



itaka-escolapios **report**

2017=2018

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## ITAKA-ESCOLAPIOS REPORT 2017/18



Cover photo: Cebu, Philippines

## Mission and governing bodies

We are an organisation driven by the Order and the Fraternity of the Pious Schools to carry out its educational and social mission across the different countries in which we operate. We are committed to providing education to those people in situations of great disadvantage, considering this the best way to transform the world and to create a better tomorrow, in turn encouraging the generations to contribute the best of themselves, responsibly, back to the world..

### BOARD OF TRUSTEES

**President:** Javier Aguirregabiria

**Vice-president** Mariano Grassa.

**Secretary:** Alberto Cantero.

**Members:** Raúl González, Miguel Giráldez, Daniel Hallado and Pilar Ruiz.

### 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.

### IN CHARGE OF EACH DEMARCATION / COUNTRY

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## **Letter from the president** Our goals with renewed strength



he motto that accompanied us throughout last year was “With You, More”. These three words mean a lot to us: that we need you; that we need the many hands that help us; and that we need God, in order to carry out our projects and our goals. In presenting this balance report, it is important to keep our goals in mind, in order to experience them with renewed strength.

In Itaka-Escolapios we want **to be happy making others happy**. We have found that happiness is to stop seeking it for oneself and to seek it for others, especially for those who need it the most. Devoting time, resources, money, and availability for others fills our lives to a greater extent whilst creating a better life for everyone.

We want to **transform the world**, making it a fairer, more peaceful, sustainable and supportive society. With this in mind, we carry out many projects and initiatives that seek a better coexistence, attention for those who are experiencing difficulties, a supply of volunteers, and solidarity channels, and ultimately to introduce mechanisms which will work to build a better land for everyone.

We know that in order to transform the world it is necessary to change the people, and the best way to do so is through a **comprehensive education from childhood to adulthood**. A liberating education plants the seed of a new society in each and every person, preparing each aspect of the individual to live life fully, and create a better environment.

A way to see reality, a set of values, a way of living and a way of acting is what drives the education and all actions we carry out. It is the reference of Jesus Christ and His Gospel that moves us, the motor that propels us forward, the offer we make to those freely willing to experience it, making the Good Announcement of Jesus public, and inviting people to make it their own is an ever-present proposal between us.

And finally, **building reference centres**, places where people already live in a new way, calls to join our Itaka-Escolapios Network, inviting others to be a part of our reality are other principal purposes for us, because we are aware of the reality of “With You, More”.

Now we are starting a new year with the slogan “In your hands”. In *your* hands you hold this report, full of life and with so many people behind these pages. In your hands is the possibility to hold these projects and to create new ones. In your hands, also directed by God, we know that it is within our reach to bear fruit. It is in your hands, and we say it to you personally, that we wish to trust.

> Javier Aguirregabiria.  
PRESIDENT OF THE ITAKA-ESCOLAPIOS FOUNDATION





## Main highlights of the year

**In this report, in which we present the balance of the year 2017-2018, we find ourselves standing before the fruits of a year which has been full of news and significant events for Itaka-Escolapios. We would be unable to make reference to all of them here, but, at least, we can summarise some of them which are especially important.**

**I**taka-Escolapios **concluded last year as a network with presence in 17 countries throughout Africa, America, Asia and Europe**, thanks to the agreements signed with the ten demarcations and six Piarist fraternities that participate in this network. As we usually recognise, **this presence is diverse and not homogeneous**. Whereas in some places Itaka-Escolapios is a consolidated reality, in others we are still beginning our journey. Nevertheless, **it is necessary to highlight the responsibility and the challenge implied by the agreement of existing as a solidarity platform to share and develop the Piarist mission**. It is open to the participation for all those who wish to join, and in the same way, the will to always be at the disposal of the Pious Schools, to be present in those new places and realities to which we are called, to collaborate in the beginning and during the impulse of the mission. This has been the case, for example, in the recent **foundation in Mozambique, where Itaka-Escolapios is beginning to act even while we are drafting this report**.

Looking back upon the most noteworthy events of the last year, one particularly significant highlight was the celebration of the **3<sup>rd</sup> Advisory Council of the Itaka-Escolapios network**, which took place in Madrid from the 7<sup>th</sup> to the 9<sup>th</sup> of May 2018. This meeting, as the most important and representative of those held periodically at Itaka-Escolapios (in this case, every three years), is a highly qualified forum to evaluate the progress of our network in the different countries and teams, as well as to point out the challenges and guide the major decisions. In this case, the Advisory Council relied on **the participation of the whole General Congregation of the Order and the General Council of the Fraternity** together with the superiors of the demarcations and representatives of the fraternities integrated into Itaka-Escolapios, as well as the people in charge of the main teams belonging to the network. Without a doubt, this

has been an important organisational effort, as it meant bringing together nearly forty people from distant countries over several days, **but it has provided us with a very valuable contribution, not only for the joint identification of lines of progress for the years to come, but above all as a renewal of enthusiasm and commitment to Itaka-Escolapios among all those who are part of the networking**. The challenge that we have is to translate what has been discussed and agreed upon in the Council into the different realities, and to specify the steps needed to make that progress in the future.

In addition to the Advisory Council as a great meeting, there have been other moments throughout the year in which we have been able to, together, feel the joy, the effectiveness of this journey and its networking. It is fair to mention here, given its range (**more than 60 Piarist locations working on the same initiative together**), **the last solidarity campaign** which was in favour of Senegal. This campaign has been especially mobilising and successful in terms of its results. Without a doubt, these campaigns are more and more widespread experiences which show us the way. As an example of that, all that we share within the network not only counts, but can even multiply.

Finally, this place is a good moment to **express the appreciation of everything we have lived through together and received at Itaka-Escolapios over the last year**, and to send it especially to the people and friendly entities that have made it possible, with your commitment and effort. We hope that this report will serve that purpose, as well as for validating and promoting our participation in the great adventure of: sharing the educational; evangelising; and socially transforming through the Itaka-Escolapios mission.

Thank you and see you on the way!

> Igor Irigoyen  
GENERAL COORDINATOR ITAKA-ESCOLAPIOS





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

- » »Christian and Piarist identity.
- » »Option for the poor.
- » »Integral mission (educational, evangelising and social transformation)
- » »Voluntary commitment.
- » »Responsible management.
- » »Networking.

**Summer camps Senegal**



**At the beginning of May, between the 7th and 9th of the month, the 3rd Advisory Council of Itaka-Escolapios took place in Madrid. This is the body of maximum representation of the Order, Provinces and Piarist Fraternities participating in the International Network Itaka-Escolapios. It takes on the function of marking the fundamental lines and advising the Board of Trustees with the object of helping in the action, efficiency, and expansion of the works and activities carried out, in agreement with the aims of the Foundation.**



Present at the Advisory Council were: P. General and his assistants for Europe, Asia, America and Africa, the superiors of Emmaus, Central Africa, Western Africa, Central America and the Caribbean, Philippines, India, Mexico and Chile, and those in charge of General Fraternity, members of the Executive Committee, country officers, and coordinators of the Itaka-Escolapios network.

About forty people worked for three days on the realities of the demarcations present in Itaka-Escolapios, as well as the general teams of the network.

We highlight the **conclusions of the 3<sup>rd</sup> Advisory Council** as follows:

After the celebration of the 3<sup>rd</sup> Advisory Council of Itaka-Escolapios, we note that today the Pious Schools are immersed in an exciting moment, marked by various signs of progress. These range from geographical expansion (with the commitment validated in this meeting to promote new dynamisms together that go beyond the agreements of the demarcations) to the establishment of a Piarist subject enriched by a more active religious life, and by a Fraternity, which – among other things - is growing in number and maturity.

From this observation, we extract seven

strength ideas from the 3<sup>rd</sup> Advisory Council which, as calls for progress, we put forward as conclusions to the whole of the Itaka-Escolapios network:

1. We have a strategic challenge in **taking care of the training of this new subject**, especially of those - religious and not - called to lead in the future development of the Piarist mission and also in the continuing with the education of all religious people and members of the Fraternity.
2. The Advisory Council also underlines the key contribution of Itaka-Escolapios, especially with the Calasanz Movement, in the **call to each of the ways of participation in the Pious Schools**, and especially the Piarist religious life and the Fraternity, generating vocational diversity that gives a response to all those who are interested.
3. Within this framework of communion, both the Order and the Fraternity consolidate Itaka-Escolapios as an **institutional tool**, created and shared by both for the promotion of the Piarist life and mission.
4. Certainly, there is no single way to be, and no single way to set out Itaka-Escolapios, however, from its common values it is adapted to the Piarist, social and cultural context of each location. Therefore, we must continue to advance in this **enculturation** of each entity, as well as in the expression of the **interculturality in our network**.
5. All of this involves our organisation and that of the network's teams. For this reason, the Council is committed to strengthening the Board of Trustees







Participants in the Advisory Council of Itaka-Escolapios

and the Executive Committee as the network's driving and management teams, as well as the rest of the general teams of Itaka-Escolapios, taking specific steps towards the **internationalisation** of its members.

6. In this regard, it is necessary to highlight the **importance of communicating** our identity and our model properly. We are the participants in this 3<sup>rd</sup> Advisory Council (the Order and demarcations, the Fraternity, the people who act as contacts in each country, the network's teams and the Executive Commission) who have a special responsibility in the narration of Itaka-Escolapios, in order to make it understandable and to express the wide range of possibilities it offers.
7. Finally, Itaka-Escolapios must promote the culture of projects in the Pious Schools wherever it is present, and help to make it more and more widespread. This involves having **teams and trained managers working on a project basis**, encouraging planning, networking, and efficiency in the achievement of objectives and the generation of resources.

These conclusions must be followed up and put into practice. Therefore, we ask each Demarcation and Fraternity participating in Itaka-Escolapios, as well as each general team of the network, to identify **three specific commitments** for progress in their field until mid-2021, when they will be evaluated by the 4<sup>th</sup> Advisory Council.

