

DISTRICT OF ARGENTINA PROGRAM FOR THE "EDUCATION AS MINISTRY" SEMINAR.

At the beginning of 1991 Brother Visitor suggested that the four District post-secondary institutions (Advanced Center, Advanced Florida, IPA, La Cruzia) establish a continuing formation program for Christian educators. This program was to be based on the principles of Lasallian spirituality. The suggestion was well taken and a representative at each school was appointed to the preparatory commission.

The preparation of materials took three years and in 1994 the Lasallian Formation Center was created and the program was housed in the advanced schools.

- The program **objectives** are:
 - That participants see the need for continued formation.
 - That participants make a personal conversion toward seeing their educational activity as ministry.
 - That participants assume their educational endeavors within a missionary attitude for Latin America.
 - That participants base their lives on a Christian spirituality inspired by De La Salle that animates their mission in communion with the Church.
- The **methodology** for this program follows the lines of self-formation in groups that are self-governing and that offer participants the possibility of personal interchange,

reflection and prayer leading to an increase in Christian and missionary commitment.

- This program has eight **themes**:
 1. We are teachers.
 2. Openness to today's world.
 3. In Latin America.
 4. We share mission together.
 5. Because we believe in humankind.
 6. We together are following a formation program.
 7. For service to all.
 8. We do not teach alone.
- Program components include reading, reflection, group dynamics, prayer, evaluation.

At the beginning of the program care is taken that the participants understand this new methodology and how it relates to other courses. Some who were looking for a more rigid conceptual construct were disappointed but the program has now been very well accepted.

This program receives District support and in each school there is a person in charge of general program coordination and information. Participants receive program information directly from this person.
- The **general direction** of the course content is based on the evaluations of the participants of each group.

Some 265 persons have participated in this program so far (1995) including some parents.



Mozambique: class visit in a Primary School in the Mission of Estaquinha.



Kinshasa, Zaire: Lasallian Family Commission.

MOZAMBIQUE

THE FORMATION AND TRAINING OF CHRISTIAN TEACHERS

The Brothers have been in Mozambique only a short time, having arrived in January, 1992, to take charge of the John XXIII School.

Additionally, the Brothers took charge of the secondary school in February and at the beginning of 1993 they took over the direction of the Diocesan Education Commission. These two events caused parishes to request the help of the Brothers for pedagogical training and for the general functioning of their schools.

As a result of these projects another one came about: **Teacher Formation and Pedagogical Evaluation for Archdiocesan schools** was seen as something that was fully in keeping with the mission of the Institute.

Seen as a way to plan and share our mission, four steps were envisioned in order to put this plan into practice:

1. Make the John XXIII school a pilot school that would serve as a model for the other schools and where the Brothers would first put their ideas to practical tests for later sharing.

2. Organize workshops for carefully selected teachers who would later use this information in Church schools.

3. Plan supervisory visits and provide advice to schools that have signed on to the program.

4. Divide up the tasks: the Brothers take care of pedagogical matters and the local community and the parish take care of administering the program.

The next step would be the basic formation courses themselves which include three separate elements:

- a. a *study of the educational reality* of the province and the country;
- b. the *identity* of the Christian school and the Christian educator;
- c. the *educational plan*.

There have been two programs to date. The first took place in 1994 with 10 teachers and the second occurred in November, 1995.

School visits have also been made with great difficulty due to the poor means of transportation.

The Brothers have taken over the coordination of four other schools while continuing to pilot programs at the John XXIII school.

The difficulties are many due to poor resources and a lack of infrastructure, all this in the face of enormous educational needs in the country. We count heavily on the generosity of organizations such as SECOLI for our material needs.

In response to the "Mission 100 Plus" program another three Brothers are coming to Mozambique and we are most grateful to them as they help us face all the work ahead.

DISTRICT OF ZAIRE

LASALLIAN CENTER FOR CHRISTIAN TEACHERS

The growing Lasallian ministry in Zaire was violently crushed in 1972 with the nationalization of all schools. Many Belgian Brothers had to repatriate themselves and the Zairian Brothers had to look for other apostolates in harmony with their vocation and mission.

When after two and one-half years, the government decided to give control of the schools back to the Institutes who had had them previously, our own Institute, like many others, lacked the personnel to staff them. Also there was the problem of adapting to the new situation with teachers who had not been trained by the Brothers. In addition, the schools had greatly deteriorated and the teachers' salaries were very low.

The District of Zaire patiently took on the task of rebuilding based on the principles of Lasallian pedagogy.

One of the means for making this happen was the "*Lasallian Center for Christian Teacher Training*", whose objective was and still is the updating of teachers and Lasallian schools.

At first teachers would come to the Center for renewal workshops. Eventually great distances and the lack of economic resources took their toll and these journeys became impossible. The district opted for a traveling team of formation staff personnel who would travel to the distant areas and this worked for a time. Other difficulties arose and it was back to the first centralized system.

Currently the Center is still in use in spite of many difficulties.

The program is as follows:

1. **Spreading the message:**

Requirements:

- a. Interior life: prayer, meditation, nourishment in the Word of God.

- b. Living as a Christian:

Knowledge of Christian doctrine

Knowledge of the doctrine of the Church: Vatican II, etc.

The African, Zairian Church community.

Living religiously both as an individual and as a community.

2. **The ministry of education:**

– Christian education as ministry.

– Spirituality of the teacher, according to St. John Baptist de La Salle.

– Lasallian pedagogy.

3. **Professional pedagogical formation:**

The psychological, pedagogical, methodological, didactic aspects, etc.

The seminars are lecture-dialogue type along with small and large group work.

EGYPT

EGYPTIAN LASALLIAN CENTER FOR TEACHER TRAINING

Aware that the laity are called to carry on the Lasallian ministry in things both pedagogical and spiritual, the Delegation of Egypt established the **Lasallian Center** in Cairo in 1988, with a view to continuing Lasallian teacher training. A five person commission is in charge of coordination.

At the beginning the center was open only to Christian teachers but since 1993 both Christians and non-Christians have been served here.

The first year saw 36 participants. It was necessary to limit the number since conferences were given in French. Another Lasallian Center opened in Alexandria with a group of teachers from our schools in that city.

As years went on conferences were given in Arabic.

Time and experience have helped to form a solid program for Christian and non-Christian teachers alike, based on five points:

1. Discover the needs of young people and how education should respond to these needs.
2. In a well-functioning school: what type of student and what type of teacher did John Baptist de La Salle want?
3. Student personality formation.
4. Out task: form a just person, awaken consciousness in relations with others.
5. A study of "Message of the 42nd General Chapter to the Lasallian Family".

Our teachers' schedules impose some limitations on how our Center operates. For that reason the sessions are 90 minutes in length and they meet once every two weeks. One unit consists of two sessions. There will be 12 sessions throughout the program.

For Christian teachers there are some additional sessions that focus on the apostolic aspect of the mission of the teacher and the Lasallian school.

In 1994-1995 the topics for the first year were:

1. Schools throughout the world: a "Lasallian Family" built around one father, John Baptist de La Salle.
2. Lasallian activity in Egypt: history and features.
3. Lasallian education: personal and psychological profile of the Lasallian teacher.
4. The Lasallian teacher.
5. Education in the faith and fraternal accompaniment seen as the driving forces of the Lasallian mission.
6. Getting to know the student as an essential ingredient for his education.
7. The Lasallian school as a place of education for a life in community.
8. The Lasallian school welcomes the "poor" and is concerned with the problems of today.
9. Values that should be addressed by Lasallian education.
10. Difficulties that the teacher might encounter and possible ways to solve these.

The plan for the second year is based on the school's own Educational Program in addition to other academic, educational and spiritual activities.

Sessions include lectures and group discussion and audiovisual procedures are used. The participants' own experience is always considered a positive input for the sessions.



Bayadeya, Egypt.
Literacy groups
on a field trip.

**DISTRICT OF NEW YORK
WORKSHOP THEMES
ON THE SHARED MISSION**

*Brother Stephen McCabe from the New York District
has developed workshops dealing with the Shared Mission
for Lasallian Family members.*

Here are the topics that are usually addressed.

*** Overview of the concept of Shared Mission**

- The "Brothers' School" where Brothers are exclusively responsible for the Christian and Lasallian spirit of the school is a thing of the past.
- In a "Lasallian School" each Brother and each colleague is responsible for carrying on the Lasallian spirit.
- Our colleagues are highly motivated Christians, open to the traditions, methodology, and spirituality of De La Salle.
- The Brothers' role is to animate, to encourage, and to share the richness of our Lasallian heritage.

*** Meaning of Mission for Lasallian Educators**

- Mission, or being sent, is rooted in the mission whereby God sent his Son, Jesus sent his disciples, and De La Salle sent Brothers.
- Lasallian educators are sent by God to be ambassadors and ministers, making Jesus present again in the lives of students.
- Lasallian educators are sent to teach and evangelize students, especially the poor and neglected.
- Lasallian educators are sent to be totally immersed in the life of students, calling them by name, loving them as Jesus loves them.

*** Sharing & the role of the Brothers
in Shared Mission**

- "Sharing" the mission is a manifestation of the work of the Holy Spirit, and an integral part of the Brothers' vocation.
- Mission is shared among Brothers, lay men and women, other religious and priests. Each of these vocations has something distinctive to bring to the mission.

- Sharing the mission implies that everything is shared among equal partners, including: planning, decision making, implementation.

- The role of the Brothers is to be primary witnesses of the spirit of our founder; to be the heart, the memory and the guarantors of the Lasallian charism.

*** The personality & spirituality
of John Baptist De La Salle**

- God used De La Salle's natural personality traits to found the Brothers of the Christian Schools, whose mission is the human and Christian education of youth, especially the poor and neglected.

- Lasallian spirituality is identified with and rooted in the spirit of faith.

- The spirit of faith implies a radical trust in the providence of God.

- The spirit of faith requires constant attention to the presence of God.

- The spirit of faith overflows into a spirit of zeal.

*** Lasallian methods of conducting well-managed &
disciplined schools**

- A healthy environment constitutes the best means to prevent discipline problems in school.

- Authentic personal relations among teachers and students creates a healthy environment.

- The key figure in creating a healthy environment is the person of the teacher, who promotes the development of the student and the improvement of the child's life.

- The teacher is a personal model for the student, and the heart of the Lasallian school.

DISTRICT OF TURIN

DISTRICT FORMATION PROGRAM

The District of Turin, wanting to respond to the needs of formation both on the part of the Brothers and lay colleagues, as an adequate response to the educational mission, prepared a District Formation Program for all schools in the province. This program is separate from other formation programs such as the District CELAS program, Signum Fidei programs or Lasallian Youth programs...

