

LASALLIAN

SPIRITUALITY SURVEY

ENCUESTA SOBRE LA
ESPIRITUALIDAD LASALIANA

ENQUÊTE SUR LA
SPIRITUALITÉ LASALLIENNE



JUNE / JUNIO / JUIN

2020

June 2020
Lasallian Spirituality
International Survey



2020 LASALLIAN SPIRITUALITY SURVEY

*This survey was designed, compiled, and reported
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CASA GENERALIZIA
FRATELLI DELLE SCUOLE CRISTIANE
Via Aurelia, 476
00165 ROMA - ITALIA

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INTRODUCTION

This document presents the final results of the Lasallian Spirituality Survey that was conducted between March 6, 2020, and June 10, 2020. It was sent via email to all of the Districts and Delegations of the Institute. A copy of the invitation letter is provided after this introduction. It explains the purpose and scope of the survey.

We received a total of 41 responses from around the Lasallian world. The results provide an unprecedented overview of the various ways that Lasallian spirituality is being shared by a wide variety of cultures and educational systems. The generous response by Lasallian everywhere will help to shape our efforts to support and enhance the development of Lasallian spirituality in the future.

A PDF of the original online survey is provided at the end of this document. The individual submissions are available as a separate PDF. The numbering of the individual submissions follows the row-numbers on the Excel spreadsheet: “DISTRICT A-Z - Lasallian Spirituality Survey.”

Individual answers were submitted in three languages, and three versions of the report – in ENGLISH, SPANISH, and FRENCH – are provided here. Submissions were translated into different languages as needed (via www.deepL.com). The translations may not be fully accurate, but the intention and sense of the information provided should be accurate. The pagination for specific entries is consistent among all the translations. Therefore, page references are the same for any of the language versions.

Note that the PDF Table of Contents also serves as a list of direct links to specific parts of the document.

2020 LASALLIAN SPIRITUALITY SURVEY



Istituto dei
FRATELLI DELLE SCUOLE CRISTIANE
Segretari per l'Associazione e Ricerca - Risorse

March 5, 2020

Dear Brother Visitor,

One of the major global concerns for the Lasallian Family is developing a deeper understanding of, and engagement with, Lasallian spirituality. If the means for doing so are not developed, then a deeper understanding of Lasallian spirituality has little chance of being achieved. Some sectors of the Institute are more successful than others in this area. It is our intention that over a period of two years, an international “think-tank” of diverse Lasallians from a wide variety of backgrounds will develop and propose the topics, criteria, conversational catalysts, challenging questions, and specific projects that will benefit the Lasallian Family in general, those in formation or vocational discernment, and all Lasallians who are concerned about spiritual matters.

But we don't have to start from scratch. Many around the world are already engaged in a wide variety of programs focused on a deeper understanding of Lasallian spirituality and have created many resources for the same purpose. Part of our project is to build that experience and that work, so that it may become known internationally, and so that it may be a foundational resource for the work of this think-tank.

We need your help for this project to be successful. In this first stage, we have developed an online survey that invites each District or Delegation to share with us the **programs** and **resources** that have been helpful in creating a deeper understanding of Lasallian spirituality within your Lasallian Family. There are also questions regarding possible future programs and resources that might be developed from the center of the Institute or elsewhere. Our expectation is that by compiling the responses from around the world, we will be able to provide the think-tank with a solid basis from which they may begin their work.

Please forward this email to those in your District or Delegation who may best be able to take the survey. It does not need to be only a single individual or set of answers. The survey asks if the respondent is representing the District / Delegation, or if they are taking the survey as an individual. We ask that there be at least one, and no more than five, who respond from each District / Delegation. ([SURVEY LINK](#))

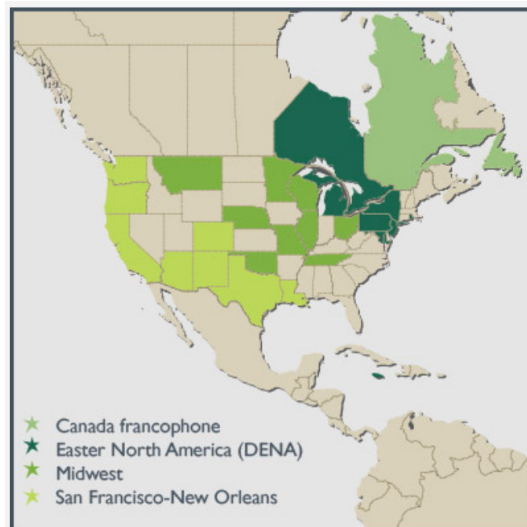
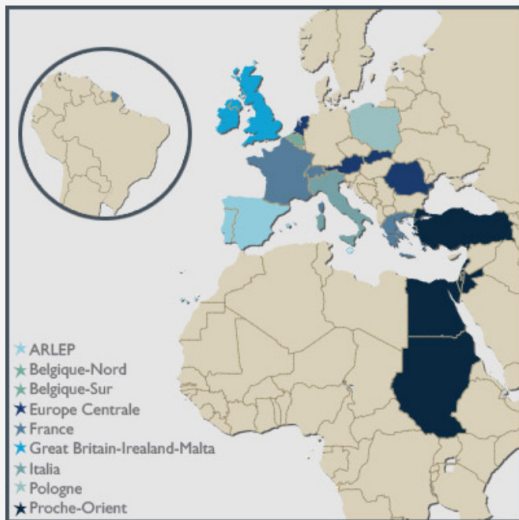
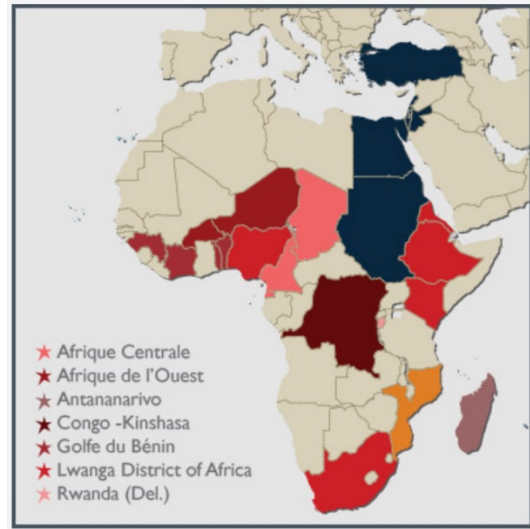
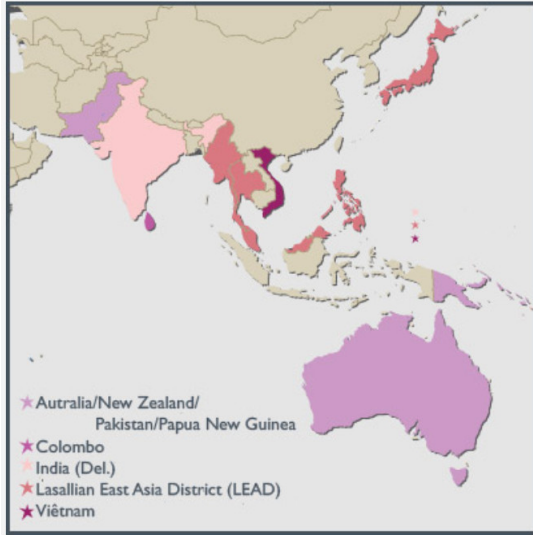
Thank you for helping to ensure that the work of this think-tank will build on the work that is presently being done to enhance a deeper understanding of Lasallian spirituality around the world. Any data that is collected will eventually be shared with you in some accessible format, so that you might see how your efforts are part of those from around the world.

