



CENTRAL AMERICA AND CARIBBEAN



ITAKA-ESCOLAPIOS DOMINICAN REPUBLIC

1. General presentation

The Order of the Piarist Schools arrived in the Dominican Republic in 1952, and it was in 1974 that it approached the neighbourhood of La Puya.

The affiliation of Piarist Schools in the Dominican Republic with Itaka Escolapios has taken place through different projects: containers, school scholarships, volunteering in the south, microprojects...

In the 2014-2015 academic year, the Calasanz Cultural Centre of the neighbourhood of La Puya came to form part of the Itaka Escolapios network. The project has its origin in a small tasks room and library for the youngsters of the neighbourhood equipped by the Piarists. Such project grew when the community's needs and problems became apparent and it culminated in the construction of a centre that could be attended by more people and provide a greater cultural and educational offering.

The project has been increasing its number of users and programmes since the 2014-2015 academic period, following the cultural centre model that was established from the Central America and Caribbean province.

It currently has a team of 18 professionals very well led by a Coordinator from the centre, which gives stability to the educational activities that are developed at the CCC.

2. Itaka-Escolapios venues

SANTO DOMINGO – LA PUYA NEIGHBOURHOOD (Calasanz Cultural Centre)



3. Description of works and work areas

Calasanz Cultural Centre: from the 2014-2015 academic period in the Central America and Caribbean province, social projects have been combined in the structure of cultural centres.



In Santo Domingo, in the La Puya neighbourhood, there is a Calasanz cultural centre attended by girls and boys between 4 and 13 years of age. Those children from 4 to 5 years of age participate in the pre-school associated with the Profesor Juan Bosch Public Educational Centre, while those from 6 to 13 years of age participate in different proposed areas.

The aim is to offer them a space where they can increase their educational level and favour processes of community participation and social integration of the children and their families. The centre's project culminated in the following areas or programmes:

- *Psycho-pedagogical attention*: This area reinforces the attention that children and youngsters receive in an environment of trust, providing what is lacking and addressing the difficulties that arise in their family and social environment.
- *Pre-school*: Agency of the Ministry of Education and affiliated to Profesor Juan Bosch Public School.
- *Apoyo Escolar*: Area that reinforces learning with personalised follow-up on those with greater difficulties.
- *Animación lectora*: Space whose aim is to promote a love of reading, critical thought and the acquisition of reading abilities in boys and girls.
- *Free schools*: Ministry of Culture programme aimed at guaranteeing the development of artistic vocations and other citizen rights relating to the culture of boys and girls with fewer possibilities.
- *Calasanz nos Une*: Area that aims to train free time monitors and proposes a free time activities space for the boys and girls of the neighbourhood (camps, sports...).
- *educARTE project*: Area to work on different artistic specialities through painting, bodily expression, etc. workshops.
- *Project Valores*: Calasanz Movement, workshops on values, spiritual growth, oration (starting in March) and catechism on Saturday.
- *Forma-T project*: Technical, work training and language courses ...
- *Somos + project*: Area to attend to families and the community.

USERS / BENEFICIARIES:

	STAFF		VOLUNTEERS		Total	BENEFICIARIES			%	
	♂	♀	♂	♀		♂	♀	Total	♂	♀
Calasanz Cultural Centre	4	15	20	24	63	325	420	745	44%	56%
Coordination		1			1					
Secretary's office		1			1					
Cleaning		1			1					
Security	2				2					
Psycho-pedagogical attention		1			1	87	101	188	46%	54%
Pre-school		3			3	32	42	74	43%	57%
Apoyo escolar		3			3	44	36	80	55%	45%
Animación lectora		1			1	22	31	53	42%	58%
Free schools	1	3			4	21	45	66	32%	68%
Calasanz nos Une			20	14	34	67	37	104	64%	36%
Educarte		1			1	23	15	38	61%	39%
Forma-T	1				1	7	19	26	27%	73%
Somos +				10	10	22	94	116	19%	81%

In addition to the people who attend the centre's stable programmes, it should be stated that around 250 boys and girls attend the summer camps in July each year.