Finally, with both joy and responsibility, we contemplate Itaka-Escolapios as a sign of a new way of being and of building the Church from the Pious Schools, with the co-responsibility to which the Gospel and the present reality invite us, attentive to the call of Pope Francis to take action, making ourselves present and committing ourselves to the peripheries of poverty, education and faith.

**"We contemplate Itaka-Escolapios as a sign of a new way of being and of building the Church from the Pious Schools."**



**The solidarity with impoverished towns has been very present in the journey of the Pious School. Historically, there have been many experiences of different schools which connected their solidarity to Piarist presences from other places across the world. Itaka-Escolapios has served to unite many of them and redirect all efforts to know and support a Piarist presence each year.**

In this way, Itaka-Escolapios has, since 2012, connected Piarist presences from different parts of the world with three objectives:

- » Supporting a Piarist project economically which helps to achieve the human right to a quality education wherever it is needed.
- » Bringing awareness of the educational and social reality worked on by the project to all those who participate in the campaign.
- » Feeling that we belong to the same Piarist reality beyond the distance which separates us.

That first year, we took our first steps together with “education promoting the future”, presenting the development goals of the millennium, and the contribution of the Pious Schools to, during the following years, present the reality of education in Indonesia, India, Senegal and, this year, the Democratic Republic of the Congo. There have been hundreds of educational activities and nearly €1,200,000 invested in extending the Piarist work throughout the world.

Since 2012, different countries and realities have joined Spain's, taking us from 35 to 65 Piarist centres during the last campaign. Below are just some of the testimonies from people who make the campaign a reality in our Piarist centres:



**JON ANDER  
ZARATE**

AWARENESS  
RAISING  
COORDINATOR



The awareness raising of the Itaka-Escolapios network is at the service of the Pious School with the intention of promoting education in values and social transformation, in the style of Calasanz, in all those Piarist presences that demand it.

Among the actions we promote are the campaigns in favour of the most underprivileged Piarist presences, the weeks of Peace, the campaigns of the Diocesan Churches, the solidarity campaigns with the most underprivileged groups of our closest surroundings, talks, and training days.

It is worth mentioning the Piarist solidarity campaign, a campaign that aims to consolidate the Piarist network by removing us from our localism. Promoting a campaign in favour of a Piarist presence, which is especially needed, makes us discover that we are all in the same boat and allows us to continue reciting together: “When you embark on your journey to Ithaca ask that the road be long, full of adventures, full of experiences...”





**ISABEL HIDALGO Y DORIS GONZALES**  
EDUCATORS OF THE CALASANZ DE COCAPATA  
BOARDING SCHOOL

**T**he solidarity campaign allows us to get to know the realities of other countries. It brings us closer to their culture, their people. Making a small contribution makes us feel like participants, happy to help our brothers and sisters, and even more so when we see the fruits of the different campaigns. In Bolivia, where children are so aware of the needs people may have, especially in the most impoverished rural environments, it is easy to understand the meaning behind, and experience the sentence: "I'll scratch your back and you'll scratch mine."

Teachers, educators, parents, children, and young people collaborate because we know that one day the network helped us and now it is our turn to participate in the Piarist work in the world. In Bolivia we work so that in each educational unit the campaign is integrated into the calendar. Performing helps our young, through games, videos and other actions, to see other children and young people who work and study, etc., day by day.

We wish for the values of solidarity - to share, and to get closer to those who need it most - to go from theory to practice and campaigns are a good tool for this. They make us aware that together, and through helping each other, we can make a better world for everyone.

**"The solidarity campaign teaches us to live the Gospel in a practical way".**

**T**he solidarity campaign, understood as a strong drive in favour of the most disadvantaged, is an activity that has characterised and mobilised the Piarist schools of Cameroon for several years. The last centre to be incorporated into the Piarist schools of Cameroon, Bilingual School St. Joseph Calasanz of Abobo, has also participated in the campaign. This is an activity that has been integrated into the life of our school, as a moment in which teachers, students and families are mobilised to know or change a reality in the world.

Through the campaign, students were able to learn about the reality of poverty, valuing the good luck of living under a roof, having a family or going to school. They understood the importance of giving, of offering oneself, of empathising with the suffering of others and of loving in spite of distance, even if we do not know them.

The solidarity campaign makes it possible to understand the differences of other towns or nations. It allows us to cross borders, to get out of our comfort zones, to leave behind our selfishness and to reach those who cry. It teaches us to live the Gospel in a practical way through the acts of charity we do for those in need, because they represent the face of Christ.

**FRANCINE  
SAINTE  
NTANKEU**

PRIMARY  
SCHOOL  
TEACHER  
FROM THE  
CALASANZ  
OF ABOBO  
SCHOOL IN  
YAOUNDE





**EFREN  
MUNDOC Y  
ANTONIO  
MARCO**

DIRECTOR OF  
THE HOLY CROSS  
SCHOOL AND  
COORDINATOR OF  
ITAKA-ESCOLAPIOS  
PHILIPPINES

**IK**iblawan is a small town in Davao (the Philippines), where The Holy Cross Piarist School is an important reference. In spite of its poor and precarious infrastructure, the school is full of life and of boys and girls who reflect enthusiasm in all the proposed activities.

In this humble context it is easy to understand why the Itaka-Escolapios Solidarity Campaign has been so successful. Despite being the first year that the campaign has been carried out, the dynamism and enthusiasm of the young people has been very important.

The adults' participation has also been significant, not only from the parents of the students, but also from the people of the Chapel of Molopo, managed by the Piarists, who have also participated in the campaign.



**"The Solidarity Campaign has served to open the horizon from this little corner of Mindanao to the Piarist Universe."**



**MARTÍN  
BRAVO**

PIARIST DEAN OF  
THE COMMUNITY  
OF ATAMBUA

**I**n the Piarist presence of Atambua in Indonesia, we are linked to the sensitisation project with two objectives. The first is to give back to others the generosity they showed us when we benefited from the solidarity campaign with the project (name in Spanish) "Al encuentro de Atambua". We tell children that, as we have been beneficiaries of this campaign, we must also be in solidarity with the needs of other places. The other objective with which we are linked is to generate, in children, the sensitivity to be in solidarity with the poorest people. Sometimes we may think that when we work with vulnerable sectors, we should not talk about solidarity, as, given that they are poor, we may wonder what they will be able to share. However, this is a big mistake because in this way, the poor are raised in a mentality of not sharing, or living longing for wealth.

The campaign "Senegal's Treasure" was developed with the young people of Asrama, with a large panel at the entrance of the boarding school, with whom we worked on some of the activities proposed by the Itaka-Escolapios network with the aim of working on the value of education. In addition, with the children of the "learning with Calasanz" program, we learnt about the context of Senegal and the Piarists. With them we also made some money boxes so that they could collect money from the families. Many of them donated part of the money they receive for their food at school.

We believe that it is a very positive experience, valuing the material that is prepared and that helps us to present the Piarist reality. From here we encourage others to continue working and creating more and more strategies that help us to train children in solidarity.



## Service offices

Itaka-Escolapios maintains an open network of offices in which attention and information to the educational community is offered, to those involved in the setting, and the general public. They are very diverse offices, some have hired staff and others are attended by volunteers, which defines the available service hours of each one of them. These are the customer service offices which have provided information during the year 2017-2018: Cochabamba in Bolivia, Belo Horizonte, Governador Valadares, and Serra in Brazil, Bafia, Bamenda, Bamendjou, and Yaundé in Cameroon, Alcañiz, Barbastro, Bilbao, Dos Hermanas, Granada, Jaca, Logroño, Pamplona, Madrid, Soria, Tafalla, Valencia, Vitoria, and Zaragoza in Spain, Barquisimeto, Caracas, Carora, and Valencia (Lomas) in Venezuela.

## Calasanz Movement



## EMMAUS

During the 2017-2018 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. 3632 children, youths and adults have taken part in these groups, supported by 474 volunteer instructors and catechists.**

In addition to the number of participants, other **key points** we wish to point out in this report are as follows::

- » **39% of students** in the Piarist schools who were encouraged to participate in the Calasanz Movement took part in the groups during this year.
- » **11 young people** from Emmaus participated in the **first year of the SAL project** (a formation itinerary that includes a stay of at least one month in a Piarist location in an impoverished country) and had a month of experience sharing the Piarist life and mission, together with **2 other young people from the Piarist Province of Bethany**, in Bolivia (Anzaldo), Mexico (Campeche), Indonesia (Atambua) and Ecuador (Quito). Furthermore, **18 other young people from Emmaus and Bethany** have completed the **second year** of this itinerary, with the aim of integrating the experience into their own lives in order to make personal choices.
- » **35 young people** have participated in different fields of work over the months of July and August, many of them in organised experiences by







the Itaka-Escolapios offices in Granada, Bilbao, Madrid and Valencia. Others have participated in work camps organised by other entities and youth movements.

**The most significant advances** of this course are briefly described below:

Development of the local and provincial phases of the **Piarist Youth Synod** and participation in the continental phase. From the call of Pope Francis for a Youth Synod with the title “Young people, faith and vocational discernment”, the Calasanz Movement has carried out a set of initiatives, reflections and meetings that have allowed us to continue delving into the key issues that must be taken care of in order to offer greater and higher quality accompaniment to the young people, so that they may be the protagonists of their own process and of the drive of the Calasanz Movement from early ages.

In addition to the dynamisms generated in each location, **we highlight two meetings** held in this process: one in **Zaragoza in April** with young people from some Emmaus presences and another in **Salamanca in August** with young people from all the Piarist provinces of **Europe**. From Emmaus, we sent a total of 11 young people to this second meeting, representing the presences which participated in the Zaragoza meeting, accompanied by 4 leaders close to them in age. The experience has been sincerely significant for them, with the challenge of now transferring the reflection made in Europe to the youth realities of each location. Both meetings gave rise to conclusions

and proposals that will help us to improve our educational and pastoral action with the young people of the Calasanz Movement.