Fraternally,

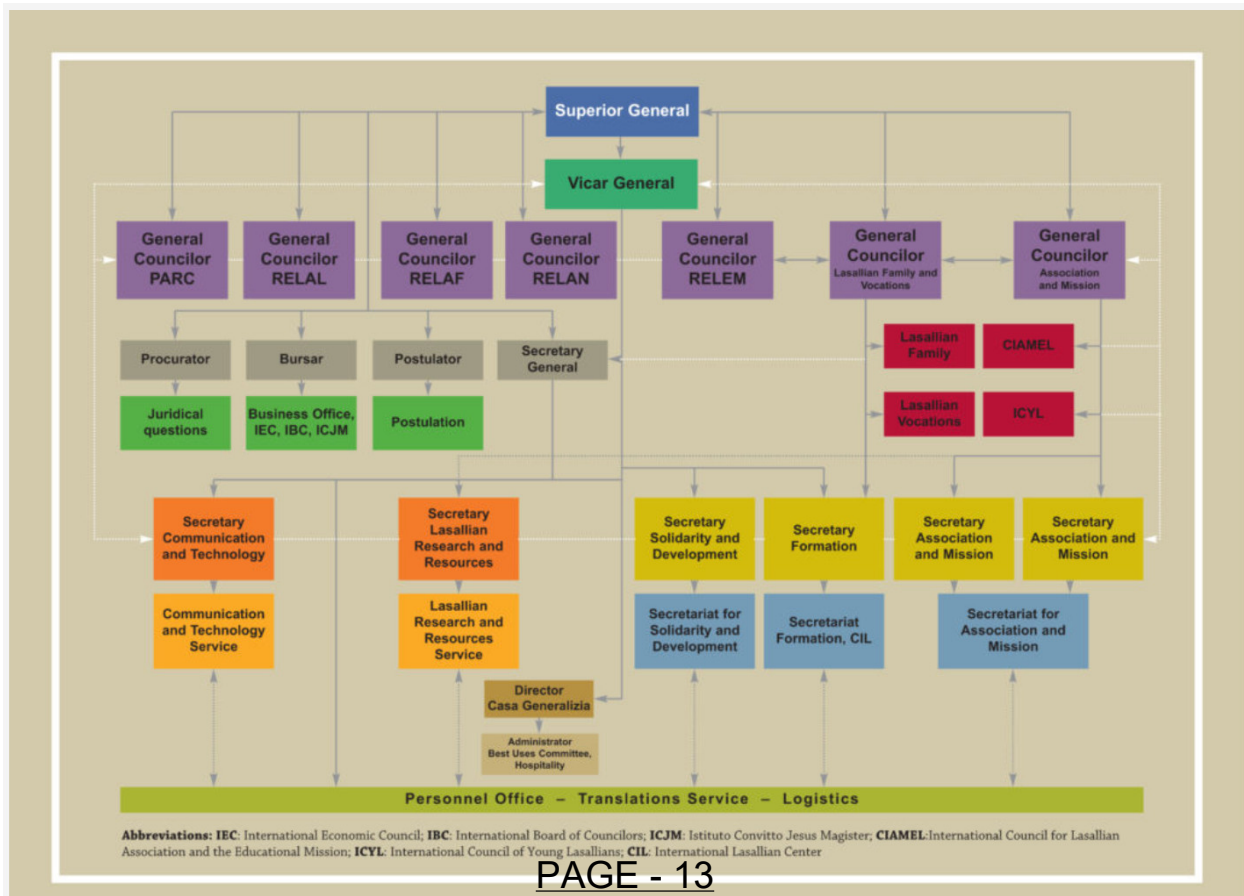
Br. Paco Chiva, FSC
Co-Secretary - Secretariat Association and Mission

Br. George Van Grieken, FSC
Coordinating Secretary Research and Resources Service

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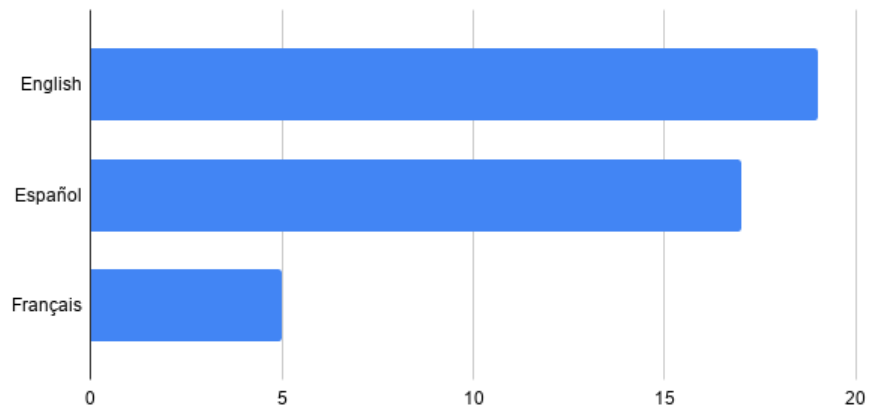


SURVEY RESULTS

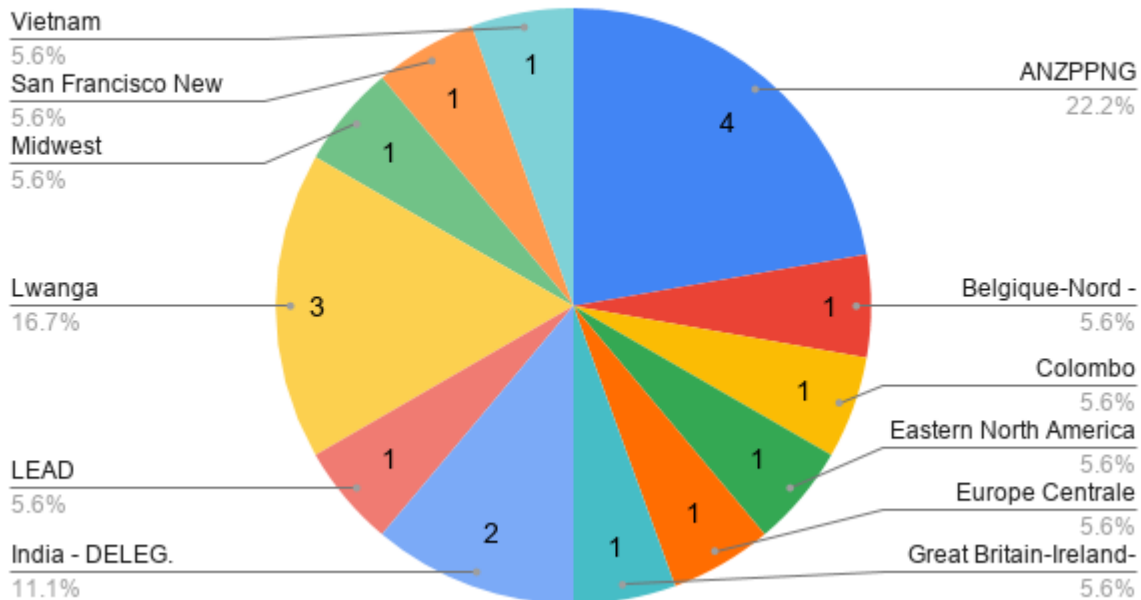
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41 RESPONSES

