



Magazine of the Lasallian Family

intercom

New District: LEAD (Lasallian East Asia District)

The visit of Brother Superior and the General Council to PARC in 2004 initiated the process of restructuring in the Region. All the Districts and Delegations in PARC were involved in various meetings over the past few years which at this stage involves the formation of the Lasallian East Asia District (LEAD) and Pakistan becoming a "Sector in Transition" of the District of Australia, New Zealand, Pakistan and Papua New Guinea (ANZPPNG). The District of Colombo and the Delegation of India have at their recent Chapters commenced discussions on restructuring.

The Lasallian East Asia District (LEAD) is the new governance structure of the De La Salle Brothers in East Asia. It is a product of 8 years of dialogue and discussion on the vitality and viability of the Lasallian mission in this part of Asia. It is composed of seven sectors (countries) of Hong Kong/China, Japan, Malaysia, Myanmar, Philippines, Singapore, and Thailand.

Inaugurated last 15 May 2011 at St. Joseph's School - Singapore, with Br. Edmundo Fernandez, FSC, as Brother Visitor, Br. Thomas Lavin, FSC, as Auxiliary Visitor and Br. Jose del Coss, FSC, as Bursar, the new District in East Asia promises a renewed sense of hope and greater communion in mission among the seven member sectors.

Last December 2011, the Brothers of the new District gathered at the PHINMA Training Center in Tagaytay City, Philippines for the 1st LEAD Assembly. After a day of community building and a day of prayer, the 106 Brothers started the formal assembly to discuss the situation that confronts each sector and the District at large. The Assembly is a process preparatory to the 1st District Chapter scheduled at the end of March 2012. This Assembly was inclusive, as all the Brothers of the District were invited to participate, and the Assembly gathered to listen to reports from the District's leadership, from the Visitor and Sector Leaders and to reflect together on the present state of the District.

All in all, LEAD is composed of 137 Brothers, 36 Communities, 105 Schools / Institutions, and almost 180,000 students.

Keane Palatino





New District: Education and P



July 22, 2011 marked the establishment of the Brazil-Chile District. A Christian-Lasallian tradition of more than a century in Brazil and Chile now forms a unity of Mission and Pastoral Ministry “to give a human and Christian education to the young, especially the poor, according to the ministry which the Church has entrusted to it” (R. 3).

The Assembly, in addition to defining the Statutes of the new District, chose the priorities for formation and accompaniment, management and administration, pastoral ministry and mission which should guide the policies and the strategic actions of the new District.

In the area of *Mission and Pastoral Ministry* the priority options were:

1. To draw up an Education-Pastoral Ministry Project which gives fundamental unity to the Lasallian Education Mission of the District of Brazil-Chile.
2. To draw up and implement a formation policy for Brothers and Collaborators on the basis of the Lasallian Education Mission.
3. To give quality to the education service to the poor.
4. To guarantee unity, identity and academic excellence in Lasallian Institutions of Higher Education.

A vast educational panorama is opening for the Lasallians who form this new Lasallian organizational structure. Where formerly we used to plan with a view to a region with specific structures and persons, now we must “draw up an Education-Pastoral Ministry Program which gives fundamental unity to the Lasallian Education Mission of the Brazil-Chile District”, with synergy of concepts, programs and concrete actions from the experiences of each Brazilian District and the Delegation of Chile. I believe it is necessary to support this new proj-

ect with principles, values and the *Conduct of Schools* in conformity with the spiritual charism and the foundational pedagogy of the Institute. La Salle ought to be, in his life, spirituality and pedagogy, still more than ever the inspirer of Lasallian projects and actions for the Brothers and Collaborators in this moment of history. The Assembly reinforces the absolute need for “the formation of Brothers and Collaborators on the basis of the Lasallian Education Mission” as an essential condition for the vitality of the new District. Like La Salle, who, in his foundational experience, dedicated himself personally to the formation of the Brothers for the spiritual and educational consolidation of his Institute, the Leadership of the District, through the strength of the inspiration of La Salle and of this priority, should take into consideration this constitutional assumption of the new District. This priority is the most essential in the sustainability of the Lasallian Education Mission, since it is the Brothers and the truly ‘Lasallian’ Lay Collaborators who are going to give life to the education-pastoral ministry program. It is they who make the transformations and not the programs since these could become simply dead letters.

The Assembly indicated two specific points for attention. One, the mission of the Institute to “be concerned about the needs of the poor as they strive to become aware of their dignity as human beings and children of God” (R. 11). This priority echoes in us the conclusions of the Global Plan (2009-2012) of CLAR (Latin American Conference of Religious), which proposed “to listen to God where life calls out”, especially in the call of the poor, since “He calls us and consecrates us as Brothers and Sisters, and entrusts to us the mission of defending and promoting life”. On the other hand we are called to attend to the



Brazil - Chile

Pastoral Ministry

Bro. Nelso Antonio Bordignon



imperative of the Vision of PERLA, that “new forms of association will have arisen in the Districts for the sustainability of the service to the poor and there will have been formed a network between communities, works and Districts who participate in civil society through building public policies for promoting justice and the defense of Rights, especially those of children and youth.” This is accompanied by the first priority of the Mission of RELAL “to make more dynamic the network of evangelical communities of faith of our Region for the renewal of our vocation of communion and educational service to the poor.” In this way is observed the unity of principles and of actions of the new District with the Church, the Institute and its extensions in Latin America.

The second specific point of attention relates to the Institutions of Higher Education (IES). The Institute, from its beginning, was attentive “to the human and spiritual abandonment of the children of artisans and the poor” that is to say essentially children and young people. The intention to look after young people and adults, in higher education, only occurred in the 20th century, with the creation of Institutes of Higher Education. Today in the Institute, between Member Institutions and those associated to IALU (International Association of Lasallian Universities) there are 80 Institutions of Higher Education, 5 of them in Brazil. Therefore, the Assembly opted for highlighting this new mission of the District as a priority for “guaranteeing unity, identity and academic excellence in Lasallian Institutions of Higher Education” already existing and in those which will be accredited. This essentially means an investment in the qualification of Brothers and Lay Collaborators in order to meet this exigency. The characteristics imposed by the priority are *unity, identity and aca-*

demical excellence. Unity in principles, values, mission and vision as well as in programs of projects of *teaching, research and extension*, so that arrive at developing a specific *identity* for the Lasallian IES.