The two objectives to be realized with this plan are:

1. Deepening and sharing the mission;
2. Together giving life to the community of faith called for in the Rule.

These workshop formation sessions can be given by a person at each site; or materials could be prepared for this purpose for all the schools.

District formation program:

- a. The basic program:
 - God (spirit of faith)...consecration;
 - Youth (ardent zeal), by means of education;
 - Community (together and by association).
- b. **Plan of action:**
 - To be developed over a three-year period:
 1. God: spirituality;
 2. Young people: mission;
 3. The community: religious and educational.

Three phases for each session:

- a. **Introduction of the topic**, previously studied by the participants.
 - Distribution of the material to be discussed.
 - Conference on the topic.
 - Further dialogue.
 - Prayer.
- b. **Personal study** - each in his/her own space.
- c. **Verification:**
 - A meeting afterwards to discuss the materials that were received and studied.
 - If there are many participants, smaller groups could be formed.

Other possibilities within the Formation Program:

- * Develop new topics every year from a different point of view and wider in scope.
 - * Two-year program, 9 topics per year instead of a three-year program with 6 topics per year. In the two-year plan, there would be one topic every month; the three-year program would have one topic every two months.
- Plans are in the works for a second two-year program

LEBANON

FORMATION OF THE LAY FACULTY

1. Formation cycle for administrators.

- * "Administrators" are defined as CEO's or Study Coordinators at the various schools.
 - * The Delegation of Lebanon approved its own formation plan, namely,
 - * Length:
 - Four days in September
 - Six Saturday mornings during the school year.
 - * Topics:
 - Christology and the Christian life.
 - The life and work of St. John Baptist de La Salle.
 - Lasallian pedagogy.
 - Introduction to accounting.
- More than 40 persons have already followed this program.

2. Formation cycle for teachers.

- * This is open to all teaching personnel of Lasallian schools.
 - * Length:
 - Two school years, meeting on 12 Saturday mornings.
 - * Topics:
 - Christology and Christian life.
 - The life and work of St. John Baptist de La Salle.
 - Lasallian pedagogy.
- More than 70 persons have participated in this program.
- One cycle ended in June, 1994 and another one began in October, 1995.

Lebanon: Formation session for Lasallian teachers.



DISTRICT OF ARGENTINA

"SHARED MISSION" WORKSHOP SERIES FOR OTHER CONGREGATIONS

The Conferences of Men and Women Religious of Argentina (CAR and CONFER) were very anxious to begin a serious study on the topic of Shared Mission in 1994. After two days of study, both organizations offered their support for a series of workshops proposed by the Lasallians of Argentina, both Brothers and lay.

This workshop series was held on eight Mondays during the months of May and June from 6 to 9 PM at the La Salle School in Buenos Aires.

Workshop Objectives.

The plan called for the formation of formation personnel. It attempted to "support and advise persons and groups who are in various levels of leadership positions in various institutions such as those involved in education, health, or pastoral ministry".

Target personnel.

The workshop is directed towards those involved in education or pastoral ministry, both religious and lay, with experience in formation or administration in order to share reflections about the Shared Mission.

Many participants attended as representatives of their Institutions and others attended on their own accord.

Content.

There were five distinct phases:

- **We confirm a given fact:** the significant presence of lay people in congregational ministries.
- **We opt for:** the formation of formators in and for the Shared Mission.
- **We define the profile of the Shared Mission guidelines:** as person, as professional, as a baptized Christian, as minister.

- **We bring our experience** in the context in which it is found: socio-cultural context, the educational system, the congregational charism.

- **We evaluate and celebrate** the experience.

Topics for each afternoon.

1. Called to form others in and for the Shared Mission.
2. What it means to accept being a formator of those in formation.
3. The formator as person.
4. The formator in his/her responsibilities.
5. The baptismal state of the formator.
6. The ministerial state of the formator.
7. The formator in his/her duty and context.
8. Evaluation and celebration.

Methodology.

Methods included lectures spiced with the contributions of the participants, work groups and information sheets that were distributed to all. In addition, certain types of audiovisual methods were used.

The Lasallian Formation Center was in charge of the workshop experience in addition to the help of two other Brothers and six lay colleagues.

The experience was seen as something very positive. There were 106 persons registered and the average attendance never fell below 95. This topic has awakened a lot of interest in other Congregations.

Several Religious Institutes have requested the assistance of CLF and some dioceses have already planned to participate.

The CLF prepares three days corresponding to three important aspects of the Shared Mission:

- a. Shared Mission and its integration within the educational community.
- b. Shared Mission and the growth in faith.
- c. Shared Mission and the living congregational charism.

DISTRICT OF CARACAS

CONTINUING FORMATION PROGRAM FOR LASALLIAN FACULTIES

Reflection:

- Employees, friends or associates, we are all called to become brothers and sisters:
 "I have not called you servants (employees), but friends..."
 "Call one another brothers and sisters, because there is only one teacher, only one father..."
- Church mission, institutional mission, shared mission:
 Does the laity now share our mission or do we share theirs?
 Lay ministry of education.
- The most important item in educational changes is the individual teacher who intervenes in the educational process and all of the teachers together as one unit.
 Do we really believe the above statement?
- Investing in formation.
 We invest in the formation of the members of our Congregation or Institute.
 In general there is a generous investment with no skimping in the formation process.

- We want to act generously in the formation of the laity who want to be lay Christian educators in our educational institutions.
- The education for faculty should be an education that is suitable for adults:
 The integrated growth of the person assumed by the person him/herself.
 Adult methodology can contribute a great deal to this:
 - Learning contracts, flexibility, mobility, etc.
 - Respect for one's personal situation.
- A broad-minded outlook
 "One can always reach the goal by other ways".
 This is the law of freedom of the children of God.
 "Your children are not your children. They belong to life itself and God has used you as a taut bow to send them into the world" (Gibran Kail, The Prophet).
 Wherever they are, they will perform and above all they will be persons with "meaning", with reasons for being, and they will know how to explain their hopes and their actions.

Formation Fundamentals

- The one dynamic element is:**
 the integral growth of the individual.
- From the point of view of **anthropology**:
 the human person:
 unique, created, image of God,
 responsible for the world.
- From the point of view of **sociology**:
 practical, in context, Latin-Americans.
- From the **Biblical and Theological** point of view:
 the history of Revelation; the Revelation of history.
- From the **pedagogical and pastoral** point of view:
 Student-centered;
 Pastoral institutions;
 Harmony between faith, life, culture.
- From the **Legislative and Law** point of view:
 Canons;
 Rules and Constitutions;
 The lay Catholic as a witness of faith in the schools.
- From one's own **Institution's** point of view:
 Institutional origins;
 The origins of the educational institution in its own context;
 Concrete stories of men and women;
 Style;
 Spirituality from the point of view of the school.

Goal of the Formation Process

- The formation process of the lay Lasallian must be integrated, making possible vital experiences to:
1. Continue one's own integrated human maturation process rooted in relationships with others.
 2. Think critically about one's own condition as a believer and to make a free and mature choice for God.
 3. Continue updating one's own Christian conscience by means of a reflective-active journey that allows one to encounter and accept Christ: the Way, the Truth and the Life; in so doing to live out the values of the Kingdom.
 4. To be conscious of one's baptismal commitment and to discover one's place within the People of God; to form part of the community of faith and in this way to enter into the process of being in communion with the local Church for the new evangelization.
 5. To discover the Founder/Foundress/originator and his/her ministry:
 - to grow in the consciousness of belonging to a trend, charism or family or to a particular group of persons;
 - to adhere to the living Charism, together with other persons, and to grow in a spirituality that makes one aware of one's employment as a vocation, including the educational ministry.
 6. To consciously and critically be part of the world in which one lives and from there to evangelize the temporal realities, thus making the "Plan" real in one's life and in one's community...

A. Support Structures of the Continuing Formation Program

District level:

- Ministry Conferences
- Follow-Up
- Production of Materials
- Connection to other formation plans
- Accreditation
- National Program Team
- National Program Coordinator

Local level:

- Local team of facilitators
- Formation program
- Formation activities timetable
- Connection to national formation efforts
- Workshop and classroom supervision
- Peer ministry

Personal level:

- One's own growth profile
- Participation in programs at the local and/or national level
- Connection to the local and national teams

B. Local support structures for the Formation Program

Daily Formation

- Planning according to needs
- Step-by-step team planning
- Mutual support and accompaniment
- Classroom supervision, evaluation, motivation for success, etc.
- Creation of learning materials
- Learning materials inventory
- Using available resources

Special Formation

- Establishment of periodical teachers' meetings of varying duration
- Study groups
- Workshops
- Study reading guides
- Conferences
- Meetings
- Celebrations
- Inventory of needed items
- Inventory of resources
- Lasallian Integrated Improvement Library (MIL)
- Bible
- Christian Scriptures
- Lasalliana (Sheets)
- Life of De La Salle
- Institute Bulletin
- Intercom
- Nosotros (District Bulletin)
- Books dealing with Christian education
- Church documents dealing with the Christian educator
- Catholic Catechism
- Books on the Rite of Christian Initiation



Brother John Johnston
in Venezuela
with students.



Mérida, Venezuela
The Second Regional
Lasallian Youth Meeting

DISTRICT OF NORTH MEXICO

CONTINUING FORMATION OF THE LAITY

A. The professional side

The Center for Advanced Lasallian Studies in Monterrey is increasing its number of professional education offerings for Lasallian teachers in all District schools. These include programs, didactic and pedagogical methods courses and information (a magazine for teachers) as well as a diversified number of courses, especially summer ones with a four week duration. During the summer of 1995 some 687 teachers took advantage of these offerings.

B. Religious and catechetical formation

– In all District schools the courses in catechesis are generally handled by the lay teachers. They normally meet three days per week. Older students also have values formation sessions at home and this program receives the support of a good number of married couples who welcome small groups of young people into their homes.

All classes follow the traditional Lasallian prayer practices of morning prayer, reflection, remembering the presence of God, teaching the Gospel maxims, prayers to Mary, etc.

