

A photograph of two young boys of African descent. The boy in the foreground is wearing a blue and white plaid shirt and grey pants, smiling broadly at the camera. The boy behind him is wearing a brown t-shirt with a graphic and the word 'LONDON' partially visible, and is also smiling while looking slightly away from the camera. The background is slightly blurred, showing an indoor setting with a blue wall and a bright light source.

# 15/16 re- port

ITAKA- ESCOLAPIOS

# mission

## AND GOVERNING BODIES

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The Advisory Board is formed by the higher superiors of the Piarist demarcations where Itaka-Escolapios' projects are present, as well as by representatives of the Fraternities Boards.

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We are an organization inspired by the Order and the Fraternity of the Pious Schools to carry out their educational and social mission in the various countries where we operate. We focus on education for the most disadvantaged as the best way to change the world and build a better tomorrow; by helping new generations contribute the best of themselves with responsibility.

Gil and Martín Bravo (Indonesia); Emmanuel Suárez and José Guadalupe Álvarez (Mexico); Christian Ehemba (West Africa).

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Schoolen Kamda, la India

# letter

FROM THE PRESIDENT

As we are starting a new year, it is time to look back on last year, our new projects, the maintenance of projects that are building a better world every day, so many people who are behind these lines collaborating with their effort, so many people in charge of the work we do.

**The first word is GRATITUDE.** Thanks to everyone who make Itaka – Escolapios possible with your time, your money, your suggestions, and your collaboration. Perhaps the nicest thing when looking at the journey taken is realizing all the good people we can count on.

A simple way to thank you is through these pages that aim to synthesize so much life, so many dreams, so many achievements and so many goals that are still pending. All of this has been possible thanks to you. Thank you.

**The second word is NOVELTY.** Every year, **new ideas are emerging, necessities to be addressed**, calls that keep coming, projects to be started, and new places to be present. Such novelty brings great enthusiasm and also a major responsibility: how to respond in a sustained and efficient way to so many challenges? And along with novelty, confidence is taking shape, the assurance of knowing there are many of us going hand in hand, that the path we are creating is right, and that somehow God is still with us.

**And the third and last word is FORWARD**, as our poem goes “always go further... And when you believe you have arrived, know how to find new paths.” **The Piarist mission is still demanding us** to bring education to many children and young people who don't have such possibility, to offer the Good News of Jesus to those in need, to build a more fraternal society for all mankind. This is the great adventure of life for each of us and also for Itaka – Escolapios.

We present these pages that allow us looking back and give us renewed strength to continue this journey. Thanks, remain open to novelty and keep moving forward...

> Javier Aguirregabiria.  
PRESIDENT ITAKA-ESCOLAPIOS FOUNDATION



# year

MILESTONES



The year we expose in this report has been to Itaka-Escolapios the first of a new phase. A phase that started in early 2015 with the holding of the second meeting of the network's Advisory Board and in which the bases and priorities for the coming years were established, with the approval of the General Plan and the Strategic Plan for 2015–21. All this within the context of the challenges of the entirety of Pious Schools identified for the same period under the 47th General Chapter of the Order, also held in 2015.

Considering this as the general context of the year, we have undergone a period full of events, developments and novelties in our projects. In the following pages of this report, we will describe a synthesis of these novelties but, before we get to them, it is pertinent to give an overall look at what this year has meant, which can be summarized into two main elements: growth in mission and growth as a Piarist network.

First, **this has been a year in which Itaka-Escolapios has grown significantly in the mission that we promote from our organization.** A mission embodied in numerous programs as well as educational, pastoral and social projects, which are ultimately aimed at the transformation of the reality as key element for justice and hope. It is gratifying **to confirm how, in the various countries and locations where we are present, the general trend has been to grow: both in the number of initiatives launched, as in the number of people served, and of volunteers and staff dedicated to make all this possible.** Such growth originates from a commitment to the necessities we continue to find in our environment, and implies a responsibility to consolidate these initiatives with a long-term vision; something we know is not always easy.

Secondly, another important dynamic we are undergoing is to grow as a Piarist network, something that goes beyond the quantitative growth of our projects. By this, we mean **our progress as an international network within the Pious Schools**, which shares the responsibility of staff, economic, and organizational resources... as well as the intangible yet valuable sharing that comes with feeling involved, from diversity, in the same adventure: following the footsteps of Calasanz and remaining committed to his mission in the 21st century.

**Itaka-Escolapios is closing 2015-16 with a participation in the network of 9 Piarist demarcations and 5 fraternities** distributed over four continents: America, Africa, Europe and Asia, currently totaling offices in 15 countries. Special joy has given us the **recent addition to our network of demarcations in Mexico, Chile and West Africa (Senegal and Ivory Coast).** Also, the opening during this year of offices in two particularly symbolic places of the Piarist geography: Peralta de la Sal and Rome.

Throughout this year, we've had a **motto that has mobilized and motivated us in**

> Igor Irigoyen  
ITAKA ESCOLAPIOS GENERAL COORDINATOR



*"To contribute in the construction of a fair and fraternal society through education and evangelization, especially among the poorest and most vulnerable children and youth, as a platform of shared mission, as well as a space for meeting and participation in Pious Schools."*

**OUR MISSION (STRATEGIC PLAN 2015-21)**



School in Cameroon.

**Itaka-Escolapios: "Let's encounter."** Around it, we have experienced many moments of encounter and this motto has been present in our campaigns and important events throughout the year. It is worth mentioning here the solidarity campaign that has brought us this time to a concrete reality: that of Atambua, Indonesia. This reality is a good reflection of the openness to the future and the current challenges of Pious Schools, to which we wish to contribute in solidarity within the possibilities of our network.

It is time to **summarize our gratitude for all these encounters over the last year, especially to the people who made them possible with their commitment and cooperation.** We hope this report will serve to that purpose and to revalidate and encourage our participation in this adventure called Itaka-Escolapios. Thank you, and we will continue to see you along this journey!

### **Our principles and values (Strategic Plan 2015-21)**

- » Christian and Scholastic identity.
- » To favor the poor.
- » Comprehensive mission (educational, evangelizing and social transformation).
- » Voluntary commitment.
- » Responsible management
- » Networking



# log book



Throughout the 2015–2016 year, many people visited us with the purpose of knowing the reality of Itaka–Escolapios' solidarity network and/or to transmit to us, first hand, the situation of the various projects of the same: Patricia Bicalho, sister of the Fraternity and head of the network's Socio-Educational Center in Governador Valadares (Brazil); José Guadalupe Álvarez (Lupe), Mexican Piarist who currently resides in the community of Campeche; and Miguel del Cerro and Jarek, Piarists of the Demarcation in Chile; Javier Alonso, religious of the Piarist province of Central America and the Caribbean currently residing in Carora (Venezuela); and Stalin Nasianse, Joseph Kunnel, Osvin Vijay and Noble John, Indian Piarists; Ugo Barani and Stefano Locatelli, provincial and assistant in Italy; Juan Mari Puig, vice provincial in Brazil–Bolivia; Christian Ehemba, provincial in West Africa; along with Bertrand Dieme, assistant and currently residing in Ivory Coast; and Bernard Manga, from the community of Pantin, near Paris. Of all these visits, we gathered a brief interview with José Guadalupe, a Piarist, and members of the community of Campeche in Mexico.