Another aspect to be considered in the dimension of *Mission and Pastoral Ministry* is the attention which will be given in terms of representation and leadership in the new District in this dimension in Brazil and the countries where it operates, Chile and Mozambique. In Brazil, representation begins in the education and social assistance councils – municipal, regional and national – or in other organisms with which there is an identification with the Lasallian Mission and Pastoral Ministry.

When we become aware of the enormous responsibility which is carried by the *Area of Mission and Pastoral Ministry*, we might feel fear, confusion or even disappointment, since if we are not capable of achieving this priority with the present dimensions of the District of Brazil and the Delegation of Chile, how much more difficult will it be that it become a reality in the new configuration. In this sense let us note that, in conformity with the Rule (R. 142), “*The life and development of the Institute depend primarily on the mystery and the power of grace. By the gift of freedom, however, the Lord has willed to place the destiny of the Institute into the hands of the Brothers who are committed to work together so that it will prosper and remain faithful to its mission.*” This should be the characteristic of this new enterprise: to confide in the grace of God, since this is a “*work of God.*” (R.143) and, even living in “*human frailty,*” we meet in the history of salvation and in the gospel journey of the Founder the strength to begin again. (Cf. R. 144)

Formation session on Human Rights, the Right to Education and Education in Human Rights

The fact that millions of people live in a world of injustice, inequality, hunger, violence, where people die due to the lack of medical attention, discrimination, the lack of decent housing, exclusion from educational systems – all of this means that the topic of human rights is an important one in different educational fields.

We can recall that the World Forum on Education for Peace held in Zaragoza in 2010 had two central themes: building a culture that confronts situations of violence and social conflict; the second theme made reference to the need of education in human rights in the school as a tool of social transformation. The World Congress of Catholic Education in Zaragoza, in 2011, had as its central theme the school, a place of hope for educating in human rights. Also, BICE organized an International Congress in June 2011 on the right to education for children from broken families and who are socially maladjusted. Let us remember that UNESCO continues encouraging work on human rights in the school.

Efforts made by different institutions dedicated to promote education and which focus their reflection in the area of human rights, especially the right to education, have motivated us to have a formation session, on the Institute level, for Brothers and lay persons on human rights, the right to education and education in human rights. This work of reflection will help us to increase our activities in the practice, promotion and defense of human rights, starting from our mission.



Last October 2011 the first formation session on human rights for the Districts of RELAL and the ARLEP District was held. This formation session focused on three basic objectives: Looking at policies dealing with rights in the field of education; attaining basic competency to work on and do follow-up in the right to education; and, finally, to acquire practical competency for education in human rights.

As a task prior to this session, each participant did some research on good practices in the field of the right to education. On the session's first day each of the participants presented their work. Following are the projects that were developed in the

various Districts: The Educational Center and Promotion, La Salle CEPLAS; The Core of Psycho-pedagogical Support, NAPSI; The Meaning of Teaching in the Lasallian Network; Lectures on Specific Schooling; The Saint Joseph Home for Children; Liberal Education; Formation Plan for Social Inclusion; Education with Social Responsibility; Aguas Calientes Home; Demonstrations in favor of the Rights of the Child; Agents for Good Care and Treatment; Lasallian Presence in State Educational Institutions; Contracted Public Education, Distance Learning for the Aymara People. In this issue of INTERCOM we will share some of these practices.

