates, they are forging together **new ways to preserve the planet, starting from their own struggles**.

Edith, one of the facilitators, looks at a little girl hiding behind a wall, beckons her, and says: *"Haku, mana qanwanqa manan qallarinmanchu!"* (Come on, we can't start the library without you!) Then the little girl shyly takes her hand and comes to join the other children.

A library that lives between two languages

The children in this region are bilingual in Quechua and Spanish. At the library, Edith invites the children to read and talk in Quechua, but she also reads in Spanish. If they want to ask a question or comment on a book, they are free to choose the language they prefer, even though most of the books are written in Spanish.

Children, parents, and facilitators always try to offer the best of themselves, because they know that this library is also a **place for building a living culture** and, through it, the possibility of being able to express themselves freely

* The Landless Movement is a people's organisation in Brazil that campaigns for landless Brazilian peasants to have access to land to cultivate

ASIA

ATD Fourth World has teams in the Philippines and Thailand, and partners with Asian NGOs in other countries and regional UN organisations to give a voice to families and communities living in extreme poverty.

In 2019, ATD Fourth World members in Asia were especially active in highlighting the experience of ATD pilot projects in the field of education. Through advocacy at UNESCO, conferences, and projects with Asian universities, they pointed out the success that can be achieved when educational projects are grounded in a genuine partnership with parents and communities.

The Philippines All children can learn if their knowledge is valued

In September 2019, three ATD members from the Philippines took part in UNESCO's **Inclusion, Mobility, and Multilingual Education Conference** to explore the importance of inclusive language in education and development. In the workshop "*Community Engagement in Education*", they spoke about a literacy programme that has been in place for more than five years and is aimed at **building the self-confidence of children who fall behind in traditional schooling** because they cannot learn to read and write Filipino. In a project called "Ang Galing" ("You're Great"), **the children are encouraged to take an active role in their own learning**. The parents, recognised as the first educators of their children, are integral partners in the project. Anyone aged 16 and over who can speak, read, and write in Filipino can apply to volunteer as a tutor. No teaching license is needed.

Ms Tiglao spoke of her experience as a community facilitator in the project: "*Children who fall behind in school do not want to recite in class because they do not want to be laughed at if they make a mistake. If they are able to read, they do not understand what they read. Because the environment in Ang Galing is unstructured, the exchange of knowledge is fun so the learners enjoy learning, because they do not feel that it is a chore. A child who had stayed for four years in first grade managed to finish primary school. There were some who stopped going to school but have returned. This is possible because through Ang Galing, we build links with school principals and teachers in the schools where our learners are enrolled.*"

Ms Olata, a community facilitator in the project and mother of an Ang Galing student said: "*I work outside our home and have very little time left for my family. When I used to teach my eldest child at home, he would not sit still; it was difficult. He learned to read and write in Filipino when he joined Ang Galing. I saw the changes. At home, he began to read the words that are flashed on screen. He was also able to read the sign boards on the street. I was so happy when I first heard him read a book without pausing or cutting words. He graduated from Ang Galing on March 2019.*"

"All children can learn if their knowledge is valued", concluded Ms Reginaldo, who co-manages the project with the community facilitators and volunteer tutors.

ATD delegates from Philippines with a delegate from Thailand



Bangladesh

Children contribute to the international research project on the hidden dimensions of poverty

« *Don't limit a child to your own learning, for he was born in another time* » Rabindranath Tagore, Bengali poet-philosopher

In the context of a three-year international project, the Bangladeshi national research team involved groups of children from different local NGOs in the research process to learn about their experience and perceptions of poverty. One of the characteristics of poverty the children identified was: "No one listens to young people's opinions."

In Huzurikanda (Sherpur District) and Mymensingh in Bangladesh, delegates from two children's research groups participated in a workshop. They **wrote true stories illustrating the specific dimensions of poverty** that they had highlighted during the research. But because writing stories is not always an easy process, the children and facilitators first practiced through a game: each participant told their story using different

characters and situations suggested in the game before writing their stories independently.

Children face a double challenge. They see their parents, whom they love, having a hard time coping, struggling to provide for the family, yet feeling disempowered. With great courage, many children look for ways to support their parents, giving the entire family more strength. One child explained: « *My father works very hard. There is no-one who can help him. I want to give my father a hand but he doesn't agree to this because work would be very tough and could harm me* ».