**Reflection** in all places in which the following title has been carried out (name in Spanish): **“Una oferta que merece la pena... ¡y para siempre!”** (in English, an offer that’s worth it... forever!) This reflection arises from the need to share clues, good practices, reflections, and initiatives according to the situation of each place, to strengthen two objectives:

- » Ensuring that the children continue in the Calasanz Movement groups at times that we consider “key” in the process, and which coincide with the ages at which they are not school students anymore: 16 years (at the end of Compulsory Secondary Education) and 18 years (at the end of their A level equivalents).
- » Strengthening the groups in the last school stages by increasing the percentage of students in these age groups.

On the **itinerary of joint meetings** that we promote each year, we highlight two items of news:

- » The launch of the document elaborated in the previous course to **evaluate** each of the joint meetings of the Calasanz Movement in depth.
- » The celebration for the first time of a **joint meeting in the area of Aragon-Soria**. Specifically, the headquar-

ters of Jaca, Barbastro and Zaragoza held the meeting (name in Spanish) “E=mc2 - Escolapios muy científicos” with schoolchildren aged 12-13. The idea is to continue promoting these meetings in this area of Emmaus. One is already scheduled for the 2018-2019 course in groups of 3<sup>rd</sup> CSE (Solidarity Days) and another for 4<sup>th</sup> CSE (Looking for Jesus).

- » **The Calasanz Movement data** has been collected for the first time, broken down by sex and accompanied by graphs and percentages, etc. Based on this data, an **in-depth analysis** has been made, both of the situation in Emmaus and of each place, in order to draw conclusions and propose some actions that will enable the Calasanz Movement to grow in quantity and quality.
- » Progress in the **updating of the Document and sessions of the SAL Project** (Ulysses project until last year).
- » The setting up of **adult groups** in the Calasanz Movement across various venues, drawing mainly from families and teachers from the Piarist schools. This is a growing reality that we want to accompany and promote.

The compilation of **tools and data** that will allow us to make a serious evaluation of the Calasanz Movement throughout the year 2018-2019, when our current strategic plan ends. This **evaluation** will allow us to identify the main **challenges** we are to face in the upcoming years. These tools are mentioned below:

- » Reflections (name in Spanish) “Una oferta que merece la pena... ¡y para siempre!”
- » Evaluations of joint meetings
- » Analyses of the Calasanz Movement data tables
- » Conclusions of the post “10 years of Itaka-Escolapios Emmaus indicators”
- » Satisfaction surveys completed by volunteers (including monitors of the Calasanz Movement)



## WESTERN AFRICA

**In Western Africa, the Calasanz Movement is present in 11 places:** 8 groups in Senegal (Oussouye, Sokone, Mbour, Sam-Sam, Keur Massar, Notre Dame d’Afrique, Keur Casani, and Mampatim) **and 3 in Ivory Coast** (Abidjan, Daloa, and Agboville). Altogether they comprise 630 young people, with a greater amount of women (338 girls and 292 boys).

The establishment of the Calasanz Movement in this province is unequal. There is still not a strong presence in the interior areas such as Oussouye, Sokone, and Mampatim due to the lack of availability of families to accompany and activate the groups, since there are many projects to attend to in these areas. For this reason, work is being done to train young people as future educators.

The Piarist presence is much stronger in the centre, especially in Dakar, where, thanks to the training houses and the rest of the Piarist presence, there are families who are available to revitalise the Movement, and for this reason Notre Dame d’Afrique and Mbour have a large group of young people. The existence of Catholic action movements for children and young people is a factor that complicated the deployment of the Calasanz Movement among children and adolescents, so we are working to introduce the Calasanz Movement in Piarist schools. This is where the kids and teenagers can be won over.

Another asset is the presence of the Calasanz Movement in Keur Massar, where, in spite of not having a Piarist presence, the Calasanz Movement is very promising.





Bolivian Calasanz Movement



## CENTRAL AFRICA

The presence of the Calasanz Movement groups is mainly located in the cities of Bafia and Bamenda in Cameroon, Libreville in Gabon, and Ebebiyin in Equatorial Guinea. It is a reality that also participates in the general team of the Calasanz Movement of the Pious School.

The activity is based around various communities, schools and parishes, where a committed laity accompanies the groups.

## BOLIVIA

The Calasanz Movement in Bolivia serves a total of **287 children and young people, accompanied by a total of 47 educators**. In Anzaldo, there are 40 boys and 40 girls with 15 educators and a further 15 collaborators who are still in the training process. In Cocapata, there are 26 girls and 27 boys with 3 educators. In Santiváñez, there are 23 girls, 21 boys, and 2 educators.

In Cocapata, in addition to the town's Calasanz Movement, work is being done in other remote communities, for example, in Cotacajes, about 40 children are strengthening ties with their own communities through monthly games.

The most immediate objective is to make the children and young people of the groups feel more identified with the Calasanz Movement every day, strengthening the idea of belonging, that they feel embraced in the Pious School, and knowing that in the groups they will find formation, celebration, and games. These have been the main objectives of this period.

## VENEZUELA

The presence of the Calasanz Movement extends to the cities of Valencia, Barquisimeto, Caracas, and Carora. Nearly 900 children and young people (402 boys and 459 girls), accompanied by 154 monitors, participate in a movement that sets out a greater networking with the province and the Order as its challenge.






Lekunetxea



Trueba

**Itaka-Escolapios has managed seven hostels and retreat houses: Barria and Calasanz Country House in Araba, Lekunetxea in Biscay, Lezana and Trueba Youth Hostel in Burgos, La Zubia in the region of Granada, and Txamantxoia in Navarre. Itaka-Escolapios is in charge of their management and administration, of their use in educational and pastoral activities, and of ensuring their conservation and maintenance.**

 total of 2,783 people have stayed at the Iturralde - **Lekunetxea** Youth Hostel, located in the town of Arrazola in the Biscayan Valley of Atxondo, and it has been occupied a total of 187 days of the year.

More than 2,577 people have stayed at the **Errotazarra** – Barria facilities in the town of San Millán in Ávila, , and it has been occupied a total of 101 days of the year.

The **Txamantxoia** hostel, a facility located in the Navarrese Valley of Belagua, just ten kilometres from the town of Isaba, has been occupied for 47 days welcoming 1,235 people during the year, mainly for summer camps.

The **Lezana** retreat house located in the valley of Mena in Burgos has been occupied a total of 103 days by 749 people.

**Trueba** Youth Hostel, located in the port of Estacas de Trueba in Burgos, focuses its activity mainly during the months of summer, so the number of people who have made use of it has been about 367 over a period of 50 days.

Calasanz **Country House**, located in the town of La Zubia in Granada, has welcomed 300 people during the 91 days in which it has been occupied.

**Calasanz Home**, which is to be managed by Itaka-Escolapios this year, is located within the Piarist School of Vitoria-Gasteiz. It is a house for community retreats and small groups, with more than 76 people having passed through its facilities, being occupied a total of 20 days.



**Over the year we have managed five schools for educators: Iturralde, Lurberri, Itaka-Escolapios in Andalusia and Aragon and the Caracas School for Educators in Venezuela. We also point out that over the year some training sessions for volunteers have been carried out in Brazil, Bolivia, Venezuela, and Cameroon.**

**I**turralde School, with presence in the Basque Country, has attended 144 students divided into 9 courses as follows: Biscay, 100 students in six courses; Gipuzkoa, 24 students in two courses; and Araba, 20 students in one course. Three of these courses provided the students with a professional accreditation from the Basque employment service. In addition to these courses, there have been **2 monographic courses** on “food handling” that accredited **45 students** with an official qualification.

**Lurberri School**, with presence in Navarre, has attended **85 students** distributed as follows: Four courses for instructors with 65 people, and two courses for directors with 20 people. In addition, **140 students have attended seven monographic courses**, four of them subsidized by the (acronym in Spanish) ENAJ in food handling and assertive communication, and three for staff of Ausolan-Jangarria in games, special education and co-education.

The **Itaka-Escolapios School in Andalusia** has taught an instructor training course in Granada to 9 people, and 2 students have participated in a course of provincial directors. In Seville, an instructor training course has been taught to 7 people.

The **Itaka-Escolapios School in Aragon** has taught an instructor training course in Zaragoza, and they have also participated in the course of provincial directors.

**The joint monographs** carried out by the Granada and Seville offices are worth highlighting, as well as the joint monographs carried out by the Bilbao, Logroño, Pamplona, Tolosa, Vitoria and Zaragoza offices, in initiation, monitoring and faith education.

This course has also included **two courses for provincial directors**, one split between the offices of Pamplona and Zaragoza and the other split between Bilbao and Granada. Both courses have carried out a joint monograph (organisation of a free-time club).

In this section on schools, it is worth highlighting the implementation of the **1<sup>st</sup> Itaka-Escolapios COEDUCATION course**. It is an online course, in which **50 people** (teachers, Itaka-Escolapios staff and volunteers) registered and which was accompanied by four volunteer tutors. The course materials, which were the result of a transfer from ALBOAN, were adapted to the reality of the Pious School and Itaka-Escolapios.



## Literacy



Ojalá in Bilbao



Ojalá in Bilbao

### OJALÁ IN BILBAO, LOGROÑO, TAFALLA AND VITORIA

**T**his is an initiative that aims to respond to immigrants interested in obtaining literacy and learning Spanish, which improves their life skills and helps them in terms of social and labour integration.