Language // Idioma // Langue

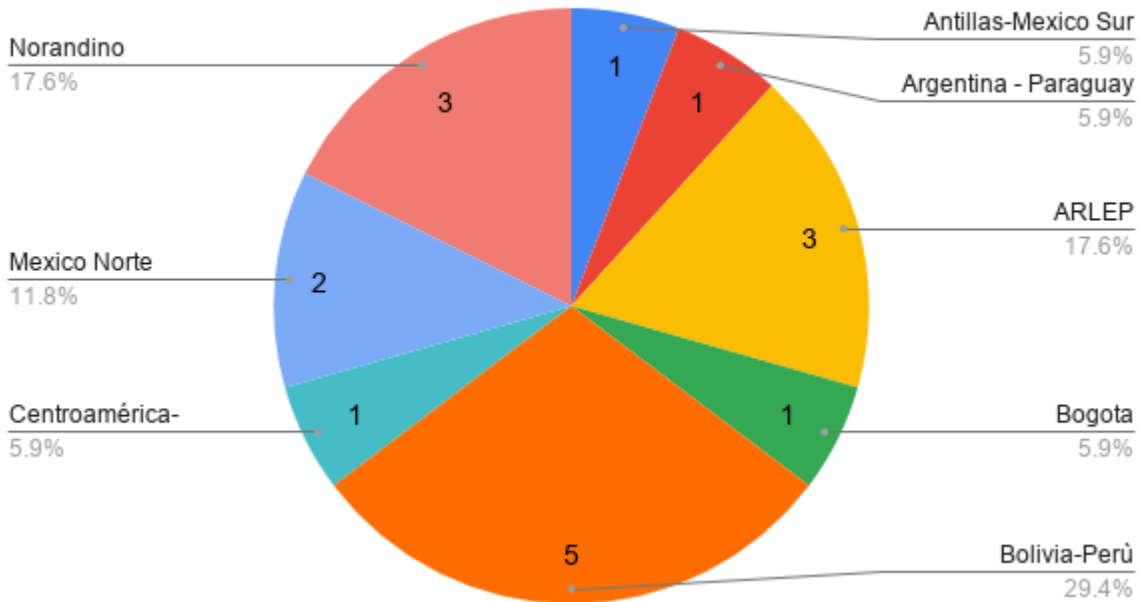


ENGLISH - Name of District

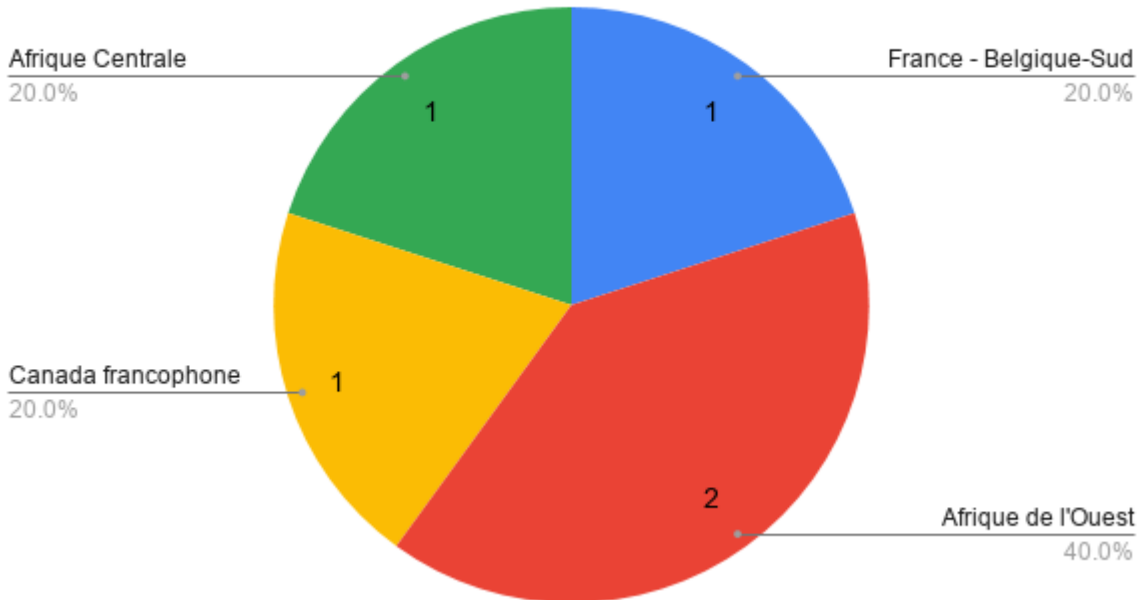


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ESPAÑOL - Nombre del distrito



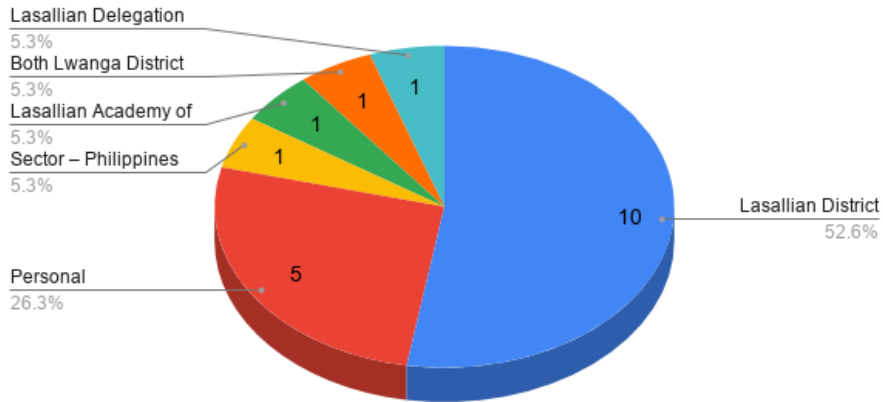
FRANÇAIS - Nom du District



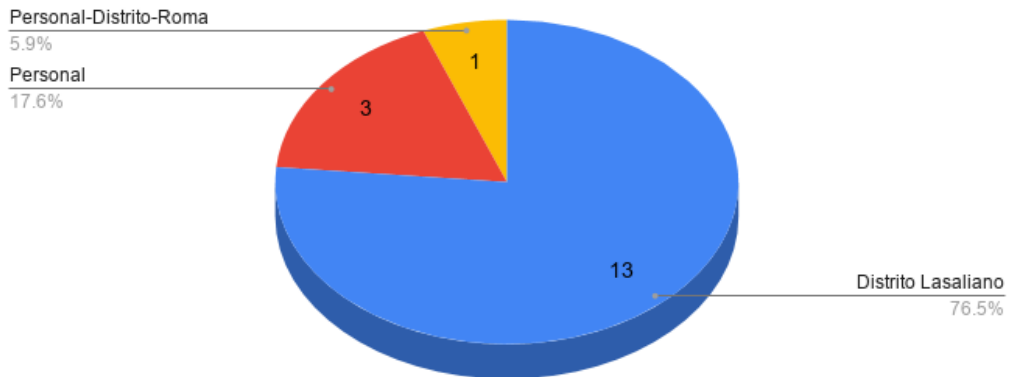
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WHO DO YOU REPRESENT?

ENGLISH - Who do you represent?

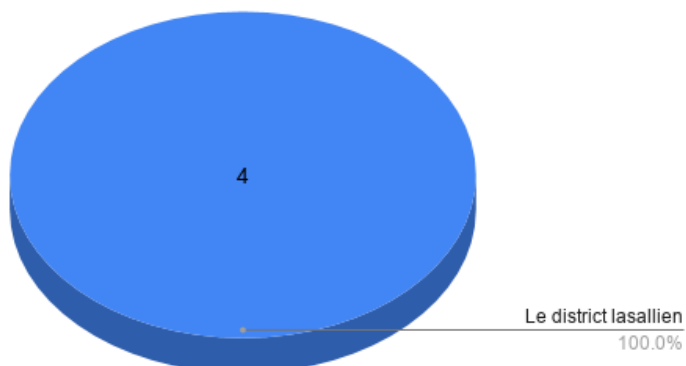


ESPAÑOL - ¿A quién representa?



