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itaka-escolapios





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MISSION AND GOVERNING BODIES

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

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Cover photo: Cameroon

LETTER

BY THE PRESIDENT

Javier Aguirregabiria

Itaka-Escolapios, from another perspective



I would like to begin this letter with a confession: **the geographical change that I am experiencing personally by living in America is giving me the opportunity to see with new eyes our international Itaka - Escolapios Network.** It is not the same to experience our entity from one place or another of the Piarist geography. **Our entity looks very different depending on the years of shared trajectory.** It is very different when there is a consolidated Fraternity already in place or one in the beginning or when it does not exist yet. The situation changes when the **country has enough human and economic resources or when everything is needed.** The different languages also add their point of diversity and difficulty for a shared understanding. **The culture of the place, the preponderant Church model, the style of the Piarist Province, are other elements that introduce particular characteristics.** And precisely in that variety is our strength and our current challenge to continue complementing ourselves and show that a world so diverse and united is possible and very desirable.

In the middle of this complexity, **Itaka - Escolapios wants to be a decentralized and well-coordinated network, capable of serving everyone in each place, respecting diversity and protagonist as well as common identity,** growing in sensitivity and efficiency, advancing in the quality and sustainability of the Piarist mission, encouraging initiatives to reach more people in our transforming work from Christian education, accompanying the expansion of the Piarist subject and the developed projects, gaining in shared identity and continuing to introduce the necessary innovations keeping Calasanz's intuition very updated.

Today we can say that we are doing a lot of good work to achieve our goals, each year **Itaka - Escolapios is more universal and well-known,** that we continue to be enriched by the contributions of many people and that the scope of our shared action among the Order and the Fraternity continues to grow; **we are taking very interesting steps to have a greater approach and reach the most needy people in our planet,** that we are gaining in capacity to attend to new projects where Calasanz continues to lead us today.

To see more clearly this extraordinary moment we are living, we have some examples that reflect our reality, our goals, the people who are doing all that, the children and young people that are the reason of our being. All this invites us to look with renewed courage and hope the construction of a world as God commands, a humanity worthy of that name in all places on earth.



Socio-educational Center Amaltea in Valencia (Spain)



Solidarity campaign of Tafal Boarding school of Atambua

MILESTONES OF THE COURSE

Igor Irigoyen

ITAKA-ESCOLAPIOS
GENERAL COORDINATOR

With this annual report we want to make a balance of our 2016-17 dynamic and fruitful course in Itaka-Escolapios. Certainly, **we live in a stage in which our entity is growing significantly**, both by geographical presence and by the scope of the projects promoted.

If we review the places where we have presence, we find that **Itaka-Escolapios is currently in 16 countries, as a result of the agreements signed with 10 Piarist demarcations and 6 Fraternities**. Obviously, this presence is very unequal because it includes places in which Itaka-Escolapios has a long history, such as Spain, Cameroon, Brazil or Bolivia, to name a few examples, as well as others with a much shorter journey or in which we are just beginning the journey: Indonesia, Mexico, Senegal ... In any case, the commitment in each one of them is to develop and consolidate Itaka-Escolapios as an effective platform to share the Piarist mission, open to the participation of all the people that would like to join in.

On the other hand, if we look at the Itaka-Escolapios projects, both generally and locally, we see that practically in all our headquarters **we are expanding the actions and people attended or accompanying, in light of the calls and social and educational needs** that the reality presents us: new schools or extension of existing ones, boarding schools, homes, socio-educational projects of non-formal education, groups of the Calasanz Movement...

Undoubtedly, this growth is very good news, as well as a great responsibility since it places us before the challenge of **sustaining and consolidating an increasingly diverse and complex network, cultivating our common identity,**



School of Bamenda School canteens

in an open attitude and constantly improving. It is not by chance, therefore, that one aspect in which we have worked with special effort, and will continue to do so, is to take care of and strengthen our teams, both those who are responsible for general areas, as well as local and demarcation teams.

At the time we published this annual report we are right at the **middle of the 2015-21 Strategic Plan of the Itaka-Escolapios network.** Soon we will celebrate the III Advisory Council of Itaka-Escolapios, the most important meeting we held in our network. Surely, this will be a highlight to evaluate our objectives and update the challenges we have to face in the coming years.

Back to the 2016-17 academic year, our *leitmotiv* has been, along with the rest of the Pious Schools, the theme of the Jubilee Year: EDUCATE, ANNOUNCE, TRANSFORM. With these verbs we make reference to the three fundamental pillars that define the Piarist mission, from the time of José de Calasanz and up to this day. **With joy and gratitude we continue to see how much it enriches us and contributes to share in solidarity in Itaka-Escolapios this mission, in each of its dimensions: educational, pastoral and social transformation.** And how much Itaka-Escolapios is called to offer in the current times, how much necessary is to commit towards education as a way to transform the world.



Our principles and values (2015-21 Strategic Plan)

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

YOU CANNOT IMAGINE WHAT REALLY MEANS SHARING LIFE, FAITH AND MISSION UNTIL YOU LIVE IT

Idoia Gil and María Ansó are two young people from Pamplona who have lived in Anzaldo (Bolivia) since December 2015. They were sent by the Province and the Fraternity of Emmaus to share for two years the Piarist life and mission in Bolivian lands. The Itaka-Escolapios network collaborates in Bolivia with school support projects, rural boarding schools, educational centres management and the Calasanz Movement. In the final stretch of your stay in those lands, we do this brief interview to share what they are living.



Tell us about the Piarist reality in Anzaldo. What are the projects underway and what is your role in them.

Anzaldo has a Piarist history of nearly 25 years. During those years many religious Piarists have lived and encouraged people from many parts of the world. It all began with the parish of the municipality. Today the Piarists are in charge of animating the parishes of Anzaldo and Sacabamba (municipality next to Anzaldo), the general direction of the Educational Unit San José de Calasanz de Anzaldo, the address of the boarding school Málaga de Anzaldo and the Calasanz Movement, pastoral work that unite the three works mentioned above.

Our role here is to support the Piarist mission in all the works, in different ways and in different teams: in the Anzaldo's presence team, in the team of boarding school educators, supporting with classes in the school and encouraging pastoral work in the school, parish and boarding school through the coordination of groups in the Calasanz Movement. And also living in community sharing day to day, mission and faith.

Surely in this time you have enjoyed successes and good experiences, but you must have also faced difficulties... What is the final balance of your stay in Anzaldo?

The final balance is that we see that Bolivia is getting better at the Piarist level: in the operation of teams, of work, of Piarist identity, of growth and that each time the actions have more concrete objectives. After two years, we can see the Calasanz Movement is bigger and reaches all our presences; that Bolivia participates in the solidarity campaign



Idoia Gil and María Ansó in Anzaldo

of the Itaka-Escolapios network that we are a new Piarist Province (Brazil-Bolivia) full of illusions and dreams. And we continue working in schools and boarding schools knowing that our greatest treasure is to be able to live and work, educating to transform the world.

The balance at a personal level, each one has its own. But we think it is quite clear that having participated in all the previous one makes us proud to be Piarist and fortunate to be able to collaborate in this project that belongs to everyone. For that, we are very grateful to be able to be during these two years, here, in Anzaldo.

What challenges you identify as priorities in the Piarist project in Anzaldo?

The challenges in education that can be found anywhere in the world. We work day after day with teenagers (mostly) so the training and the accompaniment is a big and exciting challenge. In addition, the responsibility involved in dealing with the education of the future of Anzaldo.

The challenge is also that the Calasanz Movement continues to grow in Anzaldo and all the boys and girls can find their group where they can grow in faith and find Jesus. Another challenge is how we want to go writing the story from now on. The first 25 years, we already know how they have been. So from here on? What we want?

We are celebrating the Jubilee Year of the Piarist ... And from the Pious Schools we are asked to make a "gift to Calasanz" in order to advance in our Mission. What personal gifts do you take after more than a year and a half in Bolivian lands, specifically in the Anzaldo Piarist presence? What are the best milestones you have witnessed?

Witness the celebration of 25 years in Bolivia and 400 in the world, here in Anzaldo, surrounded by Piarists, students, alumni ... It's an unbeatable picture! I believe is the picture of a birthday (of the many that there will be) of Calasanz. There was no cake, but many smiles.