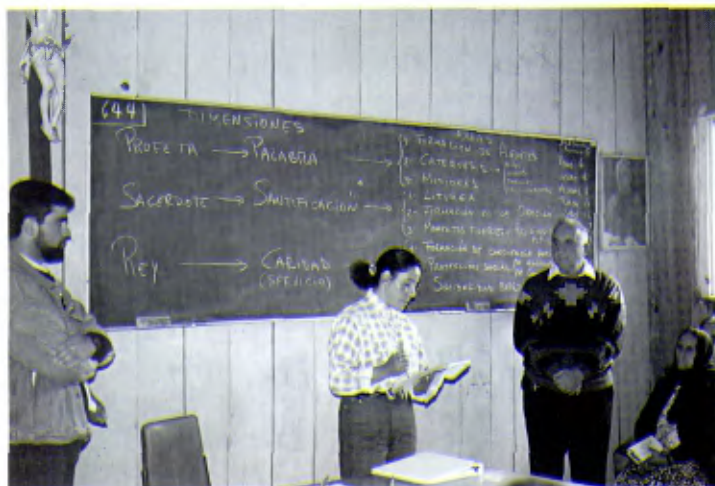
– In order to support these teachers in their catechetical labors, the District regularly offers courses in Lasallian Spirituality and Pedagogy. One Brother spends two weeks at each school giving these courses.

– Some practical instruments include a Catechetical Manual and Catechetical Courses for each level of instruction and these are available at all the schools in the District.

– Each year, at the District level, there is a meeting held for all the advisors of the various Lasallian groups (young children, adolescents, adults) and the advisors of the Holy Week Mission fraternities.

– In order to promote the participation of parents in the Lasallian Mission, there are occasional sessions concerning the Founder, the Institute and Lasallian spirituality.

– Each Brothers' Community invites those lay persons who are especially interested in spiritual values to participate in the Saint Benilde Club. There are monthly sessions for increasing one's knowledge of the Founder, the Institute and the Lasallian vocation. A good deal of the time is spent examining prayer in the style of St. John Baptist de La Salle.



North Mexico:
Preparing the pastoral
action

DISTRICT OF BALTIMORE LASALLIAN EDUCATORS' WORKSHOPS

1

The District of Baltimore has conducted one or two workshops annually since 1987 for the teachers in the Lasallian schools. Each workshop lasts for two or two and one-half days and between 15 and 30 teachers attend.

From 1987 until 1991 the topic was "*Characteristics of Lasallian Schools*". By 1991 a good number of the lay faculty had already completed the workshops and they had already received the brochure entitled "*Characteristics of Lasallian Schools*".

Since 1992 the workshop theme has been "The professional journey of the Christian Educator" given by Brother Miguel Campos.

2

The workshop has now evolved into a reflection about:

a. A professional journey in service of education.

- Stages: the formative years, apprenticeship, becoming a professional, integration.

- The professional journey in the Ministry of Christian Education: this is an historical review of the life and experience of St. John Baptist de La Salle.

- A disciple who becomes a minister...
- A minister who becomes a prophet...

- The role of faith, hope and love...

- Our own professional journey in the service of education.

The conference is supplemented with questionnaires that help to analyze and evaluate each era and each step.

**b. The Lasallian Family:
Association for Mission.**

- The development of Association within the journey.
- Association in the history of the Institute.
- Association today.

3

General Councillor Brother Gerard Rummery gave the 1994 workshop. The theme was "*The educational concept and pedagogy of St. John Baptist de La Salle*".

The main ideas of the conferences were:

- The Lasallian concept of the Christian School.
- The reality of the schools and the situation with the teachers.
- The special charism of De La Salle.

- Some aspects of Lasallian pedagogy.
- The spirituality of a Christian teacher.
- De La Salle talks about "touching hearts".
- Association as a foundational value.
- "To be brothers and sisters".
- A Conduct of Schools for today?
- Characteristics of the Lasallian School.
- From the Brothers' School to the Lasallian School.
- Basic aspects of the Shared Mission.

District of Baltimore:
Participants in a
Principals' workshop.



DISTRICT OF SÃO PAULO

COURSE FOR THE LASALLIAN LAY TEACHER

In 1990 it was considered urgent to offer Brothers and lay colleagues a broad overview of mankind and the Christian faith. This consideration, along with the determination to develop materials with regard to the Shared Mission, helped to give shape to the idea of a formation *course for the Lasallian lay colleague*.

The objectives were clear: to make a serious study of the human, religious and Lasallian dimensions, to share experiences and to take care of the need for continuing formation. The course, seen in this light, is at the same time broad-based, profound and practical.

The basic course structure consists of three phases:

1st. The Lasallian educator: vocation and mission.

Topics included are social anthropology, psychology, the history of salvation, Christology, Ecclesiology, the mission of the lay Christian, Prayer, Fraternal life, Lasallianism and Mission.

2nd. The Lasallian educator within a context that includes society and church.

Materials: the social doctrine of the Church, Sacraments, Liturgy, Lasallian spirituality and pedagogy, the Lasallian Family.

3rd. The Lasallian educator in the light of De La Salle the teacher and spiritual master.

This is available to those who have participated in the previous two phases and it offers a broader vision of the life and ideas of De La Salle and also how these ideas are seen today and how they will take shape in the future.

Methodology:

In addition to the conferences and colloquia about these topics, the participants themselves:

- a. Write a paper at the conclusion of each phase.
- b. Write a monograph according to the guidelines given by the team coordinator.
- c. Participate in a meeting or a retreat for Brothers and the laity.
- d. Participate in the local "Life Group" with prayer, personal reading and commitment to the local church community.



Abel Institute, Niteroi:
A group of parents participate in a workshop
accompanied by Brother Amadeu, Principal.

SUB-DISTRICT OF MALTA LASALLIAN CENTER

For the past four years the Lasallian Center has been in existence for the Lasallian formation of the lay teaching staff.

The program is in operation throughout the school year and attendance is voluntary.



Malta: A work session during a teacher's workshop.

The 18 session program for 1994-1995 was the following:

I. The story of De La Salle

and the society in which he operated.

(6 sessions, given by Brother Dominic Rosso)

1. St. John Baptist de La Salle chosen by God.
2. The historical and sociological environment of De La Salle.
3. The foundational years for the Institute.
4. The consolidation of the Institute.
5. A fragile Society fighting for survival.
6. De La Salle recreates the small Society.

II. A. The Conduct of Schools

and school management today.

(3 sessions, given by Brother Martin Borg)

1. Characteristics of the Lasallian School.
2. The Conduct of Schools.
3. School management today.

B. Class management and organization.

(3 sessions, given by Brother Saviour Gatt)

1. Correction: its effects and repercussions.
2. Punishment and reward: a new perspective.
3. Discipline.

III. A. De La Salle and lay teachers.

(3 sessions, given

by Brother Michael Buttigieg)

– Meditations for the Time of Retreat

B. The Guiding Lights

of the Lasallian Teacher.

(3 sessions, given by Brother Luis Camilleri).

1. The spirit of faith.
2. The spirit of zeal.
3. Shared Mission.

PRAYER FOR THE SHARED MISSION

(District of Valencia-Palma)

Lord Jesus,
you who sent your disciples out in pairs
to a mission of evangelization;
send also Brothers and the laity together
to that same mission
so that your Kingdom
might become more fully visible
in our Lasallian Schools.

We ask this through the intercession of Mary,
Queen and Mother of the Christian Schools,
and St. John Baptist de La Salle,
our Founder,
to whom you gave the charism of bringing the Gospel
to the world of education.

Amen.

DISTRICT OF CENTRAL AMERICA SCHOOL FOR LASALLIAN FORMATION

This School is aimed at educators, religious and catechists. It was organized by the Education Department of the De La Salle Brothers in conjunction with ICCRE, the Central American Institute for Religious Science.

This two and one-half year program is given on Saturdays and there are five offerings per semester.

Upon program completion a Certificate is awarded by ICCRE with automatic recognition by La Salle University of Mexico.

The School's **objectives** are:

- To provide a Christian and Lasallian formation for lay colleagues so that they might deepen their involvement in our spirituality and apostolates.
- To offer an updating in the methods and techniques proper to pedagogy, didactics, administration and catechesis, thus facilitating the efficient functioning of daily educational tasks in the Lasallian Schools and responding to the demands of our own reality.
- To provide a point of reference that is valid in our educational activities and that reaches out to Christian social services.

Program:

1. **Anthropological Studies:**
 - the human person.
 - the human psychological dimension.
 - the human social dimension.
 - Ethics and Morals.
2. **Religious Studies:**
 - The religious event.
 - Introduction to Christology.
 - History of the Church.
 - Social teachings of the Church.
3. **Bible Studies:**
 - Introduction to Sacred Scripture.
 - The Hebrew Scriptures.
 - The Christian Scriptures I.
 - The Christian Scriptures II.
4. **Pedagogical Studies:**
 - Educational systems appropriate to the national reality.
 - The educational curriculum and planning.
 - Educational Methods.
 - Education in the Critical Sense.
5. **Lasallian Studies:**
 - De La Salle as Founder.
 - De La Salle as spiritual father and teacher.
 - De La Salle as catechist and pedagogue.
 - De La Salle's charism today.

RELAL REGION - LATIN AMERICA GUIDE FOR FORMATION FOR THE LAY LASALLIAN

The Latin American Region (RELAL) has drawn up a Guide for Formation for the Lay Lasallian by means of a workshop that was attended by representatives from the Districts of the Region.

It was published in number 53 of the RELAL Bulletin of September, 1993.

The first part explains the process that has already begun, those who will benefit from the Guide, the fundamentals of lay Lasallian formation, the objectives and profile of the Lasallian lay person. Later on it explains the formation program.

The program includes three dimensions: human, religious and Lasallian.

It concludes by offering some suggestions for using the program and possible methods.

This Guide is seen as a type of very general plan or guideline so that the various Districts might be able to adapt it according to their own needs.

DISTRICT OF THE ANTILLES

COSELA

(LASALLIAN LAY COLLABORATORS)

The District of the Antilles, in an attempt to systematically broaden the formation of **Lasallian lay collaborators**, has organized a Basic Formation and Renewal Course that will be spread out over three years, 1994-1997, in three cycles: beginning, intermediate and final.

This is aimed at teachers, administrators, parents and former students who are connected to some Lasallian ministry.

Each cycle is composed of two sections: the formal course section that lasts for three days (boarding) and one-day workshops and conferences, with prepared talks, readings and assigned work.

Each of the three cycles has three themes:

- the human dimension;
- the religious dimension;
- the Lasallian dimension.

The program is as follows:

I. Initial cycle (1994-1995)

1. Human dimension:

- the person and his/her life plan.
- the person in relationship: with self, others, nature and God.
- human relationships: family, professional and the social environment.

