



## Information about the 2012 - 2013 SIEL

Since October 2012 we have been an innovation in Lasallian formation from the Center of the Institute: the 5<sup>th</sup> *International Lasallian Studies Session (SIEL)*. We say that this is an innovation because it combined residential formation with working on line, using the wealth of the new technologies of communication.

The objective of this 5<sup>th</sup> session had been presented by Brother Superior General in his letter dated October 1, 2011 and addressed to the Brother Visitors: "This SIEL has as its objective to accompany a group of Brothers and lay persons in developing basic competence in Lasallian research. This is an attempt to respond to two great priorities: the production of Lasallian publications with common scientific criteria and spreading Lasallian tradition throughout the world of education in general."

This announcement was welcomed by Districts in all the Regions of the Institute. There was a total of 26 participants: 15 Brothers, 10 lay persons and 1 Guadalupana Sister of De La Salle;

all were practicing teachers with responsibility for leadership, formation, communication or research; they were young and not so young; some had experience in scientific research and some were new to this; all had a great desire to go forward on their personal journey in Lasallian research.

To achieve the proposed objectives, the Service of Lasallian Research and Resources drew up a proposal with the support of the International Council for Lasallian Research and the Open University La Salle Andorra, the institution that worked with the electronic platform and from which participants would receive academic credit.

The residential portion of the program was held in Rome over the course of four weeks, from October 21 to November 17, 2012. The program will conclude with the local presentation of research projects done by the participants, scheduled for June or July 2013.







During the session in Rome we had the honor to work with Brothers Henri Bédel and Léon Lauaire during the first week. Both of them enriched our views by giving us criteria and reading keys for understanding the context of 17<sup>th</sup> century France and especially for developing the critical nature of the reality of the school, the Church and the person of De La Salle and the first Brothers in a context very different from our own.

In the second week, we were delightfully surprised by Brother Paulo Dullius who gave a multi-disciplinary reflection on the way of dealing with people and their circumstances for our academic journey. His insistence on the intellectual honesty of the researcher was very well appreciated by the group. At the end of that week we had the opportunity to get to know something of the organization of the General Archives of the Institute in Rome with our guide, Brother Francis Ricousse, and we visited the Historical Archives of the Pontifical Gregorian University in Rome accompanied by Father Martín Morales, SJ.

During the third week, Brother Alain Houry encouraged the group to tackle a critical study of the three essential biographical texts: those of Bernard, Maillefer, and Blain. Brother Alain's clarity and methodological contribution helped us immensely to create a climate of intense reading, reflection and textual analysis.

The fourth week, with Brother Diego Muñoz as our guide, the group became aware of its common journey; as a community of researchers, they shared their work projects and they challenged one another and there was a great spirit of friendship and camaraderie, not to mention fraternity.

Motivated by personal work, each person returned to their place of origin. Now we are going through a new phase and that phase is not without its own difficulties. It is about following the work by means of five modules that require reading, participating in a forum and handing in a personal summary. All that, without losing sight of the fact that each participant is committed to doing personal research that must be presented to the District or university of reference during June or July 2013, with prior approval from the SIEL Study Council.

The online modules have also been prepared with the support of Brothers who are specialists from various countries: the historical-biographical journey by Brother Alain Houry (France); the educational journey, by Brother John Crawford (USA); the spiritual journey, by Brother Jeffrey Calligan (Australia); the intellectual journey, by Brother Pedro Gil (Spain), and finally, the constitution of the historical memory of the Institute, by Brother Henri Bédel (France).

Here is what the participants themselves have to see about their lived experience:

*Throughout this time, both in the prior preparation as well as during the SIEL experience, I was able to update the image I had of the life of the Founder and the original community. This session gave me a new overall attitude about the foundational event. This attitude is, at the same time, filled with new and renewed sentiments. It is an attitude that is also a new challenge to think about our identity and mission today* (Brother Patricio Bolton, Argentina).





Bertha Fortoul and Brother Diego Muñoz in U. Gregoriana

*As a layperson, everything I learned helped to fill some deep voids that I had in terms of my Lasallian formation about which I felt almost illiterate. I sensed a high academic and intellectual level on the part of the Brothers who made presentations not to mention the spiritual side, which is a given. Each of them and all of them together were able to make use of not only their knowledge but also their dignified example as consecrated men and as researchers (Martha Bohórquez, Bolivia).*

*The most significant content for me was what was covered by Brother Paulo Dullius. His contributions offered me a very useful openness for myself, for my family members, my colleagues and especially for my students. His input also gave me information on developing a business mind and the need to understand this if one is to be a Lasallian educator in today's complex world. Brother Paulo helped to respond to the following questions: How can a human being become a coherent person, capable of living a human life – a fulfilled person? (Ben Teehankee, Philippines)*

*The study of the contexts of the Institute foundation in France in the 17<sup>th</sup> century in the areas of spirituality and education illustrated for me the historical, economic, social, political, cultural and religious realities at the time of Saint John Baptist de La Salle. Those realities explain very well the origins of the Lasallian charism and vocation. This study has given me some perspective on the theoretical approach for my research on the foundations of the centrality of the student in Lasallian education and it has led me to think about the current contexts of the countries where Lasallian works exist and on which I am going to work (Brother Jacques Monchébi, Benin).*



Brothers Chico Pérez, Léon Lauraire and Manuel Estrada

*After these very intense 4 weeks of Lasallian work I – as a beginner in the field of Lasallian research and study – I believe more than ever, that we in Germany must find a way to keep Lasallian education and Lasallian thinking alive. I would like to make a humble contribution to this future challenge with my project. I believe that we are all aware of the fact that this SIEL program has high expectations for us and therefore I am going to give my best effort to respond in the most satisfactory way to this expectation (Stephanie Bertele, Germany).*