You are both from Pamplona, you are part of the Fraternity and you have been sent from Emmaus. What would you say to a person who is considering sharing the Piarist life and mission in Anzaldo for a long period of time?

You can say many things, we can write very nice sentences. But it would not do any good, because you cannot imagine what it really means to share life, faith and mission, in a Piarist community, until you live it. After experiencing it, we have to say that it is a gift to be able to live and participate in this Piarist project. And that it really transforms you...

PROGRAMS AND PROJECTS



SERVICE OFFICE

Itaka-Escolapios maintains **twenty-nine offices** offering attention and information to the people of the groups, the Piarist fraternities, the educational community, the environment and the general public.

These have been the offices offering information during the 2016-2017 course: Cochabamba in Bolivia, Belo Horizonte, Governador Valadares and Serra in Brazil, Bafia, Bamen-da, Bamendjou and Yaoundé in Cameroon, Albacete, Alcañiz, Barbastro, Bilbao, Dos Hermanas, Granada, Jaca, Logroño, Pamplona, Madrid, Soria, Tafalla, Valencia, Vitoria and Zaragoza in Spain, Libreville in Gabon, Bangalore in India and Barquisimeto, Caracas, Carora and Valencia (Lomas) in Venezuela.

OFFICES FOR FUNDRAISING AND INTERNATIONAL COOPERATION

In a continuous manner, we have had **10 people in the network engaged in attracting resources** from Bolivia, Brazil, Cameroon and Spain, who have worked in coordination with the 6 technicians responsible for the support of the network's headquarters outside of Spain.



Hostel of Lezana de Mena

SHELTERS, RETREATS HOUSES

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

Itaka-Escolapios is responsible for the management and administration, for its use in educational and pastoral activities, ensuring its conservation and maintenance.

For the Caserío Iturralde - **Lekunetxea**, located in the municipality of Arrazola in the Vizcaya Valley of Atxondo, 2,999 people have passed and a total of 185 days have been occupied during the course.

Errotazarra - Barria in the Alava municipality of San Millán have passed through its facilities more than 2,536 people, a total of 151 days being occupied.

The **Cortijo** Calasanz is located in the municipality of La Zubia in Granada and 2,367 people have passed through it during the 67 days it has been occupied.

The **Txamantxoia** Shelter, an installation located in the Navarra Valley of Belagua, just ten kilometres from the municipality of Isaba, has been occupied for 53 days, welcoming 831 people over the course, mainly in the summer camps.

The **Lezana** shelter located in the Burgos valley of Mena has been occupied a total of 68 days by 739 people.

The Cabaña de **Trueba** located in the port of Burgos of Estacas de Trueba focuses its activity mainly in summer, so the number of people who have used it has been about 421 over 61 days.





Training School in Boli Literacy program "El Faro" in Granada



SCHOOLS OF EDUCATORS

During the course we have had five schools of educators underway: Iturralde, Lurberri, Itaka-Escolapios in Andalusia and Aragón and School of Educators of Caracas (Venezuela). It should also be noted that throughout the course there have been several trainings for volunteers in Brazil, Bolivia, Venezuela and Cameroon.

The Iturralde School, present in the Basque Country, has had **139 students divided into 12 courses** as follows: Bizkaia 78 students in 4 courses, Gipuzkoa 26 students in two courses and Araba 35 students in two courses.

In addition to these courses, **8 monographic courses** have been conducted with a diverse theme in which more than **120 students** have participated (educating for peace and human rights, educating for interculturality, body and plastic expression, awareness and education for the development, the game ...) within the usual offer of the courses of monitors and monitors, with the aim of complementing their training. It should be noted as a novelty, that throughout the course have been delivered to the **workers of school canteens** in our schools after reaching an agreement with Auzolagun S.Coop.

The **Lurberri School**, in Navarre, has had **71 students** distributed as follows: four courses of monitors to 62 people, a course of directors to 9 people. In addition, **227 students** in thirteen monographs, two of them subsidized by the ENAJ (Food Handler and Sex Education) and eleven for the staff of Ausolan-Jangarria (6 for conflict resolution, 3 for developmental psychology and 2 for social skills)).

The **Itaka-Escolapios School** in Andalucía has taught a monitor course f in Granada to 11 students and a course of monitors in Montequinto with 14 students.

School of Educators of Caracas (Venezuela). In this course was carried out the Piarist leadership workshop, aimed at people who carry a greater responsibility in schools, pastoral, cultural centres and those who are planned to take on a responsibility as coordinators. During this 2016-2017 year, **36 people** participated.

Throughout the course there have been several training courses for volunteers in other places where Itaka-Escolapios has presence, mainly in **Bolivia and Cameroon**. In Bolivia this year we have held two training meetings for MC leaders. The themes have been diverse: the approach to the new Piarist province of Brazil-Bolivia, work with group management techniques, dynamics on the pillars of MC, the profile that must be had by those who educate and the game as an educational tool. People from Anzaldo, Cocapata, and Cochabamba participated in every encounter.

PROGRAMS AND PROJECTS



LITERACY



Ikaskide

Literacy in Senegal and Ivory Coast.

Senegal, where Itaka-Escolapios has been present for the first time this academic year 2016-2017, is a **country that welcomes a large number of immigrants from neighbouring countries**, who come in search of better life opportunities. The immigrants arriving in Senegal come mainly from Mauritania, Guinea and Mali. Itaka-Escolapios helps the illiteracy of migrants who arrive in Senegal and Côte d'Ivoire, fleeing their countries with literacy projects in Dakar (Senegal), Daloa (Ivory Coast) and soon also in Sokone (Senegal).

El Faro, in Granada

The project is aimed at the immigrant population with little literacy and is addressed to all nationalities, the Senegalese population being the majority participating in it. During the 2016-2017 academic year a total of **27 people participated** (24 men and 3 women) that were taught by a total of 10 teachers and volunteer teachers.

Ikaskide in Pamplona

The socio-educational centre of the Casco Viejo de Pamplona **attended 115 people in the literacy and teaching courses of Spanish for foreigners**. More than 40 applications were not accepted due to lack of places. The team of volunteers was strengthened, with 36 people at the end of the course. As a novelty there was a collaboration with CEAR, an entity that is dedicated to the reception of refugees, providing Spanish classes to a group of 7 Eritrean women who began their asylum and refuge process in Pamplona.



El Faro, in Granada literacy



Literacy program "Ojalá" in Bilbao

Ojalá, en Bilbao, Vitoria y Sevilla

Se trata de una iniciativa que pretende dar respuesta a personas inmigrantes con interés en realizar un proceso de alfabetización y aprendizaje del español, que mejore su capacitación para la vida y que les ayude en una inserción socio-laboral.

Un total de **262 alumnos y alumnas** han pasado por los cursos de alfabetización de la sede de **Bilbao**. Si analizamos su situación laboral, nacionalidad y edad, podríamos decir que se trata principalmente de hombres de nacionalidad marroquí, **de 31-32 años de edad que se encuentran en situación de búsqueda de empleo**.

Por segundo curso consecutivo, en Bilbao se ha prestado un servicio de acompañamiento y atención a hijos e hijas de alumnos/as acudían a los cursos de alfabetización por la tarde. De esta manera, en el servicio de **Ojalá-txiki** se ha atendido a un total de **36 menores** (21 niños y 15 niñas).

Con el fin de facilitar el acceso y acercamiento a las nuevas tecnologías se ha puesto en marcha un curso de **alfabetización informática al que han asistido 49 alumnos y alumnas**, divididos en dos grupos. Además de esto, para potenciar la expresión oral

a través de dinámicas y recreando situaciones similares a las que pueden encontrarse en su día a día se habilita un espacio **"Ojalá que llueva café" por el que ha pasado 37 alumnos y alumnas divididos en tres grupos**.

A mediados del segundo trimestre y por medio del área de euskera del Ayuntamiento de Bilbao, nos llega la propuesta de comenzar un grupo de **iniciación al euskera** con el fin de potenciar el uso del euskera en el ámbito familiar. Se pone en marcha a finales de abril y está enfocado especialmente a padres y madres que tienen hijos e hijas en edad escolar. Ha sido una experiencia piloto que se ha desarrollado un día a la semana con la participación de **16 personas**.