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FRANÇAIS - Qui représentez-vous ?



YOUR TITLE OR RESPONSIBILITY

Director, Formation for Mission
I was a missionary in PNG till 2019. At present assisting vocational school at Dindigul
Coordinator for Lasallian Animation and Formation Office, De La Salle Philippines
Chair - Mission Commission
Lasallian Academy of Central Europe representative
People & Culture Advisor, yourtown
Director of Formation for Mission
Principal - Francis Douglas Memorial College
National Coordinator, PNG Lasallian Family
Visitor
Associate Executive Director: Office for Mission and Ministry (focus area: Evangelization and Lasallian Spirituality)
AV
District Councilor for Lasallian Mission
Director
Visitor
Headmaster/Director St.Mary's Boys Nyeri & La Salle School Nairobi
Coordinator of Mission Initiatives & Director of Mission
Professional Advisor on Lasallian Identity and Pastoral Care at School
Headmaster

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Visitador Titular
Coordinador de Sector Venezuela
Coordinadora Calidad Integral en UniLasallista
Delegado distrital de Formación e Identidad Lasaliana
Coordinador Sector Medellín
Delegada de Formación e Identidad Lasaliana en el Sector Madrid
Ahora en Roma, secretariado de Asociación
Coordinador de la Comisión de Formación
Jesus Magister de Roma y Doctor en educación
Dirección Académica del CESLAS (Monterrey)
Visitador - Animador de la Pastoral Distrital
Secretaria de la MEL
Secretaria Académica
Visitador
Coordinador del área de pastoral del Sector Bolivia
Secretaria Ejecutiva de MEL
Hermano
Visitador Titular
Ancien secrétaire du secrétariat de la MEL de notre district Afrique de l'Ouest
Adjoint du Frère Visiteur
Responsable d'Établissement

=====

2.1/2/2/2.3/2.4/2.5

2) Lasallian Spirituality Programs

Q-2.1) Please describe, in general, the scope of your programs that focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.

2.2) Please provide a more detailed description for each of the major programs that your described above.

2.3) Please provide any website or sharing links regarding the major programs that you described above.

2.4) Here you may upload any helpful digital files that provide descriptive or support information about the major programs that you described above. (Maximum of 5 files. Maximum file size is 100MB. No video or audio.)

2.5) Other comments about Lasallian spirituality programs.

=====
=====

3) ANZPPNG - Lydia Avia-Aumua - People & Culture Advisor, yourtown

2.1) The majority of Lasallian programs we have are facilitated by a Br that works for yourtown. The rest of Lasallian learning is from individual staff members attending Formation activities and sharing their learnings with the organisation.

2.2)

Br Tim Peter runs workshops for all new starters at yourtown. This includes the Founder's Story, and a journey through to Lasallian today. Br David Zande runs additional workshops that are more in depth to the Lasallian story with connection to how we practice these things in yourtown. In regards to Lasallian spirituality, we receive weekly reflections from Br Tim to allow us to pause and focus on how we can incorporate Lasallian into our day.

2.3) yourtown relies heavily on the ANZPPNG district website: https://www.delasalle.org.au/

2.4)

2.5) I do not have access to the presentation that Br Tim and Br David deliver, which I believe do have an element of Lasallian spirituality.

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4) ANZPPNG- Amanda Proulx (on behalf of the Formation for Mission Team) - Director of Formation for Mission

2.1) In general, our Formation for Mission programs are for educators, both in conventional school settings and the diverse services for marginalized people offered by yourtown. Programs are also available for the members of the various Boards – school boards, yourtown board, Lasallian Mission Council Board. There is great variety in the contexts for formation across our District, and among the people who attend our programs.

Young Lasallians programs in the District are largely focused on Year 7 - Year 12 Students. We cater different themed days for high school students and empower the students to take ownership of the theme and the charism/s at their school. We also do some work with the Alumni of the Lasallians schools. Similarly, there is a variety of both contexts and participants.

2.2)

Formation for Mission programs for educators include:

- One-day orientation programs for people new to a Lasallian school, or to yourtown.
- Three- or four-day residential programs for anyone in a Lasallian organisation. These offer input about the Lasallian story and Lasallian pedagogy, and provide opportunities for personal and group reflection and discussion.
- A sixteen-day residential program over four semesters, whose aim is to enhance people's capacity to work together for the wellbeing and education of young people, especially the most vulnerable. Its content is similar to that of the shorter residential programs, and includes an ongoing practical component.
- One-day programs for the staff of individual schools. These are often designated by the schools, or school systems, as 'spirituality days'.
- Twilight retreats and morning gatherings with a particular theme, such as Lent.

Similar programs are presented across all four Sectors of our District, each of which has very different social, political, religious, and spiritual contexts. Of particular note is the Sector of Pakistan, where account is taken of the Muslim majority, even among staff and students of most of our institutions.

Young Lasallians programs include:

- Retreat/Reflection/Spirituality Day programs for students, most of which are one school day in length
- Alumni dinners and community nights to keep connected with the post school students.
- Ongoing formation and accompaniment of our Lasallian Volunteers and Youth Ministers. Initial community is fostered with multi-day experiences at the beginning, middle and end of the year for these young adults who come from across a diverse multi-faith, multi-cultural and international District. Through ongoing dialogue, each person is invited to discover who they are, their own spirituality, and how this is in dialogue with Lasallian Spirituality.

2.3)

2.4)

<https://drive.google.com/open?id=1QVS7grco9lnT1MM-SQgJmmACW7hpYBee>

https://drive.google.com/open?id=1igHhqzVguywmApwV1FjzjkX_5fB1hK-k

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<https://drive.google.com/open?id=1AR7DfVTqjl2OytyL0hC0ikykJ8-Wp4Jg>

2.5) 'Spirituality' is a rather elusive term, one not used by De La Salle. It is not clear what is intended by 'Lasallian Spirituality Programs.' Is this meant to indicate a particular subset of Lasallian formation programs? If 'Lasallian spirituality' is understood as having an explicitly religious or theological dimension, it is questionable whether many of our programs 'specifically focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family' (either with educators or Young Lasallians). On the other hand, all our Formation for Mission programs acknowledge De La Salle's conviction that the work is God's, and invite participants to reflect on the extent to which they are able to make that conviction their own. All Young Lasallians programs integrate Lasallian Spirituality in a way which attempts to meet each young person where they are and invites them to consider what being Lasallian and having "life to the full" might mean in their lives.

5) ANZPPNG - Martin Chamberlain - Principal - Francis Douglas Memorial College

2.1) Heritage programmes for staff introduction and development Lasallian student leader training Staff Lasallian training Buttimer staff training Lasallian Masters papers Partners' gathering Lasallian adults' annual retreat Student retreats Lasallian Leaders' gathering Founder's Day Camp Lasalle School Board professional development.