*The SIEL program has brought me to another level of participation in the inspiring and stimulating history that we, Brothers and lay partners, have inherited. The testimony that the Brothers offered us in all the conferences, but especially the historical and biographical ones, helped me to achieve a deeper and more profound sensitivity and responsibility to this inheritance, this charism that De La Salle received by his receptivity to the liberating action of the Holy Spirit (Brother Ernest Miller, USA).*

*I believe that, for me, sticking to the methodological "rigor" that is required of us will be a good guideline...I understand that in the context of research work I must adhere to this framework and find the way so that the "rigor," the method and the "need" and "requirement" of citing do not make my work just a narrative of what was said, but that they will truly enable and support what I want to say or, in this case, what I discover that the Holy Founder and the spirit of faith will tell us, with regard to our practical education today. It will be an interesting challenge, but not an easy one (Brother Alejandro González, Mexico).*

The participants of this 5<sup>th</sup> SIEL session have committed themselves to carry out research in the field of the global vision of the history of our Lasallian Institutes; the history of Districts and works; educational needs, living together and learning; Lasallian educational models; the dynamic of faith, the Lasallian community and Lasallian accompaniment and leadership. We hope to publish this research in Issues 7 and 8 of the Digital Magazine of Lasallian Research, in November 2013 and May 2014, respectively.

Finally, we are grateful for the support received from the Brother Superior General, his Council and the Brothers in the Generalate, with whom we have been able to promote this initiative for the entire Institute.





## 2013 International Assembly

### ONE FAMILY, ONE MISSION: Lasallians Associated for the Educational Service of the Poor

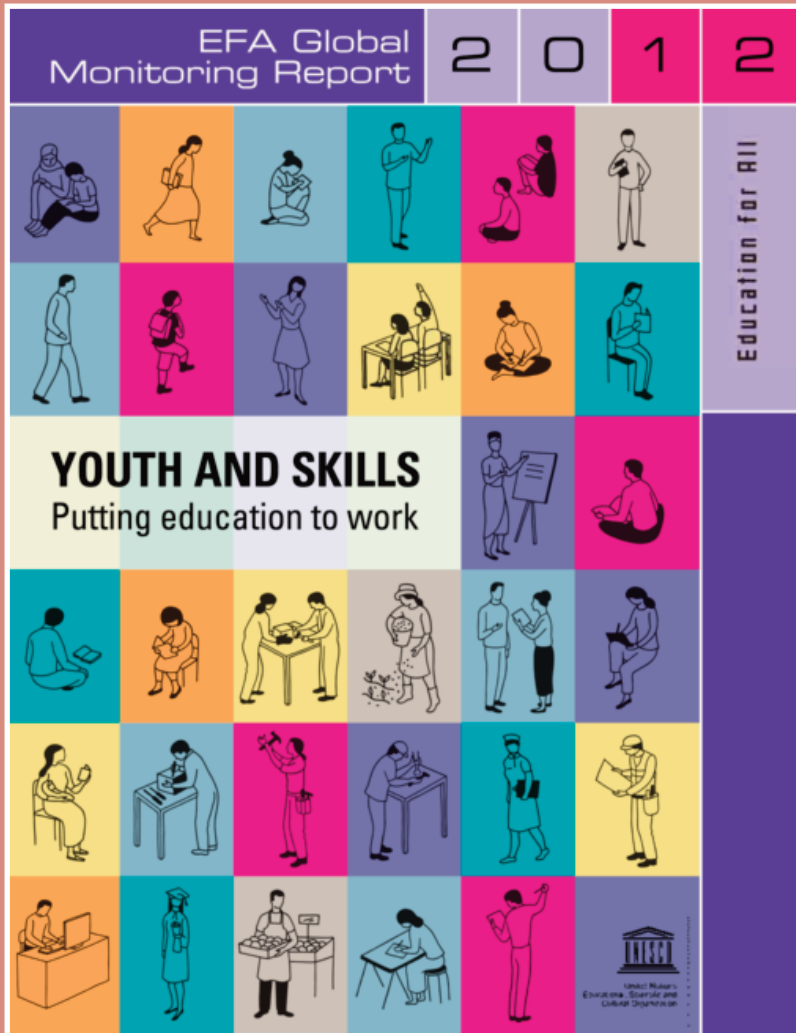
There are only a few days left before the start of the second International Assembly. Each Lasallian Region has completed its reflection and Regional report, which will highlight both the advances made in the Lasallian mission since the 2006 International Assembly as well as challenges for the coming years. Each Region organized its reflection in accordance with its own organizational structures and resources that helped to facilitate Regional planned activities. Now we are at the contact stage as we reflect with other Regions which will help us to grasp the reality of the mission throughout the Institute. The reports from all the Regions can be found at the link for the International Assembly on the Institute web site: [www.lasalle.org](http://www.lasalle.org).

The Second International Assembly will take place in Rome from May 5 to 17, 2013. This Assembly will gather 151 delegates from around the world to reflect on and to strengthen the Lasallian educational mission in the coming years. We invite the entire Lasallian family to continue the development of the International Assembly through the Institute website at [www.lasalle.org](http://www.lasalle.org).



Participants of the 2006 MEL Assembly.

# The Right to Education: a reality that is far from being realized for many children and young people



Many efforts are being made in this regard but they are not sufficient. We began 2013 with millions of children and young people the world over who have not had the opportunity to attend school. The most recent report of Education for All (EFA) focused its attention on its third objective, which makes reference to the opportunity for all children to acquire basic life skills. Today the economic crisis has exacerbated the problem and a significant percentage of young people do not even have the opportunity to work.