## INTERVIEW / PIARISTS OF CAMPECHE (MEXICO)



“We see how the human and Christian values and principles have been forgotten by the youth and within this reality”

### **What is the reality of the Pious School in Campeche?**

We are located in the Mayan jungle of Campeche–Mexico, part of the buffer zone of the Calakmul reserve (part of the second largest biological corridor in America, after the Amazon). We are three Piarist priests working here.

### **What challenges do you want to address?**

Many young people who are currently studying or will be studying high school live in communities quite far from Felipe Carrillo Puerto, which is the only community where young people can have such education. On the other hand, we believe that the human and material resources available to the school are somewhat scarce, which translates into low academic level of the youth. This lack of resources and the distance to the school, as well as the lack



Piarist fathers from Senegal

of Internet connection, cause young people to waste their time, not do their homework, cheat in school, or take on certain vices. Additionally, the society here is rural and poor, so the homes are not big enough. This means some young people do not have adequate space inside their homes to study. That is why the proposal decided to address this need is "The housing project", which is already serving 15 young people. It is aimed at all the communities served by Piarists in this area. These are 18 communities of different sizes, traditions and cultures, all very different from each other.

The educational level in primary and secondary education... tends to be low. In addition to the fact that children and adolescents, due to various situations such as the family economy, etc., lack the materials for homework, study methods,

etc. That is why a proposal made to address this problem is the "HOMEWORK SCHOOL." Which consists of opening a space for all children and adolescents to come and do their homework properly and with assistance. We have talented, valuable youth, but with little support, something that leads them to adopt an attitude of conformism, stagnation, not value their traditions, etc. We propose a "YOUTH COMMUNITY PROMOTION" program. To train young people in leadership in each community and also rescue their traditions and customs. To create a youth network through youth groups in various surrounding communities.

We observed poor ecological culture. Forgetfulness of ecological values and principles in each community. Thus, we propose a program named "CLEAN CARRILLO."

Its organization will be managed by a youth group in every community who will have a commitment to recycle, mainly PET. This way, we avoid having this material burned, which is polluting the atmosphere.

We see, as a general problem, that human and Christian values and principles have been forgotten by the youth and within this reality. We, therefore, propose the promotion of RETREATS and gatherings with various apostolic groups.

### **What do you expect and what can Itaka-Escolapios provide?**

Information, advice and support in fundraising.

# Programs

## AND PROJECTS

### information

## Service Offices

Itaka-Escolapios operates twenty-six offices providing service and information to people from the groups, the Piarist fraternities, the educational community, the environment, and the public in general.

The following are service offices to the public that have provided information during 2015-2016: Cochabamba in Bolivia, Belo Horizonte and Governador Valadares in Brazil, Bafia, Bamenda, Bamendjou and Yaounde in Cameroon, Alcañiz, Barbastro, Bilbao, Dos Hermanas, Granada, Jaca, Logroño, Pamplona, Madrid, Soria, Tafalla, Valencia, Vitoria and Zaragoza in Spain, Libreville in Gabon, Bangalore in India and Barquisimeto, Carora and Valencia (Lomas) in Venezuela.

### international

## Fundraising and International Cooperation Offices

We have 7 people permanently dedicated to international cooperation offices in Bolivia, Brazil, Cameroon, Venezuela and Spain. Those responsible for these offices work in coordination with the other 7 persons in the fundraising team distributed over Andalusia, Aragon, the Basque Country, Navarra and Valencia.



## Calasanz Movement

During the 15-16 year, **the Calasanz Movement has been present in the 13 offices of Itaka-Escolapios with Piarist schools located in Emmaus:** Alcañiz, Barbastro, Bilbao, Granada, Jaca, Logroño, Pamplona-Iruña, Seville, Soria, Tafalla, Tolosa, Vitoria-Gasteiz and Zaragoza. 3486 children, adolescents, youth and adults have been part of these groups, supported by 454 volunteer instructors and catechists. Despite being present in one place less than the previous year, following the closure of the head office in Cordoba, the total number of members of the Calasanz Movement has increased slightly over the last year. In addition to the number of participants, another indicator with an upward trend is the percentage of participation: 39% of students in the Piarists schools who were encouraged to participate in the Calasanz Movement were part of the groups during this year.

This year, we have **carefully addressed two major issues of substance.** On the one hand, the preparation of the **Emmaus Calasanz Movement Plan for the 2015-2019 Quadrennial** based on the strategic plan of Itaka-Escolapios; and, on the other hand, a discussion that was held in all the head offices, which we have entitled **“Adapting the growth and consolidation of the Calasanz Movement to the reality of each location”**, which corre-





*The Calasanz Movement brings together 791 groups in 13 countries and 81 towns, accompanied by more than 900 educators and more than 14,000 children, young people and adults.*



Calasanz Movement

sponds to the first of 10 objectives of the quadrennial plan. Both discussions, with the respective documents generated, allow us to sort and prioritize the steps in the Calasanz Movement for the coming years, in every location and in Emmaus as a whole.

Next, we include **ten concrete breakthroughs** that have been promoted throughout the 15-16 year in the Calasanz Movement of Emmaus:

**1. Update of the Ulysses Project.** This is a training itinerary for an experience in a Piarist location in a country of the South. It consists of two years: one prior to the experience, for preparation, and one more after, to integrate the experience of life itself. This year, 12 young people from the Calasanz Movement from the Piarist provinces of Emmaus and Bethany prepared the first year of the itinerary and had an experience of one month in a Piarist project in a country of the South, particularly in Bolivia, Nicaragua, Indonesia and Mexico. In addition, another 17 young people completed their second year of the process after their experience in the summer of 2015. We have taken several steps in this area:

## Objectives of MC for 2015-19

### I. A Sustainable Calasanz Movement:

1. To adapt the growth and consolidation of the Calasanz Movement to the reality of each location.
2. To consolidate the economic sustainability of the Calasanz Movement in every place and province.
3. To accompany the training and identification of the educators and the corresponding teams.

### II. An updated Calasanz Movement:

4. To prepare and update the basic programs of each location based on the "Educational Project of the Calasanz Movement in Emmaus" and to adapt the resources used to the sociological and ecclesial reality.
5. To deploy and achieve in each location the different sections of the document "Calasanz Movement in Emmaus".
6. Moving forward in sharing pastoral and social resources between the Emmaus headquarters and the rest of the Scholastic network.
7. To intensify the vocational key in the training of educators, in the course of each group and in the different local and provincial meetings and actions.

### III. A network for the Calasanz Movement:

8. To take care of the relationship, coordination and visibility of the Calasanz Movement with the reality of each location.
9. To optimize the accompaniment to the Calasanz Movement from each place from the Calasanz Emmaus Movement team, in coordination with other provincial teams and the Itaka-Escolapios network, to strengthen the relationship between the different venues.
10. To properly locate the Calasanz Movement of Emmaus with the Calasanz Movement of the Itaka-Escolapios network and other Piarist teams.