A total of 198 **students** (68 women and 130 men) have been welcomed onto the literacy courses at the office in **Bilbao**. Upon analysing their working situation, nationality and age, we see that they are mainly men, of Moroccan nationality, from 31 to 32 years old, who are seeking employment. In addition to the literacy courses in Bilbao, a service of accompaniment and attention has been given to the children of students who attended the literacy courses in the afternoon. Thus, in the **Ojalá-txiki** service a to-

tal of **32 minors** (16 boys and 16 girls) have been attended. In order to facilitate the access and approach to new technologies, **a computer literacy course has been set up, which has been attended by 49 students.** Finally, among the services annexed to the program (name in Spanish) “Ojalá que llueva café” with the aim of promoting oral expression, we are revitalising an **initiation group to the Basque language** with the aim of promoting the use of Basque in the family environment with the participation of **14 people.** This is the second consecutive year of this group. Finally, a **Guidance Service** on foreign matters, free justice, economic benefits or attention to basic needs, among other things, has continued to operate and has served a total of **132 people.**

In **Vitoria**, **50 women** have finished the course in June. Regarding the group of boys, **9 young people** have completed the course, who are cur-

rently residents of the Aukera flat and including other young people close to Itaka. We have counted on the help of 20 volunteer teachers. The students, mainly of Moroccan origin, have seen their learning facilitated by another year’s existence of the nursery service, which has been attended by an average of **12 minors.** During the course, some women, who were on the waiting list, have been called due to the resignation of others for various reasons.

In our offices in **Logroño and Tafalla** two groups of **12 students and 62 people** (40 women and 22 men) participated respectively. Programs in both locations have been carried out thanks to the selfless work of 19 people.



## Literacy

### EL FARO IN GRANADA AND IKASKIDE IN PAMPLONA

**T**he project, in Granada, is aimed at the immigrant population with low levels of literacy, with a majority participation coming from the Senegalese population. During the 2017-2018 year, a total of **14 people** (12 men and 2 women) participated in two groups, which were accompanied by 14 volunteers. The Socio-Educational Centre Ikaskide in the historic centre of the Pamplona Old Town of Pamplona served **77 people** (33 men and 44 women) in seven **literacy and Spanish teaching** groups for foreigners. The program was able to be carried out thanks to the participation of 33 volunteers.



Senegal

### SENEGAL AND IVORY COAST

**S**enegal is a country that welcomes a large number of migrants from neighbouring countries, who come in search of better life opportunities. The immigrants arriving in Senegal come mainly from Mauritania, Guinea Bissau and Mali. Itaka-Escolapios helps the **literacy** of migrants who arrive in **Senegal and Ivory Coast**, fleeing from their own countries, with literacy projects in Dakar (Senegal), Daloa (Ivory Coast) and Sokone (Senegal).

## School support

### TRASTÉVERE

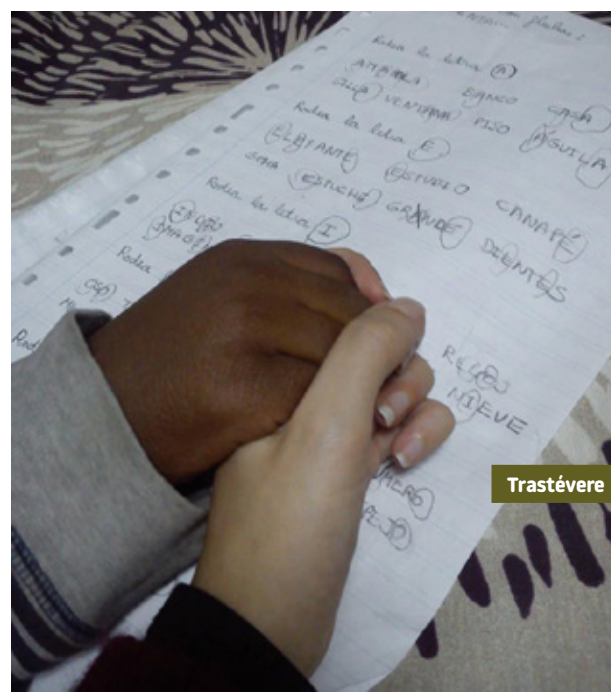
**T**he school support and reinforcement project, known as Trastévere, takes place through our presences in Aluche, Barbastro, Bilbao, Granada, Jaca, Logroño, Pamplona, Seville (Montequinto), Soria, Tafalla, Tolosa and Zaragoza.

The project aims to improve the school results of children linked to our educational centres that for different reasons are at a social disadvantage. For this, school reinforcement classes are taught from six to fourteen years of age.

During the 2018-2019 year, **a total of 467 students (231 girls and 236 boys) received school support:** 10 in Barbastro, 44 in Bilbao, 79 in Granada, 15 boys in Jaca, 45 students in Logroño, 29 in Madrid, 135 in Pamplona, 29 in Dos Hermanas, 9 in Soria, 31 students in Tafalla, 11 in Tolosa, and 30 in Zaragoza.

It is worth noting the commission which was again carried out by the City of Tafalla for reinforcement in the municipality's three schools, through the program (name in Spanish) "Ludoteca y Merienda"

This work has been possible thanks to the dedication and selfless work of more than **192 volunteers**.



Trastévere

**In this category we include a diverse set of initiatives of educational and social nature which aim to address different realities and problems.**



Aingura



Amaltea

### **AINGURA, CARRIED OUT IN BILBAO**

Aingura is a socio-educational project that aims to serve young people in the San Francisco area, seeking to provide some relief from the situations of vulnerability that they experience daily. The project stems from the need detected mainly by the San Francisco Community of the Fraternity of Emmaus.

Throughout the year they have worked with nearly twenty children, from 5 to 12 years old, around Plaza Corazón de María in the Bilbao neighbourhood of San Francisco. We have maintained a presence in a location in Plaza Corazón de María, donated by Municipal Housing of Bilbao, for two days a week, combining school reinforcement with games. This educational work has been accompanied by six volunteer educators.

### **AMALTEA, CARRIED OUT IN VALENCIA (SPAIN)**

The Amaltea Centre has been developing **socio-educational and integration work** for more than 25 years, **with minors, young people and their families in the Velluters neighbourhood** of Valencia. Although the priority area for action is Velluters, especially Ciutat Vella, Amaltea has also received minors and young people, at risk of and / or facing exclusion, from the city of Valencia.

All the actions are oriented towards **preventing situations of risk and social exclusion**, alleviating the possible deficiencies given by an inadequate environment and promoting the integral development of minors and young people through education and social integration.

Amaltea carries out its programs to prevent exclusion and promote integral insertion through its **day centres, arranged with the (name in Spanish) Conselleria de Igualdad y Políticas Inclusivas**: a centre providing educational support for minors and day cen-

tre for the social and labour integration of young people.

Throughout the 2017-2018 year **it served more than 155 people**:

- » Day Cohabitation Centre: this centre has served 60 minors from 4 to 18 years of age (33 boys and 27 girls) and 37 families. This year's main news item has been the creation of a personal development space known as "Family Space", intended for the families of children who come to the day centre. Family work has been our challenge during this 2017-2018 year, and that is why we have taken great care in serving and accompanying the families that each educator has assigned.
- » Day Integration Centre: this centre has served 95 young people from 15 to 25 years of age, and their families, in graduate programs for all, follow-ups for the integration, employability improvement, shared classrooms, study groups, and (name in Valencian) espai obert.



## CARTUJA ESCOLAPIOS SCHOOL, LOCATED IN GRANADA

**T**he socio-educational Piarist centre in Granada has filled the afternoons at the Piarist School in the Granada's La Cartuja neighbourhood with life. There are several programs that are carried out in the centre. During the 2016-2017 year, the activities have focused on:

The **Trastévere** program, carrying out the following activities: tutorial library; a football team, which has participated in different leagues in the category; English classes for primary and secondary school; flamenco classes and for younger children; multisport activities; and reading workshops.

The **Pechiviri** program, focusing on free-time education. Four trips have been made, two tourist cycle routes, an urban colony for children, a summer camp for primary school in Quentar (Granada), and several minors have participated in different summer activities run by the Calasanz Movement.

**An accompaniment project of of the mothers** of the Piarist Cartuja School, in which six mothers have participated.

The first activities of the **Calasanz Movement**, starting this year with adventurers and artisans.

In total, Escolapios Cartuja, the Piarist socio-education centre, has worked with **more than 120 children aged between 3 and 16 years**. And all this has been possible thanks to a team of 35 volunteers.



Cultural Center Cartuja

## CALASANZ CULTURAL CENTRE, LOCATED IN CAMPECHE, MEXICO

The Calasanz Cultural Centre is located in the state of Campeche, in the south-eastern region of Mexico. Its objective is to support the reconstruction of the social organisation of the indigenous and farming communities of the state of Campeche, especially in the municipalities belonging to the parish of San Felipe de Jesús, through the implementation of non-formal education programs that encourage the integral formation of people, giving special attention to children and young people. Four programs are carried out within the centre: the artistic-cultural program, the ecological-agricultural program, the human promotion program and the social development and training program. The **Shelter Project** responds to several needs which have been detected among the young people who study beyond secondary education, or beyond approximately 16 years of age. On the one hand, many young people who study at **A level or equivalent, or go to study, live in communities which are located a considerable distance** from Felipe

Carrillo Puerto, the only place where they can study such training. On the other hand, the **available material and human resources are somewhat scarce**, so the academic level that young people acquire is rather low. In addition, it is a humble, farming community, so the houses are not too large. This means that some young people **do not have adequate space inside the house to study**. The project is directed towards the 18 communities attended by Piarists in this area; which are communities of diverse size, with differing traditions and cultures between them.

Similarly, the Cultural Centre provides a space for accompanying children and adolescents through the **Homework School Project**, which aims to assist primary school children in guiding and assisting them with their homework. The project is carried out thanks to the volunteer work of young people from the community itself. The objective is to establish the project in the 18 communities belonging to the parish; this year three communities have been established in, serving about 30 children per community.



### **CALASANZ CULTURAL CENTRE, LA PUYA IN SANTO DOMINGO**

The main update from the Calasanz Cultural Centre in La Puya (Santo Domingo) is that it has set up a psycho-pedagogical guidance department. The department, led by a psychologist hired at the centre, has focused on helping the families and the minors who attend the centre. This first year, 50 children with behavioural problems and 18 with problems of domestic violence will be helped.