Here are some highlights of the report on each of the EFA goals:

- Goal 1: Improvements in early childhood care and education have been too slow. In 2010, around 28% of children under the age of five suffered from stunted growth, and less than half the world's children received pre-primary education.
- Goal 2: Progress towards universal primary education is stalling. The global number of children out of school stagnated at 61 million in 2010. Of 100 children out of school, 47 are never expected to enter.
- Goal 3: Many young people lack foundation skills. In 123 low and middle income countries, around 200 million of 15- to 24-year-olds have not even completed primary school, equivalent to one in five young people.
- Goal 4: Adult literacy remains an illusive goal. The number of illiterate adults has dropped by just 12% between 1990 and 2010. In 2010, around 775 million adults were illiterate, two-thirds of whom were women.
- Goal 5: Gender disparities take a variety of forms. In 2010, there were still seventeen countries with fewer than nine girls for every ten boys in primary school. In more than half of the ninety-six countries that have not achieved gender parity in secondary school, boys are at a disadvantage.
- Goal 6: Global inequality in learning outcomes remains stark. As many as 250 children could be failing to read or write by the time they should reach grade 4.

This report could be a point of reflection for the Lasallian educational mission.



## Educating to and for Peace

In this issue of Intercom we share with you some good practice from a Lasallian school whose work for peace has been recognised by UNESCO.



Violence is a reality that we have to face every day, in school, in the neighbourhood, in the city, in the countryside and in the world in general. However, what concerns educational establishments most is violence in the family. There is a lot of talk about peace at all levels, but «nothing will suffice, if we do not believe in it and work to secure it» in the words of Eleanor Roosevelt.

«**Today, peace begins with you**» this is not just another slogan, it is a project born out of the needs of the secondary school students of the Collège Regiomontano Contry de Monterrey in Mexico, who see the fact of violence in their social environment and who are sometimes its victims.

During the Lasallian International Assembly of 2006, we were told it was urgent for us to work to defend the rights of the child and to promote education for justice and peace. Our school also received an invitation from a network of schools linked to UNESCO to work on some programmes of education for peace. A coincidence? We do not think so. What we do think is that God sends us people, occasions and ideas to make us act, and he leads us from commitment to commitment to make us carry on

working for the dream which began some five years ago. Our school has received the certification of a school associated with UNESCO, but what is more important is the greater institutional awareness that has touched our educational community.

**How will all this be managed?** First of all by becoming acquainted with the situation in a school and in its social environment so as to produce a plan which will be internalised by every one of the members of the school community, so that they will become cells to infect others in the family of the institution in its social setting. Then by establishing the plan as a pivotal axis across the schools educational project. And finally by the necessary working together in a process of appropriation and publicising so as to make peace part of the style of life.

**What have we succeeded in doing so far?** There is an atmosphere of peace and calm among pupils, teachers, and parents of the school community. Conflicts are resolved without violence and by treating people well. There is an openness to other establishments within the UNESCO network and cultural exchanges involving teaching and materials. There is a commitment by every member of the school community to continue working for the establishment of peace, the development of tolerance, decision-making, understanding of feelings, social initiatives, critical attitudes and a valuing of interiority, with interdisciplinary working in all areas of the schools educational project.

The materials and the activities of the project are available to Lasallian establishments, as is our offer to work together with others schools and centres. We have put our web page at your disposal, and you will find some of the material there.

<http://www.regiocontryunidosporlapaz.blogspot.mx/>

Or communicate with us at our address

<http://www.secundariaregiocontry.blogspot.mx/>

**Lic. Juanita García Cantú**

Monterrey, N. L. México



## Buying territory for hope



In his pastoral letter of Christmas 2012, Brother Álvaro uses a beautiful image from an interpretation of Gustavo Gutiérrez on a text from the prophet Jeremiah (pages 16-17). The image of “buying territory,” especially in times of uncertainty, has a strong message of hope. In our Institute there are abundant examples of “territories” for hope. One of these is an event that we will have as an Institute from July 29 to August 7, 2013: The International Assembly of Young Brothers.

This Assembly was a decision of the 44<sup>th</sup> General Chapter: “A year before the next General Chapter we would like to see an international meeting of representatives of the young Brothers from the different Regions, with a view to expressing their hopes and dreams for the years to come” (Circular 455, pages 44-45). Each time that the Institutes provides opportunities for the Brothers to express themselves, especially the younger ones, strengthens their identity and sense of fraternity, and is grounds for hope.

The Assembly will be held on the campus of De La Salle University – Dasmariñas, Philippines and will have as its theme: “I have come that they have life, and life in abundance” (John 10: 10). A preparatory commission has been formed and this group is being assisted by the two Secretaries for Formation. The commission has already drawn up the goals for the Assembly and the flow of activities to help achieve them.

Forty young Brothers representing the Institute's five Regions will gather to reflect, discern, share, promote solidarity and their vocation, and to work together to present to the next General Chapter their collective dreams and hopes in seeking to respond to the needs of the young, especially the poor. We hope that this event will be one for the Brothers of the Institute overall and not only for the young Brothers. We want this event to be grounds for the hope of all the Brothers.

The Assembly will devote one day each to priority themes for the Institute: community life, formation and accompaniment, association for the educational service of the poor, consecration, spiritual life and the pastoral ministry of vocations. In addition, one day will be set aside to get to know first-hand some Lasallian experiences of direct service to the poor in the Philippines. A retreat and discernment day will help to establish the priorities that the young Brothers will want to present to the next General Chapter.

Each of the five Regions has already chosen its representatives and Regional, District and Sector meetings of young Brothers are ongoing, with a view to enriching the reflection process. The contributions and suggestions from all Brothers are welcome.