## Calasanz Movement



Ulise and Cooperatives in Bolivia



MC Bamenda. Cameroon

- Updated the document that describes this project.
  - Formalized meetings with the accompanying adults of youth participating in this itinerary.
  - Strengthened relations with destination countries.
  - Renewed and organized the materials used in the different training sessions.
2. Discussion and breakthroughs in the **computer platform for sharing resources** of the Calasanz Movement.
  3. Selecting and **organizing materials** for groups of high school and catechumenate stages (adults) of the Calasanz Movement.
  4. Increased involvement of Calasanz Movement groups in **campaigns on each head office** (the Piarist Week, the Peace Week and the solidarity campaign with the South, mainly).
  5. Started a discussion to improve the organization, content and implementation of **joint encounters** of the Calasanz Movement groups.
  6. Promotion of **lifelong learning for instructor teams**
  7. With regard to the training area of Itaka-Escolapios, the **first official course for free-time instructors** has been launched in Zaragoza for the newly formed Itaka-Escolapios School of Aragon. Students in this first course have been instructors of Calasanz Movement groups in Zaragoza.
  8. First experience of providing **continuity in Calasanz Movement groups in their new destination** for young people who change residence for reasons of study.
  9. Start (in some cases) and consolidation (in others) of **summer experience options in Piarists working fields** for youth of the Calasanz Movement (Madrid, Lezana de Mena, Valencia and Granada).
  10. **Coordination of the Calasanz Movement's reality in nearby Piarist provinces (Emmaus, Catalunya and Bethany).** Formalized an annual meeting of the heads of the three provinces to share each location's reality and establish actions to be jointly promoted.

This reality should be added the **Calasanz Movement from Itaka – Escolapios** in **Bolivia with 422** boys and girls (265 people in Cochabamba, 85 in Anzaldo and 72 in Cocapata), 1528 in **Venezuela** (Valencia and Carora), **12** in **Dominican Republic** (La Puya), about **70** in **Central Africa** (Libreville and several locations in Cameroon)... all of this within a network of the Calasanz Movement that brings together 13 countries and 81 locations to 791 groups, accompanied by more than 900 teachers and more than 14,000 children, youth and adults.



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Txamantxoia retreat house

## Homes, retreat houses

A total of 19 schools have been supported and served through the solidarity network, four in Bolivia, twelve in Cameroon, and one in India.

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Itaka-Escolapios has managed six homes or retreat houses: Barria in Araba, Lekun-Etxea in Bizkaia, Lezana de Mena and Trueba in Burgos, La Zubia in the vicinity of Granada and Txamantxoia in Navarra.

Itaka-Escolapios is responsible for their management and administration, to be used in educational and pastoral activities, ensuring their conservation and maintenance. The Iturralde – Lekunetxea village, located in the town of Arrazola in the Vizcayan valley of Atxondo, received 2,571 people and was occupied a total of 177 days during this year.

Errotazarra – Barria, in the Alava municipality of San Millán, more than 2,555 people were hosted at its facilities, and was occupied a total of 132 days. El Cortijo Calasanz is located in the Granada municipality of La Zubia and received 2,505 people throughout the year during 72 days of occupancy.

The Txamantxoia home, a facility located in the Navarre Belagua Valley, just ten km. from the municipality of Isaba, was occupied 40 days throughout the year, welcoming 763 people.

The Lezana home, located in Valle de Mena, received about 728 people and was occupied 124 days, which makes it our top third home with highest occupancy.

La Cabaña de Trueba located in the Burgos port of Estacas de Trueba operates mainly in summer, so the number of people who made use of it was about 356 over 51 days.



# Schools for educators



Ikaskide

During the year, we have had in operation four free-time schools: Iturralde, Lurberri, Itaka-Escolapios in Andalusia and Itaka-Escolapios in Aragon. It also should be noted that there have been several trainings for volunteers throughout the year in Brazil, Bolivia, Venezuela and Cameroon.

The **Iturralde School**, present in the Basque Country, has had **202 students spread over 12 courses** as follows: Bizkaia 90 students in six courses, Gipuzkoa 79 students in four courses, and Araba 33 students in two courses.

In addition to these courses, there have been 6 monographic courses with different themes (education for peace and human rights, education for multiculturalism, body and plastic expression, awareness and education for development, gaming...) within the usual courses for instructors, in order to complement their training. To impart some of these monographic courses, we have continued with the collaboration of the Health Volunteer group of Itaka-Escolapios and the mountain group "Aitzgorri Mendi Taldea", who we also thank for their availability and involvement, as they enrich the educational offer of the School.

**This year, we have been recognized in Vitoria and Bilbao by Lanbide to teach professional certificate courses for instructors, directors and promoters**, and we have made the procedures in

Tolosa. This way, we can teach the courses with certification of the Basque Government and certification of Lanbide, which opens more possibilities to the people completing these courses with us.

The **Lurberri School**, present in Navarra, has received **72 students** distributed as follows: four courses for instructors to 54 people, one course for directors to 6 people, and one food handler course to 15 people.

The **Itaka-Escolapios School of Andalusia** has taught an **introductory course** for future instructors of Seville and Granada. These students will begin the official course of free-time instructors next year.

Throughout the year, there have been several training courses for volunteers in other locations of Itaka-Escolapios, mainly in **Bolivia, Cameroon and Venezuela**. Training courses have been conducted for instructors and catechists of the Calasanz Movement and volunteers of the Calasanz Cultural Centers, mainly.

It is worth noting the important role of volunteer work in schools participating in the development of materials, teaching courses or preparing activities, among other things.



Ikaskide. Pamplona

These are initiatives promoted by Itaka-Escolapios where residential care is provided to people of particularly vulnerable groups.

## Homes

### Beregain (Bilbao)

Aimed at young women, pregnant or with children in their care, and in the process of social and labor integration. It has two homes, each with seats for four women with their children. Throughout the year, we served a total of **10 women and 11 children**. The seven professionals who have accompanied families in their training and emancipatory processes have also served other five families in their process of emancipation after they completed their stay in the program.

### Aukera (Bilbao and Vitoria)

Serves young immigrants in job training through a process of support and housing. The program has six homes in Vitoria and Bilbao, who have served **33 young people** throughout the year, aged between 18 and 20 years.

### Calasanz Home (Soria)

The Calasanz Home is a **resource of residential care for children in vulnerable situations**, arranged with the Regional Government of Castilla y León. It was conceived from a concern from the volunteer team at the Itaka Escolapios head office in Soria and the existing need in Castilla y León. It began its journey in October 2015, and has served since **14 minors** throughout the year.

Through this project, we offer a Home to nine children, aged 12 to 18 years, assigned by the Child Protection Section. We encourage insertion, socialization and integration of these boys and girls. We accompany children in their maturation process, providing comprehensive support, favoring the acquisition of social skills through education on values that enable them to lead a normal life.



Aukera

### Lar Homes (Governador Valadares)

Serving minors in situations of abandonment or social and family risk, providing a place to live in a family environment. There are two Lar Homes: the Esperança Home and the Alegria Home, which have served **33 children** aged between 3 and 17 years over the last year. Children have been cared for by a team of four educators, one social worker and one psychologist.



**Aimed at young women, pregnant or with children in their care, and in the process of social and labor integration.**

# Literacy and educational support

This section gathers the set of care and educational support programs for people who have difficulties continuing or accessing formal education, both school-age people and adults.