The community space offered by the Calasanz Cultural Centre includes seven programs: displaced preschool classrooms of Juan Bosch Educational Centre, school reinforcement programs, workshops on reading animation and art, “Calasanz unites us” (a volunteering program for young people), “forma-T” (adult training, English course) and “Somos +” (a school for parents). A total of 272 people (132 girls and 140 boys) have been assisted in the centre. They were distributed according to the program they took part in: preschool, 74 children; school reinforcement, 80 minors; reading animation, 53 children; art programs, 30 people; and forma-T, 13 adults. Moreover, there has been a program throughout the year sponsored by the Ministry of Culture that has focused its activity on dancing activities, attended by 22 young girls.

28 volunteers have taken part in the “Calasanz unites us” program. They have been involved in monthly free-time activities and summer camps in the neighbourhood.

It’s important to highlight Rosa Gallego’s visit in July. She is a technician from the recruitment team and came with the objective of evaluating two grants awarded by Soria’s institutions.



Socio-educational centres of Brazil



Cultural Center La Puya

### **MARACAIBO INTEGRAL CENTRE FOR MINORS AND YOUNG PEOPLE WITH FUNCTIONAL DIVERSITY**

Its general purpose is not only to place children and young people from the community with functional diversity into society and into the school and family environment, but also to promote strategies for the cognitive and social development of children and adolescents for the training in values.

Nowadays, individualised programs and therapies that support the inte-

gral development of the person and their environment are carried out with ABA therapies, educational level and language, and psycho-pedagogical therapies. In addition, families and teachers interested in the projects are provided with information about functional diversity through talks and workshops that raise awareness of emotional and social integration.

During the 2017-2018 year, a total of 16 boys and 11 girls (accompanied by a five-person team, two of them volunteers) were involved.

### YAOUNDE STREET CENTRE FOR YOUNG PEOPLE

Next to the Piarist parish of the capital of Cameroon, Itaka-Escolapios manages a program which serves an average of 80 young people who live on the street.

This is the third year of this program in which people are provided with medical attention, legal advice and psychological assistance. Moreover, the centre has a canteen, and it has created a training process for the job placement of some young people.

### BAFIA, BAFIA, BAMENDA AND BAMENDJOU SOCIAL CENTRES

The socio-educational centres of Cameroon are focused on serving as complementary spaces to schools, as well as spaces which are open to the citizens in general. They carry out and develop computer courses, school reinforcement, libraries, reading rooms, sociocultural clubs, literacy, volunteer training, summer camp entertainment, karate, dance, and more. Throughout the year they have served about 3,400 students, students and teachers from the Itaka-Escolapios primary schools in Bafia, Bamenda and Bamendjou, and hundreds of people from nearby neighbourhoods who find training and formation in these spaces.

### THE SOCIO-EDUCATIONAL CENTRE LLUM IN VALENCIA (SPAIN)

The Llum centre aspires to be an alternative which prevents and alleviates the possible deficiencies brought about by a lacking environment, and promoting the integral development of minors. Our actions function as a complement to formal education, given that, through non-formal education, we can offer several opportunities for training the different areas of child development, based on individual attention and within a playful dimension. We believe this methodology is not only the most helpful for the existing need in the Malvarrosa neighbourhood, but also the best educational alternative together with formal education. For this, we have worked in three areas:

- » The academic school area: we have reinforced the academic contents that favour school success, which maintains constant contact with tutors and the school's orientation team, and following up with families. The non-formal educational area (leisure and free time): we will offer constructive free-time alternatives that, due to the families' and minors' economic situation and, are not very accessible.
- » Transversal area: we educate on and encourage healthy habits and hygiene.
- » During the 2017-2018 year, 23 minors (10 boys and 13 girls) were involved in the project. 21 minors were from the Malvarrosa Pious School and 2 from the Cavite State School. They are minors aged 6 to 12 who are in primary education. 24 volunteers (4 of them teachers from the Malvarrosa Pious School) have cooperated.
- » 27 minors (12 boys and 15 girls) were involved in the urban camp. 12 were from the Malvarrosa Pious School and 15 from different state schools across the neighbourhood.

### CALASANZ CULTURAL CENTRES IN VENEZUELA

There are 4 cultural centres in Venezuela (Valencia, Barquisimeto, Caracas and Carora) attended by children and young people between 6 and 20 years old. The purpose of these centres is to offer them a space where they can improve their level of education and encourage processes of community participation and social integration for children, young people and their families, through 6 areas:

Calasanz Unites Us: an area in which it is taught how to become a monitor, how to organise camps, sports, etc.

School support: an area dedicated to the reinforcement of learning, where reading is encouraged by offering study spaces and libraries. In this way, they can carry out an individual monitoring of those minors who have greater difficulties.

EducARTE project: an area where the different artistic fields are trained through painting workshops, performing arts, music and dance, body language, etc.

Valores project: we can include the Calasanz Movement here, although they are currently working independently.

Forma-T project: technical courses, job training courses, language courses, etc.

Due to the country's economic crisis in which the food, nutritional, and health situation were aggravated (high prices and lack of basic products), phenomena have arisen all over which express extreme situations of food insecurity and hunger, especially between vulnerable groups.

Many children and young people who used to study or voluntary work, such as taking care of seniors or disabled people, are now working with the





Itaka-Escolapios Serra



objective of earning money for their families, which means there has been a greater number of dropouts and fewer enrolments.

For these reasons, Itaka-Escolapios wanted to keep supporting the projects and paying attention to new urgent needs in order to benefit the children and young people we assist. As a result of the work carried out during the year 2017-2018, more than 1,400 children and young people (656 boys and 777 girls) were involved in the centres' activities together with a hundred volunteers.



Ikaskide Pamplona

## KABROUSSE AND DALOA SOCIAL CENTRES

The social centre in Kabrousse, Senegal, is a place of welcome for groups of children and young people, who can enjoy the centre's facilities in order to organise camps, retreats and other pastoral and socio-educational activities. Among the programming of this course, some things to highlight would be the cultural days, a children's choir run by Piarist volunteers and the summer camp which is organised by the Piarists from Oussouye. In order to make the most of the centre's resources, they are considering carrying out professional training for men and women.

The Daloa Social Center, located 400 km from Abidjan, hosts activities for children, youths, students, professionals, administrations, and more. Through such activities as Taekwondo classes, the theatre group, holiday courses, festive activities, and retreats, the Daloa centre is an important resource for the development of young people in the region. Thanks to its multimedia room, classrooms, library, and dormitories, the centre also covers the needs of Daloa's working population. In relation to this course's programming, it is worth highlighting the letting of the multipurpose room for events such as religious marriages and baptisms, the organisation of seminars and book signings, the General Assembly of the Young Catholic Workers, the cession of premises for the training of women and young people, the reception of foreigners, the organisation of a meeting involving the three groups from Ivory Coast's Calasanz Movement (Abidjan, Agboville and Daloa), the closing of the Ivory Coast Youth Synod, a bible summer camp for boys and girls, and a camp for monitors from the Calasanz Movement at the end of the summer.

## BELO HORIZONTE, GOVERNADOR VALADARES AND SERRA SOCIO-EDUCATIONAL CENTRES

The socio-educational centres in Brazil are housed within the Unified Social Assistance System (SUAS). They are located in the outskirts of the city, each one of them having a Social Services department available to all the people who come to them, as well as to their relatives.

Governador Valadares. The San José de Calasanz socio-educational centre serves thirteen of the municipality's neighbourhoods. These are populous neighbourhoods in which the young and female population with large numbers of children significantly prevails. In this area of great social inequality there are "pockets" of poverty with low rates of employment and high rates of violence and drug addiction. The centre served 332 people in the extended day programs, social-professional qualification, art and socialisation. In addition, more than 4,469 people used the space that the centre has for events that the community runs.

The Piarist Socio-Educational Center in Belo Horizonte serves fifteen neighbourhoods with limited educational, cultural and social facilities. These are neighbourhoods suffering from poverty, with notably high rates of illiteracy and drug addiction. The centre assisted about 966 people in the childcare, art and coexistence, socialisation, professional qualification and youth protagonism programs. The San José de Calasanz Social Centre in Serra serves two neighbourhoods with notably high levels of poverty and violence. These are districts that arose in the 80s after the collapse of the favelas of the city of Vitoria. The centre assisted 634 children and young people in their coexistence, strengthening family ties, professional qualifications and productive inclusion programs.

## ERROTAZARRA, IN VITORIA-GASTEIZ

For another year in Barria, this project for the improvement of employability for people with intellectual disabilities has been successful. Also, this year, immigrant students have newly been able to get involved.

Thus, a total of 14 students have taken part of the Errotazarra project this year: five of them with intellectual disabilities and nine young foreigners in alternative care at risk of exclusion. During the year, one boy received a job offer and others were referred to other courses. Only one of them left the training without taking full advantage of it. The others not only fulfilled the learning objective that we had projected, but also passed most of the modules included within the training.

The simultaneous work of these two groups has made us change the way of running the course in order to handle the different learning paces of the students in the best way possible. For the first time, all of the students were boys. The changes have been focused on planning a more general learning project, a constant, creative effort to find attractive projects and dynamic, flexible ways of developing those projects.

We have also modified the contents and adapted to 7 training activities from the official Lanbide catalogue, which include the level 1 gardening certificate of professionalism. This does mean we were unable to focus on the courses based around maintenance, cleaning and repair, from which the hostel really benefited. Without any doubt, this has not gone unnoticed, and as such we are considering how to make it not such an issue in the coming year.



## IKASKIDE IN PAMPLONA

The mission of the Ikaskide socio-educational centre is the integration and social encouragement of children, young people and adults, working in a network with public social services, social entities and educational centres in the area. In this regard, we have collaborated in the creation of the Childhood Prevention and Promotion Network of the Casco Antiguo of Pamplona, promoted by social services, which brings together educational centres, health centres, social services and social entities.

We work mainly with volunteers, being able to carry out our activities thanks to the collaboration of 107 volunteers. This year, we launched a youth pre-volunteering initiation program called Mugitzen, in which A-level students from two different centres in Pamplona have been involved. This plan alternates two volunteering sessions per month in elementary school support with a monthly training session. A total of 12 boys and girls have been involved.