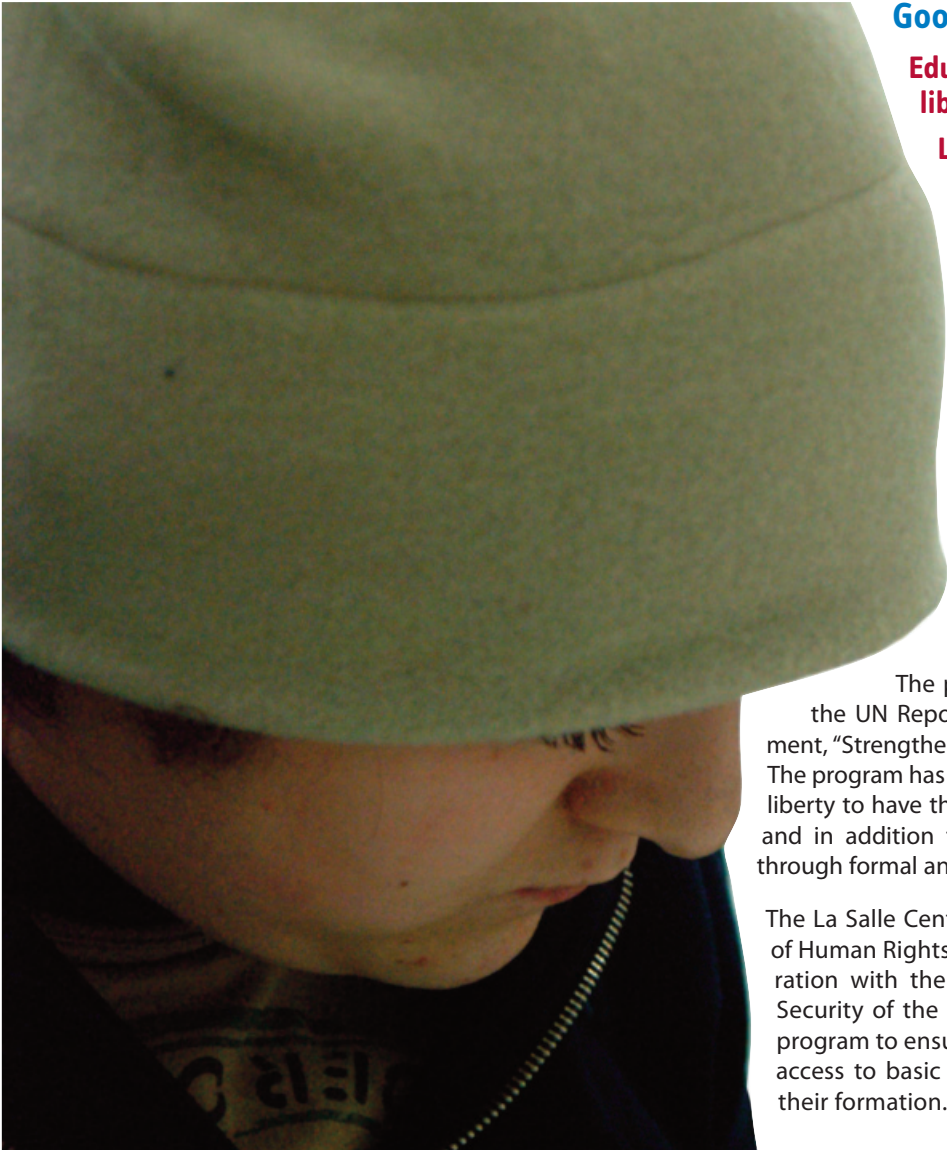
Br. Jorge Fonseca

Good Practices in Human Rights Formation Plan for Socio-Labor Inclusion Colegio de La Salle – Buenos Aires

This formation plan is a formal academic proposal aimed at building the cognitive, emotional, social and spiritual framework necessary so that adolescents with mental disabilities can achieve autonomous and responsible performance in society. Strengths are worked on in order to compensate for disadvantages in the framework of different pedagogical-didactic propos-

als with specialized teaching personnel. Different activities are drawn up with secondary students from a common work. This plan of studies is carried out at Colegio La Salle in Buenos Aires with the intention of attending to a specific vulnerable population, offering them an inclusive education.

The project is aimed at adolescents with mental disabilities, from light to moderate, and it is 100% state subsidized. Government authorities participate in this program as does the educational community in general: administrators, teachers, students, parents and non-governmental organizations. The formation plan is a 6-year process and has been in operation since 1995.



GokhanOkur

Good Practices in Human Rights

Education liberates persons deprived of liberty

La Salle Centre for Higher Studies – Monterey

This project facilitates the conditions necessary so that persons who find themselves deprived of liberty in penitentiaries and detention centres for juvenile offenders, have access to education. For the development of the project it was necessary to have the presence of the State of Mexico as administrator of the penitentiaries and La Salle as co-responsible for the well-being and growth of citizens. The State furnished the basic resources, materials, infrastructure and teachers. The La Salle Centre for Higher Studies took charge of academic coordination and the general supervision of the program.

The project has as its basis the orientations given by the UN Report on the Right to Education in the 2009 document, "Strengthening the right to education in detention centres." The program has as its main objective to enable persons deprived of liberty to have the opportunity to complete their basic education and in addition to have access to continuing their preparation through formal and non-formal education.

The La Salle Centre for Higher Studies, through the Observatory of Human Rights Education, has signed an agreement of collaboration with the Secretary of Education and the Secretary for Security of the State of Nuevo León in Mexico to implement a program to ensure that all inmates, adults and adolescents, have access to basic education and are motivated to continue with their formation.

Good Practices in Human Rights

Psycho-pedagogy Laboratory. UNILASALLE-Canoas

UNILASALLE is a University Centre with a natural vocation towards maintaining activities of community extension and integral attention to the humanization of the population. As a result, it carries out actions of social assistance and strengthens actions in the communities in which it exists.

Thus it attends to the community in the area of Psycho-pedagogical Development serving the new born baby in the field of early stimulation. It also accompanies the development of young children and adolescents. With a view to advancing the well-being of persons in vulnerable social situations in the local community, it serves adults and elderly persons, always in an integral and preventive manner. In this way, it is looking for mental and physical equilibrium through educational, informative and interventionist activities, depending on the requests of the people through the municipal health, education and social assistance systems.

We provide services of diagnostics, intervention and psycho-pedagogical accompaniment of a complementary character, periodically, systematically and gratuitously to the people of the Municipality of Canoas and neighbouring regions.

We also provide interdisciplinary accompaniment for population groups through individual and group attention in carrying out social-assistance and educational activities. Psycho-pedagogy, along with other courses in our university centre, is working with the aim of advancement, protection, prevention, maintenance and rehabilitation advocating that the populations being served may become autonomous and know how to look after themselves.

An experience in Alternative Education

Radio San Gabriel – The Voice of the Aymara People

“The teacher and the communicator must be the same audience and the radio station must be the COMPANION in the historic march of the Aymara people towards ongoing improvement in their lives, homes, and communities.” (Professor Ricardo Quenta)

Radio San Gabriel came into existence on March 15, 1955 in the city of Peñas in the department of La Paz, Bolivia. Four years later battery-powered transistor radios arrived in the country, adding to the propagation of the radio station that carried forward the “Schools in the Airwaves” program, with the objective of helping in the education of the rural population. In 1972 the radio station was moved to the capital, La Paz.

Initially this work was under the direction of the Archbishopric. It was transferred to the direction of the De La Salle Brothers starting in 1977. With the arrival of Brother José Canut “the San Gabriel radio schools were on the rise. Even the programs began to improve. Financial aid from abroad made possible thinking about strengthening and broadening what already existed: with programs in pastoral ministry, information, education and a bit of distraction” (SATURNINO, 1994, page 280).

The institutional experience of “San Gabriel” Radio developed over the course of many years when the Aymara population became an essential pedagogical heritage in alternative education, due to the richness of its activities, contributions, thought, impact and results that had repercussions and was made visible in the daily lives of the people to whom its activity was aimed. The particular way of institutional work of “San Gabriel” Radio



shows the important potential of contributing to the building of concepts, methodology, orientations and models of educational activity in the field of Alternative Education for Young People and Adults.

This line of expansion has guided, since the Radio began, the way the Center for Alternative Education was configured. As the basic platform, the Center uses the Radio and it develops Distance Learning (SAAD), graphic press, residential education, radio programs for open, community education, and video production. In August this program completed 25 years of service to needy populations.