The following Brothers are members of the Preparatory Commission:

PARC: Br. Richie P. Yap <[br.richie@delasalle.ph](mailto:br.richie@delasalle.ph)>

RELAF: Br. Michel Tolojanahary <[mtolojanahary@lasalle.org](mailto:mtolojanahary@lasalle.org)>

RELAL: Br. Diego Armando Rico <[diego\\_armando\\_rico@hotmail.com](mailto:diego_armando_rico@hotmail.com)>

RELAN: Br. Chris Patiño <[cpatino@dlsi.org](mailto:cpatino@dlsi.org)>

RELEM: Br. José Andrés Sánchez Abarrio <[joseandres@sallep.net](mailto:joseandres@sallep.net)>

Secretaries for Formation: Br. Joseph Fernando <[jfernando@lasalle.org](mailto:jfernando@lasalle.org)>, Br. Jesús Rubio <[jrubio@lasalle.org](mailto:jrubio@lasalle.org)>

International Assembly of Young Brothers  
Dasmariñas, Philippines  
July 29 to August 7, 2013

40 young Brothers representing the 5 Regions of the Institute



# Interview

## with Br. Pierre Ouattara



Brother Pierre Ouattara belongs to the District of West Africa and he comes from Burkina Faso. He has been part of the CIL leadership team since September 2011. In RELAF he is well known and much appreciated for his ability to reflect and for his Brotherly approach. Intercom asked for an interview with him so that the whole Lasallian Family could get to know more closely the rich personality of this outstanding Brother.

### 1) Pierre, can you tell us a bit about your teaching experience and your academic career?

Thank you for showing this interest in me, even though I feel it is undeserved. Before talking about my teaching experience, it would not be right if I did not to express my thanks for the education and training that I have received. My studies and the attention, consideration and friendship that have been lavished upon me have been the daily bread which has enabled me to grow into the person I am. I will never forget the many Lasallian teachers, Brothers and lay people, who helped in my development. Others, too, have influenced greatly, such as Brothers Théophile Elola, Dominique Samné, Louis Le Labourier.

I thank God for the teachers and Brothers with whom I had the privilege of sharing the mission in the Charles Lwanga College in Nouna(2+3 years), in De La Salle College Ouagadougou(4+5 years), in the Saint Miguel Scholasticate (5 years) and in the CELAF Institute in Abidjan (6 years). When I think about all those pupils and students whom I accompanied on their way, I am filled with a feeling of gratitude. For us Lasallians, our pupils are always an inestimable treasure since they are our *raison d'être*. The trust placed in us by our pupils and their parents strengthens me in my vocation. Whatever my role may be, whether teacher, director or formator, the most inspiring challenge for me is to live in fraternity. According to De La Salle, there is no better school than that of fraternal life.

### 2) What are most important challenges that you see for the formation of Brothers and lay Lasallians today?

In my opinion, Lasallian formation must be a preparation:

- For a shared Mission by lay teachers and Brothers,
- For an authentic style of community living,
- For work in the domains of educational studies and spirituality,
- For responding to the educational needs of children and young people today, especially the poor.

### 3) What are the greatest signs of hope that you see in the Institute today?

It is where there are lots of reasons to despair, that Christian hope finds its right place. It relies necessarily on the view of faith.

- Our world today sees education as an urgent need'
- The spirituality of communion that has developed in the Church brings out the prophetic character of the Brother's vocation.
- The Institute is developing a new process of association.
- Brothers and lay Lasallians are looking for training that corresponds to their desire for better commitment and a better response to the needs of children and young people.

### 4) How is the Institute perceived in the countries of Africa? What do the people there think about what is happening in the Institute?

In Africa, it is difficult to claim to have a vision of the Institute as a whole, except through the faces of the members of its Central Government. Brother Superior and his Council symbolise the head which dictates the right orientation to the rest of the body. At the same time, some orientations (like association for example) are perceived, rightly or wrongly, as being imposed in terms of situations which are mostly European.

### 5) What does it mean to you to have the opportunity and the assignment to be part of the CIL leadership team?

Being part of the CIL team constitutes a marvelous opportunity for formation and spiritual renewal. It is also a chance to take a new look at our mission in the context of Africa and to contribute towards a greater awareness in the Institute of the particular formation needs of the Lasallian Family in Africa.



# 100 Years of Lasallian Presence in Venezuela

Here are some extracts from the history of De La Salle in Venezuela, which appear in the Lasallian Educational Plan (PEL, 2007).

At the end of the XIX century, the De La Salle contribution to education also “found an echo in Venezuela, and the first request that we know of for the foundation of a college to be directed by the Brothers of the Christian Schools was made by a Father Santiago Florencio Machado Oyarzábal to the Superior General, Brother Joseph, on 24 November 1894, requesting the establishment of one college in Villa de Cura and another in La Victoria”.

The growing need for education in Barquisimeto at the beginning of the XX century caused a group of men of the town, concerned about the schooling of their children, to decide on the creation of a college for primary and secondary education. The spirit and driving force behind the idea was, among others, the French merchant M. Édouard Lindheimer, who suggested that the new establishment be entrusted to the Congregation founded by Jean-Baptiste de La Salle.

“To attain their goal, they organised themselves as a parents’ association and they told Father Pierre Michaud, Principal of the *Collège Français* in Caracas, about their plan. On receiving their request, he wrote to Brother Gabriel Marie, Superior General on 22 August 1911, on behalf of the Bishop Monsignor Aguedo Felipe Alvarado and of the group of parents of Barquisimeto, expressing the Bishop’s desire to set up a college for day-pupils and boarders in Barquisimeto...” (PEL, 2007, p. 8).