In the area of educational support, we assisted 135 minors (54 from primary school and 60 from secondary school) from educational centres in the area. We complement the elementary school support with educational workshops in the last half hour, including leisure activities, yoga, computer science for children, and more. We carried out two urban camps (two days during Holy Week and six days in June) with the participation of 50 children aged between 3 and 15 years old.

In the area of youth and adult education:

- » Access to nationality courses: 26 participants
- » Key competences: 9 people put themselves forward for the exam
- » Course for the care of dependent people: 31 participants
- » Sewing course: 12 participants
- » The advice service served a total of 64 people, 52 of which being legal enquiries, and 12 relating to social orientation.



## LA PEONZA, IN SORIA

At the beginning of November 2016, Itaka-Escolapios signed a contract with the City of Soria for the management of the Municipal Leisure Centre “La Peonza”. It is a two-year contract, which is extendable for two more.

There are three programs that are carried out in the centre: the conciliation program, workshops and camps. The first of these offers a space giving attention to boys and girls in order to facilitate parents’ reconciliation of work. The workshops aim to develop the children’s personal skills, and, lastly, to create accessible alternative leisure during the holidays.

531 children participated in the activities during the 2017-2018 year, in workshops and conciliation programs. Moreover, 840 children attended the Christmas, Holy Week and summer camps.

## LEARNING WITH CALASANZ IN ATAMBUA

The ENF project “Learning with Calasanz” has been carried out since 2014 in Atambua (Indonesia), with 137 children and young people (54 boys and 83 girls) attending the 2017-2018 course, providing them with school reinforcement and training in values, English, arts and leisure. The activities run for 2 hours a day from Monday to Friday. Since its beginnings, this pedagogical proposal has had a great reception and received great support from students, parents and educational institutions.

**These initiatives, driven by Itaka-Escolapios, provide residential care to people belonging to especially vulnerable groups.**

### **AUKERA (BILBAO AND VITORIA) AND LAR (ZARAGOZA)**

Both programs aim to accompany the emancipation process of young immigrants, between 18 and 23 years old, at risk or in a situation of social exclusion. This is done by offering them temporary accommodation, attention to their basic needs and participation in a labour training and integration itinerary. In order to achieve this, the initiative has four homes in Bilbao, one in Vitoria and one in Zaragoza, in which 49 young people have been attended throughout the course. The Zaragoza home opened its doors in January 2018 and signed an agreement with the Federico Ozanam Foundation, an entity that guides young people and trains them for the world of work. At the end of the 2016-2017 year, we received the transfer of use, shared with Cáritas, of three floors of a building located on Hurtado Amézaga Street in Bilbao by the Carmen Gandarias Foundation,. This has enabled a new home on the third floor of the building in order to accommodate 10 more young people. This news along with the Bilbao City Council agreement has provided us with 10 places, generating greater stability within the project, with an annual contribution of €125,000.

### **BEREGAIN (BILBAO)**

This centre is aimed at young, pregnant women, or women with children in their care, who are in the process of social and labour integration. It has two homes, each with places for four women together with their children. Throughout the year, we served a total of 8 women and 11 minors (the users of the programme and their respective sons and daughters). Beyond this, it has also accompanied another 3 families during their emancipation process, having finished their stay in the program.



**Aukera**



**Epeletan**



### CASAS LAR (GOVERNADOR VALADARES)

Here, children in situations of abandonment or facing social and family risk are taken care of and provided with a place to live in a family environment. There are two Casas Lar, Casa Esperança and Casa Alegria, which have attended 41 children aged between 3 and 17, and the minors have been served by a team of four educators, a social worker and a psychologist, in addition to the support of the Social Centre team.

### UNIVERSITY HOME (COCHABAMBA)

In Cochabamba, Bolivia, we manage a home with the aim of allowing rural students to continue their university education. During the last year, it has served as a residential facility for 6 children from Anzaldo and Cocapata. The need to expand a service like this in order to support more young people more effectively is becoming increasingly clear day by day.

### EPELETAN (BILBAO)

The Epeletan program is aimed at accommodating young immigrant men facing a situation of, or at risk of, social exclusion, who lack a natural support network and who don't have the financial means to cover their basic needs, all of which makes them a vulnerable population. Before entering the Epeletan programme, they were homeless or surviving on short stays of just a few days in a municipal emergency housing resource. All young people attend Spanish classes in the Ojalá program. After assessing their situation of vulnerability and to what extent they take advantage of the Spanish classes, they are referred to the Epeletan hostel in order to ensure a more stable accommodation and accompaniment in the different aspects of their lives.

The program covers breakfasts, dinners (donated by Peñascal Coop S.) and a place to sleep, as well as accompanying them along their process of autonomy and labour integration at a socio-educational level. Young people are also registered in the Municipal Social Emergency Service (known as SMUS in Spanish), using the municipal midday meal and clothing services. The Epeletan program has 16 places for young people, distributed across two housing resources. 14 young people were involved in the program during the 2017-2018 year.

- » 10 places in a house fitted out as a hostel. Moreover, two volunteers from this home have dinner, stay the night and have breakfast with these 10 young people daily.
- » 6 places in a semi-autonomous flat. These 6 young people have previously been in the Epeletan hostel and, after demonstrating their ability to function properly together, now live in this new home where they have greater independence and responsibilities.

### CALASANZ HOME (SORIA)

The Calasanz Home is a residential care resource for minors lacking protection, arranged with the Junta de Castile and León. It arises from the concern of the team of volunteers from the Itaka-Escolapios headquarters in Soria and the existing need in Castile and León. This year it has attended 9 minors throughout the course.

Through this project we offer a Home to nine children, between 12 and 18 years old, referred by the Child Protection Section. We encourage the placement, socialisation and integration of these boys and girls. We accompany the children during their process of maturing, offering them integral support, encouraging the acquisition of social skills through value-based education that allows them to lead a more ordinary life.



Internship in Senegal



Atambua

### ASRAMA CALASANZ IN ATAMBÚA, INDONESIA

In August 2017, the Atambúa boarding school was inaugurated, which is to serve a hundred young people who go to the city to continue their secondary education. In its first year of life, a total of 27 young people have lived in the boarding school.

The purpose of Asrama Calasanz is to ensure access to secondary education for many young people coming from rural areas, as such avoiding school dropouts. Integral training is carried out in the boarding school. This will contribute to the cultural training and the ethical and religious dimension. In the afternoon, outside of school hours, sporting activities are offered and training is reinforced in subjects such as English, information technology and music, among others for the residents of the boarding school.

### IN INDIA, KAMDA

The Kamda boarding school operates under very poor conditions, and is hoping to undergo renovation soon. It houses and provides education at the Calasanz Ashram School to 50 boys. (Girls are served by the Piarists in a nearby boarding school.) It is located in the State of Jharkhand, in the country's north, where the Adivasi tribes live, scattered and isolated from the world, mainly living from subsistence agriculture and hunting. Their people find themselves ignored in a country whose wealth is growing, but also whose social inequality and exclusion of minorities is great.

### RURAL BOARDING SCHOOLS IN THE BOLIVIAN ANDES

These boarding schools belonging to the Itaka-Escolapios network are located in Anzaldo and Cocapata (in the Andes) at an altitude of over 3,000 meters. The populations of these rural municipalities population are mainly Quechua, who live in scattered, sometimes very isolated communities.

The boarding schools ensure that boys and girls coming from remote communities can continue learning through secondary education, receiving value-based education and school support in order to complete the training the school provides.

The emphasis on supporting women's education is changing a situation that has historically been detrimental to them, especially because they have to drop out of school in to attend to their families, or simply because their education was seen as worthless. The support of the respective mayors and the departmental government of Chochabamba legitimises the inestimable educational labour of the boarding schools to an ever greater extent.

During this year the boarding schools have attended more than 292 students, with, on average, a balanced number of boys and girls.

### RURAL BOARDING SCHOOLS IN SENEGAL

The Piarists manage 5 boarding schools in Senegal: three in the Fatick region (two in Sokone and one in Toubacouta) and two in the Ziguinchor region (in Oussouye and Mlomp).

The boarding schools, which cover a total of 189 children in vulnerable situations, cater to a variety of needs: children from rural villages without nearby schools; unstructured families who cannot take charge of their children's education; and families that immigrate to Senegal in search of better opportunities.

Last year's solidarity campaign made a big contribution to the maintenance of these boarding schools. In addition to supporting their costly functioning, due to the fact that it is impossible for many families to offer greater amounts for their support, the campaign makes it possible to begin with their improvement. This is because the oldest improvement dates from 1969.

Despite their physical shortcomings, the boarding schools are seen by families as a home for their children. Their demand from the population is great, both locally and from more distant populations, which is an aspect in their recognition for their educational and training contribution to the children of Senegal.

Finally, it would be important to note the effort made in order to increase the number of available places for girls.



**Itaka-Escolapios permanently supports the operation of a set of Piarist schools which would otherwise be unsustainable through locally existing financial resources, given their context and their purpose to assist disadvantaged populations. In 2016-2017, a total of 21 schools have received support and service through the solidarity network: 11 in Cameroon; 5 in Bolivia; 2 in India; one in the Philippines; 1 in Senegal; and 1 in Gabon.**



Training employment Technical Center Calasanz de Bandjoun Cameroon

### NURSERY SCHOOL

Itaka-Escolapios shares its work in the Kagnoute Nursery School of Senegal with the Pious Schools of West Africa, ongoing since the 2016-2017 academic year.

### VOCATIONAL TRAINING FOR EMPLOYMENT

Itaka-Escolapios has supported the operation of three centres, two in Cameroon and one in Bolivia, throughout the 2015-2016 year.

The centres in Cameroon are staffed by about 64 teachers who train students in the fields of mechanics, electricity, electronics, metal construction, accounting, management and agricultural techniques. The centres serve a total of 528 students, with the support of the Government of Cameroon.