## Ikaskide in Pamplona

Among the activities taking place in the socio-educational center of the Old Town of Pamplona, also highlighted by the number of beneficiaries, are the literacy courses for immigrants. **115 students** attended our Spanish classes, **57 of them completed the course.**

## Ojalá, in Bilbao, Vitoria and Seville

This is an initiative that seeks to respond to immigrants interested in undergoing a process of literacy and learning Spanish, to improve their life skills and to help them for better social/labor inclusion.

A total of **243 students** have passed through the literacy courses of the Bilbao head office, of which **127** (82 men and 45 women) **have completed a level.** If we analyze their employment status, nationality and age, we could say they are mainly men of Moroccan nationality, aged 31-32 years, in job search situation.

For the second consecutive year in Bilbao, a care and support service has been provided for children of students attending literacy classes in the afternoon. This service in **Ojalá-txiki** has served a total of 24 children (14 boys and 10 girls).

Similarly, an **Orientation Service** has been operating providing assistance in immigration, legal aid, financial benefits, basic needs care, among others. This service has served a total of **57 people.**

In **Vitoria**, **46 people** have come to our program (mostly women) and attended the course taught by 20 vol-

## El Faro, in Granada

The project is aimed at the immigrant population with low literacy, of all nationalities, where the Senegalese population is the most active. During the 2015-2016 year, a total of **20 people** participated (19 men and 1 woman) who attended classes by a total of thirteen teachers and volunteer teachers.

unteer teachers. The students, mostly of Moroccan origin, have been made easier their learning by the operation –one more year– of a babysitting service, which has received an average of 14 children.

In our head office in Seville, at the school of Montequinto in **Dos Hermanas**, **20 people** have attended our Spanish classes, all of them women of Philippine origin, taught by 7 volunteer teachers. On the other hand, as of this year, the project is located in the **neighborhood of 3,000 houses** of Seville. The Jesus Obrero Parish and Caritas requested Itaka-Escolapios the implementation of the Ojalá program, in order to serve a group of Nigerian women. During the year, 3 volunteers have assisted a total of 12 women.





Trastévere Soria



Alfabetización Ojalá



Trastévere

## Trastévere

The Trastévere support and tutoring project takes place in our locations in Aluche, Barbastro, Bilbao, Córdoba, Jaca, Logroño, Seville, Soria, Tafalla, Toulouse and Valencia. In the domain of socio-educational centers, we include the information of Pamplona-Iruña, since this is a project that develops other services in addition to this one.

The project aims to improve the educational performance of children linked to our schools who are socially disadvantaged for different reasons. For this, we provide tutoring classes to children aged six to fourteen years.

During 2015-2016, **a total of 295 children received educational support:** 21 students in Aluche, 11 in Barbastro, 35 in Bilbao, 36 in Jaca, 41 students in Logroño, 54 in Seville (Montequinto), 15 in Soria, 19 students in Tafalla, 11 in Tolosa, 49 children in Valencia, and 35 children in Zaragoza.

It is worth noting the assignment we received from the Local Government of Tafalla to provide care and educational support to the three schools in the municipality through the "Play Center and Snack" program. The program, which was developed in the municipal play center, **has served 23 children of the municipality.**

This work has been possible thanks to the dedication and selfless work of over **140 volunteers.**



**Over 700 children and young people have participated in the literacy and school support programs**

# Socio-educational centers

We include in this category of projects a diverse set of initiatives of educational and social nature, seeking to address different realities and problems. Specifically, the following:

- Ikaskide (Pamplona): School support and leisure activities aimed at children with educational and social problems and their families in the Old Town.
- Escolapios Cartuja (Granada): Recreation and sports activities, school support, and more with children of the Cartuja school in the North of Granada.
- Itávere (Zaragoza): Leisure and recreation center for children in the neighborhood of San Pablo.
- Errotazarra Training Center
- Social Centers in Governador Valadares, Belo Horizonte and Serra (Brazil).
- Socio-educational Centers of Itaka-Escolapios in Cameroon: Bafia, Bamenda, Bamendjou, Bandjoun.
- Calasanz Cultural Centers in Venezuela (Barquisimeto, Valencia and Carora).
- Calasanz Cultural Center in the neighborhood of La Puya (Dominican R.)

## In Pamplona. Ikaskide

The main dedication and essential task of the Ikaskide project is school support and integral education of children and youth in the Old Town and other neighborhoods of Pamplona-Iruña. Contact with the families of children, as well as the possibility of volunteers involved in the project, with special support of the Fraternity, have made possible for our services to remain open: Family School Meetings, Legal Service, adult courses and Training and Employment Orientation service. It is worth noting that the Three Kings of Pamplona-Iruña Association (Asociación Cabalgata de Reyes Magos de Pamplona-Iruña) granted Itaka-Escolapios the "Gold Bean" ("Haba de Oro"), an award that recognizes our organization for our work in favor of social promotion for children and adolescents. The award recognizes the organization's overall work in the city, and places value especially in the work done with the Ikaskide program.

The following is a summary of all areas addressed by Ikaskide:

- **School support** from the 1st year of primary school to high school: during 2015-2016 we provided school support to **109 people** (51 in primary school, 42 in secondary school and 16 in high school).
- Leisure activities with people who attend school support: Like in other years, all students attending school support (except high school levels) enjoyed an **urban camp, attended by 62 children**.
- We have conducted training courses for adults in computers, eldercare and sewing, among others, attended by **78 people**.
- **Social/Labor assistance and legal service.** The team in charge of this work has addressed 72 consults throughout this year (43 for social/labor orientation and 29 for legal service).
- As mentioned in the Literacy section, Spanish classes were given to 57 people.

All this work has been possible thanks to the **voluntary work of 113 people** in different areas of the program.





CSE Itávere Zaragoza



CCC Carora



Socio-educational center in Cartuja

## Escolapios Cartuja

The Escolapios Cartuja Socio-Educational Center has been open evenings at the Piarist School in the Granada neighborhood of La Cartuja. Several programs are developed in this center. During 2015–2016, our activities have been focused on:

- The **Trastévere program** has undertaken the following activities: tutored library, football team participating in different leagues in the benjamin, alevin and cadet categories, English classes for primary and secondary school levels, flamenco classes and, for the youngest, multisport activities and reading workshop.
- Within the **Pechivirí program**, focusing on leisure time education, we carried out four trips, two tourist cycle routes, an urban camp for infants, a summer camp for primary school in Quentar (Granada) and several children have participated in different summer activities of the Calasanz Movement.

In total, the Escolapios Cartuja Socio-Educational Center has received: **66 boys and 63 girls aged between 3 and 16 years**. And all of this has been possible thanks to a team of 19 volunteers, including 13 women and 6 men.

## Itávere

Itávere is a social project of integrating nature, aimed at Zaragoza girls and boys aged between 6 and 14 years. It aims to provide the most disadvantaged children from families at risk of social exclusion a place for gathering and interacting with other children of their age, enjoying leisure activities and resources that are not normally at their reach.

Itávere offers children and youth the time and place suitable to acquire necessary skills and values they can implement in their daily lives, to develop positive habits in their leisure time, and generate opportunities to improve their social inclusion.

Project activities are very diverse and adapted to the particularities of each group, and are developed in the facilities of the Pious School.

The project has a duration of 9 months. Activities are carried out several Sundays a month in the morning from 10'30 h to 12'30 h. Starting in October and ending in June.

During 2015–2016, **276 children have participated** in various activities.





