



2013////14

**annual report**  
itaka-escolapios





[www.itakaescolapios.org](http://www.itakaescolapios.org)



## Mission and Governing Bodies

We are an organization driven by the Order and the Fraternity of the Pious Schools to carry out its educational and social mission in the different countries where we are. We are committed to the education of the most disadvantaged people as the best way to transform the world preparing for a better tomorrow, making the new generations contribute responsibly with the best of themselves.

### BOARD OF TRUSTEES

**President:** Javier Aguirregabiria

**Vice-president:** Mariano Grassa

**Secretary:** Alberto Cantero

**Members:** Raul Gonzalez, Mario Contell, Daniel Hallado and Miguel Giraldez



# letter from the president

The II Advisory Council was held in Madrid on January 26<sup>th</sup>, 27<sup>th</sup> and 28<sup>th</sup> 2015, bringing together 26 people, heads of the Order and of the Fraternity of the Pious Schools. In this event we have felt, once again, the value of discovering ourselves brothers on the same project, we have elaborated the Plan for the next 6 years and we have indicated the way to obtain a more international and networked organization and operation.

Since this recent experience, we can remember the past 2013 - 2014 and verify that in a difficult moment for international cooperation and support for social projects, we were able to maintain and further progress in the number and quality of projects in almost all the presences in which we found ourselves.

This has been possible due to the involvement of the two major entities that enable this network of Itaka - Escolapios, the Order and the Fraternity of the Pious Schools, as well as to the large number of voluntary and collaborative people who join the work of different people in charge, professionals and teams who carry out our mission in so many countries and places in the world every day.

Networking, mutual cooperation, effort and tireless dedication of many individuals and organizations as well as the illusion it gives to see the projects bearing its fruit, make it possible for the Itaka - Escolapios to keep moving forward. And thus we must continue, inventing the future and looking for more inter-dependent relationships among all that allows sharing more.

It is necessary, from these lines, to thank those who make this trip to Ithaca possible, making a better world for all mankind.

> Javier Aguirregabiria. PRESIDENT ITAKA ESCOLAPIOS

### ADVISORY COUNCIL

The major superiors of the Piarist demarcations where the Itaka-Escolapios projects are present, as well as the representatives of the Councils of the Fraternities, make up the Advisory Council.

### EXECUTIVE COMMITTEE

Javier Aguirregabiria, Igor Irigoyen and Constanza de las Marinas.

### GENERAL COORDINATOR

Igor Irigoyen

### RESPONSIBLE FOR DEMARCATIION / COUNTRY

Javier Negro and Albert Todjom Mabou (Central Africa), Juan M<sup>a</sup> Puig and Arilson de Oliveira (Brazil), Humberto Camacho (Bolivia), Mariano Grassa and Jon Calleja (Emmaus), Antonio Marco and Joseph Binoy Kunnel (India), Francisco Montesinos and Nelyimar Perez (Venezuela).

### RESPONSIBLE FOR VENUES

Angelo Anderson Andrade (Belo Horizonte), Joseba Alzola (Bilbao), Francisco Aranda (Córdoba), Inma Armillas (Granada), Natalia Barroca Werneck (Governador Valadares), Jesús Miguel Arellano (Logroño), Roberto Zabalza (Pamplona), José Carlos Fernández (Serra), Manuel Gómez (Sevilla), Iván Izquierdo (Tafalla), Imanol Lizaso (Tolosa), Lola Luz (Valencia), Laura García (Vitoria), José Manuel López (Zaragoza), Iván Ruiz (Madrid), Carmen Barco (Alcañiz), Eduardo Gil (Jaca), Susana Cabrero (Barbastro), Sergio Barriales (Soria), Jean Claude Ngatchuesi (Bafia).

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VERY MUCH!

**"Calasanz nos Une" Project**  
La Puya. República Dominicana





# main highlights of the year

It is difficult to summarize the most representative of 2013-14 in Itaka-Escolapios, in a few lines. It has been a very intense year, full of activities, gatherings and new developments in our projects. However, despite the difficulty and the risk of not mentioning things that are also important, some steps taken are definitely worth noting, which stay in our memory in a special way.



Trastevere  
Project in Tafalla

First, the year has been marked by the slogan *"We are there for you, we educate together"*, which has been the leitmotif of many of our actions, especially in the field of the education in values, the awareness and the campaigns. This slogan, along with the educational proposals to work it at different times, has accompanied us throughout the year and has had a tremendous reception among the participants. We especially remember those particular superheroes, called *"portis"*, which embodied the various gifts or values that through education grow and are put to the service of others.

With all this, we have undertaken joint campaigns like that of solidarity, or of peace, that have motivated and mobilized thousands of people in a lot of venues and school centers: in the case of Spain in about 30 different places, and with an important implication from other countries of our network.

It has also been a year of growth for the Calasanz Movement, the Piarist pastoral proposal for children and youth, which in many places is driven from Itaka-Escolapios. Thus, the Calasanz Movement has emerged in new locations, while it has strengthened and earned in common identity in others, already adding to many groups of children and young people in Spain, Brazil, Bolivia and Venezuela.

On the other hand, an aspect in which Itaka-Escolapios occupies us and we try to especially take care of is training, of both the educators and those responsible for these groups as, in general, of all the volunteers participating in the projects





Boarding school  
Cocapata. Bolivia



Teachers at school  
in India

of our organization. Over the past year, in addition to continue making courses and usual actions, we have striven to expand and adapt our training offer to a rapidly changing reality as is this, trying to meet the needs of the educational and pastoral, as well as social, volunteerism.

From a more organizational perspective, throughout 2013-14, the international Itaka-Escolapios network has also experienced major changes. We have set up venues and assumed social and educational projects in various places, and even started a stable presence in new countries such as Gabon and Dominican Republic. All this in a time of great dynamism and growth of the Pious Schools, with new challenges in which the Itaka-Escolapios try to also provide what is within their reach.