De igual manera, ha venido funcionando un **Servicio de Orientación** en materia extranjería, justicia gratuita, prestaciones económicas o atención de necesidades básicas entre otras, que ha atendido un total de **109 personas**.

En **Vitoria** han sido **45 las mujeres** que han acabado el curso en junio. Respecto al grupo de chicos, ha finalizado con **8 jóvenes**, residentes actuales del piso Aukera y antiguos usuarios que continúan en Ojalá. Hemos contado con 20 profesores y profesoras voluntarias. Las alumnas,

principalmente de origen marroquí, han visto facilitado su aprendizaje por la existencia, un año más, de un servicio de guardería al que han acudido una media de **10 menores**. Durante el curso se ha podido llamar a mujeres que estaban en lista de espera ya que otras se han dado de baja por motivos diversos.

En nuestra sede de **Sevilla** del colegio de Montequinto en **Dos Hermanas**, **20 personas** han asistido a nuestras clases de castellano, todas ellas han sido mujeres de origen filipino, acompañadas por 7 profesores voluntarios. Por otro lado, desde este curso, el proyecto se desarrolla en **el barrio de las 3.000 viviendas** de Sevilla. La Parroquia Jesús Obrero y Cáritas solicitaron a Itaka-Escolapios la puesta en marcha del programa Ojalá con el objeto de atender a un grupo de mujeres nigerianas. Durante el curso han participado un total de **12 mujeres atendidas por 3 personas voluntarias**.



These are our tools
TO CHANGE THE WORLD
THROUGH EDUCATION

Would you help us?



Trastevere Valencia.

PROGRAMS AND PROJECTS

The school support and reinforcement project, Trastevere, takes place in our presence in Aluche, Barbastro, Bilbao, Granada, Jaca, Logroño, Pamplona, Seville (Montequinto), Soria, Tafalla, Tolosa, Valencia 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.

During the 2016-2017 academic year, a total **of 535 children were supported**: 17 students in Aluche, 14 in Barbastro, 37 in Bilbao, 94 in Granada, 25 in Jaca, 42 students in Logroño, 118 in Pamplona, 25 in Seville (Montequinto), 15 in Soria, 33 students in Tafalla, 10 in Tolosa, 43 boys and girls in Valencia and 62 boys and girls in Zaragoza.

It should be noted, the commission carried out again by the City of Tafalla for school reinforcement of the three schools in the municipality through the program "Ludoteca y Merienda".

This work has been possible thanks to the dedication and selfless work of more than **197 volunteers**.



SCHOOL SUPPORT, TRASTÉVERE



Calasanz Movement Bilbao



CALASANZ MOVEMENT

During the 2016-17 course, the **Calasanz Movement has been present in the 13 headquarters of Itaka-Escolapios of Emmaus in which there are Piarist schools:** Alcañiz, Barbastro, Bilbao, Granada, Jaca, Logroño, Pamplona-Iruña, Seville, Soria, Tafalla, Tolosa, Vitoria-Gasteiz and Zaragoza. **3564 children, adolescents, youth and adults have been part of these groups, managed by 449 volunteer monitors and catechists.**

Besides the number of participants, other indicators that we would like to highlight in this report are the following:

- » **38% of students** at the Piarist schools that are invited to participate in the Calasanz Movement have been part of the groups in this course
- » **18 young people** from Emmaus have participated in the **first year of the Ulysses project** (a training itinerary that includes a stay of at least one month in a Piarist presence in a Southern country) and for a month have been sharing life and Piarist mission, along with **3 other young people from the Province of Escolapia de Betania**, in Bolivia, Nicaragua, Cameroon, Indonesia and Ecuador. In addition, another 11 young people from Emmaus and Betania have completed the second year of this itinerary, in which the objective is to integrate the experience in their own lives to take personal options.
- » **42 young people** have participated in different fields of work throughout the months of July and August, most of them in experiences organized by the headquarters in Granada, Soria and Bilbao.

In this 2016-17 course, the **accompaniment to each place has been intensified** by the provincial team of the Calasanz Movement, taking as a reference the reflection made in the previous course in each place on the "sustainability of the Calasanz Movement", and the Piarist identity has been deepened in the groups through different actions taking advantage of the celebration of the Calasanz Jubilee Year.

But the major advances that have been made in this course have been focused on **strengthening the stages of Calasanz Movement groups of adolescents and young people from 16 to 25 years old**, and for this several actions have been launched, which we summarize below:

1. Distribution to all the places **a selection of resources** for the groups of these stages

PROGRAMS AND PROJECTS



Volunteering of the Calasanz Movement in Granada



Calasanz Movement Sevilla

and facilitated by all the venues.

2. Launching a **reflection** to all the venues with groups in these stages, proposed by the provincial team of the Calasanz Movement and in which a series of substantive keys to be evaluated and from which to share good practices were suggested. The conclusions reached in each place were shared at the end of the course.
3. A workshop was held at the **provincial meeting of pastoral agents** to reflect on these ages. The conclusions were sent to all the venues
4. Preparation of a document with an **itinerary to review the joint meetings of the groups of the Calasanz Movement**, among which, obviously, are also those corresponding to these stages.
5. Development of a **provincial course of free time directors**. It promotes, on the one hand, the formation and leadership of young people of the groups and, on the other, positively affects the Calasanz Movement itself. All this from a provincial vision that expands the view of each of the participants.
6. **Piarist summer experience** are offered for young people. In addition to offering experiences already consolidated (Ulysses, monitors in summer camps of the Calasanz Movement, work camps in Itaka-Escolapios headquarters of the Piarist province of Betania, work camps with other entities, etc.), progress has been made especially in relation to the work camps offered in Emmaus (experiences were offered in Granada, Soria and Bilbao).
7. Design of the “**Emmaus Traveller s Experience**” involving several presences. It is about offering a one-year community experience in which several young people from the last stages of the Calasanz Movement and from different places live together, getting involved in the life and mission of a Piarist presence and taking advantage of the experience to take personal steps as Christians. In this course, a document was prepared in which the background keys that were wanted to take care of in this experience were written down and the objectives were clarified. This proposal was made to several young people from different presences to start it in the 2017-18 course.
8. Final process of updating the **Ulysses itinerary** (reference document and materials of the different sessions of the two years).
9. Promotion of **Vocational Pastoral actions** by taking advantage of the Piarist Jubilee Year: initiative 400+, meetings, accompaniments.
10. Launch of the **Piarist Youth Synod**, as a concretion of the Synod convened by the Church last January. It will take place in Emmaus throughout the 2017-18 course, especially in the youth groups of the Calasanz Movement.



International Calasanz movement

To this reality we should add the **Calasanz Movement from Itaka - Escolapios** in Bolivia with **525 boys and girls** (391 people in Cochabamba, 94 in Anzaldo and 40 in Cocapata), accompanied by 67 educators, **951 in Venezuela** (Barquisimeto, Caracas, Carora and Valencia), **15 in the Dominican Republic** (La Puya), about **70 in Central Africa** (Libreville and several locations in Cameroon), 214 young people in **9 groups** in Senegal and Cote d'Ivoire in West Africa ... and all in one network of the Calasanz Movement that brings together 791 groups in 13 countries and 81 localities, accompanied by more than 900 educators and with more than 14,000 children, young people and adults.

PROGRAMS AND PROJECTS



SOCIO- EDUCATIONAL CENTRES

We include in this category of projects a diverse set of educational and social initiatives that seek to address different realities and problems.



Amaltea Socio-educational Center

Aingura, in Bilbao

Aingura is a socio-educational project that aims to serve young people in the San Francisco area, seeking to alleviate the situations of vulnerability that they experienced daily.

The project stems from the need detected mainly by the San Francisco Community of the Fraternity of Emmaus.

The project began in the month of October, taking advantage of the neighbourhood parties. Throughout the course they have worked nearly twenty children, from 5 to 12 years old, around the Plaza Corazón de María in the neighbourhood of San Francisco de Bilbao. We have been present at a place in the Plaza Corazón de María, donated by Municipal Housing of Bilbao, two days a week in which the school reinforcement was combined with games. The educational work has been accompanied by six volunteer educators.