CSE Serra Brazil

## Errotazarra, in Vitoria-Gasteiz

The “Errotazarra” project is a training program to improve employability of people with intellectual disabilities. It is a training course in gardening and shelter management training that offered in the Barria Shelter (Álava) Monday through Friday from 8:00 to 16:00h. In this beautiful and beloved location, 25 kilometers from Vitoria-Gasteiz, during 2015–2016, **11 young men and women over 21 years old** have participated who mostly come from **Homework Learning Classrooms in Vitoria and associations supporting people with disabilities**. This program was funded by Lanbide (Basque Employment Service) and has the duration of a school year.

For teaching this course, we have had two full days distributed among three educators who combine knowledge profiles in forestry-gardening and social integration work with these young people with disabilities.

As a novelty, in this second edition we’ve had some older students.

The assessment of the course has been very good by all participants, both students, families and the educational team. Like last year, four participants got a job before completing the course and one more during the summer.

→ page 26

Itaka-Escolapios’ solidarity network plans to mobilize, for 2015–2016, a total of € 3.21 million for the development of its objectives distributed as indicated in the

## In Brazil. Belo Horizonte, Governador Valadares and Serra.

Socio-educational centers in Brazil are part of the Single System of Social Assistance and the National Social Welfare Policy, each with a department of Social Services accessible to all people who seek them and their families.

**Governador Valadares.** The San Jose de Calasanz socio-educational center serves thirteen neighborhoods of the municipality. These are very populated neighborhoods where young female population predominates with a significant number of children. This is an area with great social inequality, poverty pockets with low employment rates, and high violence and drug addiction rates.

The center served **622 people in the extended day programs, professional qualification, art, socialization** and the new project in partnership with the Padre Jose Luiz Tadeo Municipal School for educational care of children aged 2 to 5 years.

In addition, more than **2,500 people** have used the space made accessible by the center for community events.

The Piarist Educational Center of **Belo Horizonte** serves fifteen neighborhoods with few educational, cultural and social facilities. These neighborhoods are poverty pockets showing high rates of illiteracy and drug addiction. The center served about 1,176 people in **children care, art, socialization, professional qualifications and youth leadership programs**.

The San Jose de Calasanz Social Center of **Serra** serves two neighborhoods showing high rates of poverty and violence. These neighborhoods originated in the early 80s from the collapse of the favelas in the city of Vitoria. The center served **654 children and youth in its programs on coexistence and strengthening of family ties, professional qualifications, and childcare**.

**In Cameroon. Bafia,  
Bamenda and Bamendjou**

Socio-educational centers in Cameroon are thought as **complementary to schools** as well as venues open to the general public. They offer computer courses, tutoring, libraries, reading rooms, socio-cultural clubs, literacy, volunteer training, summer camp entertainment, karate, dance, and more. Throughout the year, they have served about 3,400 students and teachers of Itaka-Escolapios primary schools in Bafia, Bamenda and Bamendjou, and hundreds of people from nearby neighborhoods who find here a place to obtain training.

**Dominican Republic,  
Calasanz Cultural Center**

In the city of Santo Domingo, Itaka-Escolapios manages one Cultural Center in the **popular neighborhood of La Puya**. This is a community space inserted in a very poor community in the country's capital. Its mission is to educate comprehensively through these types of programs for children, youth and vulnerable families to improve their quality of life, in the Calasanz style.

**484 people** have participated in the areas of school support, the Calasanz Movement, art and culture, reading promotion, literacy, school for parents, and instructors training.



CSE Brazil Belo Horizonte



School in Kamda (India)



CSE Campeche





CCC Carora

### In Venezuela, Calasanz Cultural Centers.

In the popular neighborhoods of Las Lomas de Valencia, El Trompillo de Barquisimeto, La Lucha de Carora and in the city of Caracas, Itaka-Escolapios manages, in addition to the Piarist centers, four community centers working with children, youth and adults in the field of education.

In **Caracas**, the center has brought together about **150 people in many different activities**. The center has developed arts and academic support programs, has held three debate, science and cooking clubs, has promoted a football school and a music band.

In the neighborhood of **Las Lomas** in the city of Valencia, the Itaka-Escolapios Foundation has served **more than 300 people**, mainly children. They have developed seven programs: volunteer training, representatives training or school for parents, sports days, leisure days and vacation plans, entrepreneurs course, personal growth program, and the Educarte plastic arts program. It should be noted that **two of the center's programs have been affected by the situation of instability in Venezuela, the elderly kitchen and the project for functional diversity youth**. Scarcity and high food prices in the first case, and the need to search for basic necessities (food and medicine) in the second case, have forced us to suspend both programs.

In the neighborhood of **La Lucha** in Carora where we offer a space open to the community to ensure comprehensive education of children, young people and especially women who need it, **436 people** have attended the center's programs. During this period, we have encouraged various extracurricular activities, strengthening the institutional linkage between the **Cristo Rey High School, the San Jose de Calasanz Parish and popular sectors**. Offering workshops, integral development courses and job training to youth and adults of both the parish and the school. Throughout the year, we have offered crafts, hairdressing, baking and cooking courses. It is worth noting that we have seen progress in providing space for community action to encourage social engagement, and family support to complement the educational process. Furthermore, we have also encouraged non-formal education as an educational space for people with greater needs by promoting school support activities, sports, English tutoring, dance, choir and theater, among others.

Finally, at the **Trompillo** Cultural Center about **100 children** have participated outside the Calasanz Movement **in tutoring classes and education projects in values, and in "educarte" (drawing, painting and dance)**.



# Boarding Schools



Kamda (India)

## Rural boarding schools in the Bolivian Andes

Itaka-Escolapios network's boarding schools are located in municipalities over 3,000 meters high with a population mainly Quechua, who are farmers and live in small widely scattered communities. Only by commuting long distances it is possible for them to continue studying and finish high school, thus the operation of three Piarist boarding schools in Bolivia. In **Morocmarca, Anzaldo and Cocapata** boys and girls live during weekdays. Here, they are provided shelter and food, they receive an education in values and educational support to complete their training in their schools. It is worth noting the **increase in the number of boarding students in Cocapata**, thanks to better coordination with the school and nearby communities. In Anzaldo, investment initiated during this year for the installation of hot water with solar panels ensures a marked improvement in health care of students and reduces boarding expenses.

During January, **two collaborators from the Fraternity of Lurberri** joined the team at the Anzaldo head office, Idoia Gil and María Ansó. With their presence and work for the next two years they will be reinforcing the work we do in the boarding school and the community. During 2015–2016, the three boarding schools have served a total of **385 boys and girls** (171 women and 214 men), aged between 6 and 19 years, in all cases from poor families. Their degree of need and the distance from their homes to the nearest school are the selection criteria.

## In India, Kamda

In very poor conditions, hoping to undergo a prompt renewal, operates the **Kamda** boarding school. It houses and provides education at the Calasanz Ashram School to **40 children** (56 girls are served by the Piarists in a nearby boarding school). It is located in the State of Jharkhand, in the country's north area, where the Adivasi tribes live, scattered and isolated from the world. Mainly engaged in subsistence agriculture and hunting. Ignored in a country that grows in wealth, but also in social inequality and excludes minorities.