Brother Edgar Antonio Aruquipa Chavez, FSC

The Formation of Brothers and Collaborators: a privileged process in the Lasallian Education Mission

The ongoing formation and qualification of the players in leadership for the works of MEL, has been a constant concern of the Institute, the Regions, the Districts and each one of the works of the MEL Network.

The International Assembly of 2006, established as priority 7.1.1, the setting up of a work group to draw up a guide for formation which would make clear the essential elements of Lasallian formation and of the accompanying of all those responsible for the Lasallian Education Mission (AIMEL 2006).

The drawing up of the Guide for Formation was welcomed by the 44th General Chapter in Line of Action 2.3.2: “In the line of priority area 7.1.1 of the International Assembly 2006, to draw up a strategy for articulating the essential, biblical, theological, Lasallian and pedagogical elements of formation and accompanying, with a view to orienting joint formation programs for all the members of the Lasallian Family. This guide could include the possibility of using the systems of communication”.

To make the Line of Action 7.1.1 of the 44th General Chapter a reality, the Secretariat for the Lasallian Education Mission established in its Work Plan a project which makes specific reference to the Guide for Formation (SMEL 2009) and later the International Council for the Lasallian Education Mission took it on as one of its priorities (SMEL 2010).

Finally, the decision was taken to do some prior work which would take us a little closer to the reality of the formation programs carried out by the Regions, the Districts and the works of the MEL Network. To develop this project, a work plan was drawn up with the specific aim that it would help us to have a broader idea of the processes of formation and accompanying in the Lasallian Education Mission.

An overall view of formation in French-speaking RELAF



The French-speaking area of RELAF is made up of five Districts (West Africa, Antananarivo, Congo-Kinshasa, Douala and the Gulf of Benin), one Delegation (Rwanda) which is in a period of transition from the French-speaking area to the English-speaking area and two Sectors which, while not being French-speaking, have elected to be part of this formation experience (Equatorial Guinea, with ties to the District of ARLEP; and Mozambique, which belongs to the District of Brazil-Chile).

The situation in each District, Delegation or Sector is diverse. In each of them formation has its own challenges and strengths. In each Sector there are good initiatives that can help the other areas. It is not possible to generalize, but certain common needs may also serve as common responses.

Pastoral Ministry of Vocations

The number of candidates for the Brother's vocation in this area is up and down. At the present time only two Districts have a good number of Postulants. The Brother's voca-

tion is little known, but the young people who do learn about it appreciate it very much, especially for its community and fraternal aspects.

Traditional strategies for the pastoral ministry of vocations such as aspirancy programs continue to work in some places with varying results. In two or three places work is beginning in vocation ministry with young people in universities. Each District normally has a part-time person in charge of vocation activities that take place outside of Lasallian schools. Each community tends to have someone who is in charge of vocation ministry on the local level and the results are varied according to interest and availability. In a few areas, the basic vocation strategy consists in having monthly meetings with young people who are interested in the Brother's vocation and for them there is a discernment retreat at the end of the year.

In general, this is an area where human resources or materials are always lacking. Only in two Districts is there a full-time person in charge of the pastoral ministry of vocations.

Vocational accompaniment is becoming more and more effective and this allows young people to really get to know the Brothers before they enter. Nevertheless it is still necessary to ensure in all cases that there is at least a minimum time for discernment before one enters the Postulancy program.

The Postulancy stage

There are two types of Postulancy programs: one that is carried out in a house of formation which has been specifically designed for it and another one that takes place in a Brothers' community where one Brother is

appointed specifically to accompany the Postulant.

The continuity of Brothers who accompany persons in formation is easier when it is done in a house designed for this purpose rather than when it is done in a community that receives a Postulant. Normally there is just one Brother who is in charge of forming and accompanying the Postulant or Postulants. In some places, a good leadership team composed of two or three Brothers has been set up. These Brothers, besides being involved in other activities, closely accompany the formation of the Postulants.

There are Postulancy programs that last for one year and there are others that require two years; some have a more academic orientation and others are more apostolic in scope; some have achieved good internal structures with the support of various people and others have few structures or end up being absorbed by the daily reality of a nearby apostolate.

Common formation stages: Novitiate and Scholasticate

The novitiate in the French-speaking area takes place in Bobo-Dioulasso, Burkina Faso and the Scholasticate is in Abidjan, Ivory Coast. These two stages are successful in establishing a continuity of the basic dynamics of formation. Personal accompaniment is frequent. Spiritual life and community life are solid. Studies are demanding. Some apostolic experiences are integrated into the annual program.

Nevertheless, the constant challenge is to find good leadership formation teams. To make a good choice of competent people requires discernment, generosity and availability: discernment on the part of the General Councillor and the Visitors in the area; generosity on the part of Districts in terms of offering the best Brothers for the job; availability on the part of the Brothers assigned to take on and overcome the challenges proper to a formation community.

The experience of these common formation stages greatly complements and enriches the formation that each District offers. It is a privileged occasion to develop an identity as a Region, to strengthen the sense of belonging to an international Institute and to get to know and appreciate other Brothers and other cultures. In general, the Brothers feel very satisfied and enriched about these common formation stages.

The great advantage of cooperation and coordination like this in formation is the achieving of better organization and management of necessary human and material resources for its good running. Along these lines we would have to highlight the significant contribution of the Institute in formation through the Sharing Fund.

Studies offered at the African Lasallian Center (CELAF) offer solid training in the religious and educational sciences. All Brothers who have graduated from CELAF have expressed their great satisfaction for the level of quality in their studies.

Temporal vows in Community

This time in the Brother's life represents a significant change in tone as regards formation. Life in community tends to be very different from that lived in houses of formation. It is a stage of realism wherein the young Brother is progressively integrated into the Brothers' communities. Normally he feels prepared for his educational tasks, even though he may have few resources for administrative tasks in schools or in community. The challenge for this stage is focused on accompaniment that includes community relationships, spiritual life and integrated educational work.