Also, from the psycho-pedagogical area, interviews have been conducted with 148 families (95% mothers) and 26 guardians of the centre's young attendees.

EVOLUTION OF PROGRAMMES AND SERVICES SINCE 2014-2015

	Pre-school	School support	Reading animation	Calasanz Nos Une		Educarte	Somos +	Forma-T	Free schools	PHSYCH attention	Summer camps	Total beneficiaries
				Monitors	Boys/girls							
14/15	46	67	67	35	87		65				200	567
15/16	103	88	56	37	87	33	84	29			235	752
16/17	103	88	42	20	87	20	85	25	99		250	819
17/18	74	80	53	34	104	38	116	26	66	188	250	995

4. Ordinary budget

Academic period/year	2017- 2018 academic year				
VENUES/ Projects	TOTAL budget	Forecast income <u>Dominican Republic</u>		Forecast contribution <u>Itaka Escolapios</u> <u>Network</u>	
SD –LA PUYA	76.675,28 €	28.242,41 €	36,83%	48.432,87 €	63,17%
Calasanz Cultural Centre	76.675,28 €	28.242,41 €	36,83%	48.432,87 €	63,17%

BUDGET EVOLUTION:

	Total budget	Income Dominican Republic	%	Contribution Itaka Escolapios Network	%
2014-2015	38.650,93 €	14.443,73 €	37,37%	24.207,20 €	62,63%
2015-2016	62.889,25 €	28.728,63 €	45,68%	34.160,62 €	54,32%
2016-2017	66.618,93 €	29.247,43 €	43,90%	37.371,50 €	56,10%
2017-2018	76.675,28 €	28.242,41 €	36,83%	48.432,87 €	63,17%

ITAKA- ESCOLAPIOS VENEZUELA

1. General presentation

Since 1994, the Itaka Escolapios Foundation has participated in the shared mission of the Pious School in Venezuela, driving the educational and social projects of Valencia, Barquisimeto, Caracas, Maracaibo and Carora.

Around 2685 children and youngsters participate in the different projects: cultural centres, Calasanz movement, school for educators ...

The different projects are coordinated and monitored from the Barquisimeto office, promoting the participation and joint work of the Order of the Pious Schools of Venezuela and the Fraternity, gradually growing in members and participation in the Piarist mission.

The start of a common informal education project in the province of Central America and the Caribbean should be emphasised, in which the cultural centres are particularly significant, with the aim of unifying criteria and common pedagogical proposals.

Future challenges for the 17-18 academic period:

1. Favour the incorporation of new agents into the mission; persons who with their support can strengthen the work dynamic and expand management.
2. Strengthen the training of all heads of each venue, so that they can maintain existing projects and promote new ones.
3. Improve support for each Itaka Escolapios Venezuela venue by meeting any needs that arise and thereby obtain better results in the execution of each project.
4. Maintain each project that has to date been developed and has met the needs of each community.
5. Favour the search for financing for each project of each venue.
6. Seek financing for the expansion of Liceo Madre de las Escuelas Pías de Barquisimeto, the roofing of the new structure at Colegio Cristo Rey de Carora, roofing of a pitch at the social work Colegio San José de Calasanz in Valencia Sur, Drop-in Centre in Caracas.
7. Help to favour and direct the school for educators at each venue from their user service offices.

2. Itaka-Escolapios venues

VALENCIA

- Office
- Calasanz Cultural Centre
- Calasanz Movement

BARQUISIMETO:

- Office.
- Liceo Madre de las Escuelas Pías
- Calasanz Cultural Centre.
- Calasanz Movement.