Amaltea, in Valencia

On **September 1st**, an educational project of great social value, which takes place in the centre of Valencia, Amaltea, is incorporated into Itaka-Escolapios. This project has been developing a socio-educational and insertion 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, it has received minors and young people at risk and / or exclusion from the city of Valencia. "Amaltea", the name of the goat that breastfed Zeus, is intended as an alternative reference point for people in the neighbourhood, a place where they are "taken care of" and "nourished" to get the most out of each one of them. All the actions are oriented to **prevent situations of risk and social exclusion**, alleviating the possible deficiencies given by a deficit environment and promoting the integral development of the minors and young people, through education and social insertion. Amaltea develops its programs to prevent exclusion and promote integral insertion through its **day centres arranged with Consellería de Igualdad y Políticas Inclusivas**: a centre providing educational support of minors and day centre of socio-labour insertion of young people.

Throughout the 2016-2017 academic year, it served more than **200 people**:

Day Cohabital Center: attended 50 children from 4 to 18 years old and 32 families, in the mediation and prevention programs of school dropout, non-formal education, psychosocial attention, healthy habits and family follow-up.

Day Insertion Center: attended to 118 young people from 15 to 25 years old and their families, in the graduate programs for all, follow-ups for the insertion, improvement of employability, shared classroom, study groups and *espai obert*.



Socio-educational Center Aingura in Bilbao

Cartuja Escolapios, in Granada

The Socio-educational Center Escolapios Cartuja has filled with life with the afternoons of the Escolapios School in the La Granada neighbourhood of La Cartuja. There are several programs that are developed in the centre, during 2016-2017 the activities have focused on:

- The **Trastévere** program has carried out the following activities: tutored library, soccer team that has participated in different leagues in the categories. English classes for primary and secondary, flamenco classes and for the youngest children, multisport activities and reading workshop.
- Within the **Pechivirí** program, centred on education in free time, four trips have been made, two tourist cycle routes, an urban colony for children, a summer camp for primary school in Qüentar (Granada) and several minors have participated in different summer activities of the Calasanz Movement.
- Project of **accompaniment of mothers** of the Escolapios-Cartuja School in which six mothers have participated.
- First activities of the **Calasanz Movement**, starting this course with adventurers and artisans.

In total the Socio-educational Center Escolapios Cartuja has work with: **46 boys and 64 girls with ages between 3 and 16 years.** And all this has been possible thanks to a team of 32 volunteers.

Mexico, Centro Cultural Calasanz Campeche

The Calasanz Cultural Center is located in the state of Campeche, in the southeast region of Mexico. Its objective is to promote the **reconstruction of the social organization of the indigenous and peasant communities** of the state of Campeche through the implementation of non-formal education programs that promote the integral formation of people, with special attention to children and young people. Four programs are developed in the centre: artistic-cultural, ecological-agricultural, human promotion and social development and training. The **"shelter project"** responds to several detected needs. On one hand, many young people who study or go to study live in communities quite far 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 somewhat low. In addition, the society is peasant and humble, so the houses are not too large. This causes that some young people do not have an adequate space inside the house to study. The project is directed to the 18 communities that the Piarists attend in this area; communities of diverse size and traditions and cultures very different from each other....

Dominica Republic, Centro Cultural Calasanz La Puya

In the city of Santo Domingo, Itaka-Escolapios manages a Cultural Center in the popular neighbourhood of La Puya. It **is a community space inserted in a very poor community in the capital of the country.** Its mission is to educate children, young people and vulnerable families in an integral way through this type of programs in order to improve their quality of life, in the style of Calasanz. The educational project of the Calasanz Cultural Center includes seven programs in which **350 people (165 boys and 185 girls) have participated** in a stable way and 200 more in the summer camps. These programs are: preschool classrooms of the school ... located in the CCC, school reinforcement, reading animation, art, Calasanz joins us, form-T (adult training, this English course) and Somos + (school of parents).

PROGRAMS AND PROJECTS

In Venezuela, Centros Culturales Calasanz.

In popular neighbourhoods of cities of Valencia, El Barquisimeto Carora, Maracaibo and Caracas. Itaka-Escolapios manages together with the Piarists four community centres that work with children, youth and adults in the field of education. **There have been more than 600 people attended, mainly children and young people.**

In **Valencia**, this year the effort of integration of the works and beneficiaries was noted. The Cultural Center was an open space for the community and the children of the Escolapios schools, offering recreation through the arts, sports, music, dances, and reinforcements to each child and young person who joined the Calasanz family through this project that covers so many areas.

It was a year full of experiments and experiences trying to manage the projects already underway as the **home of the elderly** in Valencia who was reactivated attending 22 adult seniors with recreation, board games and a snack 2 days a week, meeting once a month for a lunch which is called Solidarity pot. This monthly work was attractive for people supporting companies and donations of food, so these meetings were held 3 times a week, increasing the benefits to 39 students with economic family problems and exposed to malnutrition and 22 older adults of the community for a total of 61 beneficiaries. Young people with functional diversity are encouraged again by attending every Saturday for 2 hours, offering them recreational activities with the company of a physiotherapist



Socio-educational Center in Belo Horizonte

and special education teacher accompanied by a snack, serving 15 children and young people.

The **Caracas** Headquarters, despite being initiated, represented a challenge for the CCC to organize and give support to all the extra-curricular activities that the school offered and to expand the offer of non-formal education that this year has overflowed with so many offers for the boys. Each year the space becomes small, but has given a lot of life to the school in the afternoons for a total of **174 beneficiaries**.

In Barquisimeto there is a large population to serve in the neighbourhood of Trompillo, the difficulty is the lack of physical spaces to serve them, being one of the main problems we must face. This year we have taken the first step to **start in another sector of the neighbourhood, as we have two rooms available**, resulting in a dance group, school support with reading and math reinforcement, basic English, and artistic drawing, for a total of **64 beneficiaries**, with this achievement we have brought life to a space that was abandoned and lacking activities for the youth community, being very receptive for the parents giving us their support.

The **Carora** Cultural Center operates in **three sectors**, San Vicente, La Lucha and in the Cristo Rey school, in this course the activities were maintained in the main subject "School" without any problem because of the place in which it is located, there was low attendance in the remaining sectors due to lack of transportation and time availability of the volunteers, specific activities were kept with the children and young people, especially in San Vicente, with the Forma-T program through the Cecal.

Maracaibo had an innovative project with the **comprehensive care centre for children and young people** with functional diversity, a program that supports family members in obtaining low-cost therapies for their children, offering language therapies, psychological assistance and psych pedagogical, academic reinforcement using individualized programs, behaviour modification therapies, all with specialists who, thanks to their work, help these children to improve their integral development and their environment.

In Cameroon. Bafia, Bamenda and Bamendjou Social Centres

The socio-educational centres of Cameroon are focused to serve as complementary spaces to schools, as well as spaces open to citizens in general. They develop computer courses, school reinforcement, libraries, reading rooms, socio-cultural clubs, literacy, volunteer training, animation of summer camps, karate, dance, ... Throughout the year they have served about 3,400 students, students and teachers from the primary schools of Itaka-Escolapios de Bafia, Bamenda and Bamendjou, and hundreds of people from nearby neighbourhoods who find in these spaces a place to be trained

Centres in Kabrousse in Senegal and Daloa in Ivory Coast

The social centre of Kabrousse, in Senegal, is a place of welcome for groups of children and young people, who can enjoy the facilities of the centre to organize camps, retreats and other pastoral and socio-educational activities.

The Daloa Social Center, located 400 km from Abidjan, hosts activities for children, youth, students, professionals, administrations ... Through 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. The centre also offers literacy classes. Thanks to its multimedia room, its classrooms, the library, the multi-purpose room available for seminars, conferences, workshops ... and its bedrooms, the centre also covers the needs of the working population of Daloa.

In Brazil, Belo Horizonte, Governador Valadares and Serra socio-educational centres

The socio-educational centres of Brazil are inserted in the Unified Social Assistance System (SUAS). They are located in peripheral areas 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 Jose de Calasanz socio-educational centre serves thirteen neighbourhoods of the municipality. Populous neighbourhoods in which the young and female population predominates with a significant number of children. It is an area with great social inequality, pockets of poverty that have low rates of employment and high rates of violence and drug addiction.