During this year, the Education Centre for Adults (CEA in Spanish) in Santivañez, Bolivia, has been attended by a total of 323 students. It is a centre where boys, girls and adults have the opportunity to acquire a technical education, something that will bring them closer to a possible future degree, and opening the door to future possibilities. For the first time, the CEA has expanded its classes by opening two off-site centres to the communities, in order to ensure safer access to classes and save on commuting for those who study.

## PRIMARY AND SECONDARY SCHOOLS

In Cameroon, Itaka-Escolapios operates eleven primary schools. These centres serve as a reference in their neighbourhoods as, in addition to giving children and youth an opportunity for quality education, they also generate dynamic development in these areas. This is achieved by supporting services, local businesses, and organisations, among other things. These eleven primary schools are distributed across four different cities: Bafia, Bamenda, Bamendjou and Yaoundé. They are served by a team of 124 teachers who support a total of 3,687 children (1,809 girls and 1,878 boys).

In Gabon, also located in Central Africa, Itaka-Escolapios assists a small primary school in Malibé, which serves 56 boys and 48 girls.

In Bolivia, the continued work of the Bolivian Piarist Education Network (REDE) is allowing us to better achieve our educational proposal for the country, by coordinating the different educational units and boarding schools, teacher training, and the identification and understanding of the Piarist mission in Bolivia.

The study carried out with the support of the Faculty of Sociology at the Higher University of San Simón has made it possible to more clearly identify the situation and the needs of families and minors whom we serve. This study also shows a predominance of extended families, with the presence of both the father and the mother. The main activity carried out is agriculture (26.1% of families), followed by chauffeurs and/or drivers. As a potential resource, new technologies have given some of the most surprising results, whilst also causing fear and mistrust, which leads us to reflect on the next actions to be carried out Itaka-Escolapios in Bolivia.



Anzaldo School



Bafia School

In our educational centres in Santiaváñez, Anzaldo, Cocapata and Cochabamba, we have ensured the access to quality and individualised education for 3,561 students (1,749 girls and 1,812 boys) throughout this year. The most immediate future forces us to define a new A-level model of for all our centres. Thus, students will not only receive an A-level degree, but they will also obtain technical qualifications. The challenge is to launch this new structure, which will need the allocation of appropriate equipment and spaces.

The school in Kamda, located in northern India, has served 500 students (219 girls and 281 boys). It has been improved and expanded thanks to the money raised through the 2016-2017 solidarity campaign, which has allowed for the construction of three new spaces needed for the development of its classes: a library; a computer room; and a laboratory. We are also working on fixing up and expanding the sports area. All of these actions will improve the educational quality for those 500 children, and will contribute towards obtaining government support for a school that meets all the country's educational standards. Furthermore, the school in Aryanad, in the south west of the country, serves 450 students (213 girls and 237 boys).

In the Philippines, we have continued with the rehabilitation and expansion of St. Vincent's School. The construction of a new floor in the building now allows the secondary education to take on two new courses, as required by the latest education law. At the same time, we are considering the convenience of supporting the same process in the Piarist school of Kiblawan, which, in addition to new classrooms, will need important repairs to some of its obsolete wooden buildings.



## CANTEENS



Dining room in Cameroon

Together with the support provided to schools, Itaka-Escolapios recognises the need to contribute to the nutrition of our schools' students, in order to ensure a sufficient, healthy and balanced diet. Itaka-Escolapios is responsible for the canteens of the 11 primary schools in Cameroon, serving more than 3,600 children. Over the course of the year, just like in the schools, the canteens in Bamenda have been interrupted due to the complicated socio-political situation in the area.

Moreover, in Spain we coordinated a meal grant scheme for children who don't have access to a quality diet. A total of 61 scholarships have been issued in Aluche, Monforte de Lemos, Pozuelo, Villacarriedo, Alcalá, Santander, Valencia, Salamanca, Oviedo and Castellón, which is 21 more than the previous year.

## SOCIAL ORIENTATION

**At Itaka-Escolapios we accompany and advise those to whom our projects are oriented on labour issues, life skills, access to resources, and we assist on other issues. In this section we highlight the projects which have been developed in this field.**

### "ITAKA-ESCOLAPIOS ACOMPAÑA" IN ZARAGOZA

The "Itaka-Escolapios Acompaña" project places attention on children's families who are at risk of social exclusion by accommodating them, accompanying them and helping them via two programs: school reinforcement and social orientation.

During the year, 75 people participated. 33 were included in the school reinforcement programs and 42 in the social orientation programs (psychological and work accompaniment and accommodation).

### A WOMEN'S GROUP IN KIKONKA (D.R. CONGO)



A women's group in Kikonka (D.R. Congo)

In the Democratic Republic of Congo the reality brought about by Itaka-Escolapios is emerging, as well as that of the Pious School, having presence in the country since 2014. Nowadays, the Piarists are present in the capital of the country, Kinshasa, and one hundred kilometres to the south in a conurbation of 15,000 inhabitants known as Kikonka.

In this municipality, Itaka-Escolapios manage an accompaniment program for a group of 60 women who are trying to alleviate the brutal situation of disadvantage suffered by the women of the DRC. The project focuses on accompaniment and empowerment through literacy and agricultural training for employment, as well as health and hygiene issues.

**In this report we present the latest accounts drawn up by the Board of the Itaka-Escolapios Foundation in Spain, which have been externally audited. The 2016-2017 year's accounting and the budget of the 2017-2018 year are included. The accounts of the 2017-2018 year, whose approval is pending at the time of this report's publication, is to be published on the website and included in next year's report.**



### 2016-2017

In the 2016-2017 year, the Itaka-Escolapios Foundation set aside €4,100,000 for the execution of its projects, 6.6% more than in the previous year, and in line with the growth trend of the last years. In addition, income increased 13.5% in order to cover all expenses.

In order to fulfil our mission, 56.6% of our income is our own. Here, we must highlight the donations received, mainly from the trustees of Itaka-Escolapios. 16.1% is owing to the Piarist demarcations and fraternities, 6.7% to awareness campaigns, 2.8% to the members, 2.4% to collaborating entities with the Itaka-Escolapios Solidarity Network and 2.2% to sporadic donations.

The rest of our own income comes from service fees (20.8%), including the Calasanz Movement fees, the leasing of our hostels and free-time school enrolments, as well as some other sources of income (5.5%).

In relation to external income (43.4%), we count on both public and private aid. That which is destined to cooperation and social action is the greatest.

Regarding expenditure, the funds allocated to our social transformation projects stand out at 60.7% of the total, which includes schools and canteens for children, literacy programmes as well as educational projects. 26.5% of the total corresponds to the Calasanz Movement, which includes schools for educators, hostels, etc. These projects are not only carried out in Spain, but also in many other countries. In total, €931,000 has been sent to other countries' programmes. We also highlight the contribution of €123,000 to other entities for social projects.

### 2017-2018

For the 2017-2018 year, the Board of Trustees of Itaka-Escolapios approved a budget of €4,500,000, which is 8.1% higher than the expenditure of the previous year. It is a balanced budget that offsets income against expenditure.

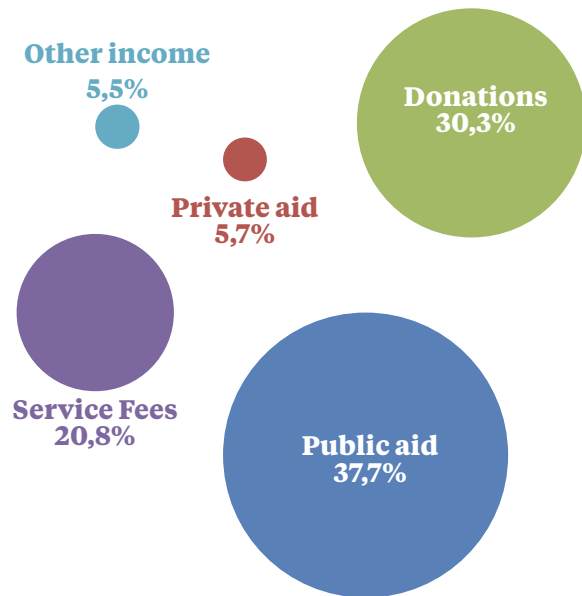
Itaka-Escolapios aims to search for income in order to facilitate the development of its solidarity network programs. The expected income distribution is presented below.

THANK YOU VERY MUCH!