2. Religious dimension:

- God: how imaged in the great religions. The concept and experience of God.
- History of salvation: Biblical introduction, current situation.
- Popular religion, sects and contemporary phenomena.

3. Lasallian dimension:

- The FSC Institute, milestones in its history.
Recent General Chapters.
- De La Salle in Latin America. District history.
- The letter of the 41st General Chapter.
- The Shared Mission of the 42nd General Chapter.

II. Intermediate Cycle (1995-1996)

1. Human dimension:

- The reality of the cultural microsystems: society, economy and politics.
- Renewal of the lay Lasallian as a transforming leader within this reality.

2. Religious dimension:

- Jesus of Nazareth: historical approach, the context of his time.
- The message of Jesus: Parables and Signs.
- The paschal mystery: the sacraments of Christian initiation.

3. Lasallian dimension:

- Lasallian educational style. Theology and Education according to De La Salle.
- Pedagogical outline. The Conduct of Schools.
- Profile of the Lasallian educator.

III. Final Cycle (1996-1997)

1. Human dimension:

- Christian vision and attitude towards work.
Professional ethics.
- Labor in the social teaching of the Church.

2. Religious dimension:

- The Church as Sacrament and the people of God.
- The mission to evangelize and the new evangelization.
Liturgy and prayer.
- The Church in Latin America. Mary in the life of the Church.

3. Lasallian dimension:

- St. John Baptist de La Salle: life, work and writings.
- Lasallian spirituality and its values:
faith, fraternity and service.
- Lasallian Christian Community.
- Influence of the committed lay person.



Dominican Republic, May 9, 1992: certificates of gratitude awarded to Lasallian Family members.



Santiago de Compostela:
The 1991-1993 CELAS groups from the ARLEP Region during a summer session.

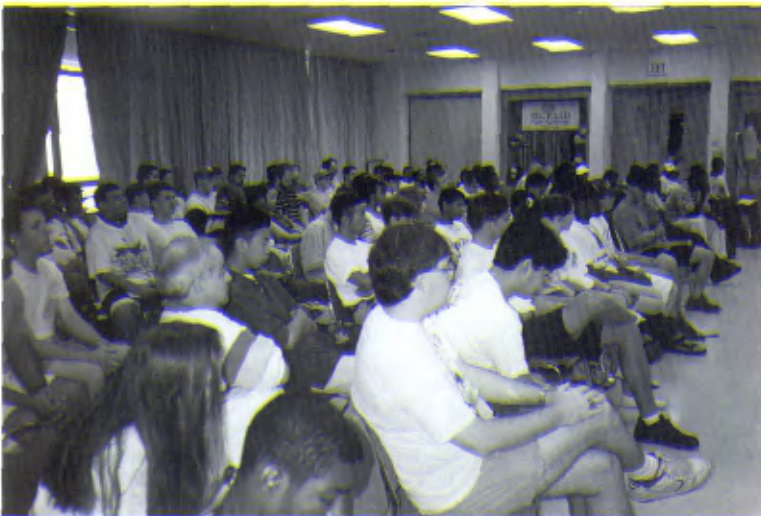
District of São Paulo:
Working session for teachers and members of the Lasallian Family.



District of Toronto:
Some members of the Shared Mission Commission during a working session: Russ Coleman, Hugh McShane, Paul Smith and Brother George Morgan.



Albany, New York
United States Lasallian Youth Meeting.



Lebanon: Formation session for Lasallian teachers.

**SHARING THE MISSION
DEMANDS AND PRESUPPOSES
PARTICIPATION AND COMMITMENT**

"The District will strengthen the structures (people, places) with a view to animating and coordinating the shared mission, after having been the object of discernment between Brothers and Laity...

In the light of Article 17 of the Rule, the District will strive more and more to integrate the Lasallian Family and the shared mission. It will take into account the requisite changes which sharing necessitates:

- recognition of the rights and duties of everybody (position, work contract, family expenses...),
- mutual recognition and confidence,
- sharing of responsibilities".

(42nd General Chapter, Circular 435, page 47)



DISTRICT OF FRANCE

"LA SALLE" ASSOCIATION AT THE SERVICE OF THE MISSION

What it is.

The Statutes of the "La Salle" Association define its objectives like this:

"La Salle" Association has for its objective to develop the educational and spiritual values proclaimed by St. John Baptist de La Salle and by his Institute; to maintain and promote the Christian education of youth within educational institutions such as those described in the article "The Lasallian Educational Program: Brothers and Laity together".

"La Salle" Association carries out its responsibility in the name of the Brothers of the Christian Schools for Lasallian educational institutions".

Methods.

The Association has the means to:

- assist those persons in positions of authority within a Lasallian educational institution to administer effectively the educational program;
- supply what is necessary so that the pastoral and educational guidelines are in accord with the legitimate authorities of the Brothers of the Christian Schools;
- provide the utmost cooperation with other diocesan associations which are designed to promote the Christian character of Lasallian educational institutions.
- represent the interests of the members of the association, in their own right, in local and national Catholic Teaching organizations and in other diverse regional and/or national educational organizations.

How it works.

The Permanent Commission and the Administrative Council of the Lasallian Association includes an equal number of Brothers and lay persons. The Brother Visitor is a member by right and he casts the deciding vote in the case of a tie.

In 1986 the Region of France took over the Lasallian sponsorship with the laity of the Lasallian Association: particularly the formation and leadership by means of the French Lasallian Center, the Lasallian Institute and the national administration services.

The "La Salle" Association, since the 1986 Regional Assembly, assures its responsibility as the sponsor of the Institute in France. The Council of the La Salle Association is the "La Salle" Institute's Guardianship Council.



Social meeting of all the groups
that attended the French Lasallian Center
during 1994-1995.

Lasallian Guardianship at the service of Shared Mission

What it is.

Lasallian Guardianship acts under the auspices of the Administrative Council of the "La Salle" Association.

The 1990 Regional Assembly defined its purpose as follows:

- to ensure that the educational program and activities of the Lasallian schools are faithful to the Gospel message;
- to invigorate administrative teams by means of leadership, formation proposals and to foster new ideas;
- to promote and train principals and school administrative teams; to accompany them with guidelines, support and visits;
- to evaluate and be in harmony with the school structures and administrators;
- to underwrite contracts with CODIEC (Catholic School Diocesan Committees).

Areas of responsibility.

The same 1990 Assembly specified the areas of responsibility for the Administrative Council:

- to establish the general guidelines for the educational policies of the Lasallian school network: choice of schools and the creation of new ones: guidelines along educational and pastoral lines; solidarity with schools, paying special attention to disadvantaged youth; solidarity with missionary ministries in service of poor youth.
- to accept and approve the budget for the school principal and the administrative team.
- to make regular school visits.

Implications.

These areas of responsibility bring with them certain implications:

- * pastoral: to spread the good word concerning the Lasallian educational program, to foster the work of the campus minister, etc.
- * economic: to begin a process of solidarity between schools.

With regard to economics, the 1994 District Chapter specified the criteria that would allow the La Salle Association to function and how it would

exercise guardianship in relation to the Lasallian Foundation.

Distribution of duties.

After several years of practical experience, the 1994 District Chapter requested that the "La Salle" Association publish a "vade mecum" (handbook) in order to clarify and share the knowledge of its own role:

"Recommendation 7:

7.1 That the "La Salle" Association draw up a "vade mecum" (handbook) in which the respective responsibilities and duties of the Brother Visitors, the Guardianship Delegates, the Presidents of OGEC, school coordinators would be specified as currently understood in practice. This handbook should be available by December, 1994.

7.2 That at the beginning of the school year, under the auspices of the "La Salle" Association, the Brother Visitors, the members of the delegation's local councils and the guardianship's delegates, that all these areas of responsibility are clearly delineated: representation, the sponsors for new principals, presence on the OGEC, etc.

According to this, then, the Visitors as well as the Brothers in charge of a particular area, or the responsible lay colleagues, which is occurring with more and more frequency, are the guarantors and the promoters of the Lasallian character of a school in accord with the document "Brothers and laity together..."

The 1994 District Chapter requested that this clarification of roles be entrusted to those lay persons who are charged with administering the guardianship. The conditions that are required, such as finance and training, should be dealt with on a case-by-case basis.

Proposal number 6:

The Brother Visitors are requested to nominate Brothers or lay persons to the Administrative Council of the Lasallian Association to carry out the mission of service in the guardianship together with themselves".

The school visit in the service of shared mission

Guardianship exercises its role in a special way through school visits.

The "La Salle" Association has designed the process so that it is beneficial:

- preparation for the visit, by means of proposals taken from "Outil pédagogique", number 27;
- announcement of the visit to the entire educational community indicating events and any other special considerations...
- the visit itself;
- the report after the visit;
- suggestions for follow-through on the part of the coordinator and his council thus assuring that those in charge will take the necessary steps for completion.

The Brother Visitor of the particular area, during his own regular visit, will review the conclusions made by the visiting team.

The school visit happens for reasons that are neither bureaucratic, financial nor those of crisis intervention. It is, simply, a visit of accompaniment.

The visiting team consists of 3-6 persons, Brothers and lay, according to the needs of the site that is being visited. The visit lasts from one to three days.

The visiting program is prepared with the help of the school principal. There are four basic criteria for the visit:

- Openness to the visit and its purpose which is always stated clearly.
- Length: sufficient so that all interested parties are heard.
- A competent visiting team formed of members whose backgrounds are in several different disciplines.
- Confidentiality with regard to persons in the school visited.

Following the visit the Principal is given an oral preliminary presentation of the results. Later the final report is written and sent to the Principal. He, in turn, makes the results known to the other parties concerned.

Once the visit has been made and the report written it is most important to assure that the recommendations are followed up. If this is not done, then the visit was a waste of time.

The school visit is one of the ways that the Lasallian Association updates the Lasallian charism in the service of young people, the Church and society.

Lasallian Teams, a commitment to Mission.

In March, 1995, Brother André Jacq, Visitor of France, and Mr. Pierre Lecat, President of the "La Salle" Association, sent a letter to the Lasallian educational communities. Below are some selections from that letter:

"Those who are connected to St. John Baptist de La Salle and his educational ministry see the living fidelity to his charism as both a challenge and a call. Today, "together and by association" is an exciting task for educational communities but it is also difficult and full of risks.

Therefore, in the shared mission process for Brothers and the laity, the District of France and the Lasallian Association, under the sponsorship of the Institute of the Brothers of the Christian Schools, today announce the establishment of Lasallian teams as a priority to assure the continuity and the development of the Lasallian spirit.