2.2)

Heritage programmes for staff introduction and development - delivered to new staff by existing staff. Mimic the Buttimer pattern - #1 Life of JBdLS, #2 Pedagogy of JBdLS, #3 Spirituality of JBdLS

Lasallian student leader training - delivered onsite by staff and in Australia annually for all schools' leaders for all student leaders

Staff Lasallian training - session delivered once per term to all staff

Buttimer staff training - Four graduates at my school with another one part way through

Lasallian Masters papers - Studied by two staff from Winona

Partners' gathering - Adults from all three schools gather for a weekend day annually

Lasallian adults' annual retreat - One week annual retreat for Brothers which lay people are able to join also

Student retreats - one retreat for each year level annually - delivered by school staff

Lasallian Leaders' gathering - annual gathering in Australia of principals and Brothers from all four countries of ANZPPNG

Founder's Day - annual celebration of JBdLS with a Mass and house competitions

Camp Lasalle - annual camp for under privileged students from all three NZ schools

School Board professional development - Five minute segment during each meeting - three year cycle

2.3) See Kane Raukura's excellent website work out of De La Salle College - Mangere East - New Zealand

2.4)

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<https://drive.google.com/open?id=1w73FA0SmvN25XyTyAbfznZhXaT693Ojy>

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https://drive.google.com/open?id=1bZ9j8BQ8bDRvr2Z4WfHS_N6m6h_zex7M

<https://drive.google.com/open?id=1-fyw2BS2dYaHkCD03zokz2erwOGhITWu>

2.5)

6) ANZPPNG - Grace Wrakia - National Coordinator, PNG Lasallian Family

2.1) In Papua New Guinea, sector within the District of ANZPPNG, we have an existing program that cater for the needs of Adult Formation for Lasallian Teachers/ Educators.

2.2)

A. Adult Formation for Lasallian Teachers

Unit 1. The Lasallian Teacher in a PNG School

Module 1.1 The life of John Baptist De La Salle Module

1.2 Lasallian Pedagogy Module

1.3 A Lasallian Spirituality This unit is comprised of three modules:

1. The Life of John Baptist De La Salle. Participants will examine the life story of John Baptist De La Salle gaining insight into his motivation and making comparisons between the life and times of De La Salle and current realities in society and education in Papua New Guinea.

2. Lasallian Pedagogy. Participants will investigate key elements of Lasallian Pedagogy, examine the benefits of the approach and explore ways in which a Lasallian pedagogy may be implemented in schools in Papua New Guinea. Students will examine current research in learning approaches and make comparisons with Lasallian pedagogy.

3. A Lasallian Spirituality for Teachers. Participants will learn about and engage in a Lasallian spirituality for teachers, examining De la Salle's meditations and prayers.

Module 1: The Life of John Baptist De La Salle

The Catholic Calendar in PNG celebrates the feast of St John Baptist De La Salle, Patron of Teachers on May 15 each Year. The 15th of May is declared National Catholic Teachers' Day. De La Salle worked strenuously in his life to raise the standards of effective teaching and the standing of the teacher in the community.

This module supports a sound knowledge of the life of JBDLS. It will explore his life through reading, listening and viewing.

La Salle saw in the schools an opportunity to broaden the horizons of young people, most of whom lived with poverty, misery and crime. Here they found new values, new roles models: and learned that they were created by a loving God endowed with a unique dignity, and eternal destiny. Together and by association, Lasallians all over the world embrace the message of brotherhood and sisterhood, and inspiration from his example of selfless care of the young. Like La Salle, they are people of faith, who are passionately committed to quality education for all. This module will enable participants to assess the effective use of different aural, visual, and print texts.

Module 2: Lasallian Pedagogy

Towards the end of his life, the Patron of Teachers, St John Baptist De La Salle, developed a teachers' handbook known as the 'Conduct of School' (1706, 1711). Over a lifetime of school experience, with his fellow Brothers, using what is now termed

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reflective practice, he developed systems for the good order of learning at school. He recognised naming the good is a best practice for teacher education. The growth of classroom based education systems was firmly enhanced by the life work of St John Baptist De La Salle in 17th century France. He responded to the urgent need for well trained, competent and highly motivated teachers.

The state of teaching in DLS's time shares some of the difficulties and confusion of current PNG remote teaching. In recognising the need for trained, competent, and highly motivated teachers

De La Salle targets:

Promoting the dignity of teachers

Giving responsibility to teachers

Training, pre-service, continuous formation and supervision, structured educational meetings

Improving pupil- teacher relations #
Ending isolation of teachers

De La Salle brings stability and system captured in the motto 'together and by association'.

De La Salle succeeded in introducing stability to the teachers working in these schools, and in contributing to the improvement of their image in society and to a change in the status of schools and children'.

In educational systems across the world the Lasallian Pedagogy continues to speak through educational cultures. The challenge for emerging teachers to examine and refresh the ideas in modern PNG English and Pigin is a useful exercise. The acquisition and development of teaching strategies sympathetic to Melanesian culture that employ the values and practices enshrined in Lasallian Pedagogy is an imperative.

Module 3: A Lasallian Spirituality De La Salle lives at the birth of the French school of Spirituality. He commits his life to a radical acceptance that we are all God's family and are included in life through an effective and practical education. In accepting New Testament theology all school age children are included, regardless of background and ability to pay. Education provides the agency for the duties of a Christian: to know God and love God. Inspiring them in the Christian spirit through religious learning and practicing these truths in daily life on the classroom.

Br Gerard Rummery suggests the importance of 'together and by association' in the success of the school project. He explores the importance of the spirit of community, spirit of faith and spirit of zeal, in developing the essential unity of this Lasallian Spirituality. This spirituality has much to offer for Melanesian life which values community, belief in an everyday God and determination and hard work. These values offer much to sustain remote educators.

2.3)

2.4) https://drive.google.com/open?id=1hd3cdbDEGv8p-TFevME8V_Fg5NrqlhUB

2.5)

The Lasallian Youth Ministry offers another program for the youths; they have

1. Lasallian Students Leadership Seminar for student leaders
2. Grade 9 encounter camps for new students

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3. Grade 11 search in camps

Other Adult formations programs still being complied to suit the local context with support from Lasallian Mission Services in Australia are for;

1. School Board of Governors
2. Support Staff in Lasallian Schools
3. Middle Managers in Lasallian Schools

7) BELGIQUE NORD-DELEG - Joke Maex - Professional Advisor on Lasallian Identity and Pastoral Care at School

2.1)

1. ILAS / Back to Basics: staff members of all the schools of the network and of the VLP
2. Formation of professional advisors: staff members of the VLP
3. Formation on pastoral care at school: all staff members who are pastorally committed
4. Trajectory initial support for staff members: all staff members/employees who start in a school of the VLP-network
5. Trajectory initial support for headmasters: all headmasters who start in a school of the VLP-network
6. Seaside session: pupils (16 to 18 year), staff members (teachers, educators, educational management), headmasters and members of the school board of the secondary schools of the network

2.2)

1. ILAS / Back to Basics: intervision on lasallian spirituality (ILAS) – 3 year program / 'Back to Basics' intervision on lasallian spirituality built around three themes: our founder, care and lasallian pedagogy. For more than 10 years ILAS was a constant value of the formation program of the VLP. Each year was devoted to its own theme: Gods presence; lasallian spirituality and mindfulness; and corporality. Each year, there were 4 moments of intervision on one of the mentioned themes. The intervision was a combination of discussing texts and bringing in ones own spiritual experiences. The goal of ILAS: Exploring and deepening the vision and motivation of our commitment with children and young people. The personal involvement and experiences with the current concrete field of work provide the impetus for this. Involving the broader contemporary context and the reference to the historical anchoring in the La Salle's footsteps. To deepen the special angles of the school education project. To inspire, question and support each other in the experience of a personal and shared inspiration - Christian-Lasallian spirituality - in today's living and working conditions. Since 2019 'ILAS' became 'back to basics'. The concept is the same, but it became a one-year program, devoted to the three themes mentioned above. Together with the group who started in 2019 we will evaluate the program in view of a continuation.