The centre served **617 people in the extended day programs, social-professional qualification, art, socialization** and with the partnership in the project in association with the Padre Jose Luiz Tadeo Municipal School for the educational service of children from 2 to 5 years old.

In addition, more than 2,722 people used the space that the centre has for events that the community develops. The Piarist Socio Educational Center of **Belo Horizonte** serves fifteen neighbourhoods with few educational, cultural and social facilities. Neighbourhoods with poverty marked by high rates of illiteracy and drug addiction. The centre assisted about **858 people in the programs serving childhood, art and coexistence, socialization,**



Socio-educational Center in Cameroon

professional qualification and youth protagonism.

The San José de Calasanz Social Center in **Serra** serves two neighbourhoods marked by high levels of poverty and violence. Districts that arise in the decade of the 80s after the collapse of the favelas of the city of Vitoria. The centre assisted **534 children and young people in their coexistence programs and strengthening family ties, professional qualifications and productive inclusion.**

Errotazarra, in Vitoria-Gasteiz

Another year in Barria, on this project for the improvement of employability for people with intellectual disabilities.

There have been **seven boys and four girls between 21 and 30 years who have trained in gardening and shelter management** to perform cleaning, maintenance and minor repairs within a project that aims to be the conclusion of a training itinerary.

The path begins in the classroom of tasks earning (AAT) in parallel with the last years of compulsory schooling (ESO) and ends for those who are interested in this project Errota-zarra, which aims to be a stage of consolidation and acquisition of new skills for self-management of the person in all its aspects, but with special attention to the competencies for access to employment.

The results have been quite good. Two participants received job offers before finishing the course and left two others left for other reasons and the rest finished the training with advantage. At this moment they are looking for employment or training to continue improving their possibilities to achieve it.

The main challenge of the project is to obtain financing so that it can last for two school years because 9 months is a very short period to achieve all the objectives we intend to achieve.

In Pamplona. Ikaskide

The mission of the Ikaskide socio-educational centre is the insertion and social promotion of children, young people and adults, working in a network with public social services, social entities and educational centres in the area. In this line, 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.

In 2016-2017 we lived a course full of activity and new initiatives.

We work mainly with volunteering, developing our activities thanks to the collaboration of 111 volunteers.

In **school support**, we assisted 118 children, from educational centres in the area, primary school, vocational training, ESO and Bachelor's degree. We complement the elementary school support with educational workshops in the last half hour (leisure activities, yoga, computer science for children, etc.). We carried out two urban camps (two days in holy week and six days in June) with the participation of 74 children between 3 and 15 years old. The family school continued its activities with the participation of 7 mothers and fathers with children in primary school. The team of volunteers was formed by 41 people.

In the area of **youth and adult education** there were new features:

- We started in November 2016 a course for the preparation of the exam of "key competences" (mathematics and language), aimed at adults who do not



Ikaskide Socio-educational Center in Pamplona

have a high school diploma, and whose improvement allows them to train in certificates of professionalism. Eight people showed up for the exam.

- Also in November we started our first course to prepare the entrance exam to Spanish nationality. In total we conducted two courses and 7 people took the exam.
- At the request of social services, we provided support to 3 young people who were in Secondary Education for Adults.
- The other training courses progressed normally: we did 2 basic computer courses, another two courses for caregivers of dependent people (31 participants) and a sewing group (8 participants at the end of the course).
- All this was possible through the collaboration of 17 volunteers.

The **legal service** attended 53 cases thanks to the work of 17 volunteers throughout the course. In addition, we carried out a collaboration with the Public University of Navarra for the development of a "legal clinic" (project of collaboration between the university and various social entities for the attention of legal consultations of people at risk of exclusion). We animated a legal talk-workshop for the Mujeres del Maíz Association

(Nicaragua) and a session was given in each course of caregivers of dependents with the theme of the rights and duties of workers. The reception and social orientation service had an intense activity, carrying out 66 interviews to select enrolments in school support, and prioritizing the cases that presented the most socio-educational needs. In addition, he orients 16 people to different training offers and carried out socio-labour orientation tasks with 12 other people (resume review, workshops on labour orientation topics and guidance on job offers.)

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 Center, La Peonza"**. It is a two-year contract, extendable for two more.

There are three programs that are developed in the centre: conciliation program, workshops and camps. The first of this offers a space of attention to boys and girls in order to facilitate the labour conciliation of fathers and mothers. The workshops aim to enhance the personal skills of children and finally make an offer of alternative leisure in the holidays.

465 children participated in the activities during the 2016-2017 academic year. The vast majority did so in the camps during the holidays, 362 boys and girls, 103 of whom regularly intervened in the life of the centre (83 in the workshops and 20 in the conciliation program).

In Atambua, Learning with Calasanz

The ENF project "Learning with Calasanz" is carried out since 2014, **125 children** and young people attending the 2016-17 course, providing them with school reinforcement and training in values, English, arts and leisure. The activities are from Monday to Friday, 2 hours a day. This pedagogical proposal since its inception has had a great reception and great support among students, parents and educational institutions.

PROGRAMS AND PROJECTS



These are initiatives promoted by Itaka-Escolapios in which residential care is provided to people belonging to especially vulnerable groups



Homes

Aukera (Bilbao and Vitoria)

The Aukera Program aims to **accompany the process of emancipation of young immigrants**, between 18 and 23 years old, at risk or situation of social exclusion; offering them temporary accommodation, attention to their basic needs and participation in an itinerary of job training and integration. For this, it has 4 homes in Bilbao and one in Vitoria, in which **36 young people have been attended throughout the course**. At the end of the course we received the good news of the cession of use, to **Itaka-Escolapios and Cáritas, of three floors of a building on Hurtado Amézaga Street**. The Carmen Gandarias Foundation, with whom we have work for many years, has set our company to continue with social work in one of its buildings. This news along with the work undertaken with the Bilbao City Council for the agreement of any of the Aukera squares will undoubtedly make it possible to open a new home in Bilbao.

Beregain (Bilbao)

Destined to **young women**, pregnant women or with minors under their care, and in processes of social and labour insertion. It has two homes, each with places for four women together with their sons and daughters. Throughout the course a total of **11 families have been assisted**: 11 women and their respective 13 sons and daughters. On the other hand, it has also accompanied other 5 families in their emancipation process, once they have finished their stay in the program.

Lar Home (Governador Valadares)

They take care of children in situations of abandonment or of social and family risk, providing them with a place to live in a family environment. There are two Casas Lar, Casa Esperança and Casa Alegria, which have attended **48 children aged between 3 and 17 years**, 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 Center team.

Calasanz Home (Soria)

The Calasanz Home is a **residential care resource for minors lacking protection**, arranged with the Junta de Castilla y León. It arises from the concern of the team of volunteers from the headquarters of Itaka Escolapios Soria and the need in Castilla y León. In its second year it has attended **18 minors** throughout the course.

Through this project we offer a Home to nine children, between 12 and 18 years old, derived by the Child Protection Section. We favour the insertion, socialization and integration of these boys and girls. We accompany the children in their maturational process, offering them an integral support, favouring the acquisition of social skills through an education in values that allows them to lead a normalized life.



Cocapata boarding school



BOARDING SCHOOLS

In Atambúa, Indonesia

In **August 2017 the Atambúa boarding school was inaugurated**, which will serve a hundred young people who come to the city to continue with their secondary education. Starting with 30 young people.

The solidarity network of Itaka-Escolapios has participated in the construction of the same with a contribution of more than € 200,000, from the schools that participated in the campaign "To meet Atambua"

In India, Kamda

In very humble conditions, waiting to be able to face an early renovation, operates the Kamda boarding school. It welcomes and allows **40 children** to study in the Calasanz Ashram School (56 girls are attended by the Piarist in a nearby boarding school). It is located in the State of Jharkhand in the north of the country, where the Adivasi tribes live, scattered and isolated from the world. Dedicated mainly to subsistence agriculture and hunting. Children trying to survive in a country that grows in wealth, but also in social inequality and that excludes minorities.