It is quite normal that in the beginning these teams might encounter some difficulties. For that very reason it is important to be attentive to the objectives, the statutes and the operation of these teams. We are pleased, then, to be able to send you the attached informative document which is the result of the collective wisdom of recent years in the light of the experience and work of a mixed commission (Lasallian Association and team representatives)..."

From the **document that was attached:**

- "in order to develop in each educational community the spirit of St. John Baptist de La Salle,

THE LASALLIAN TEAM...a place for fraternal encounters, shared mission, prayer and updating/renewal.

- It **helps each member** reflect about his/her own educational commitment, in creative fidelity to the spirit of the Founder; it sustains his/her commitment, it helps each to **discern** and **assume** responsibilities.
- It is concerned about the **formation** of its members.
- It is **open to all** and welcomes all who are searching for these goals.

...
The Lasallian Team is established in accord with the wishes of the school principals.

- whether for already established schools,
- or for future ones.

It is not a decision making authority nor does it take the place of administrative, pedagogical or pastoral structures within the school. It is a source of inspiration and possibilities.

The Lasallian Team is a group recognized by the Visitor or his delegate.

- It chooses a correspondent and it may request the services of an advisor.
- It makes its existence known at the local level.
- Through participation in regional, national or international meetings, it shows its intent to belong to and be involved in the Lasallian network".

DISTRICT OF ANDALUCIA

SUGGESTIONS CONCERNING MISSION AND THE LASALLIAN FAMILY



District of Andalucia: Lay teachers invited to participate in the District Chapter, with Bro. Martin Corral, General Conselor, and Bro. Eutimio Sanchez, Visitor.

The following lines have been taken from a document that was addressed to Brothers and lay teachers:

Shared Mission - Lasallian Family

- To belong to the Lasallian Family is to be committed to the Lasallian Educational Program.
- To belong to the Lasallian Family is not something that is automatic merely because one works in or is a member of a Lasallian institution. It is the result of having begun a process, of having begun a journey during which certain values are assimilated and these are expressed in the way one acts, leading to a more mature attitude.
- To belong to the Lasallian Family is assuming and sharing a concept of mankind with its respective human values, some educational ideals, a community style of work, a sense of gratuity and service to others, all of this within God's salvific plan for humanity.
- To belong to the Lasallian Family is to form part of reality composed of many people that have a common reference in the person and spirit of St. John Baptist de La Salle; and that have

a clear and effective commitment to the educational mission that the Church has entrusted to the Institute of the Brothers.

Within this Lasallian Family, THE BROTHERS must become the enthusiastic driving force of vitality in which they fulfill their irreplaceable mission of being "the heart, the memory and the guarantors of the Lasallian charism".

THE LASALLIAN TEACHERS are irreplaceable in the mission of the Institute and they have the responsibility to do all that they can, so that, along with the Brothers, they are able to also participate in the creation of guidelines and priorities, in the preparation and execution of decisions and in the very government of educational institutions.

DISTRICT OF ROME

DOCUMENT CONCERNING THE "LAY PRESIDENT IN LASALLIAN SCHOOLS"



District of Rome: Brother Mario Presciuttini, Auxiliary Visitor, with some lay participants at the District Chapter.

The District of Rome, in an effort to entrust the duties of President (or school academic principal) to lay colleagues, has drawn up a document in which the following roles are described:

- The role of the Brother Visitor.
- The role of the Brother Director.
- The role of the Academic Principal (President).

With regard to the Academic Principal, additional information includes:

- requirements for nomination to the post of Academic Principal.
- required continuing formation.
- the mandate given by the Brother Visitor.
- length of mandate.
- revocation of mandate.
- areas of responsibility of the Academic Principal.

DISTRICT OF BALTIMORE

SURVEY FROM THE DISTRICT GENERAL ASSEMBLY

Each year the District organizes a General Assembly for Brothers and lay Lasallian colleagues from the schools within the District.

It is a one-day affair and talks are given relative to the life of the District and the educational mission.

The 1994 Assembly, held on January 29, gathered together over 200 participants and the theme was "Shared Mission". The speaker was Brother Robert Schieler and his intervention has been published in two LASALLIANA articles, number 32-15/16 D-83/84.

After the General Assembly a survey was given to all participants along with a letter from the Brother Visitor.

The survey concentrated on 5 principal questions:

1. What are the roles of the Brothers, the laity, other religious and priests? What is your experience in this regard?
2. What were your best and worst experiences in collaboration?
3. Currently what aspects of your professional life and your relationships with other members of the school community, with



District of Baltimore, November, 1994:
Brothers and lay people discussing
the Shared Mission guidelines.

parents and with students contribute to or detract from the idea of Shared Mission?

4. What hopes and fears does the idea of Shared Mission hold for you?

5. In order to make the Shared Mission a reality, what should be our strategy? Who should do this and how should it be done? What are you yourself prepared to do?

The responses to this questionnaire helped in the preparation of a preliminary District Plan for the Shared Mission.

DISTRICT OF TURIN

LASALLIAN FAMILY MEETINGS FOR SCHOOL SUPPORT



Turin:
Sharing ideas about the Mission during a CELAS session.

Given the fact that the Lasallian Family should be committed to the Shared Mission, it would be appropriate that this commitment be carried out in some way within the school.

In the District of Turin this is handled as follows:

a. A small group of Brothers, teachers and students is formed...along with the President of the Association and the Principal.

b. This group draws up the yearly school calendar;

Monthly a "Support Meeting" is held to distribute the program of planned activities.

c. There is a commitment to concentrate efforts in the following areas, among others:

- * recruit more students...
- * maintain the participation in formation sessions...
- * foster the commitment of new members...
- * organize a school social gathering...

DISTRICT OF NORTH MEXICO LASALLIAN LAY ADMINISTRATORS

A. Schools without Brothers.

In the District of North Mexico there are presently four educational institutions without Brothers but which maintain formal ties with the District for consultation:

- Colegio De La Salle in Matamoros, Ta.
- Laguense Institute in Lagos de Moreno, Jal.
- Colegio La Salle de San Nicolás in Los Garza, N.L.
- Advanced Institute of Science and Technology in Gómez Palacio, Dgo.

In these schools the spirit of De La Salle continues to be alive and active. The administration as well as the faculty participate in the session that the District organizes for continuing formation. The team from the Central House visits and advises these schools just as they do other Lasallian schools.

B. In Lasallian schools.

The Eighth District Chapter decided that lay colleagues are eligible for administrative positions in our schools, according to the following criteria:



Community Brothers of El Salto, Mexico, and several Lasallian volunteers preparing for the Holy Week missions.

- The Brother Principal proposes the name of an individual he considers qualified for the job to the Brother Visitor.
- The appointment is made by the Brother Principal for a period of 3 years and it may be renewed with the consent of the Brother Visitor.
- When the mandate is finished the person is compensated for the difference in the salary that he/she was receiving and is going to receive in his/her new responsibility. If the teacher opts for retirement, he/she receives the compensation specified by law.

DISTRICT OF MEDELLIN SHARED MISSION IN RESPONSIBILITIES



District of Medellin: the Brother Visitor with the Brothers and lay teachers of the District after a Lasallian formation session.

The District of Medellin has turned over several schools to lay colleagues using a process that began several years ago.

The first experience involved Colegio La Salle in Envigado in 1992. This shift presented a challenge to the administrative team and the 70 teachers who worked at the school.

The continuous support and the frequent visits of the Brother Visitor and the governing committee were a great boost for all involved. The lay faculty realized the need to be in accord with Lasallian pedagogy and spirituality as well as deepen their understanding of the Founder and the Institute.

The success of this first experience was evident and so in 1994 the Colegio La Salle de Bello was turned over to lay control as was the Instituto San Carlos de Medellín and the Instituto La Salle de Barranquilla, both in 1995.

The Lasallian University Corporation of Medellín currently has a lay rector, Dr. Guillermo Latorre Restrepo.

The "Lasallian Youth Services" Center in Medellín also had a lay person as its chief administrator. Although currently the chief administrator is a Brother, there is very close lay co-operation in all the activities and workings of the institution.

DISTRICT OF ARGENTINA

LAY PERSONS IN ADMINISTRATIVE ROLES AND IN DISTRICT CHAPTERS

The process of the integration of lay persons in administrative roles. The experience of the Colegio San José de Flores.

The beginning:

In 1973 the Brother Provincial of Argentina suggested that it would be appropriate to include lay colleagues in administrative positions at Lasallian schools and he encouraged them to take on a greater commitment to the mission of the Brothers.

That same year he appointed a former student from the high school and normal school of Marin and a current teacher at the primary and secondary levels to be the Director of Studies.

The next steps:

Gradually the ground was being readied and the atmosphere was being prepared to transfer the institution to the laity.

– In 1974 an Educational Community plan was drawn up in which all school parties participated. The spirit that was present in this community made for wonderful participation and sharing among all school personnel.

– Through the use of study sessions, conferences and meetings things began to take shape, especially among the teaching staff. Later on these methods were expanded to include parents, whose participation eventually gave rise to the current Parents' Center.

– In 1977 the provincial team together with the Brothers of the school administration team thought that the moment had arrived to encourage the taking on of greater responsibilities on the part of the lay staff.

The provincial team met with those members of the lay faculty who were already involved in some forms of school administration and proposed to them that they assume full administration of the Flores school.

The lay teachers, for their part, after much reflection and discernment as to what this would mean, accepted the challenge.

Gradual progress:

Trusting in the Lord, the experiment began. These responsibilities carried with them the need for greater integration in district activities, in educational and administrative concerns, increased participation in meetings and gatherings and additional reading of Lasallian publications.

SEDEL was indeed a help in this integration as was the publication of the document entitled "Basic Characteristics", spirituality meetings, conferences and other meetings.

All of this led to the establishment of the Administrative Council which today administers the school. This body has undergone a complete restructuring since its inception.

The availability of the members of the Administrative Councils in all the schools has permitted the transfer of some members from one school to another.

In the San José de Flores school there have already been four chief administrators.

Evaluation:

The process as described had, of course, its difficulties. There were conflicts, problems, mistakes, misunderstandings and some rather difficult moments...

But all these difficult things were overcome by faith in God, sincere and constructive dialogue and hard work.

The experience of the empowerment of the laity and the giving over of the ministry seems valid in its own right from the perspective of the District. The laity have taken on their role as a Church commitment. This experience has shown that ministries need not be abandoned due to the lack of Brothers and it has also demonstrated that the Brothers can turn these ministries over to the laity in order to work in other places where the laity cannot work.