"Studies" become a primary activity and they tend to absorb the interest and the expectations of the Brothers. In the majority of Districts, professional studies begin two or three years after finishing the Scholasticate and having worked full time in an educational work. In one District professional full-time studies begin after perpetual profession and in another District the Brothers are encouraged to begin studies at the same time as they begin working.

Preparation for perpetual profession

Preparation focuses primarily on an encounter called CLAF which is held every two years. The encounter is normally led by three Brothers and it lasts for one month. This encounter is a formation structure that is accepted by everyone. Its internal organization could be improved. Some Districts work so that preparation for final vows is not reduced to just this one encounter. During the year prior to perpetual profession, the Brother may be involved in a personal or group renewal program, accompanied by his community and the District.

Summary

There are many positive realities in the French-speaking area of RELAF in terms of formation. Many processes have been improving little by little over the years. Among the principal challenges that remain are: to ensure the necessary resources for the pastoral ministry of vocations, to structure the content of basic courses for the Postulancy, to continue to identify and train formation personnel, to ensure quality accompaniment for the Brothers in temporary vows in community and especially during the year prior to perpetual profession.



The New Spaces of the Lasallian Research and Resources Service

In 2008, the General Council organized a Commission for the Restructuring of Block A with a view to improving the use of the installations of the Mother House. In particular, it was to look at the need to 'redeem' the basement area, which was to a large extent unused.

In 2009 the Brothers participating in the Lasallian Research and Resources Service proposed the remodeling of the north-east area of the basement in order to offer, in a more integrated area, all the services of the library, the museum, the documentation section and the research department. As a result of the work that was carried out we are, in February 2012, preparing:

- A large depository for books and documents.
- A Lasallian library for consultation by researchers.
- A complementary Lasallian Museum where objects will be kept and their classification improved.
- Three offices: one for the Librarian, who will have the task of building the digital database of all the volumes; a second office for the person in charge of Lasallian Resources, who will be responsible for digitizing the archives and a third office for the Coordinating Secretary of the Service, who for the moment also works in Lasallian Research.

We have listened to some of the concerns of the Brothers: "Will the Mother House

The Lasallian Library of the Mother House **Extracts from Cahiers lasalliens 5**

"It consisted, in his eyes, of an indispensable work tool for advancing research and work on St. John Baptist de La Salle. The objective which Br. Maurice gave himself from the start was ambitious: to gather together in the library the maximum number of works published during the period to which the Founder belonged, or dealing with this period (1650-1750),



Library disappear?" Definitely not. As the people responsible for the inheritance which we have received from Lasallian Studies (from the pioneer work of Br. Maurice-Auguste), we are committed to preserving and making known the Lasallian historic-cultural patrimony, specifically all that permits a better understanding of Lasallian thinking from the time of the origins.

In a timely fashion, we wish to offer to the Schools and Faculties of Education and Religious Sciences of the Lasallian Universities a specialized library, with a digital repository and online access, which will serve as a support for the drawing up of research work at all levels. In this way, we are maintaining the initial criteria which gave rise to the Lasallian Library of the Mother House from 1956 onwards.



works including theology, bible study and spirituality but also history, linguistics, grammar..."

(Cahiers lasalliens 5, 1991:148)

"It is now one of the richest libraries of Rome for works on 16th and 17th Century French spirituality" (Cahiers lasalliens 5, 1991:149).



A new synergy: research – technology and education – Lasallian identity. It is possible?

Interview with Dr. Lluís Vicent, Rector of the La Salle Open University in Andorra

This year, 2012, marks the opening of the new La Salle Open University in Andorra. What is its objective?

The Institute of the Brothers of the Christian Schools, over the course of more than three-hundred years, was set up in different territories, beginning with the most basic training of children all the way up to professional studies. Currently there are more than 70 universities. Now the world has changed. The Internet has literally eliminated physical distance and each day we speak with, work with, learn from, and are related to people who are thousands of kilometers away. The Open University aims to place the Lasallian Institute in this new context, enhancing the strength of the Lasallian network, offering to the world the best of each existing university, taking advantage of the facilities of collaboration and communication that technology offers us.

Does this mean that this is an *online* University?

It is not only that. It means that our universities can collaborate easily if channels and infrastructures are established. For example: if in a specific area there is a need for teachers, instead of preparing a magisterium program from scratch why don't we take advantage of all the material, knowledge and even professors from another Lasallian university which has experience in this area? Why can't we give a university degree in that new territory which is authorized to work also in other places? This would expand horizons to our students. This new training can be given online, or residentially.

But is it possible for a university with a Lasallian identity to provide *online* accompaniment?

It would be a mistake not to do this. This is like not realizing the social progress and reality of the current world. We are connected as persons, children are getting familiar with the Internet almost from birth. It is now common and natural to have friends across the ocean. How can the Lasallian mission remain outside of this reality? We Lasallians are required to teach values to children and professionals with special attention to the needy. The Internet permits us to do all this. This is an understanding of the Lasallian mission to work with the needy as something that should be done today on a global scale and not just a local one.

What about values?

There will be people who think that you cannot transmit values over the Internet. What is true is that if we teach in a classroom without Internet capability, our students will be at a disadvantage in their not being able to come to grips with the values of current society. We cannot ignore this. The Internet is not simply a medium in which we find negative values, but where values such as gratuity, solidarity, the ability to share, generosity, aid, can also be observed. Obviously, a good balance between online education and being physically present in a local scene is the ideal scenario today to make the Mission a reality.

What about research?

Research involves thinking and doing new things and, to do that, we must know what already exists. What already exists is on the Internet. In the University world we are very accustomed, probably more than in other circles, to work jointly with other universities and enterprises from different countries, since the Internet is the preferred vehicle for work. Usually, but with notable exceptions, Lasallian universities work with non-Lasallian institutions. It would be fantastic think about great research projects, perhaps one GREAT project which all universities could share in, each one working from its own area of specialization, trying to get available funding to collaborate in this GREAT project. If that comes to pass, the Lasallian Institute would be one of the strongest organizations in this area and it would be able to exercise great social influence.

How do you see Lasallian themes from a perspective of communication technology?