In the economic sphere, it has been a constant line of work for Itaka-Escolapios to provide stability and, if possible, greater diversity to the funding sources that support our projects. In some particularly difficult years in general, as it is well known, we value very positively and deeply appreciate the effort of so many people and entities that collaborate economically with Itaka-Escolapios. This is allowing that work is not only maintained, but also be able to grow to serve more people. Because let us not forget that they are times in which the needs of educational and social attention from many people increase, which is the real challenge that must be tackled, for reasons of solidarity and social justice.

Finally, 2013-14 has also been a period of preparation for Itaka-Escolapios, a key moment for our network and, in general, all the Pious Schools, as will be in 2015. Throughout this year a new stage will be opening, marked at its beginning by events such as the II Advisory Council of Itaka-Escolapios, the approval of new strategic lines and everything that comes from the reflection that the Demarcations and Fraternities held at this time of chapters and meetings to guide and plan ahead.

Thus, in this *year to dream*, it is particularly worth to collect the rewards and dawn on all the work done, especially in the last year, which this Report brings us. We hope that with its contents, and through the balance carried out by the teams and the projects that the Itaka-Escolapios make up, we will find new clues to continue taking new steps in our evangelization, education and social work that, as a shared Piarist mission, configures our organization's DNA.



> Igor Irigoyen  
GENERAL COORDINATOR. ITAKA ESCOLAPIOS



# guestbook

There were many people who visited us throughout the year, to understand the functioning of Itaka-Escolapios: Ruben Garcia Mulet as responsible for the Solca Foundation in Central America, Juan Carlos Sevilleno Provincial of Nazaret (Colombia and Ecuador), Frankline Laisin as responsible for the Calasanz Movement of Central Africa, Cornelius Banah Itaka-Escolapios' Coordinator in Gabon, Santiago Nguere as responsible for the Calasanz Movement in Bandjoun, a group of teachers of Aragon and Soria on their visit to Bilbao, Nidia Rosario Ciprian (of the Dominican Republic Fraternity), Leonardo Henao (of the Venezuela Fraternity) and the Provincial of Hungary (Zsolt Labanc) with other 3 religious and 4 lay from the Piarist School of Zseged.

**Of all these visits, we collect a brief interview with Frankline Laisin, responsible for the Calasanz Movement of Central Africa**



**Franklin Likita Laisin. Piarist Responsible of the Calasanz Movement for Central Africa**

## **Which are the origins of the Calasanz Movement in Central Africa?**

During the past year, the Province names me Coordinator of the Calasanz Movement of Central Africa. In this dynamic, the Province names those responsible of the movement in all our communities in the province.

Since then we have worked in order to sensitize our brother Piarists about the need for the Calasanz Movement. Earlier this year we met in Bamenda on a training day for the translation of documents and preparation of brochures and leaflets.



The difficulty of implementing the CM throughout the province has made us choose Bafia, Bamenda and Bamendjou in Cameroon to start the processes while we continue training and raising awareness in the rest of the communities.

### **Which activities do you carry out in the Calasanz Movement?**

The school is the place of pastoral development to implement the activities of the Calasanz Movement manifested in personal accompaniment to the students. Specific days have been set in Bafia and Bamendjou, so that the classes go through the chapel for continuous prayer. In Menteh and Mbelem, we make use of our religion and catechism classes to encourage the children to live the Christian values that the CM preaches. Here, the activities seem a bit limited by the fact that the person in charge of the CM is a French professor in two of our schools, so he has not enough time for it. In Bandjoun, we speak to the students and to the children more and more about Calasanz, the Piarist identity and mission. We teach them how to meditate, how to pray, how to actively participate in a Eucharistic celebration, etc.

In the parishes and missions, the Calasanctian spirit gradually settles in the various activities of some youth groups and children's movements. For example, in Kumbo, with the 'Little Friends of Calasanz', we teach them some Piarist prayers as well as Christian values. In Bafia, thanks to the help of volunteers, we take responsibility for children to have leisure activities every Sunday.

## calasanz movement **numbers**



**13** COUNTRIES

**81** PLACES

**913** EDUCATORS

**14.000** CHILDREN,  
YOUTH AND ADULTS



## **What are the main goals and challenges for the future?**

- » Until today, we had hosted the Calasanz Movement as a Piarist spirit we breathed on the already existing movements and not as a movement that adds itself to the others. But we see that over time, it will become a movement as it should be.
- » We have to find a place where we are not yet in place to start the CM and follow their formative stages as proposed by the manifest.
- » Finally, we have seen that the CM, through daily activities, can act in the spiritual, cultural, social, family life, etc. of our students and children. Let's make sure that the CM has a promising future.



# programs and projects

## Service Offices

Itaka-Escolapios keep **22 offices** open in which they offer assistance and information to people of the groups, of the Piarist fraternities, the educational community, the surrounding groups and to the public in general. These have been the public service offices that have provided information for the year 2013-2014: Cochabamba in Bolivia, Belo Horizonte and Governador Valadares in Brazil, Bafia, Bamenda, Bamendjou and Yaunde in Cameroon, Bilbao, Cordoba, Dos Hermanas, Granada, Pamplona, Soria, Tafalla, Valencia, Vitoria and Zaragoza in Spain, Libreville in Gabon, Bangalore in India and Barquisimeto, Carora and Valencia (Lomas) in Venezuela.

## Fundraising Offices and International Cooperation

We count on **7 people dedicated to international cooperation offices** in a stable manner in Bolivia, Brazil, Cameroon, Venezuela and Spain. Those responsible for these offices work in coordination with the **5 people of the fundraising team** distributed in Andalusia, Aragon, the Basque Country, Navarre and Valencia.

## Calasanz Movement

During this year, **the Calasanz Movement in Soria and Jaca was born**, the necessary steps to make it rise in Barbastro are given at the beginning of the following year and the groups of Logroño and Alcaniz are integrated into the dynamics of the Calasanz Movement.