Also this experience has given a new sense of meaning to the presence of the Brother in the school in terms of regard and leadership and of being a symbol of cohesion, advice, support and a sign of the community of the district.

From the experience at Flores others very similar in nature have emerged at other schools in the District of Argentina.

The laity, in union with the Brothers, have taken on new responsibilities at the district level, in the field of education, in the Secretariat for the Educational Mission and on District Commissions.

The laity, like the Brothers, see in all this the hand of providence, born in the light of Vatican II, which calls the laity to take on the faith gained at Baptism within the Church and under the auspices of the Shared Mission as proposed by the 42nd General Chapter.

Lay Participation in District Chapters

Since the decade of the 70's the District of Argentina has promoted lay participation in teaching and in school administration. This paved the way for further lay collaboration in pastoral and catechetical work as well and so the practice of Shared Mission was firmly rooted within the District.

Two key events for this cooperation between Brothers and lay colleagues were the recent District Chapters.

Following is a review of two of them.

Sixth District Chapter (1986):

In response to the request of the 41st General Chapter that: "The laity help us be creative and faithful in order to be open to the new demands of society and of the Church" those lay colleagues in school administration gathered in response to the District Government Committee and their opinions and expertise were sought with regard to the following matters:

- Appraisal of the Spirituality Weeks and the pastoral program for Lasallian educators.
- Appraisal of the faith communities within the schools.
- The laity in administrative positions: selection, appointment, formation and accompaniment.
- The ministry of education-evangelization.
- The formation of lay catechists.

After receiving these opinions it was decided to invite one lay person from each school to attend the second session of the Chapter.

In the light of their contributions and within the framework of the Letter to the Lasallian Family, the capitulants presented these conclusions:

* In the last 20 years there has been a lengthy process of lay integration: from the lay person who was tolerated ("contracted" because there was no other recourse) to the lay person of today who is entrusted with responsibilities also shared with the Brothers.

* This progressive incorporation of lay persons in school positions of responsibility created a crisis of the Brothers' own identity. If lay colleagues are taking over our positions then what are we? What do we do?

* The Brothers need to redefine their role, deepen their spirituality and reflect along with our lay colleagues about what "together and by association" really means.

- We must recognize that in our relationship with the laity we have passed from the "employer-employee" phase to the "associates for mission" phase.

The remaining points that the laity presented to the Chapter was very positive in recognizing:

- the lay participation in drawing up the "Basic Characteristics".
- the lay integration in the Administrative Councils.
- the lay participation in Spirituality Weeks.
- the lay participation in several District commissions.

- the lay appointments for positions of responsibility.
- the trust, fraternity and participation in the Chapter deliberations.

Final Chapter proposals included the following:

- further the sense of "together and by association".
- clarify, by means of dialogue, the identity of the Brother and the lay colleague.
- lay participation in all that concerns the concept of mission.
- design a process of training-promotion, leadership and accompaniment for the laity.
- create a Pastoral Commission for Adults.

Eighth District Chapter (1994)

Every lay teacher and the administrative councils of each school were invited to make contributions to the Chapter.

The laity was invited to:

- respond to a questionnaire about the degree of participation.
- think about certain topics pertaining to the school level.
- participate in all the chapter commissions by means of a representative.
- be represented at the Chapter's Second Session.

In the First Session the Chapter clearly spelled out this policy: "In fidelity to our Founder, St. John Baptist de La Salle, who was led by the Spirit of God to live the mystery of Christ who was incarnate in the midst of mankind, the Brothers of the District of Argentina-Paraguay 'have gathered to keep schools for the service of the poor together and by association'. We live our consecration through this commitment, sharing mission with the laity, organizing financial matters, planning vocational ministry, conducting initial and continuing formation programs; and together we journey towards the transformation of the District".

In this regard the following plans were outlined:

- solidarity of the Brothers and the laity with the poor.
- to continue deepening our involvement in popular education.
- to educate for justice and peace. To evangelize culture. To renew the catechetical style. To promote a youth ministry program faithful to district policy. To link evangelization with the promotion of social justice.
- To revitalize vocation ministry.
- To create a leadership team within the teaching ministry.

In the final lay communication to the Chapter it was stated: "We are committed and continue to be faithful to the charism you have entrusted to us, to take on the responsibilities that the chapter proposals ask of us in order to involve and commit ourselves even more in the ministries in which we find ourselves".

DISTRICT OF TORONTO SHARED MISSION IN THE DISTRICT CHAPTER

In 1994, the Shared Mission committee of the District of Toronto participated in the Huether Workshop, the theme of which was precisely the topic of shared mission. The committee was composed of two lay colleagues from each of the two schools in Toronto, two members of the De La Salle retreat center, the chief administrator of the Lasallian Refugee Center and the Principal of the St. John School.

When they returned to Toronto, they drew up a document entitled "Learn the Vision, Share the Mission" which was presented at the District Chapter in March, 1995. This was the first time that lay partners attended any Toronto District Chapter.

Resulting from the paper, the following motions were passed:

1. *"That representative lay partners be invited to those District Council meetings, and District Chapter meetings where deliberations concerning the Shared Mission of their apostolate are to take place.*

2. *That representative lay partners be invited to various District functions.*

3. *That each apostolate focus on some practical ways of integrating Lasallian charisms into its work and report these to the District Council by June 1st annually for possible publication in the Signum Fidei newsletter.*

4. *That the District Council establish a committee with lay partners and Brothers to set out a plan for Lasallian formation".*

The fourth motion was adopted as a result of the suggestions of the lay participants. Prior to opening the new private school in the District in September, Brother Luke Salm gave five presentations on St. La Salle to the new staff of the school and later in March Brother Gerard Rummery developed the Lasallian vision for the Christian school with the same group of teachers. By this fourth motion, the District wishes to expand



The card published by the "Lasallian Refugee Center" of Toronto, designed by Nikola Radenovic, a resident at the Center who fled the war in Sarajevo along with his wife and two daughters. This was the Center's 1994 Christmas card. Underneath the figure of the Founder is Brother Justin, Patricia Phelan and Brother George, all on the Center staff, and a portrait of four children of different races representative of those who have attended the Center.

these Lasallian talks to include all lay partners.

Finally, to show appreciation for the work done by our lay partners who serve on various Boards of Directors and who serve in managerial capacities of our various missions, the Brothers hosted a Mass, reception and dinner, during which time Brother Francis McCrea, Visitor, expressed our thanks for the support we receive in carrying out our mission within the Church.

It is hoped that the incorporation of Shared Mission principles into the fabric of the Toronto District will greatly benefit our future.

PRAYER TO SAINT JOHN BAPTIST DE LA SALLE FOR THE SHARED MISSION

(District of Valencia-Palma)

John Baptist de La Salle, our father,
who received from God the charism
to unite the Gospel with education,

pour out on us the spirit of Shared Mission,
so that your Work
might be accomplished in our day
with the combined contribution
of the vocation of the Brothers and Laity.

You who said that unity
was like a precious stone
for a Community,
grant us Brothers and laity alike
the gift of unity in the Ministry
that we have inherited from your charism.
Grant us this, Father,
through the intercession of Mary,
from her son Jesus Christ, our Lord. Amen.

SUB-DISTRICT OF PAKISTAN

VARIOUS MINISTRIES WITHIN THE "SHARED MISSION"

It can be said that all our apostolates are really "shared mission" apostolates since we are a small group and only with the help of our lay partners has it been possible to maintain our ministries. While the Brothers administer two institutions, La Salle and Alban's Academy, the majority of the work is done by the laity.

We also have two dormitories. One is for the students from the advanced school center and the other is for the students from the high school. The latter is quite small and is only able to accommodate a few students but there are plans to expand it so that there will be room for 45 students. Both of these dorms are supervised by lay colleagues under the guidance of the Brothers.

Education week.

Once per year, the diocese celebrates Education Week. The Brothers and their lay partners promote the idea among Christians who are poor that education is very important for their children.

The teachers of the parish school, along with the Brothers and the Sisters, organize themselves into groups to visit Christians in the areas where they are spread throughout the city. There they talk with them about education in order to help them refine their attitudes. Many are illiterate farmers or artisans who are barely able to care for their children.

The school also has Education Week programs for parents with several activities concerning educational themes.

Diocesan involvement.

Throughout the year, the Brothers and lay teachers organize various activities for other teachers of the diocese. These activities are organized under the auspices of the Diocesan Educational Commission in which the Brothers are involved.

Khushpur, Pakistan: Some catechists during a retreat.

School supervision.

School supervision is carried out under the direction of a Brother, who is the Diocesan Director of Education. There are five supervisors or inspectors; each is responsible for one of the five diocesan zones. The zones are visited three times per year and the supervisors give presentations to the educators in each zone.

Renewal courses.

Renewal courses are regularly held for diocesan teachers. They deal with themes ranging from administration and academic organization to the teaching of specific disciplines such as English, Urdu, mathematics, etc.

The annual diocesan colloquia.

Once per year a "Colloquium" is held in different diocesan zones for the purpose of reassessing the role of the "Christian Teacher" and motivating the teachers to consider their job as an apostolate. During these meetings many personal experiences are shared which help the teachers to promote the Christian spirit in their schools.

The Brothers and the Sisters, along with their lay partners, all come together in a special way in this colloquium.



DISTRICT OF THE PHILIPPINES

SUPERVISED SCHOOLS

ADMINISTRATION WORKSHOPS

Workshops for the Lasallian Administrators' Association

- The *Lasallian Administrators' Association* held a workshop in Iligan City on July 3-4, 1986. The group expressed a need for furthering the spiritual and professional formation of teachers and administrative personnel and the implications that this would bring. There were 17 participants and three special guests.

- In October, 1987 there was another workshop, again for principals and administrative teams. This time the focus was on the concept of the Lasallian School and the Lasallian student. A practical guide was proposed using the objectives of the ministry of Lasallian Education as a basis.

- The third workshop was held in October of 1988 and the idea of the *Lasallian Family* was discussed as was the concept of relationships with parents and the preliminary copy of the practical guide.

- These workshops have been held yearly and their benefits are evident in meetings of boards and administrative teams. The tenth such workshop was held in September, 1994 in Bacolod City.

Philippines: Teachers from Visayas-Mindanao
at a LASSA meeting.



System of School Supervision

The District of the Philippines oversees a series of schools that do not belong to the Brothers but whose sponsors or patrons have entrusted their organization to the Brothers as well as the supervision of their operation so as to assure a quality education along Lasallian lines.