## New boarding school in Atambua, Indonesia

Throughout the year, we have begun construction of a boarding school for **100 young people** in the town of Atambua (Timor-Indonesia), to be inaugurated during 2016–2017. Itaka-Escolapios solidarity network has participated in its construction with a contribution of more than €200,000, from schools that have participated throughout the year in the solidarity campaign "Encountering Atambua."

Internado en Atambúa (Indonesia)



# Support for schools

Itaka-Escolapios permanently supports the operation of a set of Piarist schools that, given their context and being mainly aimed at disadvantaged populations, are unsustainable from locally existing financial resources.

In 2015-2016, a total of **19 schools** have been supported and served through the solidarity network, **four in Bolivia, twelve in Cameroon, and one in India.**

## Primary and secondary schools

In **Cameroon**, Itaka-Escolapios operates **ten primary schools**. These centers are a reference in the neighborhoods where they are located as, in addition to giving children and youth an opportunity of quality education, they also generate dynamic development in the areas where they are located, by promoting services, local businesses and organizations, among others. These ten primary schools are distributed over three different cities: Bafia, Bamenda and Bamendjou, with a team of **93 teachers serving a total of 3,381 students** (1,639 girls and 1,742 boys). Noteworthy in this section is the construction of an eleventh school in the neighborhood of Abobo in Yaounde, which will open to start the 2016-2017 course.

In **Bolivia**, as of 2015, the REDE (Education Piarist Network in Bolivia) implementation project has been strengthened with the new office in the municipality of Santiváñez. This addition will allow us to carry out the Piarist educational proposal more strongly. This year, we highlight the joint training meeting held in Anzaldo, with eighty teachers (Anzaldo, Cocapata and Cochabamba), participation in the solidarity campaign of Itaka-Escolapios "Encountering Atambua", and the presence of two people of the Lurberri Fraternity over the next two years as collaborators, to strengthen our local team in Anzaldo. During this year, the **four schools** have ensured access to quality and personalized education for **3,690 students** (1,754 girls and 1,936 boys). This would not have been possible without the involvement of a vocational teachers body that supports students beyond school hours, and a coordinated effort with the respective municipalities that are allowing,

## Vocational training for employment



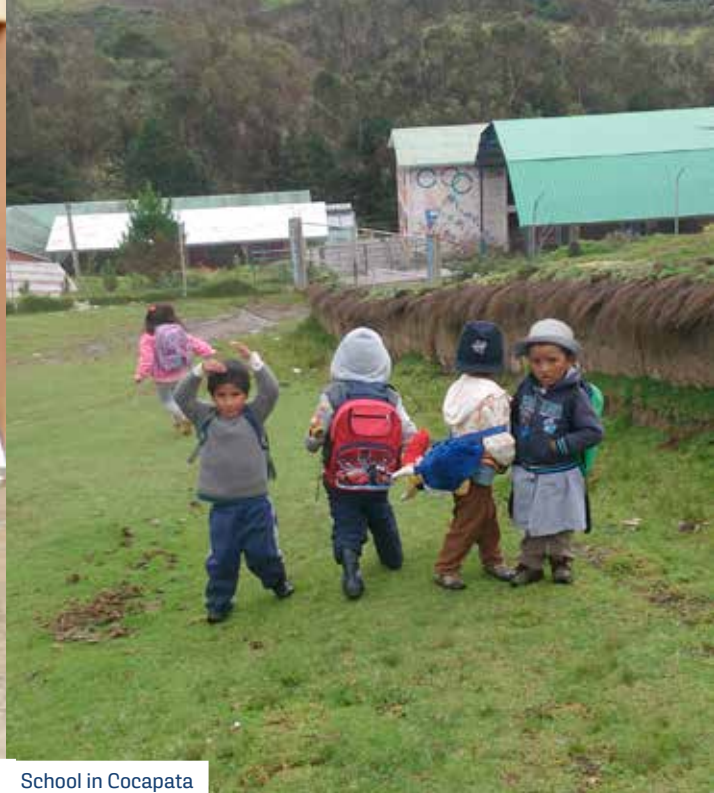
Training for employment CTC Bandjoun

Itaka-Escolapios supports the operation of **three centers**, two in **Cameroon** and one in **Bolivia**, incorporated to the network during 2015-2016. The centers in Cameroon are staffed by about 50 teachers who train students in the fields of mechanics, electricity, electronics, metal construction, accounting, management and agricultural techniques. The centers serve a total of **551 students**, with support from the Government of Cameroon. During this year, a new center has joined the network in the town of Santiváñez, with a total of **273 students** (158 women and 115 men) providing training in the fields of dressmaking, cooking and computer.





Teachers in Cameroon



School in Cocapata

for example, the renewal and expansion of one of the oldest buildings in the school of Anzaldo.

The school in Kamda, located in northern **India**, serves **641 students** (285 girls and 356 boys) in a crowded building that keeps receiving an increasing number of students year after year and that requires urgent renovation and expansion. During the 2016–2017 course, the construction of a new school will be undertaken, as well as the renovation of the existing in order to enlarge and reduce the problem of the number of students in classrooms, modernize its facilities, and be able to access the official certification granted by the Government of India. In the state of Kerala, on the southwest coast, in the municipality of **Aryanad**, Itaka – Escolapios helps manage a school with a total student body of **404 people** (190 girls and 214 boys). This school receives mainly children of families living in the coastal strip, who are engaged in fishing.



School kitchens

## **School kitchens**

In conjunction with the support given to schools by Itaka–Escolapios, nutritional support for students in our schools is also necessary as a way of ensuring an adequate, healthy and balanced diet. Itaka–Escolapios is responsible for **school kitchens in 11 primary schools in Cameroon**, serving a total of **3,400 children**.

Moreover, in Spain we coordinated a **dining scholarship** scheme for children of families with financial problems, which has granted in Aluche, Monforte, Oviedo and Pozuelo a total of **21 scholarships**.



# NETWORKING AND partner— ships



Volunteerism in Vitoria

Itaka-Escolapios works with other entities with which we share common goals.



This collaboration is done through various ways: permanent agreements or specific actions (collaboration through volunteerism, financial contribution of Itaka-Escolapios to the organization's work), specific financial support with our own resources or through subsidies for the execution of development projects and networking, as well as working from these networks (co-operation, social exclusion, volunteerism, ecclesial field...)

The list could be very long, because of the high number of collaborative experiences at an ecclesial, social, educational level, etc. We will mention some of these in Spain, given their significance and because they are representative of the plurality of Itaka-Escolapios' head offices and our fields of activity.

- » Dioceses corresponding to the locations where we are present, such as Caritas.
- » NGOs Coordinators (Euskadi, Granada, Navarra, Valencia, Seville, Aragonese Federation of Solidarity)
- » Fiare Ethics Banking: Basque Association for the support of the Fiare project, Fiare Navarra Association, Fiare-South Ethics Banking Association.
- » Associations, foundations and day centers in the neighborhoods where we operate (Aldauri Foundation, Friends of Almanjáyar and Cartuja Association, Virgen del Pilar Nursery School, Anaquerando Romany Association, Itxaropen Gune Association of Pamplona).
- » Various Food Banks.
- » Volunteer Platforms (Valencia, Pamplona, etc.)
- » Universities (Basque Country, Zaragoza, Deusto, Granada, Navarra, etc.)
- » Municipal Social Services (Bilbao, Granada, Pamplona and Valencia).
- » Setem Navarra and Aragon.
- » Global Campaign for Education, Spanish Coalition.
- » Networks.