At the end of the workshop, children rewrote their stories as theatrical scenes, which they performed enthusiastically. Shaun concluded, "*We learned to connect our stories together and perform them in a play.*" "***We know the sacrifices our families are making.***"



Group photo of the children of Huzurikanda

EUROPE

The International Movement ATD Fourth World was founded in France and is now active in 12 European countries. While it carries out projects in each of these countries, it also organises trans-national gatherings of young people and adults for training and artistic and cultural initiatives. ATD acts as a link between the local, national, and European levels by promoting collaboration and exchanges between the most excluded people and those with responsibilities in the different Member States and the European institutions.

Luxembourg

Discussing the impact of national and EU policies on families experiencing poverty

The Fourth World People's University, started in 1972, offers sessions for dialogue and reciprocal training between adults living in extreme poverty and people who are committed to taking action alongside them. Participants come to offer their own experiences and knowledge and to learn from one another. In these meetings, everyone can express an opinion or a thought and see how they compare with those of other participants. From this merging of knowledge, a new way of thinking can emerge, rich in the diversity of those who create it, and indispensable for formulating policies a truly democratic society.

In January 2019, some participants gathered in Luxembourg for a Fourth World People's University* meeting to discuss the theme “the impact of national and European policies on families experiencing poverty” in order to prepare for a session of the European Fourth World People's University. During this debate, three topics were highlighted: **income that is not sufficient for families to live decently, housing problems faced by many people, and the placement of children.**

The participants broke up into small groups and chose the topic that best allowed them to express their experience. Then, in a plenary session, they discussed the different testimonies and proposals that had emerged. Here are a few examples:

*“I'm having problems with the house I inherited (from my father) and we don't have the financial means to put it back in a viable condition. I **did not dare to ask for help for fear that my children would be put into care** because of the living conditions. No heating, no bathroom, the walls getting more and more damp.”*

“When my children were removed, I couldn't see them for the first two months. They told me it was to make the children get used to the home more easily.”



Fourth World People's University of Luxembourg

* International Advocacy chapter

Ireland

Ending socio-economic discrimination

Both at the level of the European Commission and in individual countries, ATD Fourth World advocates for the recognition of poverty as a criterion of discrimination. In France, a first success came in 2016, after six years of effort, with the adoption of the law against discrimination on the grounds of social insecurity.

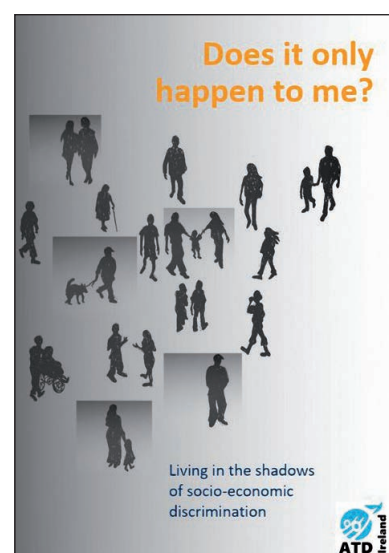
In this context, delegations in Ireland prepared a report, “Does it only happen to me? Living in the shadow of socio-economic discrimination”, which was presented in September by Senator Lynn Ruane at an event organised by ATD Fourth World Ireland. The report provides the results of eight months of work with sixty participants from disadvantaged backgrounds in the Dublin area.

« **Discrimination is everywhere, not just schools or taxis or buses.** It's everywhere –it's out on the streets and it's not nice you know. The way I see it is that it's a disregard for people, that people can be overlooked because there's a stereotype that's being reinforced ».

Almost all the people consulted said that almost every day they experience **unequal treatment based on socio-economic factors** such as their origin or their way of speaking or dressing. This daily experience and its impact on mental health and emotional well-being cannot be fully understood by people from other socio-economic backgrounds. Also, this discrimination translates into a feeling of inferiority: “I feel that they are above me; feel like they have more rights than I have, even though they haven't ».

With the support of the Service Users' Rights in Action group, the authors drafted **19 recommendations for various stakeholders**. These recommendations were discussed in the auditorium of the Irish Human Rights and Equality

Commission by academics, elected representatives, civil society organisations, and people with direct experience of discrimination. A group of NGOs hopes that this report will contribute to the inclusion by 2020 of an additional ground of discrimination in the Irish equality legislation. Recognition of and protection against socio-economic discrimination would lead to new training courses for professionals and public officials as well as the official recording of occurrences of such discrimination.