Rural boarding schools in the Bolivian Andes

The boarding schools of the Itaka-Escolapios network are located in municipalities at more than 3,000 meters above sea level, made up of a mainly Quechua population that works in agriculture and lives in small, highly dispersed communities. Only by moving large distances is it possible to continue studying until finishing secondary education, which is why the three Piarist internships in Bolivia work. In Morocomarca, Anzaldo and Cocapata the boys and girls can live during the week. They find shelter and food, receive an education in values and school support to complete the training they receive in their schools.

We highlight the work to progress in equal opportunities for boys and girls, especially in rural areas and in our schools and boarding schools. Increasingly, the percentage of girls in our projects increases, among other things, thanks to working with families and community leaders. There have also been several works to improve infrastructure in schools. During this year the boarding schools have attended more than **325 students**, having, on average, a **balanced number of boys and girls.**

Rural boarding schools, Senegal

The Piarists manage 5 boarding schools in Senegal: three in the **Fatick** region (2 in Sokone and 1 in Toubacouta) and two in the **Ziguinchor** region (in Oussouye and Mlomp).

The boarding schools, which hold a total of more than 200 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, families that immigrate to Senegal in search of better opportunities.

With a long history (the first dates from 1969) the boarding schools are seen as the second home where children see their physical, social and personal needs covered.



PROGRAMS AND PROJECTS

SUPPORT TO SCHOOL CENTRES

Itaka-Escolapios permanently supports the operation of a set of Piarist schools that, due to the context and since they are aimed at the majority disadvantaged population, are not sustainable from the existing economic resources at the local level.

In 2016-2017 a total of 21 educational centres were supported and assisted from the solidarity network, five in Bolivia, thirteen in Cameroon, one in the Philippines, one in Senegal and one in India.

Maternity/ day-care

Itaka-Escolapios shares with the Pious Schools of West Africa the work in the Mother School of Kagnoute of Senegal since the 2016-17 course.

Primary and Secondary schools

In **Cameroon**, Itaka-Escolapios manages **eleven primary schools**. These centres are a reference in the neighbourhoods where they are located, since besides giving an opportunity to children and young people for a quality education, they generate a dynamism of development in the areas in which they are, enhancing services, shops and local organizations, among others. In the 2016-2017 academic year, **we inaugurated a new school in the district of Abobo in the capital of the country** built and equipped thanks to the funds of a council, eight municipalities, two banks and a foundation.

The eleven elementary schools are distributed in three different cities Bafia, Bamenda and Bamendjou, with a team of 103 teachers attending **a total of 3,406 students** (1,702 girls and 1,704 boys).

In **Bolivia**, there is a continuous work of the **Piarist Education Network** (REDE), coordinating the follow-up

of the different Educational Units and boarding schools, teacher training, and the identification and understanding of the Piarist Mission in Bolivia is allowing us to improve our educational proposal in the country. With the support of the Universidad Mayor de San Simón (School of Sociology), a socio-economic study of our families is being carried out in order to adapt the service we offer them each day. Like last year, the joint solidarity campaign of Itaka Escolapios was also implemented, this time in favour of Kamda (India), exposing this reality and offering solidarity with Piarist boys and girls from the other side of the world. The **four educational centres** have guaranteed during this course access to quality education, and personalized to **3,690 students** (1,754 girls and 1,936 boys). It would not be possible without the involvement of a vocational teacher who supports the students beyond the school timetable, and a coordinated work with the respective municipal governments that is allowing, for example, to renovate and extend one of the old buildings of the Anzaldo School.

The school in **Kamda**, in northern **India**, serves **641 students** (285 girls and 356 boys) in a massive building that every year receives a growing number of students and needs urgent renovation and expansion. During the 2016-2017 academic year the construction of

a new school will be undertaken, as well as the renovation of the existing one in order to expand and reducing the problem of the number of students in the classrooms, as well as modernizing its facilities and being able to access the official degree awarded by the Government of India. In the state of Kerala, on the southwest coast of the country, in the municipality of Aryanad, Itaka - Escolapios collaborates in the management of a school with a total student body of **404 people** (190 girls and 214 boys). The school is attended mainly by children from families living in the coastal strip, who are engaged in fishing. In the **Philippines** we have helped to rehabilitate the **San Vicente School**, with the construction of a third plant that will enable them to adapt the school to the new state regulations that extend the secondary courses.



Inauguration of the Abobo School in Yaoundé

Vocational training for employment

Itaka-Escolapios has supported the operation of **three centres**, two in Cameroon and one in Bolivia, throughout the 2016-2017 academic year.

The centres in Cameroon are attended by about 50 professors who train students in the fields of mechanics, electricity, electronics, metal construction, accounting, administration and agricultural techniques. The centres serve a total of **550 students**, with support from the Government of Cameroon.

During the current course, **CEA de Santivañez in Bolivia** has had a total of **355 students**. It is a centre where boys, girls and adults have the opportunity to acquire a technical education, with projection to a possible degree, which opens up possibilities for the future. For the first time it has offered agroforestry training to the soldiers of the barracks in the municipality. The support of different institutions has drastically improved the expensive and at the same time necessary equipment of the different training branches (textile, gastronomy, hairdressing, computer, agroforestry). The operation has been so satisfactory that the surrounding communities have demanded the promotion of two sub-centres that allow for travel savings, since it is the teachers, and not the students, who move to teach classes.



DINING ROOMS

Together with the support provided to schools, Itaka-Escolapios provides nutritional aid to the students of our schools as a way to guarantee a sufficient, healthy and balanced food. Itaka-Escolapios is responsible for the dining rooms of the **11 primary schools in Cameroon**, with a total number of recipients served, reaching almost **3,400 children**. Throughout the 2016-2017 academic year, like the schools, the dining rooms of Bamenda have been interrupted due to a complicated socio-political situation in this area of the country.

In addition, in Spain we coordinate a system of scholarships for children who do not have access to quality food, which awarded in Asturias, Cantabria, Castellón, Galicia and Madrid a total of **40 scholarships**, twenty-three more than last year.

PROGRAMS AND PROJECTS



SOCIAL COUNSELLING

From Itaka-Escolapios we accompany and advise the people who are the recipients of our projects on labour issues, life skills, access to resources or aid, among other topics. In this section we point out the projects developed in this field.

In Zaragoza, Itaka-Escolapios Acompaña

The *Itaka-Escolapios Acompaña* project pays attention to families of children at risk of social exclusion, by welcoming, accompanying and helping them through a **series of 5 programs**: Itaka-Escolapios hosts, school reinforcement, Itávere program for free time, psychological attention and support and labour and legal advice.

Throughout the course **53 families have participated in the Acoge program and 133 people in the rest of the programs**. A total of 261 direct beneficiaries.



Campaign to welcome refugees

NETWORKING AND ALLIANCES

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

This collaboration is carried out through various means: stable agreements over time or specific actions (collaboration through volunteering, financial contribution by Itaka-Escolapios to the work of the entity,), timely financial support with own resources or through subsidies to the execution of projects of development and belonging to networks and work from them (cooperation, social exclusion, volunteering and ecclesial)

The enumeration could be very extensive, because there are many experiences of collaboration at ecclesial, social, educational level, etc. We mentioned some of them, in Spain, due to their significance and because they are representative of the plurality of the headquarters of Itaka-Escolapios and of our fields of action.

- » Dioceses corresponding to the headquarters in which we are present, as well as Cáritas.
- » Coordinators of NGDOs (Euskadi, Granada, Navarra, Valencia, Seville, Aragonese Federation of Solidarity)
- » Banca Ética Fiare: Basque Association to support the Fiare project, Fiare Navarra Association, Banca Ética Fiare-Sur.
- » Associations, foundations and day centres of the neighbourhoods in which we work (Aldauri Foundation, Friends of Almanjáyar and Cartuja Association, Virgen del Pilar Nursery School, Anaquerando Gypsy Association, Itxaropen Gune Association of Pamplona).
- » Different Food Banks.
- » Volunteering platforms (Valencia, Pamplona ...)
- » Universities (Basque Country, Zaragoza, Deusto, Granada, Navarra ...)
- » Municipal Social Services (Bilbao, Granada, Pamplona and Valencia).
- » Setem Navarra and Aragón.
- » World Campaign for Education, Spanish Coalition.
- » Networks.