CARACAS

- Calasanz Cultural Centre.
- Calasanz Movement

CARORA:

- Office.
- Calasanz Cultural Centre.
- Calasanz Movement

MARACAIBO:

- Comprehensive Centre for Children and Youngsters with Functional Diversity

3. Description of works and work areas

CALASANZ CULTURAL CENTRES

In Venezuela there are four cultural centres (Valencia, Barquisimeto, Caracas and Carora) that are attended by children and youngsters from 6 to 20 years of age. At these centers, the aim is to offer them a space where they can increase their educational level and favour processes of the community participation and social integration of children and youngsters and their families through six areas:

- Calasanz nos Une: Area whose focus is to train free time monitors, organise camps, sports...
- Apoyo escolar: Area to reinforce learning, where a love of reading is promoted by offering study spaces and libraries, and by individually monitoring children with greater difficulties.
- educarte project: Area focused on different artistic specialities through painting, scenic arts, music and dance, bodily expression...
- Valores project: This will include the Calasanz Movement, though it is currently being undertaken independently.
- Forma-T project: Technical, work training, language courses...
- Somos + project: This area includes attending to families and the community. In the case of projects in Valencia, attending to boys and girls with special educational needs and the dining room for the elderly would come to form part of this area.

COMPREHENSIVE CENTRE FOR CHILDREN AND YOUNGSTERS WITH FUNCTIONAL DIVERSITY OF MARACAIBO

Its general aim is to insert children and youngsters from the community with functional diversity in society and in the school and family environment.

Promote strategies for the cognitive and social development of boys, girls and teenagers for formation in human and Christian values.

Today, individual programs and therapies are undertaken that support the comprehensive development of the individual and their environment with ABA therapies, student levelling and language and psycho-pedagogical therapy.

The parents, teachers and interested parties are provided with information on functional diversity through talks and workshops that help raise the awareness of society for emotional and social integration.

SCHOOL FOR PIARIST EDUCATORS.

The aim is to train the staff of the schools, volunteers, fathers, mothers and all those committed to our projects by offering a specific training in accordance with the recipients.

CALASANZ MOVEMENT:

In Valencia there is a website www.calasanzvalencia.wordpress.com where the different activities carried out, training of religious teachers, gatherings, trips, camps, celebrations can be followed...

In Carora there is a large number of participants, with a high percentage of the fraternity supporting pastoral care. A challenge is proposed to work more in the network at a zonal and provincial level and with the Order, and to work from projects by driving vocational culture.

LICEO MADRE DE LAS ESCUELAS PÍAS BARQUISIMETO – EL TROMPILLO

This was born with the aim of providing educational continuity to primary graduates, primarily from the school Fe y Alegría, since in the neighbourhood there was no secondary educational institution, which caused a high drop-out rate with youngsters with no work insertion opportunities.

It is currently a project that is maintained by contributions from Itaka Escolapios and AVEC, who supports us with staff. This facility has six classrooms that house 364 students, 17 teachers, one administrator, two workers and Itaka staff. Some facilities are already too small.

The Liceo is a project that is beginning and there is still much to do to provide both educational and Christian human opportunities.

During this academic period, we have been preparing to move to being a Piarist School and thereby obtain our own code, which has been assigned, but at the moment it is ongoing. This involves new needs, such as constructing and providing a dining room for these children, since the current situation means that many youngsters drop out due to a lack of household income. It is essential and necessary to give them at least breakfast so they can have a good academic performance.



OFFICES:

User services centres, in charge of monitoring and promoting the work of the presence, managing projects and coming up with new challenge each year, open to the public, volunteers and associates.

MEDICINES PROJECT:

In February 2017, Father Javier Alonso told the Itaka Escolapios network about the need for medicines that arose in the country due to the crisis situation that is being experienced by Venezuelan society.

From the network we responded to such request by gradually consolidating such shipments and their coordination and monitoring.

The project is carried out in coordination with different volunteer pharmacists who selflessly collaborate in the collection of medicines, in accordance with the needs detected at each venue in Venezuela.

To date, five shipments have been made: 3 shipments to CARORA (Contact Mario Mattia), 1 shipment to CARACAS (Contact Williams Costa) and 1 shipment to MARACAIBO (Contact Juan Alfonso Serra).

APPROPRIATE COLLABORATIONS:

In addition to the ordinary projects we carry out in Venezuela, from the Itaka Escolapios Network through periodical meetings to follow-up on key projects of the shared mission, we have been evaluating the extraordinary needs that have arisen, in accordance with the detected needs, therefore, different appropriate collaborations have come about based on availability of resources.