Bulgaria

Meeting workshop: “Inclusive education for all”

Present in Bulgaria since 2015, ATD Fourth World seeks to learn from people in the countries of south-east Europe — to get to know and be inspired by their initiatives against extreme poverty by engaging with people who live it.

An international workshop was held in Plovdiv, Bulgaria, in early September 2019, the result of several years of ATD Fourth World Movement's presence in south-east Europe. Aiming to foster mutual understanding with individuals and groups working to overcome poverty,

the meeting drew from the experience of the Mobile School Stolipinovo (Bulgaria)*.

* This project rests on the combined expertise of three groups: The Architectural Workshop for Children, Discovered Spaces, and ATD Fourth World.

For three days, **thirty participants** worked on the theme “*Inclusive education for all*”. **They were parents, professionals, facilitators, and members of communities and neighbourhoods who are experiencing poverty**, and they are involved in educational projects in Belgium, Bulgaria, France, Hungary, Romania, and Serbia. The meeting was held in five languages.

During the first two days, **participants described their life and work experiences in interactive workshops** and learned from one another’s best practices. “*I was shocked by the cruelty of the conditions for children living in the streets.*” “*Despite different situations in each country, some of the poorest parents’ concerns are universal.*”

Then the participants identified challenges they face and wanted to work on together. They established priorities, which all have one thing in common: it is not possible to achieve inclusive education for all without **involving parents first and foremost, while at the same time seeking the participation of all other education stakeholders**.

At the end, one participant shared her impressions: “*The time I have spent here has helped me appreciate the work of all these people who are struggling for change. Things don’t seem as dark now, and it has also given me a broader perspective.*”



Meeting workshop in Plovdiv, Bulgaria

France

• An ideal society? Young people take up the challenge

In Bourgogne-Franche-Comté in August, ATD Fourth World brought together more than 150 young people from different backgrounds to discuss the theme: *Let’s build an ideal society that leaves no one out.*

“*We dared to dream of an ideal society, sleeping in tents, going on stage, trusting, getting to know one another, talking about ourselves, talking to others. . So don’t forget to dare!*” It was with these words that the members of the ATD Fourth World Youth Initiative concluded their national meeting. During these three days, the programme was intense. There were **times when the young people spoke about their difficulties and their doubts, but also about their successes;**

there were moments of reflection when they imagined what the basic laws of an ideal society would be, and went on to draft a constitution, having heard from the organisation Diffraction about non-violent action as an impetus to bring about change; there were creative workshops, where some of them discovered a talent for slam poetry or calligraphy; and there were sports, games, and long discussions by the fireside late at night.

This meeting **responded to a request from young people who wanted to get out of their neighbourhood and meet other young people.** It was designed to have participants reflect on what ATD Fourth World



must do to move towards a better society, where young people have their place. It also asked them to consider what challenges in the future must be overcome, since an ideal society can be built only with the help of young people, who are full of ideas to improve it.

During these days that they spent in “a bubble outside of daily life”, some of the young people said they discerned “something that strongly resembled an ideal society”, made up of listening, respect, and kindness. After their time together, **the young people went back with new energy to work for a better society in their neighbourhoods** and other places they gather.

• Taking action to avoid school segregation

“Merging of Knowledge®” is a process that creates the conditions for the knowledge of people experiencing poverty to interact with the knowledge of academics and practitioners. The merging of these different types of knowledge generates more comprehensive and inclusive knowledge and approaches.

The CIPES (Choosing inclusion to avoid segregation) action-research aims to end a “social wrong”. This research was prompted by hard facts: **75 per cent of the pupils in special education are from disadvantaged backgrounds.**

ATD Fourth World decided in 2016 to examine ways of avoiding this segregation and ending discriminatory decisions in education. **After a first three-year phase of research** with education professionals, university researchers, and parents, **twenty schools became involved in the CIPES research in September 2019.** Teams of teachers and researchers first worked on perceptions of extreme poverty throughout the metropolitan area.

“We need to change the labels put on our families,” said a Fourth World activist.

This situation will change only if there is a change in attitudes. This is why the Merging of Knowledge and Practices® is essential: it creates an opportunity for **families and schools to meet** so that each can understand how the other perceives the situation. This approach met the expectations of everyone involved: the pupils and their families; mainstream teachers who often had to struggle; and special education or specialised teachers, whose skills could be put to use in mainstream education.