Ulysses volunteer program in Mexico



Volunteering of the Calasanz Movement in Granada



Ulysses volunteer program in Indonesia

VOLUNTEERING

In 2016-2017 there were more than **1,600 people around the world** (65 in Bolivia, 170 in Brazil, 60 in Cameroon, 1,033 in Spain, 286 in Venezuela, 20 in the Dominican Republic ...) **who collaborated in the different works, programs and projects**, being educators, monitors or catechists, working in the management and organization of Itaka-Escolapios, as volunteers in training courses or workshops, participating in many different ways in the social action we carry out and in awareness campaigns , or having an experience in Piarist projects in other countries.

It should be noted in this section the **work fields to initiate in volunteering**, for young people in high school, which take place in our headquarters in Emmaus and Betania. The field of work is an invitation to rediscover the world around us, a journey to bring a little closer to a reality that, sometimes, is hidden in the bustle of daily life. A discovery not only of other neighbourhoods and other people of our cities, but also an opportunity for reflection and knowledge of our environment. In July 2017, work camps were held in our offices **in Bilbao, Madrid, Pamplona, Tolosa, Valencia, Vitoria and Zaragoza** where 73 participated in volunteer work in organizations working in the social field of the five cities.

In addition, during the summer **21 young people** from Albacete, Bilbao, Logroño, Pamplona, Seville, Valencia, Vitoria and Zaragoza had a ULISES experience sharing community and mission with the piarist of Bolivia (Anzaldo and Cocapata), Cameroon (Bamenda), Ecuador (Quito), Mexico (Campeche), Nicaragua (León) and Indonesia (Atambua).

AWARENESS

The aim of the awareness raising project is to ensure education in values at each Itaka-Escolapios headquarters. Throughout the 2016-2017 academic year we have fundamentally carried out our awareness-raising work:

- Through the **Calasanz Movement**, as the educational project of educational groups underpins education in values year after year.
- Through the weeks and awareness campaigns we have carried out in schools and groups during the year.
 - **"Kamda Expedition" solidarity campaign** that reached **51 educational centres** in the Piarist provinces of Central America and the Caribbean (Venezuela), Central Africa, Bethany also in Indonesia, Brazil-Bolivia, Emmaus and that allowed to raise in schools **more than € 198,000 for the improvement of educational quality in India.**
 - **Week of Peace** to reflect on nonviolence and the situation of refugees.
 - Campaign of **solidarity with excluded people:** with which we have tried to approach and support, through social organizations, groups in need of our closest environment. The group that we have approached and supported has varied according to the venues.
- With the Escola Oberta / Open School project: we aim to facilitate educational dynamics that are a bridge between the school and those of the city in which it is located, convinced of the educational strength that has direct knowledge of reality. In primary school, children's rights are worked on and in secondary school, participation in society and the promotion of volunteering.



Boarding school from Senegal



FINANCIAL INFORMATION

Budget 2016/17

For the 2016-2017 academic year, the Board of Itaka-Escolapios approved a **budget of 4.5 million euros**. It is a balanced budget that compensates income with expenses (€ 4,523,322.61).

It implies 1 million euros more than what was planned for 2015-2016 and 631,000 € more than the one (631,235.73 €).

- Education 23%
- Social transformation 65%
- Management 7%
- Services/communication 5%

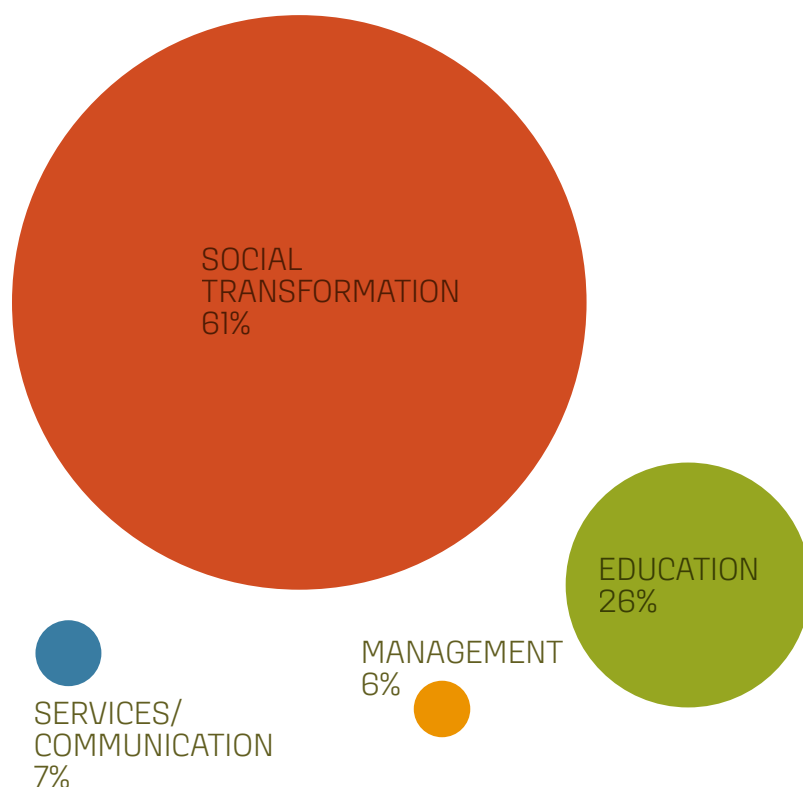
At the time of editing this report, the 2016-2017 course accounts have not yet been approved. That is why we present in this report the last accounts approved by the Board of the entity and that have been audited, those of the 2015-2016 academic year, as well as the budget approved by the Board for the 2016-2017 academic year.

In this course **3.9 million euros were allocated to the different programs of Itaka-Escolapios**, 13.1% more than in the previous year. On the other hand, revenues increased by 11.5% in order to cover all expenses.

To fulfil our mission we have **61% of our own income**. Between our own income we emphasize the **donations that have increased of average 13.6% compared to previous courses**. Among the main donors are the patrons of Itaka-Escolapios (demarcations and Piarist Fraternities), numerous people who participate in our awareness campaigns or who accompany us as partners, as well as different entities that collaborate in the Itaka-Escolapios solidarity network.

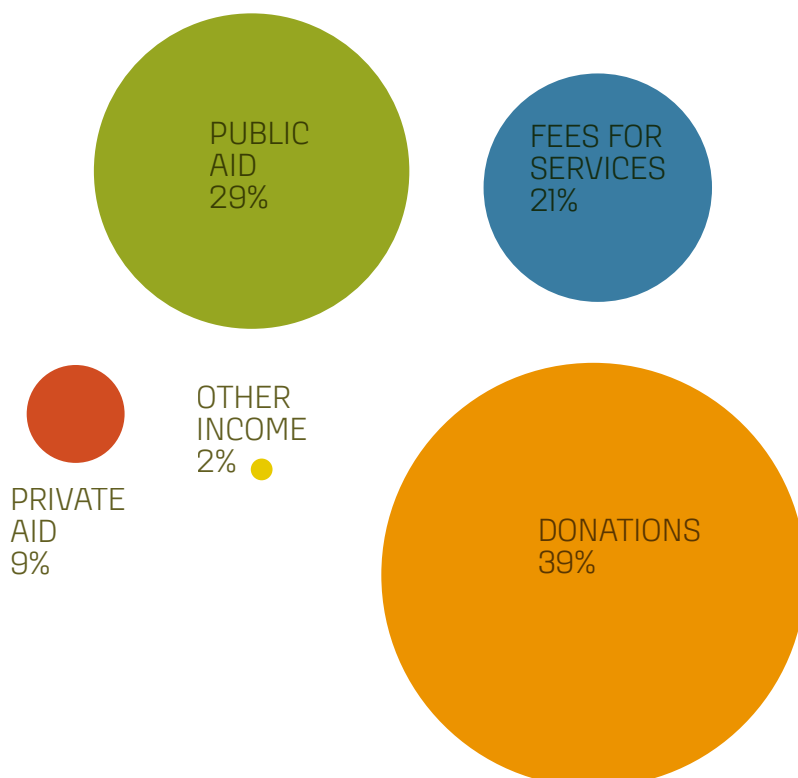
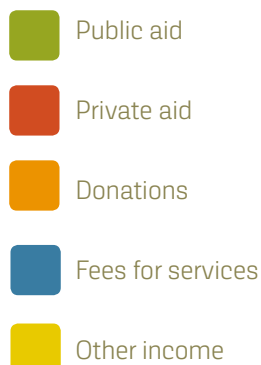
EXPENSES

As for expenses, the funds allocated to our **social transformation projects (61%)** and to **educational projects (26%)** stand out. These projects, in addition to Spain, are carried out in many countries: for this purpose, more than one million euros have been sent to programs in other countries (€ 1,073,752.11), 18.1% more than the previous course. We also highlight the contribution of € 180,000 to other entities for social projects (€ 181,411.80).