Volunteerism in Valencia

# volunte —erism

# aware —ness

In 2015–2016, over **1,500 people worldwide** (69 in Bolivia, 154 in Brazil, 60 in Cameroon, 904 in Spain, 286 in Venezuela, 50 in Dominican Republic...) **collaborated on different works, programs and projects** as teachers, instructors or catechists, working on the management and organization of Itaka-Escolapios, as volunteers in courses or training workshops, participating in many different ways in social action that we undertake, as well as awareness campaigns or through an experience in Piarist projects in other countries.

It is worth noting in this section the **volunteering initiation fieldwork** for high school students held in our head offices in Emmaus and Bethany. This fieldwork is an invitation to rediscover the world around us, a journey to raise awareness of a reality that sometimes hides in the bustle of daily life. A discovery not only of other neighborhoods and other people of our cities, but also an opportunity for reflection and awareness of our environment. In July 2015, fieldwork was held **in our head offices in Bilbao, Madrid, Pamplona, Valencia and Vitoria**, where **127 young people participated doing voluntary work** in organizations working in the social sphere of these five cities.

In addition, during the summer, 12 young people from Bilbao, Granada, Madrid, Pamplona, Valencia and Zaragoza had a **ULISES experience** sharing community and mission with Piarists from Bolivia, Indonesia, Mexico and Nicaragua.

The purpose of the awareness-raising actions project is to ensure education in values at each head office of Itaka-Escolapios. Throughout 2015–2016, we have performed our awareness work, specifically:

- Through the **Calasanz Movement**, since the educational project of educational groups supports the **education in values** year after year.
- Through awareness weeks and campaigns in schools and groups throughout the year.
  - **Solidarity campaign “Encountering Atambua”** that reached **45 schools** of the Piarist provinces of Central Africa, Bethany, Brazil-Bolivia, Emmaus and Bethany and raised from schools **more than €200,000 for the construction of a boarding school in the town of Atambua** (Indonesia) and more than €24,000 from other institutions to equip the same.
  - **Peace Week** to reflect on nonviolence and the situation of refugees.
  - Campaign of **solidarity with the excluded**: with the purpose of approaching and supporting, through social organizations, needy groups in our nearest environment. The groups approached and supported vary according to the location.
- With the Escola Oberta/Open School project: aims to provide educational activities that become a bridge between the school and the city where it's located, convinced of the educational importance of direct knowledge of reality. In primary schools, we work Children's Rights, and in secondary schools, we work participation in society and promoting volunteering work.



Awareness in School in Soria

# Financial

## INFORMATION

At the time of editing this 2015–2016 annual report, Itaka–Escolapios’ fiscal year is not yet closed as it must be audited and approved by the organization’s Board. For this reason, **this report will be attached a document with financial information during the month of February following the end of the year.**

The information presented below refers to the budget approved by the Board of Itaka–Escolapios for year 2015–2016 and deposited in the state foundation protectorate. It refers to a budget and not a closed consolidated year.

**Itaka–Escolapios solidarity network plans to mobilize, for 2015–2016, a total of € 3.21 million** for the development of its objectives distributed as indicated in the graphs below.

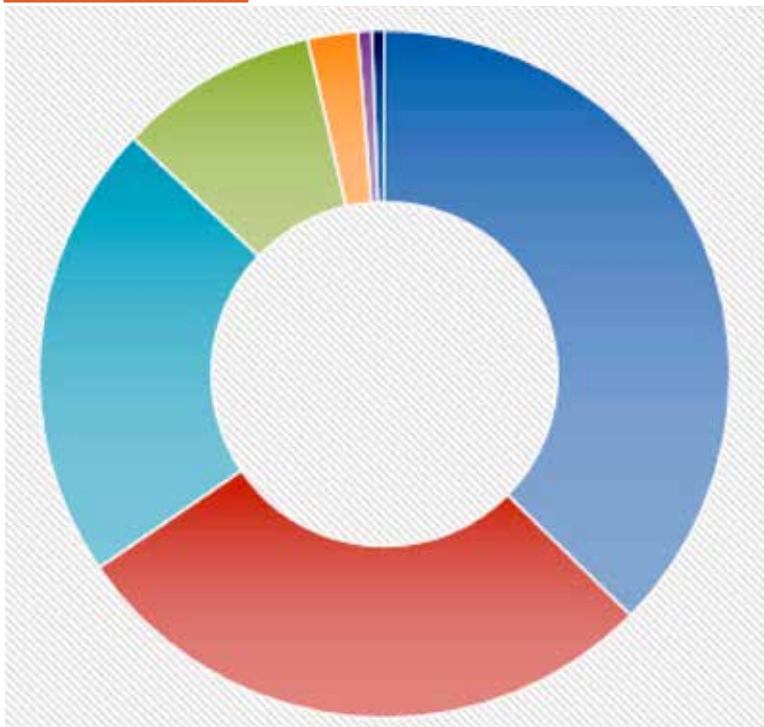
Itaka–Escolapios aims to search for **income** to facilitate the development of its solidarity network programs. We present below the expected income distribution.



CSE Cultural Center in Campeche



## Expense budget



- Education
- International cooperation
- Schools of educators and training and accompaniment to volunteering.
- Literacy
- Homes
- Alliances with other entities



TO THOSE WHO COLLABORATE

# thank you very much!

In the final section of this 2015–2016 report, we want to convey profound gratitude to all institutions and entities that support Itaka–Escolapios, their effort and trust certainly enable our projects and actions to continue further and further.



We also want to extend our **gratitude to the hundreds of individuals** who have also contributed in carrying out our work as Itaka–Escolapios volunteers, teachers at Piarist schools, collaborating partners or with specific support. Also, a **special thanks and recognition to the Piarist demarcations and fraternities** that, in their capacity as founders and employers of Itaka–Escolapios, support and trust our organization as a platform for solidarity on which we share the Piarist mission.

Founders and employers:

- » General Congregation of Pious Schools
- » Piarist Fraternities of Bethany, Bolivia, Brazil, Emmaus and Venezuela.
- » Pious Schools of Central Africa, West Africa, Central America and the Caribbean, Bethany, Brazil–Bolivia, Chile, Emmaus, India and Mexico.

Along with them, we include the following list of friend entities that support us in Spain, through the offices of Itaka–Escolapios. To all of them we extend our gratitude.