The result of these developments and the growing number of children, adolescents and young people participating in the Calasanz Movement groups in the rest of the Itaka-Escolapios venues of Emmaus (Bilbao, Cordoba, Granada, Pamplona-Iruña, Seville, Tafalla, Tolosa, Vitoria-Gasteiz and Zaragoza), **give a growth of around 30% in members of the groups** (2.323 in 12-13 to 3.030 in 13-14) **and of more than 40% in the number of volunteer educators** accompanying such groups (282 in 12-13 to 404 in 13-14). This year we set goals

for the Calasanz Movement in Emmaus for 2 years, among which the following are noteworthy: update the Educational Project of the Calasanz Movement in Emmaus and the basic programings of each place, consolidate the training pathways of the educators from the pedagogical and Piarist keys, strengthen the alliance between the Calasanz Movement and the Piarist Schools, accompany the birth of the Calasanz Movement in some Piarist presences, improve visibility (web page, posters, information, ...) and create teams of educators to ensure the success of this reality. To this reality we should add the Calasanz Movement from Itaka-Escolapios in Brazil (more than 2.000 members in Belo Horizonte, Valadares and Serra), in Bolivia (350 components in Cochabamba and Anzaldo) in Venezuela (about 2.000 in Caracas, Barquisimeto, Valencia and Carora), some 70 in Central Africa (Libreville and several towns in Cameroon) ... and all this in a network of the Calasanz Movement that brings in 13 countries and 81 localities to 791 groups, accompanied by 913 teachers and more than 14.000 children, youth and adults.

Iturralde - Lekunetxea retreat house



Lurberri School of educators





# Hostels, Retreat Houses

Itaka-Escolapios have managed 6 hostels or retreat houses: Barria in Araba, Lekun-Etxea in Bizkaia, Lezana de Mena and Trueba in Burgos, La Zubia around Granada and Txamantxoia in Navarre.

Itaka-Escolapios are responsible for the management and administration, for its use in educational and pastoral activities, ensuring their preservation and maintenance.

**Iturralde Country House - Lekunetxea**, located in the town of Arrazola, in the Vizcaino de Atxondo Valley; around 1.700 people have passed through there and it has been occupied during a total of 220 days during the course.

**Errotazarra - Barria** in the San Millan Municipality of Alava; more than 700 people from outside groups have passed through their facilities and more than 550 stays have been of internal groups.

**Lezana Hostel**, located in the Mena Valley, with about 725 people and 109 days of occupation, becomes the third hostel in occupancy level.

**The Calasanz Country House** is located in the Granada Municipality of La Zubia, 702 people have passed through there throughout the year, during the 53 days it has remained busy.

**The Trueba Cabin**, located in the Estacas de Trueba Port, native of Burgos, centers its activity mainly in summer, so the number of people who have made use of it has been about 336 over 38 days.

**Txamantxoia Hostel**, facility located in the Navarre Valley of Belagua, at just 10 km from the Municipality of Isaba, has hosted about 566 people passing throughout the year.

# Schools of Educators

**During the year we have had 3 leisure schools underway: Iturralde, Lurberri and Itaka-Escolapios in Andalusia and training in Brazil, Bolivia, Venezuela and Cameroon.**

**The Iturralde School, present in the Basque Country**, has had 176 students spread out over 12 courses in the following way: Bizkaia 87 students in 5 courses, Gipuzkoa 59 students in 5 courses and Araba 30 students in 2 courses.

In addition to these courses, 6 monographic courses have been carried out with different topics (educate for peace and human rights, educate for interculturalism, body language, and plastic expression, awareness and education for development, games...) within the normal range for training instructors, in order to complement their training. To impart some of these studies, we have had the collaboration of the Group of Health-care Volunteers of Itaka-Escolapios and of the "Aitzgorri Mendi Taldea" Mountain Group, to whom we also thank their availability and involvement, since they enrich the educational offer of the School.

**The Lurberri School, present in Navarre**, has given monitor courses to 30 people, spread over 4 courses of monitors and a course of free time directors to 9 people.

**The Itaka-Escolapios School of Andalusia** has taught 3 courses, one in Granada, one in Seville and another in Cordoba, for a total of 60 people. In addition to the monitor course, the school has given several monographic courses on legislation, body language, camps, group dynamics, education in values and education in the faith. The last monographic one was provincial and the 60 pupils of the 3 Andalusian venues took part in it.

**The Educators' School of Venezuela** has given courses in Carora for 42 people. The courses have focused on three levels of training such as pastoral agents (initiation, basic and advanced).

**In Brazil and Bolivia**, training for educators has also been provided. A training day was given in Brazil for volunteers where 35 people participated (some contracted and others volunteers). A training course for 20 teachers of boarding schools has been carried out in Bolivia and training for monitors for about 40 people has started.

**In Cameroon**, training has been made with the pedagogical innovation team, giving courses to the directors of the network of schools, to the lay people responsible for the administration, to the faculty and to the volunteerism of the Itaka-Escolapios works.

## programs and projects

# Literacy and School Support

We gather in this section, the set of care and educational support programs aimed at people with monitoring or access difficulties to formal education, both people of school age and adults.

### **Ikaskide in Pamplona**

Among the activities taking place in the socio-educational center of the Old Quarter in Pamplona, the number of beneficiaries, and the literacy courses for immigrants, is also worth noting. The EI 2013-2014 course was attended by a total of 38 people.

### **El Faro, in Granada**

The project is aimed at the immigrant population with low literacy or who want to improve it. Although this project is aimed at all the nationalities, it is the Senegalese population which is participating in it the most. During 2013-2014 a total of 20 people, mainly from Senegal, participated in literacy classes that were taught by a total of 10 volunteer teachers.

### **Ojala, in Bilbao and Vitoria**

This is an initiative that seeks to respond to immigrants interested in carrying out a literacy process to improve their life skills training. This is a project with a presence in the venues of Bilbao and Vitoria. A total of 66 students have been served in the venue of Bilbao (19 women and 47 men), in morning and afternoon shifts, the students in Morocco being the predominant nationality. Classes have been taught by a total of 37 volunteers. Also during this course, the "Ojala txiki" service has been set in motion in order to



help those who have to take care of their children thereby facilitating their access to classes. It has been given to 6 boys and girls.