Since all religious had been banned from Venezuela in 1874, it was very difficult for a French Institute to enter the country. However, the fact that the

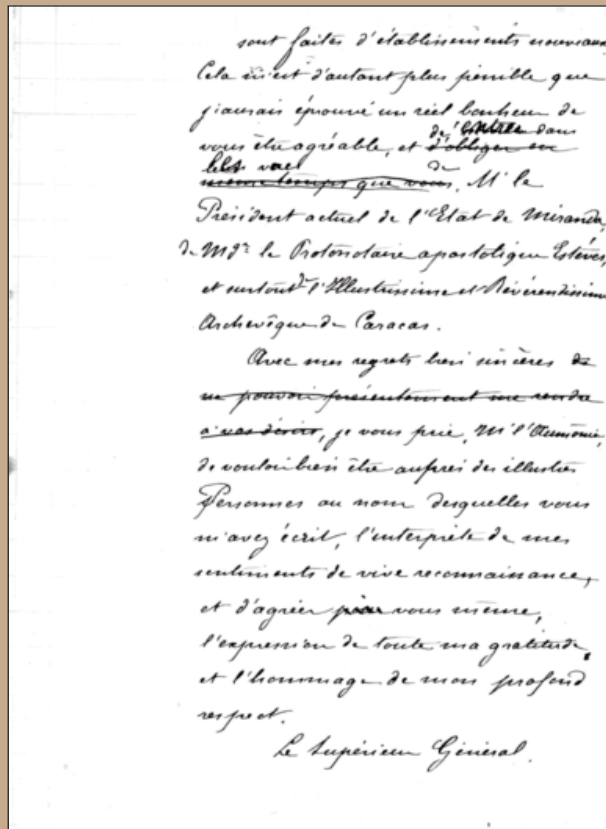
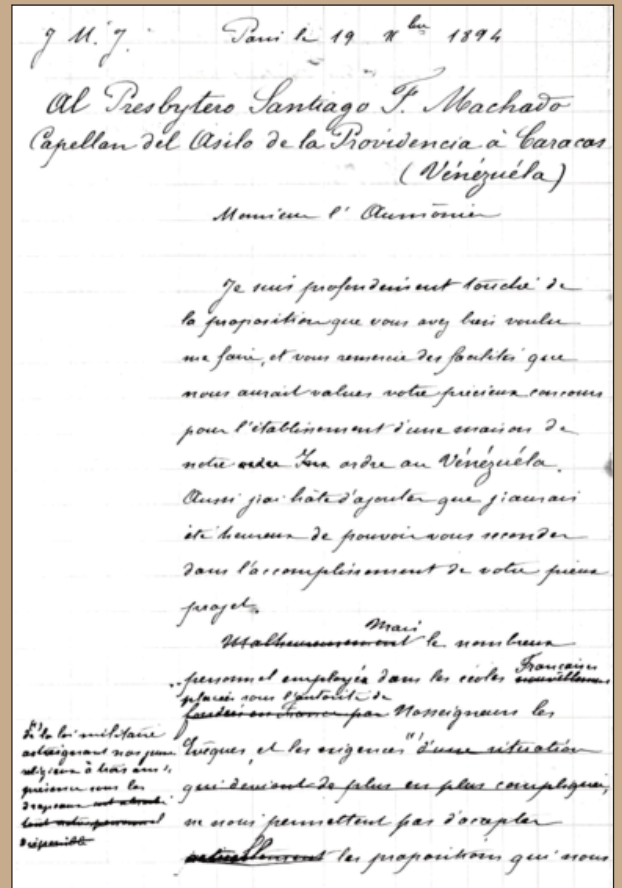
Brothers were lay religious and not priests had a great influence on the decision by the President of the Republic of the time to give his consent in the following terms.

“Having made myself aware of all the details, I declare that the results of the study of the proposal are satisfactory ... in that the establishment of the teaching Institution you have requested does not go contrary to the laws in this matter. Let us hope that the results of this Institution will contribute effectively to the triumph of civilised behaviour and to a future flourishing of culture, which today is somewhat suffocated in those regions by criminality.” (PEL, 2007, p. 10).

The following words were written by Brother Gabriel Marie, Superior General to Father Machado in 1894, just when the French Brothers had become obliged to do military service.

“I am profoundly touched by the proposal that you have so kindly made, and I thank you for the fact that your valuable support would have facilitated the establishment of a house of our Order in Venezuela. I hasten to add that I would have been only too happy to be able to help you in the realisation of your worthy plan.

However, the numbers of teachers employed in the French schools that are under the authority of the Bishops, and the military law requiring our young religious to do three years service under the flag, do not permit us to accept any proposals made to us to open new establishments.”



1863-2013: 150 years

# ECUADOR, cradle of the first Lasallian schools in Latin America

## A Legendary Era

In 1861 García Moreno was victorious in the civil war that had desolated his country of Ecuador. Having been elected as President of the Republic, he began a series of reforms and resolutely tackled the area of education where everything remained still to be done. For the needs of general education, he turned to the Superior of the Brothers of the Christian Schools. Brother Philippe was not deaf to the appeal. He set ten Brothers to work learning Spanish. In 1863 they were ready to embark on the long sea voyage to Guayaquil, the main port of Ecuador.

The Director was Brother Albanus. He appointed three Brothers to open a school in Guayaquil, but they started their acquaintance with their new country in hospital with fever. Three other Brothers were sent to Cuenca, in the heart of the Andean plateau. After eight days of a rough journey on horseback, they arrived at their destination and immediately opened a free school to which the pupils flocked.

The other Brothers headed for the capital city under the leadership of Brother Albanus. After a difficult journey by boat up the river Babahoyo, they had to mount horses for a long trek through the steep-sided valleys of the high mountains. It was the season of torrential rains which turned the roads into dangerous tracks. The horses frequently slipped and stumbled, and their riders were in constant danger of falling to their deaths. Finally they arrived in Quito, 2,850 metres above sea level. The school started off with 350 pupils, and the numbers kept increasing until they were past the thousand. That meant they had to make various moves, first to a former convent and then to a new quarter of the city. At the same time, the first novitiate was organised.

The difficult journeys necessitated by his responsibilities as Visitor soon got the better of Brother Albanus' health, and he died after only five years. Those who followed him in the leadership of the young District would also have to lead a tough life. The weight of responsibility for the schools was increased by the fatigue of hundreds of journeys to visit them on horseback over difficult terrains.