## Governments

- » Government of Spain
- » Government of Aragon
- » Government of La Rioja
- » Government of Navarra
- » Basque Government
- » Valencian Generalitat
- » Regional Government of Andalusia
- » Regional Government of Castilla y León
- » Regional Councils
- » Regional Council of Araba
- » Regional Council of Bizkaia
- » Regional Council of Gipuzkoa
- » Provincial Council of Granada
- » Provincial Council of Huesca
- » Provincial Council of Teruel
- » Provincial Council of Valencia

## City Councils

- » City Council of Ansoáin (Navarra)
- » City Council of Barbastro (Huesca)
- » City Council of Baztan (Navarra)
- » City Council of Berriozar (Navarra)
- » City Council of Bilbao (Bizkaia)
- » City Council of Comarca de Andorra – Sierra de Arcos (Teruel)
- » City Council of Cuarte de Huerva (Zaragoza)
- » City Council of Dos Hermanas (Seville)
- » City Council of Erandio (Bizkaia)
- » City Council of Fraga (Huesca)
- » City Council of Granada
- » City Council of Jaca (Huesca)
- » City Council of Leioa (Bizkaia)
- » City Council of Llodio (Araba)
- » City Council of Logroño

- » City Council of Monzón (Huesca)
- » City Council of Pamplona-Iruña (Navarra)
- » City Council of Sangüesa (Navarra)
- » City Council of Soria
- » City Council of Tafalla (Navarra)
- » City Council of Tolosa (Gipuzkoa)
- » City Council of Tudela (Navarra)
- » City Council of Vitoria-Gasteiz (Araba)
- » City Council of Vila-Real (Castellón)
- » City Council of Zaragoza
- » City Council of Zizur Mayor (Navarra)

### **Social work banking entities**

- » Caixabank
- » CAN Foundation
- » Bancaja
- » Religious entities

### **Spanish Episcopal Conference**

- » Caritas Antoniana
- » Diocese of Bilbao
- » Diocese of Vitoria-Gasteiz
- » Diocese of Teruel
- » Santa María de Olarizu Pastoral Unit of Vitoria-Gasteiz
- » Brotherhood of Our Lady of Sorrows in Seville

### **Foundations**

- » Carmen Gandarias Foundation
- » Roviralta Foundation
- » Víctor Tapia Foundation
- » Porticus Africa
- » Porticus Iberia

### **Companies**

- » Ausolan S. Coop
- » Autobuses Guillermo S.L.
- » Autobuses Hermanos Arriaga S.A.

- » Bilbao Ekintza E.P.E.L.
- » Construcciones Roblecos S.L.
- » Comis Lagún S.L.
- » Giroa / Veolia
- » Industrias de la transformación Andoaín S.A.
- » Irizar S.Coop.
- » JEM Consulting S.L.
- » Peñasca S.Coop
- » Praus Abogados
- » Proyecto Adai S.L.
- » RDT Ingenieros
- » Trilema S.L.
- » Uniko Estudio Creativo S.L.

### **Associations**

- » Cen Con C Association of Madrid
- » Érase una vez Association
- » Bizkaia Food Bank
- » Basque-Navarre Official College of Architects (COAVN)
- » Amigos de Anzaldo Association

### **Universities**

- » Public University of Seville

### **Parents Associations**

- » ACPA San José de Calasanz High School of Valencia
- » ACPA Real College of Pious Schools of Valencia
- » AMPA Calasanz High School of Bilbao
- » AMPA San Fernando Pious Schools of Pozuelo
- » AMPA Hirukide of Tolosa
- » AMPA Calasanz High School of Vitoria-Gasteiz
- » APYMA Pious Schools of Tafalla.
- » APYMA Calasanz High School of Pamplona.
- » APYMA La Compasión High School of Pamplona.



# Come to meet us



BOLIVIA			
Cochabamba	Jose Antonio Arce, 1292	Cocha-bamba	(591) 44232303
Brazil			
Belo Horizonte	Rua dos Coqueiros, 205 Maria Goretti	Minas Gerais	(55) 31 343 217 60
Governador Valadares	Rua Carlos Chagas, 66 Bairro Santa Helena	Minas Gerais	(55) 33 327 662 20
Serra	Rua Alfredo Galeno 98 Bairro Vila Nova de Colares	Espirito Santo	(55) 27 324 350 65
Cameroon			
Yaoundé	Quatier Cité-Verté H10. Messa (junto colegio alemán)	Mfoundi-Centre	(237) 220 459 94
GABÓN			
Estuaire	B.P. 20312	Gabón	(241) 732 2143
Spain			
Alcañiz	C/Escolapios, 2	Alcañiz	(34) 978 831 155
Barbastro	Pza. Constitución -2	Barbastro	(34) 974 314 M331
Bilbao	Juan de Ajuriaguerra, 15	Bizkaia	(34) 944 244 954
Granada	Paseo de los Basilio, 2 bis	Granada	(34) 958 121 225
Jaca	Avda Perimetral 2	Jaca	(34) 974 360 392
Logroño	Avda. Doce Ligero de Artillería, 2	Logroño	(34) 941 244 100
Madrid	C/Gaztambide, 65	Madrid	(34) 636 547 778

Montequinto	San José de Calasanz s/n	Sevilla	(34) 954 121 250
Pamplona - Iruña	Olite, 1 bajo	Navarra	(34) 948 203 891
Peralta de la Sal	Pza Escuelas Pías 1	Huesca	(34) 947 115 001
Soria	Frentes, 4	Soria	(34) 975 221 162
Tafalla	Severino Fernández, 30	Navarra	(34) 948 700 094
Tolosa	Barrio de San Blas, 27B	Gipuzkoa	(34) 943 670 409
Valencia	Carniceros 4, 1º	Valencia	(34) 963 921 373
Vitoria - Gasteiz	Federico Baraibar, 36.	Álava	(34) 945 284 000
Zaragoza	Avda. César Augusto, 37	Zaragoza	(34) 976 405 135
INDIA			
Bangalore	Sy. 56 Kittakannur Village KR Puram P.O.	Karnataka	(91) 80 324 298 26
Dominican Republic			
Santo Domingo	Calle nº 5 s/n La Puya Arroyo Hondo	Santo Domingo	(+01) 8095658390
VENEZUELA			
Barquisimeto	Barrio El Trompillo c/ Bolívar diagonal calle Piar. Parroquia Unión	Lara	(58) 24 184 774 84
Valencia	Miraflores nº 32-23. Urb. Barrio Impacto 2001 Parroquia Miguel Peña	Carabobo	(58) 418 477 484
Carora	Avda. Cristo Rey (Colegio)	Lara	(58) 04167582002

# We are



**SPAIN** (ALBACETE, ALCAÑIZ, BARBASTRO, BILBAO, GRANADA, JACA, LOGROÑO, MADRID, DOS HERMANAS-MONTEQUINTO, OVIEDO, PAMPLONA-IRUÑA, PERALTA DE LA SAL, SANTANDER, SORIA, TAFALLA, TOLOSA, VALENCIA, VITORIA-GASTEIZ, ZARAGOZA).

**ITALY, CAMEROON, IVORY COAST, GABÓN, EQUATORIAL GUINEA, R.D. CONGO, SENEGAL, BOLIVIA, BRAZIL, CHILE, MEXICO, DOMINICAN REPUBLIC, VENEZUELA, INDIA, INDONESIA.**

**Today more than ever**, we need your support to help the children and young people of 16 countries. Also, the Piarists are growing, with new foundations (Haiti, Peru, Mozambique, Vietnam, China...) where the need to guarantee quality education and a future project to those in need is vital.





This is one of our tools  
to change the world  
**through education.**

**Would you help us?**



Calasanz Cultural Center. Carora (Venezuela)



## SCHOOL SUPPORT

Social and school integration of children with learning disabilities, and sometimes, in vulnerability, is the target of the school reinforcement and support projects developed in Brazil, Cameroon, Spain, Indonesia, Mexico, Dominican Republic and Venezuela



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Fundación Itaka Escolapios