The Brothers carry out this work in close collaboration with the lay staff.

In general the schools are located in isolated areas with limited access, mostly for needy people of the lower class. The Brothers regularly visit once per month.

There are **four types** of these supervised schools according to the sponsor:

- *Companies* or *Enterprises* which finance a good part of the expenditure (between 50-60%);

- "*haciendas*" which finance the school partially or wholly for the children of their workers;

- *parishes* who own the school. There is a minimal tuition collected from parents;

- *institutions* which contract for management. Due to the lack of Brothers, the supervision has been given to lay supervisors.

The District's relationship with these "supervised" schools is regulated by an Accord between all parties in which the Brothers agree to their academic organization and operation as well as the hiring and orientation of the faculty.

The supervisor is answerable to the school's Board of Trustees and since he is also the official representative of the Brothers, he likewise reports to the Brother Provincial for accountability.

Given the educational situation of the country, this form of collaboration by means of the "supervised schools" appears to have a bright future. For the Brothers, this seems to be a good way to spread the mission of the Institute and share it with other persons, in service of the poor and those most in need.

DISTRICT OF THE PHILIPPINES

Youth conferences and teacher conferences

The District of the Philippines has been a strong promoter of youth conferences and Lasallian teachers' conferences.

Through the NLSYC (National Lasallian Youth Conference) various national or regional conferences (Asia-Pacific Region) have been organized. The goal is to facilitate the gathering of Lasallian youth leaders from throughout the country and offer them the possibility of sharing experiences and exchanging ideas about their identity as Lasallians and as Filipinos.

The following conferences have been held:

A. National Lasallian Youth Conferences:

3. September 8-12, 1986 at La Salle Green Hills and De La Salle University. Topic: The Lasallian Movement as a Catalyst for Social Transformation.

4. October 26-30, 1987 at De La Salle-Lipa. Topic: "Jubilee Year: Announcing a Year of Favor of our Lord".

5. September 26-30, 1989 at La Salle Green Hills. Topic: "Our Giftedness to Serve Others".

6. April 24-29, 1992 at De La Salle - Zobel. Topic: "The Lasallian Peace Agenda for the 90's".

7. November 3-6, 1994 at De La Salle University - Bacolod. Topic: "The Lasallian Youth, an empowered witness".

B. Youth Conferences for the Asia-Pacific Region:

- The first two conferences were held in the District of the Philippines with more than 100 participants from 9 countries in attendance.

- La Salle Asia '89. From February 1-5, 1989 at La Salle Green Hills. Slogan: "Walk in harmony, serve with joy, live the vision".

- 1991 Conference: From October 25-30. Topic: One dream, many dreamers.

- Third Conference in Ipoh, Malaysia with the topic: "Share the pain, share in the dream". There were 14 representatives from the Philippines.

- The Philippines Lasallian Family was also represented at the International Lasallian Youth Assembly in Mexico in 1992

Teachers' Conferences.

The teachers' conferences have been a response to a request made at the youth conferences so that their teachers could also experience the same kinds of things and then later offer their support.

A. National Conferences:

1. May 17-20, 1990.

2. May 16-19, 1991. Topic: The Lasallian educator, builder of an ecologically balanced World.

3. May 15-18, 1992. Topic: The Lasallian: involved in the Church of the Poor.

4. August 15-18, 1993. Topic: Together and by Association: animating Lasallian Communities.

B. At the regional level:

- The first Lasallian Educators' conference for Asia-Pacific was held from December 16-21, 1994 at the Bethany Retreat Center in Tagaytay City. There were 94 persons from 7 countries in attendance. The topic was: Shared leadership in the educational mission.

DISTRICT OF NEW YORK

LETTER OF INVITATION TO LASALLIAN TEACHERS

Dear John:

Over a long period of time and in many different ways the Holy Spirit has been revealing to the Brothers of the Christian Schools throughout the world that the blessings given to the Church in John Baptist de La Salle extend beyond the religious order he founded. Gradually the Christian Brothers are beginning to realize that our colleagues who work shoulder to shoulder with us do indeed belong to our Lasallian Family and share our mission.

The Brothers' Community at...earnestly wishes to nurture the concept and spirit of Lasallian Family. For this purpose we invite you to share in the vision of John Baptist de La Salle by joining us for dinner and a discussion of such topics as Lasallian Family, Shared Mission, Lasallian Spirituality and Methods of Conducting a Lasallian School. After dinner there will be a brief presentation on one of these topics and an opportunity for discussion.

We hope you will be able to join us on Monday, September 19 at 5:00 PM. Eventually all of our colleagues will receive this invitation, so that each one will have the opportunity to discuss our progress in sharing the mission.

Sincerely,

DISTRICT OF NORTH BELGIUM

SHARED MISSION IN SCHOOL MANAGEMENT

For some time already, the District of North Belgium has been deeply committed with lay colleagues to everything involved in the Lasallian academic world.

In consideration of the school perspective in District apostolates, the District Chapter of December, 1993 studied along with their lay colleagues some solutions to assure an authentic participation and collaboration between Brothers and lay colleagues in all the schools.

The first conclusion reached was: *"The District Chapter has made the following decision concerning the management of the schools: given the situation of the Province and keeping in mind the fact that by the year 2000 almost all of the Brothers will be retired, an appropriate structure will be put into effect that will allow for a gradual coming to terms with the new circumstances. The Brothers and lay colleagues are equal parts in a process that in solidarity strives to bring about a school network in accord with the Lasallian tradition...an organ will be established to assure an efficient functioning"*.

In accord with this resolution, the District has launched a series of **structures** and **methods** that will effectively serve the Lasallian school entity in the future.

All of this is based on a serious consideration that defined objectives and overall guidelines of Lasallian education. It was published in a brochure that captured the Chapter decisions and guidelines and it was entitled: "Brothers and lay partners united in the management of the schools".

It is in fact a new, innovative approach that could easily be categorized as a "new foundation".

In light of this new undertaking the "Not-for-profit Association" (ASBL) was established "Vlaams Lasalliaans Perspectief" (Flemish Lasallian Perspectives) which established a legal entity so that lay colleagues, inheritors of the ministry of the Brothers of the Christian Schools, can exercise their full responsibility and make appropriate decisions.

The **Administration Council** of this Association proposes specific plans on behalf of all concerned and it is authorized to draw up participatory policies in the global plan.

In order to reach this point there were meetings of groups or committees and each one of these had its own objectives and areas of expertise.

The groups are:

- Lasallian thought;
- Technical commission;
- Headmasters;
- Board of Trustees;
- Lexicon for the management of the Lasallian school;
- Lasallian accompaniment;
- School ministry;
- Continuing formation and new faculty orientation;
- Flemish Lasallian Perspective Association;
- School administration council;
- Flemish Federation of the Former Students of the Brothers.

FRANCOPHONE CANADA

SHARED MISSION IN THE ADMINISTRATION OF APOSTOLATES

A. Before the 1993 Chapter.

The laity are in the clear majority in most of the schools. They have assumed various tasks: maintenance, teaching, leadership and administration.

- In the **Varenes ESSP Center** the lay staff are in all positions of administration and leadership.
- In **Villa des Jeunes** in Saint-Augustin one Brother is involved in administration but the lay partners hold other important positions.
- In the **REVDEC** center the principal is a Brother and all department heads are lay.
- In the **ESMB** center, Becancour, the laity are in charge of administration of student services and campus ministry. In 1991 the Brother principal invited the entire faculty to draw up a plan based on Lasallian principles.
- In the **Summer Camps**, notably that of "Avenir" Brothers and young adults work together.
- The schools on **Turtle Island**, Haiti, are administered by lay colleagues. The Brothers are in charge of pedagogy and catechesis.
- In the other schools in Haiti the principals are Brothers and they are assisted by a lay person.

In all these apostolates there is excellent cooperation between the Brothers and the laity. Lasallian pedagogy and spirituality are the basis for all teaching activities even if not explicitly expressed with the exception of the ESMB center and the Avenir Camp.

For several years there have been **Signum Fidei** communities, an associate group, a Lasallian Youth group and Alumni Associations.

B. After the 1993 General Chapter.

- As the Chapter requested, there was an evaluation and renewal of Shared Mission.

In each apostolate the Brothers and their lay partners discussed this topic. The result was a greater desire to know the Founder better as well as the role of the laity in today's Church.

- In April, 1995 the District Council asked the French Lasallian Center to organize a workshop for the Brothers and lay colleagues of Canada for July, 1996. The session will end with a retreat-pilgrimage to Lasallian places. The District will invite 13 lay persons and 4 Brothers.

The hope is that in each school there will be a very committed Lasallian team.

- For the 1996 District Chapter there will be some lay participation in order to discuss the concept of mission.

- There will also be 6 person delegation at the General Assembly of Brothers of the United States.

DISTRICT OF CARACAS SCHOOL ADMINISTRATION MEETING

The National Lasallian Education Board planned a meeting of guidance and administrative personnel from all Lasallian schools in Venezuela and the chief focus of the meeting was the further growth in the understanding of Shared Mission in the District of Caracas.

The meeting was held June 6-8, 1994 in Bejuma, Estado Carabobo in the Bishop Montes de Oca Vocation House. There some 52 Lasallian educators involved in administration and guidance came together. The encounter was preceded by the study of a document concerning the New Evangelization and the Christian School which was drawn up by Technical School Teaching Councils.

Brother José Pereda Núñez, Visitor, and Brother Antón Marquiegui, National Education Coordinator, served as facilitators for the meeting.

At the end of the meeting it was made very clear that there was a need for accompaniment in personal, Christian and professional formation at all the Lasallian apostolates.

Objectives:

The meeting attempted to:

1. Strengthen the Lasallian identity of those who work in our schools in areas of great responsibility.
2. Contribute to the pedagogical formation of the participants and to their spirituality in the style of De La Salle.
3. Coordinate the roles of guidance and administration in Lasallian schools.
4. Establish common guidelines that might serve as a basis for administration and guidance in the schools.
5. Evaluate the educational role of the lay teacher who works in a Lasallian school and who comes with a high degree of identification with the Lasallian educational ministry.
6. Share experiences at a personal and institutional level with the purpose of helping the local situation.

The meeting occurred shortly after the District finished its ninth District Chapter in which there was lay participation for the first time. This was a way of sharing the educational mission in terms of the insights of the laity in this regard and a reflection on what God is asking of the mission.