In Vitoria there have been 35 students (all of them women) who have attended the course taught by 20 volunteer teachers. The students, mostly of Moroccan origin, have seen their learning facilitated by the existence, once again, of a childcare service. In Bilbao, as it has been usual, the municipal society Bilbao Ekintza has signed an agreement with Itaka-Escolapios which facilitates the maintenance of the program.

### **Trastevere in Cordoba, Logroño, Montequinto, Tafalla and Valencia.**

The Trastevere project (grouping various Itaka-

Escolapios' network projects) aims to improve the school results of children linked to our educational centers that for different reasons are at a social disadvantage. To do this, school reinforcement classes are given from 7 to 14 years. During 2013-2014 a total of 136 students were academically supported, with 74 volunteer teachers: 22 students with the help of 5 volunteer teachers at the Cordoba venue, 20 students with the help of 9 volunteers at the Logroño venue, 26 students with the help of 14 volunteers at the Tafalla venue, 32 students with the help of 25 volunteers at the Montequinto-Seville venue and 36 children attending 2 schools (Royal College of Pious Schools and Malvarrosa Pious Schools in Valencia) with the help of 21 volunteers among youth and teachers.



# Socio-educational Centers

We include in this project category a diverse set of educational and social initiatives that try to meet different situations and problems. Specifically, these are:

- » *Ikaskide (Pamplona)*: School reinforcement and leisure activities aimed at kids of the Old Quarter with educational and social problems and to their families.
- » *Pechiviri (Granada)*: Leisure time activities with the children of the Al-manjayar neighborhood.
- » *Itavere (Zaragoza)*: Area of leisure and recreation for the child population of the District of San Pablo.
- » *Social Centres in Governador Valadares, Belo Horizonte and Serra (Brazil)*.
- » *Itaka-Escolapios' Socio-educational Centers in Cameroon: Bafia, Bamenda, Bamendjou, Bandjoun*.
- » *Casa del Anciano in Valencia (Venezuela)*.
- » *Center for Special Educational Needs in Valencia (Venezuela)*.
- » *Calasanz socio-cultural Center of La Lucha District in Carora (Venezuela)*

## En Pamplona. Ikaskide

The Ikaskide project in the Basque language "fellow student" has continued to evolve in 2013-2014. Our main dedication and essential task is the school support and comprehensive education of children and youth in the Old Quarter and other neighborhoods in Pamplona-Iruña.

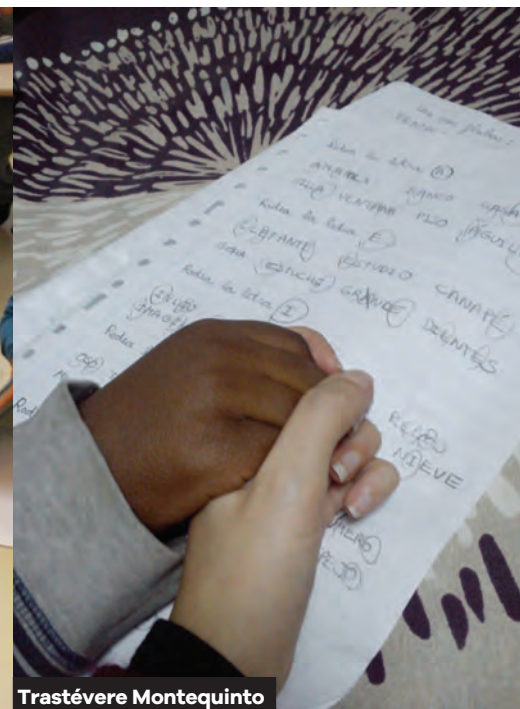
The contact with the families of the boys and girls, as well as the possibilities of the volunteers involved in the projects, with the special impulse of the Fraternity, has made new scopes arise. The meetings of the Family School, the Legal Service, the adult courses and the latter course - Novelty! the Training and Employment Guidance Service.

Next we make a review of all the areas of Ikaskide:

- School reinforcement from the 1<sup>st</sup> grade of elementary school through to high school: during 2013-2014 we helped 85 people with school reinforcement, of which 46 belonged to the primary stage and 39 to the secondary.
- Free time activities with those who come to school support:
  - During the school year, there was a group of young people between 14-16 years as part of the Calasanz Movement.
  - The primary school children had some special free time activities
  - Like other years, all the students of the school support (except high school) could enjoy the urban camp.



Ikaskide  
Ikaskide



Trastévere Montequinto



## programs and projects . socio-educational Centers

- Family School Activities: we have carried out 6 training meetings throughout the year with the primary goal of facilitating resources for the education of boys and girls.
- Computer course, attended by 15 people.
- Courses of caregivers for dependent people. In total, 12 people have completed the programmed training. Some of them could also carry out a "geriatric volunteer experience", to complete the training received.
- Legal aid. The team that is responsible for this work is composed of 6 people, some already titled and others conducting Law degree practices. In total 90 people have been attended throughout the year.
- As quoted in the section on literacy, Spanish classes we taught as well as English classes for the same group of immigrants. 14 people have participated in the English course. The complete duration of these courses reached 150 hours.
- Labor and training orientation: Assisted by more than 57 people throughout the course.
- Assistance and social orientation: 23 cases handled by social workers in practices.
- Training of volunteers: have organized a total of 8 training meetings.
- We have sought to strengthen our relationship with educational and social centers, for this we have had meetings with the Social Services Unit of the District, a meeting with child protection services, Caritas, social work professors of the UPN for career practices and several meetings with guidance and tutors of school centers for children and youth of the program.