In 1869 it became possible to open a new school in Latacunga with plenty of pupils, studious and docile. Other schools followed, in Guaranda, Jipijapa, Pasto and Loja. In this latter town, the enthusiasm was so great that the pupils living far out in the country used to arrive in school around three in the morning, with a blanket so as to sleep a little longer in some comfort while waiting for the start of classes.

Reinforcements became necessary. They were sent from France and then from the United States and from Canada. That made it possible to found, under State patronage, the Catholic Protectorate, an establishment for young delinquents analogous to the Protectorate in New York.

By 1875, only twelve years after the first beginnings, fifty three Brothers were teaching more than 4,600 children, apprentices and students, plus the student teachers in the Spanish training college and in the Indian training college that had been founded. These were all essential works, but they were alas brutally interrupted and their development put at risk several times by the political crises of the country. However, once peace was restored in society and new forces were sent by the Institute, the development could proceed once more.



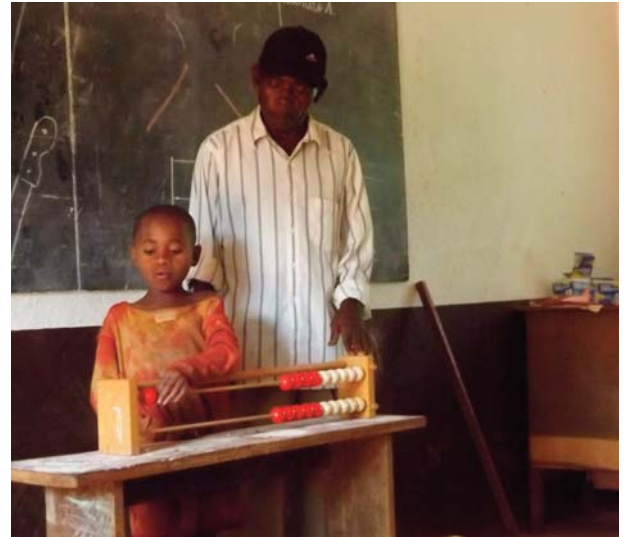
President García Moreno (who brought the Brothers to Ecuador in 1863, and who was assassinated in 1875).



The obediences of the first four Brothers sent to start the school in Quito (27 January 1863).



## Secretariat Visit to Cameroon



Last November 2012 Angela Matulli and Bro. Amilcare Boccuccia spent one week visiting the Brothers' communities and their apostolic commitments in Cameroon.

First of all they thank all the Brothers of Cameroon for the warm welcome and their generous hospitality and availability. The week spent together was an opportunity for deepening the mutual understanding and exchange of experience and knowledge. It was a good moment to reinforce the already existing cooperation that in 2012 has seen the starting of projects in Talba and Lomié.

They visited the following places: Douala, Bertoua, Yaoundé, Talba, Diang, Lomié and Mbalmayo.

The Brothers are highly motivated and enthusiastic. The communities show vitality and dedication to their work and mission with particular attention to the service of the poor. The educational services offered demonstrate vitality that helps the institutions to adapt quickly to the changes emerging from the educational needs of the people and the environment of the society.

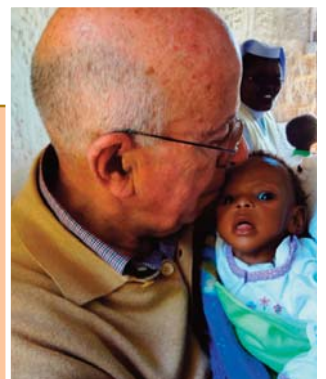
In their activities and projects the Brothers are aware of and very attentive to the accountability requirements. They are convinced of the fundamental importance of a strategic plan to assure the coordination in the District future development. The elaboration of the District Strategic Plan is at its final stage.

Among the projects visited it is worthy to mention, in a special way, the Basic Education Centres for Baka (Pigmy) Children. The Brothers have been engaged in the education of Baka for 40 years, creating "pre-schools" which help Baka children to become familiar with school. They have 13 centres spread along the rough road that crosses the rain forest for more than 300 Km. The Brothers have developed an effective hybrid teaching method called "ORA." The ORA Method (Observation, Reflection and Action) is based on elements of the reality that these children know (fruits, hunting, fishing ...). The method allows the children to bridge the gap between their culture (e.g. in the Baka language and concept they know numbers only up to five) and what is taught in the schools. The teacher must speak Baka and French and constantly use practical examples and visible and touchable objects. Through this method the children are introduced to reading and writing, also in French, and to basic arithmetic counting and calculations.

Baka children, attending the national education system, rarely completed primary school and only very few exceptions enroll in secondary schools that are in the cities, far away from their villages. The Baka find it nearly impossible to leave their enlarged family and their environment. They need constant support in their studies. To contribute to solve this problem, the Brothers are now starting the building of a new complex that will include hostel, workshops and community house in Lomié. They will host and support students attending secondary school and, at same time, knowing how difficult is for them to complete their studies and even more difficult to leave their environment. Practical skills will be developed in the workshops. This project is among the Secretariat priorities for 2013.

### News

Brother Pedro Arrambide, vice-president of the José Luis de Barrueta Foundation (JLDBF), together with the other three members of the Foundation, travelled to Kenya to visit some of the 15 programs they are funding in the country. The goal of the JLDBF is to fund HIV related projects in Africa. Besides Kenya, the JLDBF is funding projects in Eritrea and Ethiopia. All the projects are carried out by Sisters. The main priority is to prevent "Mother to child transmission". In this field, some of their projects have 100% success.



## RELAF Conference - Abidjan, November 5<sup>th</sup> to 9<sup>th</sup> 2012



Visitors, Presidents and Bursars of the RELAF region met in Abidjan. The meeting has meant a step forward on some of the basic issues foreseen in the Strategic Plan of RELAF produced by the previous conference held in Addis Ababa in 2011. The active presence of the bursars was highly appreciated.

The participants reflected on several important challenges facing our presence in Africa.