2. Formation of professional advisors: two times a year (near Christmas and Easter) we have a three hours of reflection on lasallian spirituality. This formation is exclusively for the professional advisors who work for the network of Flemish lasallian schools. The themes discussed are always linked to a passage of 'the conduct of the christian schools'. This formation is a personal enrichment for our staff.

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3. Formation on pastoral care at school: From time to time we organise formation on pastoral care at school. A wide diversity of topics has been passed: pastoral care in the 21st Century, Reading the bible as a guide, Celebration in the context of our school, Sacred Spaces,

4. Trajectory initial support for staff members: The trajectory initial support for staff members is a three year program. The focus of two sessions in the schools is on the professional spirituality of the teacher / educator (vocation). In line with our lasallian identity pedagogy and spirituality go hand in hand. For that reason we have a specific formation focus on lasallian spirituality. In small groups of maximum 5 teachers/educators we provide a combination of information (on J-B de La Salle and the lasallian view on education) and reflection (focus on the personal vocation). There is also a workshop in the formation session at our formation center devoted to lasallian spirituality. You can find the invitation for this workshop below: Experience the Chapel of Disclosure ... just press the pause button ...! Let yourself be touched by the architecture of the Chapel of Disclosure and discover yourself and the spirituality of the educational project from a speaking silence and reflection. The Chapel as a sacred space, becomes alive from the stories that are dealt with in silently, step by step, without rushing. We take time for your story and the story of the others. In short, press the pause button and let yourself be touched by the peace and intensity in the chapel as a place where we can discover the divine.

5. trajectory initial support for headmasters: a two-year training program for all headmasters who start in a VLP school. In line with the trajectory for teachers, a reflection and formation session on lasallian spirituality within lasallian leadership is provided. There is a moment of reflection at the school, guided by the professional advisor on lasallian identity. The basic questions of this reflection are: What makes this school a good school (cfr: pour que l'école aille bien)? What makes this school a good christian / lasallian school? The formation session at the De La Salle Center in Groot-Bijgaarden is an introduction in the lasallian vision on education, from the perspective of the good Samaritan.

6. Seaside session: A school policy formation session that starts from the education project and where the lasallian spirituality - from the national and international perspective – has been the focus for the past three years. The first year the focus was on lasallian spirituality. The evolutions in De La Salles conception of education came from indepth experiences. Today, we still have indepth experiences. How are these experiences related to being a lasallian school today? The second year the focus was on the lasallian school as a Christian school. What does this mean in a secularized era? We discussed on the inspiration of the participants and the link with the Christian tradition. The third year we worked on our lasallian identity from an international viewpoint. The lasallian identity and vitality criteria formed the starting point for a deep reflection on lasallian education in Flanders today. The sessions are always a combination of a pedagogical and a spiritual viewpoint, since lasallian spirituality is the fundament of our educational mission.

2.3)

https://www.vlp-scholennetwerk.be/uploads/vlp/downloads/n/3/VLP_jaarbrochure_2020_2021.pdf

<https://www.katholiekonderwijs.vlaanderen/sites/www.vsko.be/files/magazine/pdf/In%20dialoog%202017-2018-5.pdf> (p. 18-23)

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2.4) <https://drive.google.com/open?id=11wFqumSQfLxzsizuJR1yauilxRgCQwn2>
<https://drive.google.com/open?id=1-0rHMa3X7fa68z4xepcwG5QX2SAu8Fu4>

2.5) In most of our (pedagogical) formation sessions we try to include a moment of reflection based on lasallian spirituality (in the Chapel of Disclosure).

8) COLOMBO- Christy Croos FSC - Visitor

2.1) Various programs aiming to enhance a deeper understanding of Lasallian spirituality within the Lasallian Institutions in Sri Lanka are organized periodically in all the formal and no formal educational institutions. The scope of such programs revolves around the local social, economical and multi religious contexts. It also covers the various age group of students and lay partners especially the lay teachers. Mostly we conduct very basic Lasallian Spirituality programs/ seminars for Students, Teachers, and non-academical staff.

a) to educate our teaching and non-teaching staff, and students to develop respect for multi-religious and cross cultural dialogue, and impart Lasallian charism in Faith, Service and Communion in the Sri Lankan context with a holistic view of our human and Christian existence.

b) To inspire and challenge all stakeholders of Lasallian Family to embrace the Spirit of Lasalle and to aim for all round excellence through holistic formation to face the current scenario.

2.2)

The mission is at the center of formation is a life long journey . Formation is integral synthesized in the three dimensions. Human, Christian, Lasallian and develops through thresholds and environment. De La Salle as model: Sees in faith, Prays his experience, Serves in Solidarity, Builds Community, and Seeks freedom/Conversion.

The programs we conduct are one day programs/ seminars. Basically all the programs include the life of our Founder, Selected Writings of the Founder: Meditations, Conduct of School, the twelve virtues of a good teacher, Letters, etc.

For Students:

Leadership Programs are organized in schools for students in the following categories:
Lasallian Leadership Program for Prefects / Students Leaders
Lasallian Leadership Program for Advanced Level Students
Lasallian Youth Gathering at School Level and Inter School Level
Lasalle Club Meetings in Schools

For Teachers and Lay Partners:

Lasallian Teachers Refresher Courses at the beginning of each semester and when needed
Lasallian Mission Conferences to all the teachers and Lay Partners serving in our institutions periodically

For Brothers:

Lasallian Pedagogical Seminars
Lasallian Spiritual Renewal Programs

All the programs are designed and delivered in the light of Lasallian Culture and Tradition incorporating them with the local social and religious context. Sri Lanka is multi

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religious and ethnic society, therefore, peace building, and religious and ethnic harmony are considered as vital aspects among the various groups of people who are served by the De La Salle Brothers. There are Buddhists, Hindus, Muslims, Catholics and Christians studying in our Lasallian institutions, in the same manner the Lay Partners and teachers also come from these different backgrounds. They also speak three languages such Sinhala, Tamil and English.

In this context the Lasallian Spirituality incorporate all these beliefs and values system from different religions and ethnic groups. All are brought under the umbrella of “Lasallian” and the Lasallian Spirituality connects all these people and bring them together to live in peace and harmony and to work for the betterment of the human race. They are also highly motivated by the Lasallian Spirituality, “to provide Christian and Human Education” especially to the poor and marginalized.

2.3) We do not have any website on our own.

2.4)

2.5)

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9) DENA - Maryann Donohue-Lynch - Associate Executive Director: Office for Mission and Ministry (focus area: Evangelization and Lasallian Spirituality)

2.1) Lasallian Spiritual Accompaniment Collaborative, Lasallian Spiritual Accompaniment Formation Program, District Retreats (including online retreats) , Global Zoom Prayer Services and Facebook's Lasallian Global Prayer Community, Faith Formation for Lasallian Educators, Brother Luke Salm Workshop, Lasallian Youth Summer Assembly, VEGA Formation Program for Young Lasallians, Ministry based formation programs, DENA CONNECT.

2.2) Lasallian Spiritual Accompaniment Collaborative: A working group with representation of the various programs within DENA that attend to Lasallian spirituality and spiritual accompaniment. Focus: to collaborate and be of support to various areas of District mission.

Lasallian Spiritual Formation Program: An 18 month formation program focused on Lasallian spirituality and accompaniment will be initiated on the Spring 2021. (delayed from the fall of 2020 due to the corona virus) This program will deepen one's understanding of Lasallian spirituality, engage the participants in personal discernment regarding their spiritual accompaniment and provide additional studies into the unique aspects of Lasallian spirituality through spiritual direction.