Results:

This new meeting was important because:

1. It reinforced the District efforts in formation that had been happening for some years already.
2. It was a further step in the process of the Lasallian Educational Program in the Lasallian schools.
3. It allowed for further progress in the unification of general criteria in order to better guarantee accompaniment in school leadership which is an element that should characterize any school inspired by the Lasallian charism.
4. It contributed greatly to giving the participants a sense of being part of a Lasallian Institution.
5. It was a further step in the educational commitment of our principals and guidance directors, in view of Shared Mission, including the commitment to active vocation ministry among our students.

District of Caracas:
Brother Superior General
with the Lasallian Youth
in Mérida.



DISTRICT OF BOGOTA STRUCTURES FOR THE LASALLIAN FACULTY

1. Pedagogical Conferences

Responding to the call of the Church to proclaim the Gospel with the cooperation of the laity and responding also to the original charism of De La Salle, the District of Bogota has held PEDAGOGICAL CONFERENCES at the beginning of each academic year. Central to these conferences are the themes of curriculum development, the mission of education and vocations. Ordinarily there are talks given about particular religious and theological topics.

Discussion of the theology of Lasallian education has generated much interest among the teachers who work in each school.

2. Spiritual Retreats

The one or two day spiritual retreats for teachers, after the pedagogical conferences, are receiving higher and higher marks each time. Planning for these activities is done by the religious community at each school.

3. Lasallian Formation Program

There is a Lasallian Formation Program that takes place within the University itself, by levels, for all teachers at a given institution and this has allowed the laity to be as involved as the Brothers in the Lasallian ministry.

4. Discussion Groups

In some schools discussion groups have been formed about the life and work of De La Salle and these are guided by some energetic Brothers who share their own spirituality with their lay partners. This is true especially at De La Salle University, where there is a Center for Lasallian Research, which is staffed mainly by teachers who are highly versed in the philosophy of our Institute, from its origins to the present day.

5. The SIGNUM FIDEI Movement

The SIGNUM FIDEI Movement also makes its presence felt in our four District institutions. Little by little an attitude of fidelity to the charism of educational service and the desire to share this in all the Brothers' ministries has been generated in these fraternal communities. Their frequent written reports, a sign of their life, is sent to all the Brothers' Communities.

6. Faith Education Department

The D.E. F (Faith Education Department) aims at being the center of pastoral ministry within each Lasallian institution. Composed of those in charge of catechesis, it maintains its Lasallian Christian spirit by being a living witness of the pastoral ministry both within and outside of the academic setting. It fulfills its mandate in accord with the guidelines of the contemporary Church especially in terms of the Plan for the New Evangelization.

**Bucaramanga, District of Bogota:
Teachers at a
Lasallian Spirituality Conference.**



DISTRICT OF SÃO PAULO

DIFFERENT FORMS OF SHARED MISSION

Lasallian lay teachers' group Abel Institute, Niteroi

The option to be a "lay Lasallian" begins with an individual decision, in response to an interior desire to penetrate deeper into Christian values and a knowledge of De La Salle. This desire is a call of the Holy Spirit to realize the ideal of faith, fraternity and service.

A good number of teachers from this school opted to grow in these ideals. Currently there are three groups that meet weekly. We have come together in the exchange of experiences and there is a good harmony among the three groups.

In addition to meetings, there is our heartfelt commitment and our discreet but significant presence in all school activities.

We come together as a real family in our sharing of experiences, in our course updating, in our communion with the charism of De La Salle and in our ordinary Christian living. When we study and discuss the topics of the Lasallian Family Bulletin, we find something to ponder in each word which allows us to see how we are doing on our journey along the way of the educational community.

"We are De La Salle", it is said. Our attitude, prayer, dialogue and the community dimension all make us feel that this is true. We are De La Salle when we surrender ourselves to the apostolic work, in fraternity, reflection and the task of making this a new world.

Official District Schools

The District of São Paulo has four schools which are rented from the Government. The state is responsible for their maintenance and the salaries of the teachers who are really state employees. The District has the right to nominate persons for the administration of the schools. Normally it chooses persons who have participated in the Lasallian Formation Courses and they are paid a salary to ensure Lasallian pedagogy and this is done by seeing that teachers have been trained in these methods and visits by Brothers are periodically made.

Lasallian formation for state teachers

In Brazil there are some 5,000 municipalities each of which has educational needs both in pre-school and primary education.

But the majority of teachers have not received adequate training either academically or pedagogically.

Therefore the São Carlos Educational Diocesan Center, in accord with the District, adopted a project of "Training for teachers in the initial grades". The development of this project was taken over by a group of teachers who had had Lasallian training. The approach is interdisciplinary and it lasts for 40 hours.

At the request of the municipal authorities there is also another program in the "Bico do Papagaio" region in the State of Tocantins with participation by some 900 teachers; and in the State of Minas Gerais in southeastern Brazil there is another program with 1,000 teachers from 9 cities.

The São Carlos School under the direction of the laity

For four years the Lasallian São Carlos School, in the State of São Paulo has been directed and administered by a group of lay persons. There is a Brothers' community next to the school but no Brother has any administrative duties.

Since it is a school that collects tuition, the administration needs to be attentive to the economic, financial, pedagogical and technical needs of the school and it is also responsible for the physical maintenance, the hiring of faculty and staff, curriculum development and all the other bureaucracy that goes with administration.

The Principal, with other teachers who have had Lasallian training, attends a support group for regular teacher renewal in several cities and he also coordinates the missionary project among the Kalapalo Natives.

A Shared Mission school: In "Bico do Papagaio".

This is a unique experiment that began in 1991 with a course in renewal and it began in the northern part of the State of Tocantins. It was started by a group of 23 Lasallian teachers from the educational communities of São Carlos and the Lasallian Agricultural Institute of Brasília.

In 1993 the government began construction of a school and they looked for the pedagogical support of the Lasallian teachers of the District of São Paulo. The proposal was to administer the school along Lasallian pedagogical guidelines but the school was to be in entirely lay hands. In this ministry Shared Mission came into play in that each group had its own role to play:

- a. The Brothers were the "heart and memory" in terms of school leadership.
- b. The laity exercised their technical and administrative role in the school community.

All administrative functions and pedagogical direction was in the hands of the Lasallian laity. These were very well prepared teachers with a great deal of experience who had spent many years in Lasallian schools.

For the smooth operation of the entire project, there were various organizations that played specific roles. Financing was handled as follows:

- the State of Tocantins was responsible for maintenance and also paid the salaries for teachers and staff.
- the Ministry of Instruction covered the costs of books and dining.
- the District of São Paulo agreed to offer professional credentials for administrators and department heads and to take care of faculty updating along Lasallian lines.
- the local community, through the Administrative Council, helped in school maintenance and vigilance of school property.
- other organizations contributed to maintaining professional training programs for students and their families.
- All the schools of the District are committed to this ministry and they contribute school materials, clothing, shoes, library books, etc. by means of collections.

This is a missionary work that exists in response to the priorities of the Church and it is dedicated to the service of those most in need. It is a commitment that is full of the hope of the entire District of São Paulo.

La Salle School - Botucatu (São Paulo) Lay Teacher Group

The idea of forming a group came from the teachers who participated in the training courses.

The first activity was a day of encounter and discussion. Those involved discovered that discussion was not enough and they decided to do something for the needy.

They decided on three courses of action:

1. Support for the creation of a school for children who lived on the periphery of the city. The District would underwrite the construction with help from the municipality.
2. Organization for campaigns to collect funds and products for social agencies and to foster solidarity among students and their families.
3. Along with the Lasallian Youth Ministry, they formed a group to help children from a very poor community in organizing activities, manual labor, recreation and also in prayer and religious orientation. They devoted Saturday afternoons to this during several months of the year.

At the same time, the group continued their discussion meetings. In the beginning they were held bi-weekly and later they were weekly. They were aided in their discussions by the Lasallian Family Bulletin and the Word of God.

The positive effects were noticeable in the school atmosphere as they went on in their educational endeavors. Those persons came together as a true Lasallian Family and together they shared the mission. And this was all due to the fact that Jesus lives in our hearts!

Abel Institute, Niteroi:
Dental Service,
promoted by the Lasallian Family.



Missionary Project for the Kalapalo Natives

Origin:

A group of lay teachers from the Lasallian Diocesan Educational Center of São Carlos, São Paulo, used to spend a few days of vacation fishing in an area whose rivers are still uncontaminated by civilization. This was in the Alto Xingo area, a tributary of the Amazon. The place, some 2,000 kilometers from São Carlos, is on a native reservation of the Kalapalo Natives.

Having obtained the necessary authorization, the teachers entered into a contract with the natives and they earned their trust and friendship. From this initial contact the natives wanted to learn the language of the country as well as other skills.

The Educational Center, with District authorization, committed itself to carry out this educational and missionary activity.

But difficulties soon emerged: transportation and movement since there were not as yet any highways. This was resolved using one of the natives himself, Loik, who studied in school and graduated with a speciality in agronomy. Later on he decided to return to his tribe. He was invited to become a teacher in the village of Tanguro but since he had no teaching experience, he asked for help. It was agreed that he would teach literacy to the inhabitants of the village of Tanguro and the Center would pay him for his services.

The La Salle-Tanguro School:

Under the direction of Loik, the natives of that place constructed a pavilion using their own methods and in the typical style of one of their houses. They added furniture and other materials necessary for a school.

The basic goal was to teach literacy to the children and adults and to give them a basic idea of mathematics while still respecting their culture and traditions as much as possible. The Kalapalo language still did not exist in written form. There is now a plan to do this in cooperation with a university.

Now the Educational Center supports the pedagogical orientation of Loik the teacher by means of visits to the village and he periodically goes to school to resolve any problems he might encounter.

Expansion of the ministry:

The simple work of the village of Tanguro soon came to be known throughout the area and the news even reached some educational authorities. These asked the Brothers to take over an additional 11 native villages along the Xingo river.

Loik the teacher would be the supervisor and would travel in order to help the teachers in each village. In order for this to happen the following was proposed:

- The services of a competent teacher were needed to take Loik's place when he needed to be away. The substitute is one of the natives who is now literate thanks to the program.
- With help from the PREMIA organization, a small boat was obtained in order to be able to travel along the river to the different villages.
- In short, each village maintained a school along the lines of the one built in Tanguro.

The teachers of the São Carlos Center as well as the Kalapalo natives are very pleased with this project.



Kalapalo natives mission: meeting of the "caciques" (local rulers) with the Lasallians to discuss education within the village.



Loik the teacher and his helper receive pedagogical orientation in the diocesan school.