If we ask anyone on the street what La Salle is, they would probably respond with “a school,” or “a university.” La Salle is a very powerful name that is intrinsically linked to education. Today, this cannot be thought about without information and communication technology.

What expectations do you have as a 21st century university in Lasallian higher education overall?

I believe that this is the Century of Lasallian Universities. Perhaps without intending this or with intending this, I do not know. La Salle is currently one of the very few university networks that has a world reach, which puts us in an advantageous situation in the world today as compared with local traditional universities. If we are really aware of the network and our international association, if we remove our distrust of other institutions and get down to work in the same direction, I believe that La Salle will be one of the three or four reference organizations for world education.

Lluís Vicent, Ph. D.
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Madagascar

At beginning of December General Bursar Br. Francisco Lopez, and Br. Amilcare, Director of the Development office, visited Madagascar. The visit was very informative and encouraging. The District has made great progress in reorganising their financial system and it is progressively moving towards the centralization of the administration (a goal set also by RELAF at their last annual meeting in Ethiopia in line with the Strategic Plan they had adopted).

One of the high moments of the visit was a full day meeting with the District Financial Committee. Most of the members of the Committee are lay people with administrative positions. The interest on the suggestions presented by us was clear.

Everybody agreed that the next steps, outlined in the presentation were challenging, but the determination to move forward was clearly evident. Their interest and enthusiasm stemmed from the fact that they were proud of the results achieved in the first phase of the financial reorganization. They have built self-confidence and now they feel comfortable to plan for future sustainability.

Tangible results allowed them to expand and/or improve facilities and equipment. Some examples: all the Brothers are covered by health insurance; the District has its own house for retired Brothers, probably



My name is Alessandro Vincenzi. I was born in Palestrina in the Province of Rome on 26/06/1983.

I graduated on 26/01/2011 with honours in my Master's degree in Cooperation and Development from the Faculty of Political Science at La Sapienza University in Rome.

I am currently working for free as a volunteer at the De La Salle International Solidarity NGO where I am happy to be able to use and above all increase my knowledge and skills related to the

drafting and implementation of cooperation and development projects of an international nature.

the first in the RELAF; they have wisely invested in houses whose revenue offers a significant contribution to the central administration and the formation programme. Their example should be followed by the other Districts.

The District owns sizable properties that are an asset. One, on the outskirts of Antananarivo, where there is the centre for retired Brothers, will have great value in few years as the capital expands. For St. Anna property, more than 5,000 ha (12355 acres) in the centre of the island, the need to inquire on its status and reassert the ownership is a priority. The study of the future possibilities of these and of the Centre of Rural Promotion of Analabe should continue; a wise and proper development of this asset will offer a great opportunity to support the District in its educational service to the neediest.



We had the opportunity to visit the Centre for the Promotion of Women in Anosibe, one of the poorest slums of Antananarivo. The Signum Fidei associates, who run also a programme for street children, have assumed this project, assisted by Br. Juan Salas. The construction of a two story building and future planned expansion is aimed at strengthening the women's formation programme and to extend the service also to the youth of the slum.

The short visit left a sense of vibrant life, strong vitality and pride of the District. The high esteem that the Brothers enjoy in the country, thanks to the high quality education they offer, has been boosted by the recent beatification of Rafael Rafringa, highlighting the De La Salle Brother vocation. As other sectors in Africa, the District of Antananarivo is blessed by a good number of vocations. In their asserted search for self-sufficiency, they are also fostering a deeper sense of belonging which – undoubtedly – will help in their perseverance.



2011-12 Sharing Fund/Fond de Partage

This Fiscal Year Sharing Fund is partially supporting the initial formation of 85 Postulants, 49 Novices, 72 Scholastics, 159 Brothers in Temporary Vows as well as 6 CIL Brothers.

	Postulants	Novices	Scholastics	Temp Vows	CIL	Total	US \$
Total	85	49	72	159	6	371	\$500.000
RELAF							
África de l'Ouest		1	5	12	1	19	\$53.756
Congo Kin	14		4	4	1	23	\$37.061
Duala	1	2	2	4	1	10	\$30.252
Golfe Benin	2	1	4	5		12	\$22.083
Lwanga	16	9	21	21		67	\$93.416
Madagascar	12	10	1	1		24	\$40.441
Rwanda	2	3	6	18		29	\$30.282
Srs. Guad.	12	6	2	13		33	\$14.620
PARC							
Inde				52	1	53	\$22.949
Pakistan	1	2	2	7		12	\$25.806
Myanmar	5	1		2		8	\$10.403
Sri Lanka	4	1	2	7	1	15	\$27.936
Vietnam	3	7	12	6		28	\$22.782
RELEM							
Pologne	2	1	2	1		6	\$9.482
RELAL							
Haiti	11	5	9	6	1	32	\$58.731

This year's Sharing Fund was supported by a grant of \$200,000 from the Hno. Gilberto Fund in Mexico and contributions of \$300,000 from 26 Districts:

PARC Asia/Pacific	RELAL Latin America	RELEM Europa/Próximo Oriente	Canadá/EE.UU.
ANZPPNG LEAD	Antilles-Mexico South Argentina Bogotá Bolivia Brazil-Chile Centro América Equador Medellin Mexico North Peru Venezuela	ARLEP Belgium-North Belgium-South France Great Britain-Malta Ireland Italia Proche-Orient	Canada Francophone DENA Midwest New Orleans-Santa Fe San Francisco

SECOLI Donation Fund

Individuals or groups who cannot fully support a SECOLI Project can make contributions to the SECOLI Donation Fund. Your contribution will be combined with other donations to support one or more SECOLI Projects.

Send your check or money order to:

SECOLI Donation Fund
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Seeds for a future

The situation in Belgium-North



The Brothers of the Christian Schools have earned a solid reputation for providing quality education in Belgium since the 19th Century. In 1995, in the District of Belgium North, the pedagogical and spiritual heritage of John Baptist de La Salle was entrusted to inspired lay people. In order to preserve and promote this heritage the VLP (Vlaams Lasalliaans Perspectief) was created. This is a non-profit organization which was given the responsibility of updating the Lasallian heritage, transmitting it and supporting it in the schools.