### Pechiviri

The "Pechiviri" (which means "goldfinch" in a Para-Romani language) Project is the name given to the leisure groups, with boys and girls from the Cartuja and Almanjayar neighborhoods of Granada at risk of exclusion. Its overall objective is the education of children between 5 and 13 years in those 2 neighborhoods of the Northern District of the city, this education will be carried out through leisure and recreation. The project tries to respond and meet one of the requirements arising from the difficult context of this area, they are the neighborhoods with greater social marginality and exclusion of the city, and that directly affects the most vulnerable population group, the child population.

During 2013-2014, a total of 35 children, from 6 to 15 years of age, who were coordinated by a total of 12 monitors, took part in the activities.



### Itavere

ITAVERE is a social project of an integrating nature, aimed at boys and girls aged between 6 and 13 years that start the 2013-2014 course in the City of Zaragoza. The premises of the Pious Schools are employed for the development of the activities. Its name comes from the union of the words Itaka and Trastevere, being the District of San Pablo (place where it develops) similar to where San Jose de Calasanz worked.

This project arises from the need the district presents to provide children and youth, a time and a suitable space to acquire and develop necessary social skills to put into practice in their everyday life. Uses the free time as a tool for developing positive leisure habits and improves their social integration.

With Itavere we intend that the most disadvantaged children that are at risk of social exclusion, have a place to meet and live with other children and that they can enjoy the activities and resources that are not usually within their reach.

During their first year of life, an average of 65 boys and girls has participated in the 10 programmed activities, accompanied by 20 volunteer monitors.





**Belo Horizonte  
Governador Valadares**



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

The year 2013-2014 has been particularly important for the growth of the 3 Socio-educational Itaka-Escolapios' Centers that provide services to about 3.000 people in Brazil. We can talk about important advances in various areas of the activity, paving the way for further significant gains, especially marked by sustainability. Some interesting gains:

- » Governador Valadares: networking has paid off throughout the year and many are the milestones achieved. There were greater contacts made with the municipal network of social welfare to assist in tracking teens who meet social and educational measures due to criminal convictions, we signed an agreement with the National Trade Service to take courses with the National Program of Technical Education and as mentioned in the section of homes, we strengthened the economic resources for the Lar Homes program through an agreement with the Municipality of Valadares. Also noteworthy is the increased number of volunteers and associates in our Socio-educational Center
- » Belo Horizonte; networking has also been a differentiating element of our Socio-educative Center. Over the year, several people from Itaka-Escolapios have represented us in the Municipal Council for the Rights of Children and Adolescents, in the same State Council of the Government of Minas Gerais, in the Local Program Committee against Sexual Violence against Children and Adolescents or in the Permanent Forum of socio-assistance entities in Belo Horizonte. In addition Itaka-Escolapios received the endorsement of qualified entity for the management of professional training programs along with the Secretary of State for Labor and Employment of Minas Gerais.
- » Serra: the economic sustainability of the socio-educational center is virtually guaranteed thanks to donations from individuals, partners and public and private agreements. On the other hand, there have been several awards and recognitions received throughout the year, the award for Human Rights of the Legislative Assembly of the State of Espírito Santo or the recognition of the Municipality of Serra a los Escolapios by inviting them to take responsibility for a neighboring entity with the consequent increase of children beneficiaries of our programs.

### **In Carora, Venezuela. Calasanz Socio-cultural Center of La Lucha District**

With the help of the City Council of Leioa, we built a Community Center in the District of La Lucha where we offer an open space to the community to ensure a comprehensive education for children, youth and especially women (single mothers and pregnant teenagers) who require it. One of the main problems with which we find ourselves in the neighborhood is youth unemployment (28% of young people between 15-25 years are unemployed) and the scarcely qualified occupational training aggravated by the increase of pregnant adolescents and single mothers who must leave their studies to devote themselves to the care of their children. That is why we offer job training promoted by the AVEC (Venezuelan Association of Catholic Education), school support for children between 6 and 12 years, value education workshops, handicrafts, percussion...



## programs and projects



**In Valencia, Venezuela. La Casa del Anciano (The House of the Elderly) and the Center for Special Educational Needs**

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



In the district of Las Lomas in the City of Valencia, the Itaka-Escolapios' Foundation develops a project of attention to the elderly in a situation of abandonment and loneliness. The project aims to strengthen health habits and hygiene. In addition to this, we have a small dining room where to provide them a balanced meal. Throughout 2013-2014 there were 37 the elderly (15 men and 22 women) who regularly came to our Casa del Anciano.

The second of our Socio-educational Centers in the City of Valencia aims to serve children

and youth with special educational needs. This is the most vulnerable sector of the child and youth population, because their disability is joined by the scarce economic resources of their families. The project is developed mainly with youth and children who have intellectual disabilities associated with cerebral palsy or Down syndrome. During the year, a total of 25 young people (15 boys and 10 girls) who regularly attended the school activities, were attended by 6 volunteers, in addition to the group of professionals that manage the project.

The Socio-educational Centers in Cameroon are configured as complementary spaces to the schools as well as spaces open to the citizenry in general. Develop computer courses, school reinforcement, libraries, reading rooms, socio-cultural clubs, literacy, volunteer training, animation of summer camps, karate, dance... Throughout the year they have given service to about 3.300 students and teachers from primary Itaka-Escolapios' schools in Bafia, Bamenda and Bamendjou, and to hundreds of people from nearby neighborhoods, who find in these spaces, a place where they can be trained.



## Homes

People belonging to particularly vulnerable groups:

- » **Beregain** (Bilbao): intended for young women, pregnant or with children in their care, and in the process of social and employment inclusion. It has 2 homes, each with places for 4 women along with their children. Throughout the year, a total of 12 women and 12 children were attended. 7 have been the professionals that have accompanied the families in their learning processes and emancipation.
- » **Aukera** (Bilbao and Vitoria): serves young immigrants in job training, through a process of support and acceptance. A new home gets underway in the venue of Vitoria this year. Thus the program has 4 homes that have attended 32 young people along the year, aged between 18 and 20 years, with 28 young people residing in the homes.
- » **Lar Homes** (Governador Valadares): care for children who have been abandoned or at a social and family risk, giving them a place to live in a family atmosphere. There are 2 Lar Homes, Casa Esperança and Casa Alegria, that during the year have attended 15 children aged between 3 and 17 years, including 3 pairs of brothers and sisters. The minors have been attended by a team of 4 teachers, an assistant and a psychologist.