- Dirigir la atención hacia la obtención de la autosuficiencia económica
- Focus on the need to proceed towards self-sufficiency,
- Strong commitment by the diverse leadership teams to the elaboration of their own District/Sector strategic plan.

- Effort to clarify the ownership of the properties and the acquisition of the property deeds,
- Study of new income generating projects.
- The need to write transparent reports of projects.
- The need to centralize the administration in order to maximize the internal resources.

Many of the participants shared the opinion that, for their own Districts/Sectors, this search for self-sufficiency is perceived as a sort of re-foundation of the Institute in the whole continent.

One of the highlights of the meeting was the efficient organization which was possible thanks to recently established Regional team. The Visitors pledged contributions from their Districts to cover its budget.

## SECOLI



Maymyo Community in Myanmar

During late November through mid-December, Brother Craig Franz, Director of SECOLI visited Southeast Asia on project verification visits which included Thailand, Vietnam, and Myanmar. Eleven different sites were visited which either had received SECOLI funding or were currently receiving funding. These Lasallian operations are accomplishing remarkable achievements and the trip was a valuable opportunity to see the positive and powerful effect of Lasallian Brothers and their partners in Southeast Asia. These schools, hostels and formation locations are grateful to donors who, through SECOLI, fund projects which aid in their viability and self-sustainability.

SECOLI maintains a continually updated list of projects which support the Lasallian mission around the world. These projects are often the financial commitment that schools, missions, pastoral groups, and clubs successfully can assume as a project to help the Lasallian mission in underdeveloped areas of the world. You are encouraged to consider assisting SECOLI in its mission through sponsorship of these projects. To find a project which matches your interest (or that of your group, club, or school), please contact Brother Craig Franz at [SECOLI@lasalle.org](mailto:SECOLI@lasalle.org). Help other Lasallians around the world.



# ONLUS<sup>1</sup> Projects for First Trimester 2013

## ALREADY APPROVED PROJECTS

2	La Salle College Faisalabad - phase 2
3	CLIMA Project Burkina Faso - 3 <sup>rd</sup> poultry
5	MAADI Medicines Eritrea
6	BSG School Dire Dawa (year 1)
7	Promotion of education for Baka minority children - phase 1
8	Rosary Secondary School (RSS) Sustainable Agricultural Program
9	Promotion of girls education/Scholarship for tertiary education (year 1)
10	Academie De La Salle, Byumba RWANDA
11	Youth Dining Room Construction in Mangalagiri
12	Renovate Boys Dressing Room - Boys Town Sri Lanka
13	Equipment for 2 classrooms for College De La Salle OUAGADOUGOU
14	School Playground for Ankazobe, Madagascar
15	Students sanitation and health facilities for Shinara Nativity Primary School, Eritrea
16	Support to ANPIL programme for children with learning difficulties in Mozambique



CLIMA POULTRY

## SUBMITTED PROJECTS - WAITING FOR FEEDBACK FROM AGENCIES

1	CLIMA Project Burkina Faso - Beekeeping and Tractor
2	Collège Zoa Talba - Girls Hostel
3	Toliara Water Castle - Madagascar
5	LCES Colombo 2 <sup>nd</sup> phase



DIYAGALA BOYS TOWN SRI LANKA

## PROJECTS IN PROGRESS

1	Agricultural Program for self-sufficiency - ETHIOPIA
2	Renovation of equipment at Women Promotion Centre - Addis Ababa
3	Development of Palm Oil production in Cameroun
4	Promotion of education for Baka minority children - phase 1b
5	Renovation of Equipment and Refurbishing of DBT workshops - Sri Lanka
6	Haiti-Building Basic Health Formation Centre in Port Au Prince
7	Upgrading the services of HYDC in the perspective of self-sufficiency - PNG
8	Water Castle for De La Salle School in Congo Kinshasa
9	Youth Promotion Programme in Khartoum



HOHOLA YOUTH DEVELOPMENT CENTRE PNG

<sup>1</sup> Not-for-profit Organization.



I have just returned from Hong Kong, Sri Lanka and India. As always, visiting different Regions of the Institute sharpens my vision of our Lasallian Family and Association and reconfirms the treasure we possess in "unity in diversity." Being Lasallian in a multicultural, interreligious context is a prophetic gift to the Church as well as to our Institute. We are planting seeds of peace and harmony in areas where religious differences can often provoke conflict. As Lasallians, we have much to offer a world in which discord among people of faith continues to keep many "far from salvation."

The newest Institute Bulletin entitled "**Stories of Hope...associated for the Lasallian Mission,**" will soon be published. Based on Circular #461, "**Associated for the Lasallian Mission...an act of HOPE,**" the bulletin is composed of personal testimonies gathered from Lasallians all over the globe that witness to the vitality of our Mission and to the variety of ways it comes alive in each Region. It is written to be used as a tool in formation programs, school/agency and community meetings, and for individual reflection. Look for it on [www.lasalle.org](http://www.lasalle.org), in your communities and in your Lasallian centers!

Brother Charles Kitson  
*Coordinating Secretary – Lasallian Family & Association*

### ...a new Lasallian Community for Mission is born: RELAN



In August of 2011, a new Lasallian community was formed in the San Francisco District (USA). My wife and I, newlyweds living in New York City, moved to North Portland, Oregon, to serve as community directors living with four Lasallian Volunteers; a groundbreaking idea in the District. Lasallians in Portland are known world-wide for innovation, so it shouldn't be surprising that a new community model was established here. De La Salle North Catholic High School (DLSNC) is one of the co-founders of the Cristo Rey network which represents 25 schools across the USA. This association affords urban high school students the opportunity to obtain a college-prep Catholic education paid for in part through a corporate work study program.

Our community came into being as a result of the Brothers having to leave DLSNC. The school's administration and board insisted that a strong Lasallian presence was vital to the school and as a result, the idea of an associated "lay" community was born. In cooperation with the San Francisco District and the Lasallian Volunteer Program, we created this new model of Lasallian community life directed by married Lasallian partners.