This transformation called for reflective accompaniment. Therefore, a decision was to organize an annual residential session on present-day Lasallian school policy for those in charge of secondary schools and for representatives of teachers, support personnel, administrative councils, students and pedagogical counselors.

De La Salle never made a decision without first consulting his teachers. He showed great confidence in them and relied on those he called "the principal Brothers": wise, confident teachers with lots of experience, who understood perfectly what their pupils needed. It is in this tradition that the VLP wishes to stimulate, by means of these annual sessions, a participative school climate by organizing dynamic gatherings that not only inspire but also challenge the participants with a social criticism especially attentive to marginalized youth.

The 20th Lasallian Session

In 2011 the VLP organized its 20th Lasallian Session. On this occasion, there was an explicit wish to call attention to our schools, their pedagogical vision and above all to the numerous talents present in our school communities.

Talents are not really something we merit. True, they may be natural, but they still need to be developed. Although this development is one's own personal responsibility, it is also a task for education, both at home, in school and also in the wider social context. Without some encouragement and motivation, these talents may remain as unused potential. A double sense of inequality is hidden beneath this concept: not everyone is born with the same number of talents and not everyone has a real possibility to develop his/her talents. We all run the risk of being left at the margins.

The Lasallian education project wishes to offer each young person as many opportunities as necessary to become a fully human integrated person. Talents, whether big or small, cannot develop unless they are recognized, appreciated and supported. Especially in the case of young people who live in difficult social environments, this requires particular attention from educators.

How do we welcome in our schools the talents of our pupils and of our staff? Which are the talents that receive a lot of or too much attention? Which talents remain under-appreciated?

During the formation session these questions are reflected upon; new perspectives are presented by interesting speakers; various methodologies are used to deepen the reflection; time is provided for informal conversation.

All the participants became aware that each talent is a seed. It does not have to be big and it does not require much to succeed in making a beautiful plant grow and to expect a beautiful harvest in the future.

An De Bremme
VLP (District of Belgium- North)

From the Coordinating Secretary's Desk



FOTO: (seated, left to right) Mr. Joseph Gilson, Young Lasallian Coordinator; Br. Charles Kitson, Coordinating Secretary; Br. José Antolinez, Secretary General; Mr. Vitalis Ndikum, RELAF; **(standing, left to right)** Br. Roberto Medina Luna, RELAL; Br. Thomas Johnson, Vicar General; Br. John Fernando, PARC; Mrs. An de Bremme, RELEM; Mr. Greg Kopra, USA/T; Mrs. Theresa Goubran, *Signum Fidei*.

Absent from photo: Ms. Monste Nieto Álvarez, Co-Secretary; Mr. Henry Atayde, UMAEL.

The International Council of the Lasallian Family & Association held its annual week-long meeting at the Generalate in Rome from November 14-18.

This year we welcomed four new members to the Council as well as hosted those who have begun their second term with us. We had a very busy and fruitful week together. There were two main topics that occupied most of our work time. First we spent time on creating the purpose/process/content/logistics of publishing an Institute Bulletin which would "incarnate" Circular #461, Associated for the Lasallian Mission...an Act of Hope.

This Bulletin will be distributed prior to the International Assembly for Mission in 2013 and our hope is that it will enable all readers, especially the assembly delegates, to "listen" to personal testimonies of Lasallians from every Region on the topic of Lasallian Association. The second area we considered was a collaborative effort among the MEL, BBT and LF&A Secretariats to produce a formation document for all Lasallians. The central theme of the publication will deal with Lasallian Formation as a shared journey. In summary, it was a week of prayer, work and community building activities. Our next meeting will be in October of 2012.

Bro. Charles Kitson
Coordinating Secretary Lasallian Family & Association

Birth of the La Salle Education Fraternity in France

Close to 600 members of various French Lasallian educational communities gathered in Beauvais the weekend of October 22-24. They laid the foundation for the future La Salle Education Fraternity which will link Brothers and Lay partners in the Lasallian educational mission of today.



How did we get there?

The creation of the "La Salle Education Fraternity" is rooted in a long process which has been going on for more than 30 years in the shared mission between Brothers and Lay Lasallians.

At the French District Chapter in 2002, the decision to create an **"Association of Brothers and Lay Lasallians forming an integral part of the District of France" did not in fact see the light of day.** Lay Lasallians alone, in a limited number, took a step of "commitment", "in a spirit of association for the educational and pastoral mission", in recognizing themselves "in solidarity with the Brothers and Lay Lasallians".

In January 2009, the Brother Visitor urgently pleaded the necessity "of calling for volunteers, Brothers and Lay Lasallians, to form an association which would carry on, in the

Church, the human and Christian education wished by John Baptist de La Salle".

The fruit of this appeal was the creation of the La Salle Education Fraternity within the District of France, a creation decided at the Assembly for the Lasallian Mission and approved by the District Chapter which followed in July 2010.

The La Salle Education Fraternity is the expression and the form in which we have chosen to live out the association of Brothers and Lay Lasallians in France. This Fraternity will promote the union of both institutional and spiritual dimensions.

The La Salle Education Fraternity

If the gathering in Beauvais thus set in motion the La Salle Education Fraternity, the fact remains that all details of the Fraternity still need to be worked out. An inspirational text (which will be considered a working draft for the next three years) traces the spirit, the aims and the contours of what these Fraternities could look like.

First of all, it is no longer the Lay Lasallians who associate with the Brothers, but the Brothers and the Lay Lasallians who associate with each other, together, in the same step, to give meaning to their commitment. *"It is the community dimension that we wish to live at local, regional and national levels. It is finding again that initial impetus or impulse which oversaw the foundation of the Christian schools."* (Br. Jean-Paul Aleth, Visitor of France).

In fact, every person who wishes to commit himself/herself to the La Salle Education Fraternity is invited to join a local fraternity. These fraternities, made up of about a dozen people, meet regularly to share thoughts on the educational mission and also to communally discern their direction in light of the Gospel. In this sense, regardless of the mission and responsibilities of the members of the fraternities, they situate themselves as brothers and sisters in Jesus Christ and not in terms of any function. It is a re-discovery of one of the intuitions of St. John Baptist de La Salle who invites every Lasallian educator to live his/her profession as a ministry for the educational service of the poor.