INCOMES

Itaka-Escolapios aims to search for income that enables the development of its solidarity network programs. Here we present the expected distribution of income.



GRATITUDE

THANK YOU

In the final part of this 2016-2017 annual report, we would like to express our deep gratitude to all the institutions and entities that support Itaka-Escolapios, because without a doubt, with their effort and trust, they make it possible for our projects and actions to continue and go forward every time further away.

We also want to extend this gratitude to the hundreds of individuals who, as volunteers of Itaka-Escolapios, teachers of Piarist schools, collaborating members or with their specific support, have also contributed to carry out our work. Also a special thanks and recognition to the Piarist Fraternities and Fraternities who, in their capacity as founders and patrons of Itaka-Escolapios, bet and trust this entity as a platform of solidarity in which we share the Piarist mission.

Founders and Trustees:

- General Congregation of the Pious Schools
- Piarist Fraternities of Betania, Bolivia, Brazil, Emmaus and Venezuela.
- Pious Schools of Central Africa, West Africa, Central America and the Caribbean, Betania, Brazil-Bolivia, Chi-le, Emmaus, India and Mexico.

Solidarity campaign in Granada



Together with them, we present herein a list of friendly entities that support us, in Spain, through the headquarters of Itaka-Escolapios. We want to extend our thanks to all of them.

Government of Spain

Ministry of Employment and Social Security
Ministry of Education and Culture

Autonomous governments:

Government of Aragón
Government of La Rioja
Government of Navarra
Basque Government
Generalitat Valenciana
Board of Andalucía
Board of Castilla y León

Councils

Council of Foral de Araba
Council of Foral de Bizkaia
Council of Foral de Gipuzkoa
Council of Provincial de Granada.
Council of Provincial de Huesca
Council of Provincial de Soria

City Council

City Council of Ansoáin (Navarra)
City Council of Baztan (Navarra)
City Council of Berriozar (Navarra)
City Council of Bilbao (Bizkaia)
City Council of Cendea de Zizur (Navarra)
City Council of Cendea de Galar (Navarra)
City Council of Dos Hermanas (Sevilla)
City Council of Erandio (Bizkaia)
City Council of Fraga (Huesca)
City Council of Granada
City Council of Jaca (Huesca)

City Council of Logroño (La Rioja)
City Council of Pamplona-Iruña (Navarra)
City Council of Sabiñánigo (Huesca)
City Council of Sangüesa (Navarra)
City Council of Soria
City Council of Tafalla (Navarra)
City Council of Tolosa (Gipuzkoa)
City Council of Tudela (Navarra)
City Council of Vitoria-Gasteiz (Araba)
City Council of Valencia
City Council of Zaragoza

Social work of Banks

La Caixa Foundation
CAN Foundation
Caja Sol Foundation

Religious entities

Spanish Episcopal Conference
Diocese of Bilbao
Diocese of Vitoria-Gasteiz
Brotherhood of the Sto. Cristo y Virgen Dolorosa de Barbastro
Pastoral Unit of Santa María de Olarizu de Vitoria-Gasteiz

Foundations

Carmen Gandarias Foundation
Educo Foundation
Enesba Foundation
Menchaca de la Bodega Foundation
Navalpoto Foundation
Roviralta Foundation
Trileema Foundation
Víctor Tapia Foundation

Companies

Ausolan S. Coop
Autobuses Guillermo S.L.
Autobuses Hermanos Arriaga S.A.
Bilbao Ekintza E.P.E.L.
BVV Education S.L.
Centro de Enseñanzas de la Rioja SLU
Comis Lagún S.L.
Embalajes Goñi S.L.
Giroa / Veolia
Julián Goñi e hijos S.L.
Lankopi S.A.
Peñascal S.Coop.
Sodexo Iberia S.A.
Uniko Estudio Creativo S.L.
Veolia España S.A.
Villapal S.L.
Viviendas Municipales de Bilbao OAL

Associations

ACPA Colegio San José de Calasanz de Valencia
ACPA Real Colegio de las Escuelas Pías de Valencia
AMPA Colegio Calasanz Vitoria
AMPA Colegio Calasancio Bilbao
AMPA Colegio San José de Calasanz de Barbastro
AMPA Hirukide Tolosa
APYMA Escuelas Pías de Tafalla
APYMA Colegio Calasanz de Pamplona.
APYMA Colegio La Compasión de Pamplona.
Asociación Amigos de Anzaldo.
Asociación de Exalumnos del Colegio Calasanz de Barbastro
Club Deportivo Granabike
Coro San Antonio de Iralabarri de Bilbao

COME MEET US



BOLIVIA			
Cocha-bamba	Jose Antonio Arce, 1292	Cochabamba	(591) 44232303
BRAZIL			
Belo Horizonte	Rua dos Coqueiros, 205 Maria Goretti	Minas Gerais	(55) 31 343 217 60
Governador Valadares	Rua Carlos Chagas, 66 Bairro Santa Helena	Minas Gerais	(55) 33 327 662 20
Serra	Rua Alfredo Galeno 98 Bairro Vila Nova de Colares	Espírito Santo	(55) 27 324 350 65
CAMEROON			
Vaundé	Quatier Cité-Verté H10. Messa (junto al colegio alemán)	Mfoundi-Centre	(237) 220 459 94
SPAIN			
Alcañiz	Escolapios 2	Teruel	(34) 978 831155
Albacete	San José de Calasanz 7	Albacete	(34) 967 666080
Barbastro	Plaza de la Constitución 2	Huesca	(34) 974 314331
Bilbao	Juan de Ajuriaguerra, 15	Bizkaia	(34) 944 244 954
Granada	Paseo de los Basílios, 2 bis	Granada	(34) 958 121 225
Jaca	Avenida Perimetral 2	Huesca	(34) 974 360392
Logroño	Avda. Doce Ligero de Artillería, 2	Logroño	(34) 941 244 100
Madrid	Gaztambide 65	Madrid	(34) 636 547 778
Pamplona - Iruña	Olite, 1 bajo	Navarra	(34) 948 203 891
Peralta de la Sal	Plaza Escuelas Pías 1	Huesca	(34) 947 115 001
Santander	Paseo Canalejas 8	Santander	(34) 942 21 25 50
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
Valencia	Carniceros 4, 1º	Valencia	(34) 963 921 373
Vitoria-Gasteiz	Federico Baraibar, 36.	Álava	(34) 945 284 000
Zaragoza	Avda. César Augusto, 37	Zaragoza	(34) 976 405 135
GABON			
Libreville	B.P. 20312	Estuaire	(241) 732 2143
INDIA			
Bangalore	Sy. 56 Kittakannur Village KR Puram P.O.	Karnataka	(91) 80 324 298 26
ITALY			
Roma	Curia General de los Escolapios. Piazza de Massimi 4 (San Pantaleo)	Roma	
MEXICO			
	Calle 21 s/n Felipe Carrillo Puerto. Champotón	Campeche	(52) 982 434 82 31
DOMINICAN REPUBLIC			
Santo Domingo	Calle nº 5 s/n La Puya Arroyo Hondo	Santo Domingo	(+01) 809 5658390
SENEGAL			
Dakar	SICAP. Dieuppeul 1. Villa Nº 2141. B.P. : 10365. Dakar-Liberté / SENEGAL	Dakar	(+221) 33 825 70 02
VENEZUELA			
Barquisimeto	Barrio El Trompillo c/ Bolívar diagonal calle Piar. Parroquia Unión	Lara	(58) 24 184 774 84
Valencia	Miraflores nº 32-23. Urb. Barrio Impacto 2001 Parroquia Miguel Peña	Carabobo	(58) 418 477 484
Carora	Avda. Cristo Rey (Colegio)	Lara	(58) 0416 7582002