VI. Perspectives of the International Movement ATD Fourth World

by Isabelle Pypaert Perrin, Director General



International Leadership Team ATD Fourth World

Rear: Isabelle Pypaert Perrin (Director General)

Front (l – r): Deputy General Delegates: Álvaro Iniesta Pérez, Martine Le Corre and Bruno Dabout

During April 2020, our world was plunged into an unprecedented crisis. The Covid-19 epidemic has spread everywhere. In some countries, health care systems are overwhelmed but holding up. Elsewhere, the fear is that an outbreak of contamination could bring many more deaths, particularly in countries where health facilities are fragile, and where very few people have health insurance. This is not only a health emergency; it is also a human one. This crisis sheds a relentless light on our societies' glaring inequalities, and on the injustices and violence, now seriously aggravated, that people in poverty suffer. They are showing incredible energy to cope, yet on every continent, because of the measures taken to combat the epidemic, hunger is an increasing reality for so many whose daily survival depends on informal activities and who, without social protection, are at the mercy of the slightest setback. With neither savings nor reserves, they are faced with a stark choice: to go out to find work and risk being infected, or to see their children starve.

In some countries, public authorities can provide emergency food and benefits. Despite this, all too often, in the face of hunger or disease, people living in poverty can only count on the solidarity that exists between them. For many, protective measures are simply impossible. What can you do when you live in unsanitary, overcrowded housing or on the streets? How can you wash your hands when you have no access to clean water?

Schools have been closed. Children who have difficulties at school are at risk of dropping out for good. In some countries, the school year will be lost, a terrible blow for children and young people, and for parents who have put so much effort into getting them into school. Many children will not return to school. The digital divide marks a separation between one part of society still able to communicate, exchange, learn and work with the usual intensity, and another one where people find themselves isolated in their homes or neighbourhoods, cut off from the exchanges that bring social life and resources..

The epidemic that is shaking the world is also shaking our Movement.

It is compelling us to rethink our presence and our projects: despite the constraints, how close are we keeping to the most vulnerable families, so that together we can find ways to respond to the harshest blows? What programmes should we initiate to face up to this health emergency, the threat of hunger, and the thirst for learning children deprived of school have? What reflective spaces should we create with others to find ways forward in today's crisis and prepare for its aftermath?

In Bangui, ATD members continue preventive efforts by setting up mobile water sources in the neighbourhoods, providing the soap and water needed to wash their hands regularly. In Bukavu, the team has approached the local authorities to obtain free access to water in accordance with the government's commitments. Young people there walk for miles to inform very excluded people in remote neighbourhoods about appropriate protective measures. In Guatemala City, the team opens the Fourth World House to the young people who live and work beside the refuse dump so they can rest, shower and wash their clothes. «Or else, we will be the first to die,» the young people tell them. They survive on the streets by looking after each other.

In the Philippines, as in France, Spain, Guatemala and Madagascar, our Movement's members have rallied to provide emergency relief, ensuring that it does not weaken community efforts or create further humiliation. In many places, people are making masks. Here and there, we support the families' projects, helping them to run their small businesses against the odds, finding buyers for the families who make carpets out of fabrics salvaged from the rubbish dump. In Haiti, following the closure of schools and the ban on gatherings, the team has had to suspend its group activities, yet they have kept the nutrition programme going with small children and their parents.

A campaign of solidarity between children has started bringing them together from country to country without them leaving home.

In Noisy-le-Grand in France, in Montreal and elsewhere, ATD members are telling stories to children on the landings of apartment blocks or by telephone. In Tanzania, the ATD team distributes educational kits with homework to children who do not have access to school activities via the Internet or television. This involves teachers they have known through their education programmes, and who they supported in their efforts to be creative with their students.

In many places, conference calls between Movement members have been launched. This enables groups of people with a similar experience to get to know each other better, share their ideas, find ways of resisting the crisis, and to think about what should happen afterwards. In Switzerland, Spain and the United States, discussion groups using social media are preparing the next People's University meetings.

At this time of collective anxiety, we are sparing no effort to make local and national authorities and international bodies aware that the hardship people in extreme poverty face is acutely aggravated by the crisis.

A worldwide dialogue between members of the Movement has also been set in motion to reflect together on its aftermath.