It is on this La Salle Education Fraternity that the animation and governance of the Lasallian Network of 124 educational works will soon rest. The members of the Conseil de Tutelle (Supervision/Oversight Council for Schools) and the other governing bodies will all belong to this Fraternity. It will inseparably join together both the spiritual and institutional aspects of the Mission.

What is at stake is very significant. If we wish to ensure in the future an authentic service of education and evangelization of the young, and not to yield to an economic, political, moral or even religious power, educators are invited to renew their practices, to let themselves be called upon by the Gospel, and to challenge each other in their fraternities.

Even though most everything is yet to be created and concretized, the enthusiasm of the Beauvais gathering and the renewal of our educators (more than a third of the participants were between the ages of 25 and 45; participants represented the diversity of our educational communities – teachers, administrative heads of sections, members of management bodies, parents of pupils, heads of establishments, members of management teams, pastoral animators, Brothers etc...) gives us a profound hope for the setting up of the local fraternities. Up until now, the 30 meetings programmed in all of France should allow for the creation of more than 30 local fraternities in the course of 2012.

It is in coming back to the source - the Gospel - that we will make of our establishments places of education animated by the evangelical spirit of service to all and especially to the most disadvantaged.



Claude Besson

UNITY in DIVERSITY



My name is Dina El Saghir, a Muslim woman working at a LaSallian School. I am the Head of our English Department, Coordinator of English Language and a teacher of English in the Secondary School.

I grew up in a German School in Alexandria. As young students, we were brought up by Sisters who taught us love, respect and responsibility. We didn't know the difference between Christians and Muslims simply because we were all sisters. We were all treated equally.

They taught us how to respect and accept each other for who we were. The Sisters taught us to be kind to the poor and to those in need. They taught us responsibility and hard-work. They taught us how to be patient and dedicated.

We were taught that love and care make miracles. All this, together with the environment in which I was brought up, one based on love and respect, helped me especially in my work. Because of this, I don't look at myself as a mere teacher of language or as a Head of a Department, but rather as a mother and sister.

I have a certain mission which is to spread all my knowledge and experience to those who need it. I am very much concerned to spread love and respect among every one that I know.

I am very pleased to work at St. Mark's because this is the place where I have found myself; where I am able to give and receive both love and respect.

Before I started working at a Lasallian school, 13 years ago, I had worked at a private language school for nearly a year. I couldn't continue there because simply stated, I felt different. I didn't fit in. I was less concerned with the practical aspects of the job and yet very concerned with some moral and ethical issues that arose. I couldn't work in such a community. I didn't like the role I was playing. It simply didn't satisfy me.

To conclude, I would like to express my deepest gratitude to those under whose wings I grew up; those who gave us love and taught us respect and tolerance; those who spent their lives and time teaching us; those who taught us that we are all children of one and the same mother and father.

I write this in testimony to those who helped me become who I am.

Dina Mohamed El Saghir
Collège Saint Marc, Alexandria, Egypt

Young Lasallians

“Building Hope Together”



During our last meeting of the International Council for Young Lasallians, we embarked on a process of identification of a phrase that could help us push forward our message within the Lasallian Family. The result of these reflections was: “Building Hope Together.”

This tagline was constructed by considering

significant words one finds in documents like the “Profile of a Young Lasallian” and the “Young Lasallian Creed,” as well as concepts we felt were important to all Lasallians. We first looked at the specific words which inspire many Young Lasallians: love, together, building bonds, enthusiasm, service to the poor, creativity, being an agent of love, vitality...all these words said something to us about the Young Lasallian Movement, but HOPE was the word that seemed most apt considering the times we live in.

Hope is an extremely important word right now. Hope, to us means so many things: hope for the young people entrusted to our care; hope we experience and share through our faith; hope for the liberation of the poor; hope for the Institute; the fact that we act as “agents of hope” when we serve; and hope in our world and in our future. In order to capture the action and energy of the Young Lasallian Movement we opted for the word “building” and then added “together” to capture a sense of shared mission, global networking and association.

We believe that “BUILDING HOPE TOGETHER” speaks to both who we are and what we do while actively reflecting the values of the Institute.

The Logo for the International Council of Young Lasallians: Version 2.0



Following calls for Institutional Rebranding launched by the Superior General and his Council, the logo for the International Council for Young Lasallians

has been updated to come in line with the new guidelines. We hope you like it!

New Webpage



Within the scope of each institution's communications with the outside world, one of the most important elements is its web page. The Communication Service of the Generalate, convinced of this, last year began a study of the current web page in order to improve the service provided to the Lasallian Family.

After a very thorough study (internal analysis, benchmarking, information structure, design) initially advised by the Marketing Department of the Barcelona La Salle Campus, we were able to prioritize all the tasks in a "pool of services" with confidence that we are answering the needs pointed out to us. Among them (18), to give more importance to notices and resources, to integrate more multimedia elements in the portal, to improve the Lasallian directory, to create a much easier and intuitive means of navigation, and to link with social networks.

All this has finally led us to opt for a web page model similar to a digital periodical. We selected *WordPress* as the software. Some of the advantages we see in this new web page:

- a) It allows us to prioritize the news (all of the notices are important as is their timeliness)
- b) It allows us to give prominence to others without relying on certain sections of the Communication Service in Rome. For example, Lasallian youth will have a section for them to manage independently.
- c) It systematizes a workflow protocol from forwarding the news, to correction, translation and publication, all in one place.
- d) It facilitates enormously the work of translation, if is possible, we will also begin to have a Portuguese version.

Obviously this model will succeed only if there are news updates. If we now publish 4-5 news items a week, the goal would be to publish at least 6-7 during next year. We have outlined this strategy to the Regional Communication Counsellors so that this is possible.

We hope to continue slowly improving this communication tool thanks to the contributions of all. You can begin to send comments to the email address: comunicazione@lasalle.org

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