## programs and projects

# Support for School Centers

Itaka-Escolapios support, on a permanent basis, the operation of a set of Piarists' School Centers that, by context and by being directed to the mainly disadvantaged population, are not sustainable from the economic resources available locally. In 2014-15 there have been a total of 14 educational centers, 2 located in Bolivia, 12 located in Cameroon and 1 located in India.

### Primary and Secondary Schools

Currently in Cameroon, Itaka-Escolapios run 10 primary schools. These centers are a reference in the neighborhoods where they are located, because apart from giving an opportunity of quality education to children and youth, they generate a dynamic development in the areas where they are, enhancing services, businesses and local organizations, among others. The 10 primary schools spread over 3 different cities: Bafia, Bamenda and Bamendjou, with a team of 103 teachers attending a total of 3.289 students. In Bolivia, the 2 schools of Cocapata and Anzaldo have guaranteed

# Boarding Schools

### Rural boarding schools in the Bolivian Andes

Municipalities more than 3.000 meters high, composed mainly of Quechua population that works in agriculture and lives in small widely dispersed communities. It is possible to continue studying to finish high school education only by moving long distances. That is why there are 3 Piarist's boarding schools working in Bolivia. In Morocomarca, Anzaldo and Cocapata, the boys and girls can live during weekdays in the boarding schools, obtaining shelter, food, education in values and school support to complete what they do in their schools. Boarding schools progress more every day in self organization, promoting shared responsibility in the maintenance tasks of the boarding school. Children work hard to save the dis-advantage compared with other boys and girls who have had better opportunities to study.

During 2013-14, the 3 boarding schools have attended a total of 392 children aged between 6 and 19 years, in all the cases coming from families in poverty situation. The degree of need and the distance from their home to the nearest school are the selection criteria.

### In India, Kamda

The Kamda boarding school works in very poor conditions, hoping to be able to face a speedy restoration. It hosts and allows 50 children to study at the school Calasanz School Ashram. It is located in the State of Jharkhand, at the north of the country, where the Adivasis tribes live, scattered and isolated from the world. They are principally engaged in subsistence agriculture and hunting. Ignored in a country that grows in wealth, but also in social inequality and that excludes the minorities.



Boarding School in Anzaldo, Bolivia



access to quality and personalized education to more than 930 children during the year. This would not be possible without the involvement of a vocational teaching staff who supports students beyond school hours, and coordinated work with the respective City Halls that is allowing, for example, to renew and expand one of the oldest buildings in the school in Anzaldo. In India, 2 schools located in very different realities attend 742 children. The one in Kamda, in the north of the country, attends 512 boys and girls in a crowded building that every year is receiving an increasing number of students and urgently needs renovation and expansion. Building adequate bathrooms has begun while seeking support for the rest. Aryanad works on the other side of the country, to the south, in the State of Kerala.

### Training for Employment

In Cameroon there are 2 Itaka-Escolapios' vocational training centers that, attended by about 50 teachers, train in branches of mechanics, electricity, electronics, metal construction, accounting, administration and farming techniques to a total of 524 students, with support from the Government of Cameroon.

## school cafeterias

Along with the support to the school centers, from Itaka-Escolapios, the nutritional contribution to the students of our schools as a way of ensuring a sufficient, healthy and balanced diet is necessary.

The cafeterías of 11 schools, with a total number of 3.800 attended recipients, are the responsibility of the Itaka-Escolapios. They are located in the 10 elementary schools mentioned in Cameroon and in the Anzaldo school in Bolivia.

Boarding School in Cocapata. Bolivia



School cafeteria. Camerún







Formación para el empleo. Camerún



Comedores. Camerún

## Networking and Alliances

**Itaka-Escolapios work together with other entities with which we share common goals.**

This collaboration is done through various means: stable agreements over time or specific actions (voluntary cooperation, Itaka-Escolapios' financial contribution to the work of the entity...), timely financial support from its own resources or through grants to the implementation of development projects and belonging networks and work from them (cooperation, social exclusion, volunteering, in the ecclesial field ...)

The list could be very long, because there are many collaborative experiences at ecclesial level, social level, educational level, etc. We mention some of them, in Spain, for its significance and because they are representative of the plurality of the Itaka-Escolapios' offices and of our activity fields:

» Diocese corresponding to the venues where we operate, as well as Caritas.

- » Coordinators of NGOs (The Basque Country, Granada, Navarre, Valencia and the Aragonese Solidarity Federation)
- » Fiare Ethical Bank: Basque Association to support the Fiare project, Fiare Association Navarre, Fiare Ethical Bank Association – South.
- » Associations, foundations and day centers of the neighborhoods in which we operate (Aldauri Foundation, Association Friends of Almanjayar and Cartuja, Virgen del Pilar Nursery School, Gypsy Association Anaquerando, Gune Itxaropen Association in Pamplona).
- » Different Food Banks.
- » Volunteer platforms (Valencia, Pamplona...)
- » Universities (The Basque Country, Zaragoza, Deusto, Granada, Navarre...)
- » Municipal Social Services (Bilbao, Granada, Pamplona and Valencia).
- » Setem Navarre and Aragon.





## Awareness

The awareness-raising project has as a task to ensure the education in values in each Itaka-Escolapios venue. Throughout 2013-2014 we have basically done our awareness raising task:

- » Through the Calasanz Movement, as the educational project of educational groups underpins education in values year after year.
- » Through the weeks and awareness campaigns we have done in schools and groups throughout the year.
  - Solidarity campaign *"We are there for you, we educate together"* that reached more than 35.000 people in the Piarist provinces of Emmaus and Bethany and that raised over 170.000€ for primary education projects.
  - Peace Week to reflect on non-violence.
  - Solidarity Campaign with the excluded people: with which we have wanted to approach and support, by means of social organizations, the groups in need of our immediate environment. The groups to which we have approached and supported have varied according to the venues.
- With the *Escola Oberta* Project: it aims to facilitate the educational dynamics that are a bridge between the school and the neighborhood of the city in which it is located, convinced of the educational force that has the direct knowledge of the reality. Promotes awareness of the reality and the participation or volunteering.