Institutions and public figures are already drawing lessons from the crisis. A growing number of voices are asking that it give rise to a new social contract, and an urgent reappraisal of meaningful economic development that leaves the planet habitable tomorrow. Solidarity and relationships are emerging as essential values. Political leaders are becoming increasingly aware that health care cannot be conditioned by market forces, giving hope that obstacles to financing social protection around the world may finally be removed. A debate on education will take place at the end of these months of school closures, where teachers, like health workers, have shown a tremendous commitment, even though they might not have reached all children. And what about economic recovery plans? Will we be able to rethink the future and link respect for the earth with respect for human dignity? A pandemic that affects all walks of life has brought countries to a standstill and put our economies at risk. Faced with the vital issue of saving people's lives, our leaders have been able to take decisions previously considered impossible. Putting an end to the human catastrophe of extreme poverty, which kills as many, if not more, people than all epidemics and wars, calls for equally determined action.

With many people calling for a rethink of the future on new ethical grounds, we want to stress the urgency of taking into account the voices and experience of those caught in the permanent crisis of extreme poverty. They have to be consulted and associated in both determining and implementing ambitious solutions to end this crisis. The participatory research on the dimensions of poverty carried out by ATD Fourth World in partnership with Oxford University, which is featured in this report, shows that if we seek a common understanding of today's world, it is imperative to include the voices of people in extreme poverty. The research highlights the

extent to which their rigorously constructed participation brings out essential new thinking and proposals for building a fairer world.

Our ambition is to develop programmes and to create spaces for dialogue that enable the effective participation of people experiencing poverty in all areas of social and democratic life. It is our only chance to take up the challenges of our world and to meet the ambition contained in the UN Sustainable Development goals for 2030.

In our programmes and projects, the priorities we have chosen for the years 2019-2023 will be broadened to allow more innovation and to enlist new partnerships, in particular in the following areas:

- Towards an education that frees everyone's potential

In spite of the reality of going hungry and the many difficulties intensified by the health crisis, families in extreme poverty question us: «Our children are not going to school. What will become of them tomorrow?» While schools are closed, ATD Fourth World teams have transformed street libraries, festivals of learning and storytelling projects. They are bringing books and educational and creative kits, talking with children, parents, teachers and the authorities, looking to provide solutions right away. We will draw inspiration from them to build the future. Once again, through this crisis, families living in poverty show us their ability to look to the future despite their present difficulties. Thus, they are challenging us to undertake new projects with them to allow children to develop friendship, and a taste for learning and training in the skills needed in the future. On the question of education, they provoke us to strengthen our advocacy and build new partnerships.

- Promoting a society and an economy respectful of people and the Earth

The present health and economic crises require us more than ever to develop our sense of solidarity. They challenge us to face up to setbacks by inventing an economic life that is shared: supporting income-generating activities; greater sharing of resources and essential goods; protecting and valuing the environment. Through pilot projects that prioritise families and communities most affected by extreme poverty, ATD Fourth World since its origins has been engaged in a variety of economic

activities that generate both social and economic wealth, and are respectful of the Earth's riches. On the basis of projects created during the crisis, we will engage in new models of economic activity that will empower community initiatives built on what people in poverty are trying to do with the means available to them.

- Promoting a social protection floor for everyone

Providing a social protection floor is one of the key measures of the Sustainable Development Goals for 2030. The Covid-19 crisis highlights the fragile nature of our societies in which progress for some results in the abandonment of others. Will we finally go so far as to develop social protection measures for everyone and thereby make us stronger to face future crises? We continue to learn from the social protection floor we have created in Haiti that gives priority to those most in need, and we encourage ATD teams in other countries to take on a similar challenge. We will maintain a dialogue with all those who seek to promote such universal social protection at the international level and will place this challenge at the heart of our advocacy work.

- Invite young people to join forces with people in extreme poverty

The unprecedented period we are living through highlights how essential are values of solidarity, community and citizenship. We applaud the caregivers who take risks and count neither their hours nor days of rest, aware that a crisis of this magnitude requires the freedom to respond to the emergency without delay. Fighting alongside those trapped by the crisis of extreme poverty requires the same freedom. It is a call for young people to find within themselves the liberty to reach out to those who are not taken into account anywhere; to invent with them programmes that meet their aspirations and eradicate the scourge of social exclusion. Who today will invent with them an education that opens a future for all children? Who will support them in the implementation of economic projects that link creativity with the sharing of resources? Who will work with them to develop projects in the most abandoned areas of the planet that link respect for the earth with respect for everyone's dignity? These are the questions we wish to put to young people increasingly mobilized for the future of the planet; for them to engage with families and communities facing the greatest hardships, and, starting from where they are, build a world fit for everyone.

VI. Board of Directors of the International Movement ATD Fourth World

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* Mr. Cassam Uteem will end his term on October 17, 2020. Mr. Donald Lee will be candidate to succeed him.

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