Such as aid of €10,000 to expand the Colegio Escolapio Cristo Rey of the city of Carora, and support for the needs of the Fraternity of Venezuela with aid of €150.

CURRENT SITUATION IN VENEZUELA

Given the economic crisis in the country, which is marked by a worsening food, nutritional and health situation (high costs and scarcity of basic items), extreme food insecurity and hunger situations have arisen in the entire population, especially in vulnerable groups.

The researcher and academic Luis Pedro España stated that Venezuela beats all the countries of Latin America in chronic undernutrition, according to a survey for the design of social policies performed in March 2017, with anthropometric elements. According to the results, the shrinkage indicator reached 28% due to chronic undernutrition in children under two years of age in low income sectors, while in the countries of the region it is 11.8%. This situation is a true social disaster and means that not only does the gap increase between classes, but also between regions; poverty is more severe in some zones than in others and it must be stopped, he stated during his participation at *Forum Perspectives 2018: Is there a bottom?* held by

UCAB. “When we think about the poor, we think about the hills of Caracas, but the most severe poverty is in the semi-urban and rural zones of the country. Territorial inequality, as well as a set of public policies that led to the destruction of decentralisation, is growing very significantly,” he added.

In its analysis of the social aspect for the next year and potential survival strategies, España stated that, while countries of the region have experienced a process of hyperinflation and massive impoverishment, Venezuela differs from the others because it has been suffering for longer. “At least since 2012, in the elections, homes began to experience significant shortages and difficulties, but it was possible to buy yogurt though no milk for children. However, four years ago, when the GDP began falling by 35%, this brought about a social consequence. We are entering a stage of severe social crisis and of irreversible effects that will continue to be so in the country’s future.”

He mentioned people, children and youngsters who, if before they were dedicated to studying or useful activities such as looking after the elderly or disabled, they now work to contribute to the household Income, which translates into drop outs and reduced enrolments. “When we see them at the level of quintiles in the population, we note a true tragedy, a segmentation of Venezuelan society: among youngsters over 18 years of age, in the richest quintile, 78% studies, and in the poorest, only 18% is studying, and this increases in 2018,” he said.

“What we are seeing in 2017 and continue to see in 2018 is not just an income crisis, but a structural one that has to do with education and health,” he said.

He pointed out that a political change cannot be expected to take care of social problems: “It is necessary to try to stop the drop in consumption; to attend to specific groups of the population and provide a daily meal at schools to increase scholary levels. The only way to resolve social problems is to solve the economic problem.”

Cáritas Venezuela in 2018 gave us this information: 72% of inhabitants in the most vulnerable parts of the country have undernutrition, 7 out of every 10 children have malnutrition, according to studies conducted by nutritionists.

Given this, Itaka Escolapios Venezuela has wanted to keep supporting the projects and meet the urgent new needs for the benefit of the children and youngsters we serve.

For example:

- **Dining room for the elderly in Valencia Venezuela** serves 22 grandparents from 60 to 72 years of age with three lunches a week (Monday, Wednesday and Friday) and two snacks with creative activities (Tuesday and Thursday), since the money provided by Itaka Escolapios and its collaborators does not currently suffice to feed them every day. In addition, its social dining room facilities are used to serve 27 students selected from the School at Lomas with lunch every day,

financed by other entities that want to expand their monetary support.

- **Samán Valencia project** is a program seeking to rescue children from 0 to 5 years of age with levels of undernutrition with a day of weighing and measuring in November 2017, where 32 students were assessed, resulting in 18 with levels of undernutrition. To address this reality, they were offered a daily breakfast for one month and a nutritional vitamin to lower levels of undernutrition, which had progressive results.

We want to implement these projects at the other venues, since it is a need that Venezuelans have, with the support of entities such as Soy Venezuela which is now helping the Valencia venue in feeding projects primarily for children.