Faith Formation for Lasallian Educators: An online formation program primarily focused on Christianity through the lens of the understanding the Church's dogma, rituals, practices, sacraments, social teaching and morality. There are additional courses in the Life of the founder, Lasallian spirituality, evangelization and catechesis and interfaith studies.

District Retreats: DENA offers numerous retreats each year (Brothers, Legacy Lasallians) with the longest consecutive running retreat being the DENA Women's Retreat.

The Brother Luke Salm Workshop is an annual workshop on topics of religious education, evangelization and catechesis, spirituality. It is primarily for teachers of religion, campus ministers and ministry based vocation coordinators but all are welcome. Keynote speakers are internationally or nationally know published experts in their fields.

Lasallian Youth Summer Assembly: This annual summer gathering summer gathering of secondary school youth focuses on faith, service and community. Faith being foundational to the elements of service and community.

VEGA Formation Program for Young Lasallians: DENA had held four VEGA programs. This weeklong program includes presentations on Lasallian spirituality.

Ministry based formation programs: these programs provide opportunities for deepening one's understanding of Lasallian spirituality.

DENA CONNECT: "An array of weekend workshops aiming to enrich our lives and, in some way, help each of us share our own insights on a meaningful level."

2.3)

<https://www.fscdena.org/programs-events/>

<https://www.fscdena.org/lasallian-novena-for-pentecost/>

<https://www.fscdena.org/founders-day-may-15/>

<https://www.fscdena.org/toolbox/>

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https://www.facebook.com/groups/286578211495377/1582574108562441/?comment_id=1582676898552162¬if_id=1589376824728025¬if_t=group_comment_reply

<https://www.fscdena.org/programs-events/ffle/>

2.4) <https://drive.google.com/open?id=1466I4EcYht96o1b9pzCOhAD9zwHQkRpF>

2.5) DENA conducts surveys and engages in conversation with our District Lasallians to in part determine what is needed in the area of Lasallian spirituality.

10) EUROPE CENTRALE - Cindy Büchler-Marvan - Lasallian Academy of Central Europe representative

2.1) We run several meetings and think tanks to get Lasallians from Slovakia, Germany, Hungary, Romania and Austria together. We invite Brothers and Lasallian experts from all over the world (but mostly Europe) to Austria to host further Lasallian education. We have also started an online education platform to educate the newly formed educators in each of our schools.

2.2) LAACCE (Lasallian Academy of Central Europe) was founded 12 years ago by Austrian brothers to provide and cherish Lasallian values and tradition. We had our 12th Academy this year with 8 brothers and about 50 people participating. We invite teachers, educators and leaders to these meetings that last 3 days.

The online platform was just about to set in when the Corona virus hit Austria hard. We started it on the 12th. March 2020 and it contains several important and valuable texts about Jean Baptiste de la Salle. We want to bring on a group of teachers/educators that volunteered to join and foster the Lasallian heritage.

2.3) www.laacce.net,The online learning platform is a closed platform where only teachers/ educators can participate, <https://lernplattform.delasalle21.ac.at/>

2.4)

2.5)

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11) GREAT BRITAIN-IRELAND-MALTA - Heather Ruple Gilson & Joseph C. Gilson - Coordinator of Mission Initiatives & Director of Mission

2.1) The District has a 3-tier Formation Itinerary: Tier 1: Induction Tier 2: Follow-Up Tier 3: In-depth

In Tier 1, we have a day dedicated to the participants' faith/vocational journey and introducing the Lasallian Prayers and Lasallian Spirituality (focusing primarily on its integrating and integrative nature).

In Tier 2, we have a whole weekend workshop that focuses on Lasallian Spirituality (French School of Spirituality; Pauline Theology; DLS's Meditations & Method of Interior Prayer; Lasallian Spirituality Today)

(See Page 2 of the 'Formation Pathways' Attachment)

2.2) Induction Programme (Malta CPD) - Tier 1. (Set up in 2012).

Venue: La Salle Pastoral and Retreat Centre, in Mellieha - Malta

Duration: 1 week

Dates: Generally, 3rd Week of August, Wednesday to Wednesday

Over the years we have had participants from Belgium North, Poland, Central Europe (Vienna), Italy - and last year South Africa.

Follow-up Programme (Kintbury CPD) - Tier 2. (Set up in 2015).

Venue: St. Cassian's Pastoral and Retreat Centre, in Kintbury - UK

Duration: 3 weekends over three years (Palm Sunday Weekend)

Dates: April 3-5, 2020 (Palm Sunday Weekend); Palm Sunday Weekend 2021; Palm Sunday Weekend 2022.

Over the years we have had participants from Belgium North and Poland.

Had we not had the COVID-19 pandemic, we would have hosted the RELEM Formation for Formators Programme, which the District had intended to continue to host as a District 2-year programme open to other Districts in RELEM and beyond. That programme was to be based on the Pilgrim's Handbook.

(See Pages 3-7 of the 'Formation Pathways' Attachment)

2.3)

2.4) <https://drive.google.com/open?id=19w62-hN5coVmWznHz1oPRcUx00EOw5hA>

2.5) There are other 'ad hoc' sessions that take place, from time to time, during our more regular Gatherings/Meetings like:

Annual District Lasallian Ministry Leaders Conference

Annual Animators Gathering in Ireland

Annual Chaplains and Heads of RE Gathering in GB

Trimestral Formation Sessions for Animators at De La Salle College, Malta

CELAS, induction formation programme for all new members of staff in Malta.

INSET sessions in schools, as per required.

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We are also leading our volunteer team at St. Cassian's Centre on a multi-week program on vocation and discernment.

12) INDIA-DELEG - Bro. Jeyakumar - I was a missionary in PNG till 2019. At present assisting vocational school at Dindigul

2.1) The scope of my programs will enhance our lasallian tradition among the teachers and the students. This program will help our teachers and students to grow more in our Lasallian charism.

2.2)

2.3) Lasallian Outlook by Australian District.

2.4)

2.5)

13) INDIA-DELEG - Bro. Arockia Doss, FSC - Chair - Mission Commission

2.1) Mostly our target group is teachers and students. So we have some not-so-well developed materials, but they are outdated. They have to begin with the life of DLS and then his spirituality, values, spiritual practices, writings related to school....etc

2.2) Students: Life of DLS and some of the typical Lasallian Spiritual exercises and slogans. Teachers: Life of DLS, Everyday with DLS by Bro. Pat Tierney (HK), MTR, other school related writings of our founder in a three year period of formation.

2.3) Sorry. None we have.

2.4)

2.5) As of now we don't have any organised programs. Occasionally we do organise these programs.

14) LEAD - Jose Israel A. Boncodin - Coordinator for Lasallian Animation and Formation Office, De La Salle Philippines

2.1) The Lasallian Animation and Formation Office (LAFO) serves as the Network-wide secretariat of the sixteen (16) member schools of De La Salle Philippines for matters related to adult formation. LAFO plans, designs, and implements formation programs, gatherings, and experiences for and with Lasallian partners from across the network. Historically, programs offered by LAFO are geared towards instilling and developing Lasallian charism and identity (i.e. Life of the Founder, History of the Institute, Lasallian Pedagogy, etc.) in partners. With the recent publication of the Pilgrim's Handbook, LAFO has started a process-shift towards also providing formation programs that fosters and strengthens in Lasallian partners skills and competencies that will make them effective in the shared mission.

2.2)

1. Lasallian Special Studies Institute (LSSI). LSSI offers short courses on a wide variety of Lasalliana topics, such as but not limited to Education and Pedagogy, Spirituality, History of the Institute, and the Life of the Founder. This program is offered to all

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Lasallian partners, actual and potential formators, and school leaders who wish to deepen their knowledge and appreciation of the charism of St. John Baptist De La Salle and the rich heritage of the Lasallian Institute.