In September 2011, the World Innovation Summit for Education announced the Cristo Rey Network's Corporate Work Study Program as one of six groundbreaking projects from around the world to win the 2012 WISE Award. It is no wonder that these same pioneering "Portlanders" were able to envision and establish a new innovative form of Lasallian community life. Innovation, Lasallians, and Portland: 3 words that are often found together.

Daniel and Sarah Maher





## Some thoughts from a Lasallian in Palestine

When the late Brother Noel Sakr offered me the position of headmaster of the Collège des Frères in Bethlehem back in August of 2001, little did I realize what I was getting myself into. It had been many years since I had visited my school since graduation. True, I had been a pupil at the Frères in Jerusalem and later in Bethlehem in the 1960s and 1970s, however the Lasallian world had not been at the forefront of my life for quite some time. With my multi-disciplinary university studies that later focused on psychology, it seemed that I was destined for a career other than one in educational leadership. However, God had other plans for me, and soon enough I became involved in the day to day affairs of an ailing school in association with some of those very Brothers who had educated me.

These aging Brothers, rich in their commitment, knowledge and long experience in education, were to me a living testimony to patient dedication and generosity in carrying out their mission. Witnessing this behavior shaped my character over the years. Once again, some of these same Brothers accompanied me and showed me what it really meant to have students entrusted to one's care, especially during one of the most troubled periods of the Israeli Occupation of Bethlehem. Under the ever-watchful eye of St. John Baptist de la Salle, whose picture hung behind my desk, I learned to be more patient and to accept the fact that trials and tribulations are part of life.

Almost twelve years later, I find myself still engaged in the Lasallian Mission, but now in a different setting. At Bethlehem University I am, once again, comforted by the presence of dedicated men and women, working with the Brothers, who live and share universal Lasallian values. Each of us communicates to our students respect, a strong sense of responsibility and service, and a commitment to fight against injustice in Palestinian society. We do this through education and by addressing the needs of the poor.

At Bethlehem University I have come to know that "by association" means pedagogical innovation and updating practices to efficiently adapt our educational project to the needs of both the community and students within a difficult, restrictive environment. It is in this context that my Lasallian faith, the seeds of which were planted many years ago, needs to be constantly put into practice.

Michael Sansur, Ph.D (Executive Vice President Bethlehem University)



## International Council for Lasallian Family & Association: RELAF

I am a Lasallian from the Douala District. I work in New York in our Lasallian Community of the Martin De Porres Residential program and I also coordinate the mission of the Lasallian Volunteers of Cameroon in the area of recruitment and development. In September 1999, after my undergraduate studies, I began to work with the Brothers as a teacher in the De La Salle Technical-Middle and High school. Since that time I have not left my association with the Brothers and I have been privileged to be part of the movement from the "Brothers' Mission" to the concept of our "Lasallian Mission".



The ideal of De La Salle, the first Brothers, the Brothers today, and of all Lasallians, to provide a pathway for a better life for youth, especially the underprivileged, is my driving force. As a member of our International Council for the Lasallian Family & Association, I realized surprisingly that the RELAF region is not well-known by many Lasallians. My role is to try to bring awareness of the wonderful work that Brothers and Lay Lasallians are carrying out on the African continent. I wish more Lasallians could come to Africa and Madagascar to visit, work, and spend time. It is nothing like you might see on TV!

Association & Lasallian Family? Well, the story comes alive again; the journey begins once more. De La Salle (a religious man) and a few lay people (the first Brothers) started a journey back in 1680. Today many Brothers (religious) and many lay people (Lay Lasallians) are on that same road excited by and ready for a new journey.

Mr. Vitalis Ndikum

## New CIL Staff Members



Br. José Ricardo  
Moreno Rodríguez

Two Brothers will join the CIL staff, one at the end of January or beginning of February and another by September.

Brother José Ricardo Moreno Rodríguez of the Bogotá District will become a member of the CIL staff this year. Brother José Ricardo has served his District in many capacities as a high school teacher, principal and director of high schools, sub-director and director of postulants and on the District team. He holds a Master's Degree in education from St. Mary's University in Minnesota. He speaks Spanish and English.

Brother Vincent Pelletier of the Eastern North America District will join the CIL staff in September. Brother Vincent has recently served as the Director of the Sangre de Cristo Program in RELAN and Auxiliary Visitor of the former LINE District. He also worked in many capacities in Ethiopia for almost 39 years period of time in schools, houses of formation and for the Catholic Near East Welfare Association's Regional Director for Ethiopia and Eritrea. He holds a Master's degree and is a spiritual director.



Br. Vincent Pelletier

## ROMA- 2<sup>nd</sup> Meeting of the Preparatory Commission for the 45<sup>th</sup> General Chapter



The Preparatory Commission for the 45<sup>th</sup> General Chapter held its second meeting at the beginning of February (5 to 16), following the guidelines given by Circular 464 that announced this important event for our Institute.

The Commission is made up of Brother José Antolínez (Secretary General - Rome), Brother Paul Cornec (RELEM), Brother Pierre Ouataru (RELAF), Brother Ambrose Payne (President of the Commission for the Revision of the Rule), Brother Paulo Petry (RELAL), Brother Robert Smith (RELAN), Brother Christopher Soosai (PARC). All members were present for this meeting.

Among the more important tasks for this meeting were: To design the various stages (phases) for the Chapter, follow-up of important events that have been held so far, calendar proposal for the Chapter and provisions regarding organizational matters (speakers, liturgy committee, logo, etc.) as well as the logistics for the event. Many of these items will appear in the Circular of Convocation which the General Council is preparing for publication in April.

The 45<sup>th</sup> General Chapter will be held in Rome from April 22 to June 8, 2014.

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