## Volunteering

During 2013-2014 there were more than 1.000 people worldwide (14 in Bolivia, 160 in Brazil, 90 in Cameroon, 650 in Spain, 150 in Venezuela...) which have collaborated in different works, programs and projects, being educators, monitors or catechists, working in the management and organization of Itaka-Escolapios as volunteers in the training courses or workshops, participating in many different ways in the social action that we carry out and in awareness campaigns, or having an experience in Piarists' projects in other countries.



Pozo para las escuelas. India



Campaña de solidaridad con Voyage

## economic information

**This year we have mobilized around EUR 2.7M, about EUR 87.000 less than the previous year, running at around 95% of what was predicted, since the overall situation of crisis has continued to affect the support for different extraordinary projects that may not be undertaken.**

Given this situation that is extended in time, this year we have been devoted to these 144.000€ more than the previous year, opting to rely on our own funds. But we continue with the remaining challenge of adding sufficient funds to meet all these needs that come from an extraordinary nature.

To fulfill our mission at its regular operation, we count on around 71% of our own funds, allowing us to attend the planned programs and activities loosely and thus attend some of the extraordinary, as indicated above. In this high percentage, are the fees for the services we provide and mainly the donations that the Itaka-Escolapios' patrons contribute (Demarcations and Piarist Fraternities), as well as the numerous people that participate in our awareness campaigns, mainly in Piarist Schools, or that collaborate as partners and the various collaborating entities. It is worth mentioning this year, the increase in schools that have joined the campaigns and the greater self-sustaining of our programs in other countries.

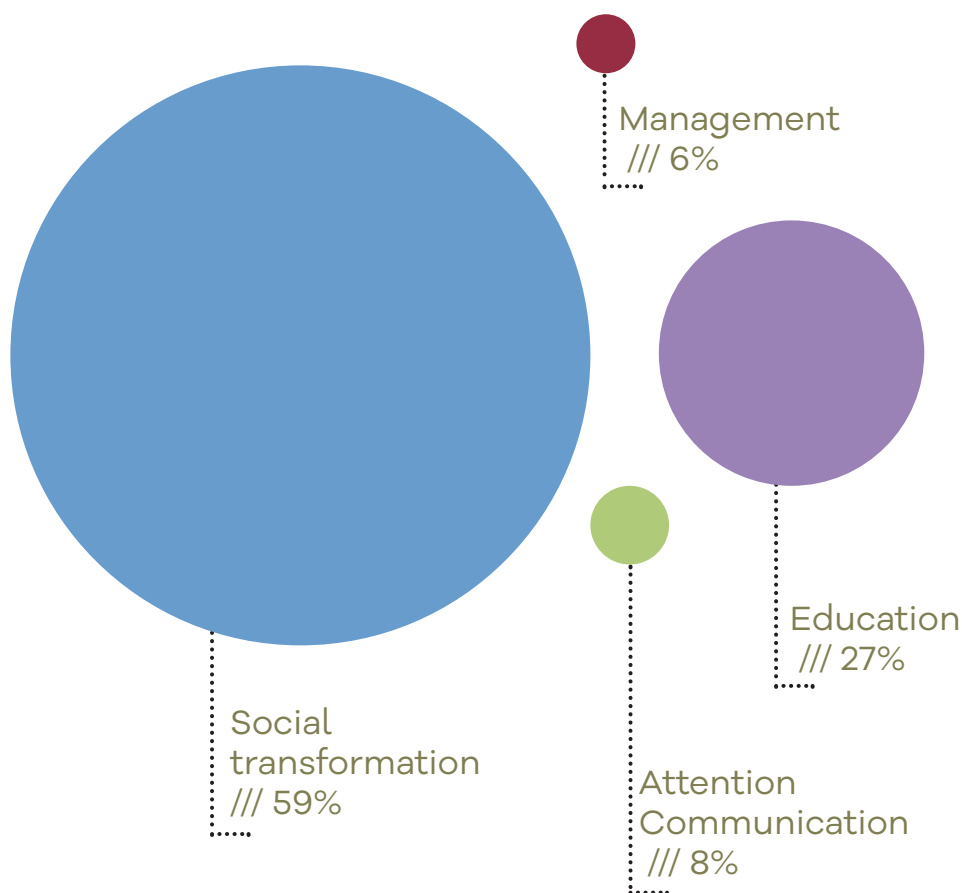




# Expenses

## Some data worth noting in terms of expenses:

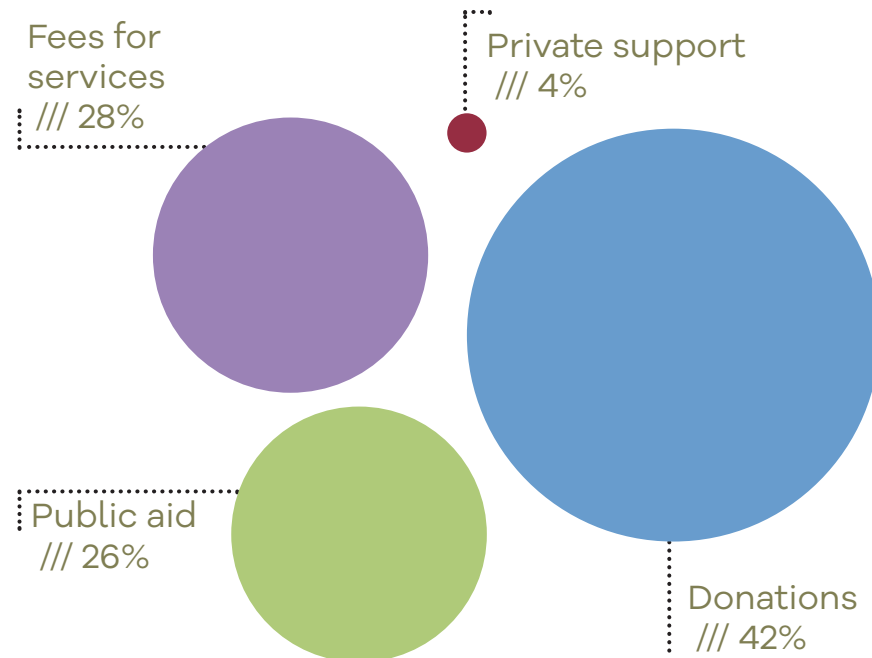
- » 766.000€ has been sent to programs of other countries (765.902,80€).
- » We have given 45.000€ to other entities for social projects (45.373,27€).
- » Cost sharing can be seen in the following graph (sharing identical to the previous year):