USERS / BENEFICIARIES:

							BENEFICIARIES	
		Staff	Volunteers	♂	♀	Total	♂	♀
VALENCIA	Office	2	2	3	1	4		
	Cultural Centre		52	17	35	52	530	645
	Calasanz Movement		66	32	34	66	102	128
BARQUISIMETO	Office	2	3	1	4	5		
	Liceo Madre de las Escuelas Pías	18		5	13	18	223	141
	Cultural Center	1	2		3	3	11	26
	Calasanz Movement		11	4	7	11	58	65
CARACAS	Cultural Center	1	27	7	21	28	61	76
	Calasanz Movement		25	21	4	25	102	156
CARORA	Cultural Center		19	11	8	19	54	30
	Calasanz Movement		52	22	30	52	140	110
	Office	2	3	2	3	5		
MARACAIBO	Comprehensive Center for Children and Youngsters with Functional Diversity	3	2		5	5	16	11
TOTALS		29	264	125	168	293	1.297	1.388
							2.685	

4. Ordinary budget

Academic period/year	2017- 2018 academic period				
VENUES Projects	TOTAL budget	Forecast income <i>Itaka Escolapios Venezuela</i>		Forecast Contribution <i>Itaka Escolapios Network</i>	
Valencia - Lomas	2.948,18€	1.280,90€	%	1.667,28€	57%
Office	569,95€	288,10€	43%	281,85€	49%
Cultural Centre	2.007,10€	812,55€	40%	1.194,55€	60%
Calasanz Mov.	371,13€	180,25€	49%	190,87€	51%
Barquisimeto	3.373€	€	%	1.914,43 €	57%
Office	1.680,21€	799,36€	48%	880,86€	52%
Cultural Centre	611,53€	297,08€	49%	526,13€	51%
Calasanz Mov.	228€	35€	15%	193€	85%
Liceo Madre de las Escuelas Pías	853,26€	327,13€	38%	526,13€	62%
Caracas	1.560,46€	834,45€	53%	726€	47%
Office	645,07€	291,44€	45%	353,635€	55%
Calasanz Cultural Centre	773,89€	524,10€	68%	249,785€	32%
Calasanz Mov.	141,50€	18,92€	13%	122,58€	87%
Carora	2.203,55€	1.327,40€	60%	876,15€	40%
Office	813,80€	366,40€	45%	447,40€	55%
Cultural Centre	985,25€	834€	85%	151,25€	15%
Calasanz Mov.	404,50€	127€	31%	277,50€	69%
Maracaibo	357,90€	68,05€	19%	289,85€	81%
Centro de niños con Diversidad Funcional	357,90€	68,05€	19%	289,85€	81%
General Expenses	1.421,40€	951,50€	67%	469,90€	33%
GENERAL TOTAL	11.864,48 €	5.920,87€	50%	5.943,61€	50%

OTHER ALLIANCES WITH THE DEMARCATION

1. SCHOOL SCHOLARSHIP project collaboration

Since 2006, the Itaka Escolapios Foundation has collaborated with the Central America province on several projects. Specifically, THE SCHOOL SCHOLARSHIPS PROJECT began during the 2008-2009 academic period in the city of Valencia in cooperation with the Piarist schools of the Dominican Republic and Nicaragua.

Over these years, over 100 families from the Real Colegio de las Escuelas Pías and the Calasanz School in the city of Valencia have participated in the project, guaranteeing the basic conditions for regulated boys' and girls' education of the Piarist schools of the Dominican Republic and Nicaragua.

During the 2017-2018 academic period, 40 families collaborated with the school of León, Nicaragua. And 38 families collaborated with the schools of the Dominican Republic.

2. History of assistance provided for SCHOOL SCHOLARSHIPS

SCHOOL SCHOLARSHIPS	NICARAGUA	DOMINICAN REPUBLIC	TOTAL
09/10	4.704€	10.143€	14.847 €
10/11	5.589€	9.849€	15.438 €
11/12	7.050€	8.400€	15.450 €
12/13	7.050€	8.100€	15.150 €
13/14	6.750€	7.650€	14.400 €
14/15	7.875€	7.350€	15.225 €
15/16	7.525€	6.650€	14.175 €
16/17	7.350€	6.650€	14.000 €
17/18	6.807,54€	6.562,61€	13.370 €
TOTAL	60.701€	71.355€	132.055 €