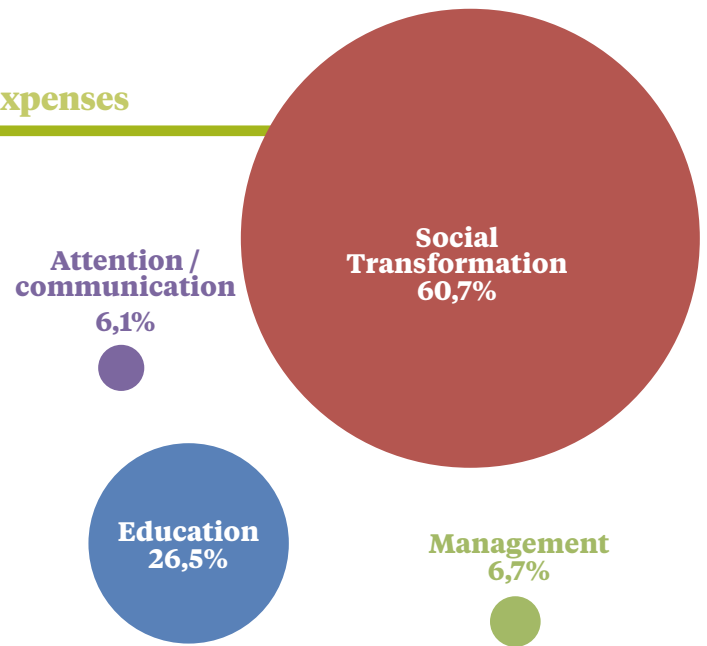


2016=2017

Income

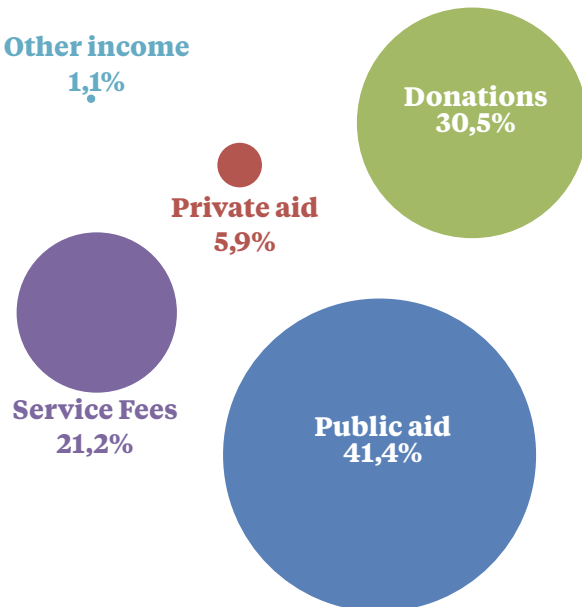


Expenses

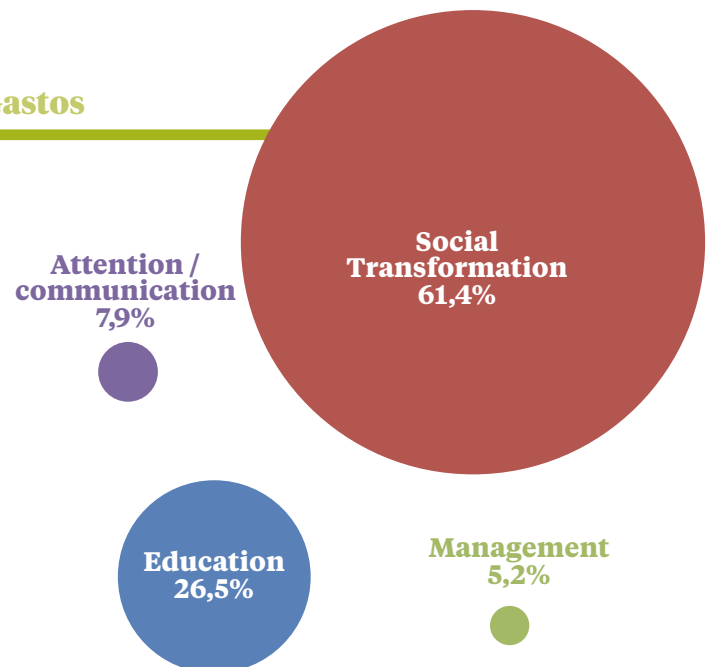


2017=2018

Ingresos



Gastos



**Itaka-Escolapios works together with other entities with which we share common objectives. This collaboration is done in several ways: permanent agreements; specific action, entailing volunteer collaboration, Itaka-Escolapios making financial contributions to the organisation's work, etc.; specific financial support, both from our own resources or through subsidies intended for the execution of development projects and networking; and carrying out work from these networks, such as cooperation, social exclusion, voluntary work, work in the ecclesiastic sphere, and more.**



## Voluntary work

In the 2015-2016 academic year, over 1,600 people worldwide, broken down into 56 people in Bolivia, 109 in Brazil, 60 in Cameroon, 1,127 in Spain, 256 in Venezuela, 28 in Dominican Republic, and more, collaborated on different working programs and projects in the roles of teachers, instructors and catechists, working on the management and organisation of Itaka-Escolapios. As volunteers on the courses and training workshops, they have participated in the social actions that we undertake in many different ways, as well as their participation in awareness campaigns, and gaining experience through Piarist projects in other countries.

In addition to this, 12 young people from Bilbao, Granada, Madrid, Vitoria and Zaragoza took part in a "SAL" experience during the summer, sharing their community and mission with Piarists from Bolivia, Ecuador, Mexico and Indonesia.

## Awareness

The purpose of the actions carried out through the awareness-raising project is to ensure value-based education at each Itaka-Escolapios centre. Throughout 2015-2016, we have performed our work with the objective of raising awareness, notably:

- » Through the Calasanz Movement, since the educational project of the education groups works year after year to support value-based education.
- » Through awareness weeks and campaigns in schools and groups throughout the year.
- » "Senegal's Treasure", a solidarity campaign which reached 64 schools of the Piarist provinces in Bolivia, Brazil, Cameroon, Spain, the Philippines, Gabon, Indonesia and Venezuela, which furthermore allowed us to send more than €226,000 to other boarding schools in Senegal.
- » Peace Week, to reflect on nonviolence and the situation of refugees.
- » Solidarity campaigns for excluded persons, with the purpose of approaching and supporting, through social organisations, groups of people in need, located in our surrounding environment. The groups which are approached and supported vary according to the location.



**In the final section of this 2015-2016 report, we wish to convey our profound gratitude to all institutions and entities that support Itaka-Escolapios. Without a doubt, their effort and their trust enable our projects and actions to continue further and further.**

THANKS 

**W**e 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, and in acts of specific support. Also, we owe 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 organisation 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.

Together with them, we include the following list of entities in Spain that have supported us as friends, through the offices of Itaka-Escolapios. To all of them we extend our gratitude.

The following is a list of all those who participate and collaborate with the ITAKA-ESCOLAPIOS FOUNDATION in SPAIN.

#### **GOVERNMENT OF SPAIN**

- » The Ministry of Labour, Migrations and Social Security
- » The Ministry of Education and Vocational Training
- » Autonomous Governments:
- » Community of Madrid
- » Government of Aragon
- » Government of La Rioja
- » Government of Navarra
- » Basque Government
- » Valencian Government
- » Regional Government of Andalusia
- » Regional Government of Castile and 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 (Navarre)
- » City Council of Andorra (Teruel)
- » City Council of Baztan (Navarre)
- » City Council of Berriozar (Navarre)
- » City Council of Bilbao (Biscay)
- » City Council of Cascante (Navarre)
- » City Council of Cendea de Zizur (Navarre)
- » City Council of Cendea de Galar (Navarre)
- » City Council of Cendea de Olza (Navarre)
- » City Council of Cuarte de Huerva (Zaragoza)
- » City Council of Dos Hermanas (Seville)
- » City Council of Ejea de los Caballeros (Zaragoza)
- » City Council of Erandio (Biscay)
- » City Council of Jaca (Huesca)
- » City Council of Logroño (La Rioja)
- » City Council of Madrid
- » City Council of Monzón (Huesca)
- » City Council of Pamplona-Iruña (Navarre)
- » City Council of Sangüesa (Navarre)
- » City Council of Soria
- » City Council of Tafalla (Navarre)
- » City Council of Tolosa (Gipuzkoa)
- » City Council of Vitoria-Gasteiz
- » City Council of Valencia
- » City Council of Zaragoza

#### **SOCIAL WORK BANKING ENTITIES**

- » Caixabank
- » CAN Foundation
- » BBK Foundation
- » Vital Foundation
- » Religious entities
- » Archbishopric of Zaragoza
- » Spanish Episcopal Conference
- » Loyola Hall of Residence of Madrid
- » Diocese of Bilbao
- » Diocese of Teruel and Albarracín

- » City Council of Vitoria-Gasteiz
- » Manos Unidas
- » Parish of Nuestra Señora de Aluche (Madrid)
- » Parish of Nuestra Señora de la Merced (Oviedo)
- » Spanish Province of the Congregation of the Sacred Heart
- » Santa María de Olarizu Pastoral Unit of Vitoria-Gasteiz

#### **FOUNDATIONS**

- » Carmen Gandarias Foundation
- » Educo Foundation
- » Enesba Foundation
- » Menchaca de la Bodega Foundation
- » Víctor Tapia Foundation

#### **COMPANIES**

- » Almacenes Caype S.L.
- » Ausolan S. Coop
- » Autobuses Guillermo S.L.
- » Autobuses Hermanos Arriaga S.A.
- » Bankia
- » Bilbao Ekintza E.P.E.L.
- » Comis Lagún S.L.
- » Delfín Componentes S.L.
- » Editorial Ibaizabal S.A.
- » Embalajes Goñi S.L.
- » Fremap
- » Giroa S.A.U
- » Irizar S. Coop
- » Julián Goñi e hijos S.L.
- » Lankopi S.A
- » Luanvi S.A.
- » Peñascal S.Coop.
- » Productos con Denominación S.L.
- » Sodexo Iberia S.A.
- » Uniko Estudio Creativo S.L.
- » Veolia España S.A.

#### **ASSOCIATIONS**

- » Amigos de Anzaldo Association.
- » Association of Alumni of the Calasanz School of Barbastro
- » Esperanzarte Association of Zaragoza
- » Granabike Sports Club
- » Official College of Basque Navarrese Architects

<b>BOLIVIA</b>			
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Serra	Rua Alfredo Galeno 98 Bairro Vila Nova de Colares	Espírito Santo	(55) 27 324 350 65
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Jaca	Avenida Perimetral 2	Huesca	(34) 974 360392
Logroño	Avda. Doce Ligeros de Artillería, 2	Logroño	(34) 941 244 100
Pamplona - Iruña	Olite, 1 bajo	Navarra	(34) 948 203 891
Peralta de la Sal	Plaza Escuelas Pías 1	Huesca	(34) 947 115 001
Sevilla	San José de Calasanz s/n B. Montequinto (Dos Hermanas)	Sevilla	(34) 954 121 250
Soria	Frentes 2a	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
Madrid	Gaztambide 65	Madrid	(34) 636 547 778
Valencia	Carniceros 4, 1º	Valencia	(34) 963 921 373
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Zaragoza	Avda. César Augusto, 37	Zaragoza	(34) 976 405 135
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<b>INDIA</b>			
Bangalore	Sy. 56 Kittakannur Village KR Puram P.O.	Karnataka	(91) 80 324 298 26
<b>DOMINICAN REPUBLIC</b>			
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<b>VENEZUELA</b>			
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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