# Income

## In terms of income:

- » Of the EUR 2,7M obtained (2.777.868,33), almost EUR 221.000 (220.649,18€) have been allocated to special projects, which implies that our ordinary operation requires EUR 2,56M.
- » The distribution of funds is displayed in the following graph, if we discount the effect of the extraordinary:
  - » What means having **70.81% of own funds** (among which is included 0,33% from other income).
  - » The importance of the **donations** in the total entries should be noted, as they account for **nearly EUR 1,082M**: the tithes and contributions of the Piarist Fraternities and Demarcations, the awareness campaigns and the collaborating partners continue to enable largely the ordinary functioning of Itaka-Escolapios. The remaining challenge is to add more funds to meet the extraordinary projects that reach us.



# Thank you very much!

**To those who collaborate.** In the final part of this Report 2013-2014, we want to send a heartfelt thanks to all the institutions and entities that support Itaka-Escolapios, because without a doubt your effort and trust enable our projects and actions to go ahead and go ever further.

We also want to extend our thanks to the hundreds of individuals who, being volunteers of the Itaka-Escolapios, Piarist school teachers, collaborating partners or with their specific support, have also contributed to further our work.

Also special thanks and appreciation to the Demarcations and Piarist Fraternities that, in their capacity as Itaka-Escolapios' founders and patrons, stand by and trust this entity as a solidarity platform in which we share the Piarist mission.

## **FOUNDERS AND PATRONS:**

- » General Congregation of the Pious Schools
- » Piarist Fraternity of Valencia (Valencia and Albacete), Bolivia, Brazil, Emmaus and Venezuela.
- » Pious Schools of Central Africa, Central America and the Caribbean, Bethany (Valencia), Brazil-Bolivia, Emmaus and India.



Socio-educational Center in La Lucha



Along with them, we collect the following list of entity friends who support us through Itaka-Escolapios' venues. To all of them we extend our thanks.

### GOVERNMENTS

- » Government of Spain
- » Government of Aragon
- » Government of La Rioja
- » Government of Navarre
- » Basque Government
- » Government of Andalusia

### COUNCILS

- » Regional Government of Araba
- » Regional Government of Bizkaia
- » Regional Government of Gipuzkoa
- » Provincial Council of Huesca
- » Provincial Council of Teruel

### CITY COUNCILS

- » Andorra City Council (Teruel)
- » Barbastro City Council (Huesca)
- » Berriozar City Council (Navarre)
- » Bilbao City Council
- » Fraga City Council (Huesca)
- » Granada City Council
- » Huarte City Council (Navarre)
- » Jaca City Council (Huesca)
- » Llodio City Council (Araba)
- » Leioa City Council (Bizkaia)
- » Noain City Council (Navarre)
- » Pamplona-Iruña City Council
- » Sangüesa City Council (Navarre)
- » Tafalla City Council (Navarre)
- » Tolosa City Council (Gipuzkoa)
- » Tudela City Council (Navarre)
- » Vitoria-Gasteiz City Council
- » Zizur Mayor City Council (Navarre)

### SOCIAL WORKS BANKING ENTITIES

- » La Caixa Social Work
- » Barclays
- » Cajasol
- » Bankia
- » Ibercaja
- » Religious Entities
- » Diocese of Bilbao
- » Diocese of Vitoria-Gasteiz
- » Pastoral Unit of Santa Maria de Olarizu in Vitoria-Gasteiz
- » The Supreme Council of Holy Week in Alcañiz

### FOUNDATIONS

- » Carmen Gandarias Foundation
- » Meridional Foundation
- » Porticus Foundation
- » Menchaca de la Bodega Foundation

### COMPANIES

- » A & L Law and Tax Offices Ltd
- » Arriaga Brothers
- » Ausolan S. Coop
- » Guillermo Buses Ltd
- » Bilbao Ekintza E.P.E.L.
- » Comis Lagun Ltd
- » Electra Vitoria Coop S.
- » Giroa S.A.
- » Lankopi S.A.
- » Peñascal Coop S.
- » ADAI Project, Ltd
- » Uniko Creative Studio Ltd

### ASSOCIATIONS

- » Alumni Association of the San Jose de Calasanz School in Barbastro.
- » Vasco Navarro Official College of Architects
- » San Ignacio Club in Vitoria-Gasteiz
- » Anzaldo friends' Association
- » Parents' Associations
- » ACPA San Jose de Calasanz School in Valencia
- » ACPA Royal College of the Pious Schools in Valencia
- » ACPA Pious Schools in Malvarrosa
- » AMPA Calasancio School in Bilbao
- » AMPA Hirukide in Tolosa
- » APYMA Pious Schools in Tafalla.
- » APYMA Calasanz School in Pamplona.
- » AMPA Calasanz School in Vitoria-Gasteiz



School in Cocapata. Bolivia

# Come to know Itaka-Escolapios



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BRAZIL			
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Tolosa	Barrio de San Blas, 27B	Gipuzkoa	(34) 943 670 409
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