2. Regional Formator Gatherings. Tagpuan (Luzon), Pag-atipan (Visayas), Pag-atiman (Mindanao). The Regional Formators Gathering is an annual fellowship for all formators and volunteers. Its goals are to provide a venue for the formators to (a) meet and share experiences and best practices, and (b) renew and deepen their commitment to the Lasallian Mission.

3. Sojourn. Sojourn is a Lasallian Pilgrimage and Renewal Program that brings together members of the Lasallian Family to trace the footsteps of St. John Baptist De La Salle. It focuses on the significant sites in the life of our Founder, and is designed to deepen the spiritual experience of Lasallian Family members by physically returning to our Lasallian roots. Originally organized by De La Salle Lipa in 2007, Sojourn was adopted by De La Salle Philippines in 2015, forming the Sojourn Coordinating Team for the purpose of organizing succeeding pilgrimages.

2.3) N/A

2.4)

2.5) At the moment, a group composed of Brothers and partners is developing the Philippines' contextualized supplement to The Pilgrim's Handbook. The target release of the document is mid to late-2020. The Philippine Formation for Mission Matrix, or simply The Matrix, hopes to provide a set of baseline skills and competencies that partners from across the DLSP Network should develop over the course of their Lasallian journey for them to be effective in the shared mission. As provided in The Pilgrim's Handbook, formation will not be limited to these baseline skills and schools are provided room to expound on the document further, taking in consideration their respective school and regional cultures. A human-centered design approach was used to gather sample data on the needs of partners at different thresholds of being Lasallian. Using the sample data, the group was able to ascertain personas typifying Filipino Lasallian partners at the different formation thresholds, and identify formation goals and complementing human, Christian, and Lasallian skills at each of the formation domains.

15) LWANGA – Br. Betre - AV

2.1)

2.2)

2.3)

2.4)

2.5) We don't have structured Lasallian Spiritual programs yet

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16) LWANGA - Brother Oscar - Director

2.1) We have lasallian workshops which talks more about our founder, his life and the spirituality of the congregation, this workshop include both the Brothers and lasallians staffs.

2.2) Lasallian workshop is organized at sector level and it brings together the Brothers and our lay partners to share more on the spirituality of the founder and his life.

2.3) We do not have it in the website, something we probably need to think about.

2.4)

2.5) Lasallians spirituality programs are very important in that it helps us remain true to the identity of our founder and the mission left to us, it also enrich us as lasallians family both the Brothers and the laity who work with us, the spirituality helps us keep our identity in the missions where we are.

17) LWANGA - Brother Peter Kombe, FSC - Headmaster/Director St.Mary's Boys Nyeri & La Salle School Nairobi

2.1) Ubuntu-Lasallian Mainstreaming: Religion and existence are two sides of the coin of life. Self-preservation is to biology as connecting physical to spirit is to religiosity which make life complete. For the African existentiality is in the past, present and future and it is an energy or a force to reckon with. It is in the fore-parents; physical presence; and in spirit after death. There are various African notions about spirituality: our bodies are owned partly by our ancestors; the communities; and ourselves. The second notion is that we can only fully claim self through the life of others. The third notion is that there is life and death which go around in phases. Our bodies are housing other spirits. Even when we die we shall be housed in other bodies. The fourth notion is that spirituality is what connects all of us to physical and non-physical selves. Spirituality is taken to mean a fuller experience of life. We are a physical guest to a spiritual host. For the African, Lasallian spirituality within the larger Lasallian family locates the African as a participant who contributes to a larger growing family. This means there is an ability and an accommodation that lends itself to application of African views as well and how these are used to appropriately interpret religion as it applies basing on owning impact of colonialism of Africa by the West; Western views of Africa; the Gospel as a level playing field and the social or technical skills to participate in the experience of a fulfilling life based on both authentic Africanness and the Gospel. This lived experience is part of one's African biology and religiosity. The Lasallian values make it easier to apply the Gospel. The Ubuntu values make it easier still for an African to apply the Gospel as brought by the Colonisers and how to pass one's own interpretation on to others. The Gospel can be broken down to: belief in presence of God and humans; and loving God and humans as one would love self. Lasallian values break it down further: Faith in presence of God; concern for the poor and victims of inequality; quality education; respect for all persons; inclusive community. Ubuntu can be used to filter Colonialism's after effects and Western concepts for Africans. There wounds to heal after Colonialism placed the African in a lower sub-human level. The Gospel then has tasked the African for revival and renewal. The African has to see themselves as worthy and not too feel demeaned but actually be empowered to craft the Gospel to fit their view of a universal God whose image is in all people. So, Ubuntu heals and prepares the African for a fuller experience as an image of God and being a decision-maker in how the kingdom of God must be claimed anywhere.

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Missional-Calling: We are called as Africans, consecrated in the rites of the Roman Catholic Church as Christian lay-men dedicated to God. We are qualified educationists and missionaries too.

Application and Formation (of Brothers of Christian Schools and Lay Lasallian Family): Two aspects can be characterized here: We, Brothers of Christian Schools, set aside time, reflected, discerned and made vows to serve God. We are trained in what we have to do as members of a vocation and profession. The Lay Lasallian Family is the wider community from which we have drawn energy, drive and deeper sustenance. We give back by training them as better prepared persons for both school and citizenship.

Institutional Building: We are called upon to bring into our midst more numbers who can be like us; we must be exemplary; have the built infrastructure for enhancing life, instruction, production and maintenance of the Brothers of Christian Schools Order. So, we must be able to attract a following by reputation and by recruitment to increase and maintain numbers. This is possible by providing motivating, stimulating and transformative contexts for preparation, formation and a rewarding cultural system. The system expects accountability and provides support, growth and development of persons. We are next to the Brothers of Christian Schools' Formation of Lwanga District. We want to use this as an opportunity to inculcate and animate the concept of association. We hope the Brothers will have opportunities to interact with Lay-persons as part of their formation as well translating classroom learning to the real world.

2.2) Ubuntu-Lasallian Mainstreaming; missional calling; application and formation; and institutional building are all existing to provide support, growth and development of persons. The persons in turn are empowered to be more active members in building the kingdom of God. We make better versions of community members. We are facilitated to keep our vows of consecration, education qualification and missionary duty. We acquire the skill-set to make a community where all of us are community members who are better contributors. Ubuntu background fused with Lasallian values we can march forward in Christ as a community, cooperating as we lift or be lifted as one. As Christian-Ubuntu practitioners, we are imbued with a faith that we do good now so that we mark our places in heaven. We are aware that we part of the why we are active is that our bodies are driven by the spirits, that surge of energy, which live in us that connect us to ancestry and the future. We owe it to our past and future. We are guests today hosted by the future. For the African Nurturing belief in presence of God; awareness of the poor and victims of injustices or inequality; leading respectful relationships; engaging in activities to prepare students for college and life; and respecting diversity can be authenticated by Ubuntu. Ubuntu exacts the following: self-cognition as one who is capable, dependable, productive and present. Showing up is important; self-determination; self-reliance and social support; relating with self and others; acknowledging that one is part of nature in form of things other than humans and this is not devil worshipping at all. It is the essence, form, substance and concept of the universality of divinity; working toward solidarity which is the universal bond of sharing that connects all humans. So, the goal is to create in an African the missionary consciousness of a duty to all sorts of communities.

2.3) All our houses and schools are major programmes animators. We had a dedicated link which we are building and it is a work in progress:

<https://lasallescatholicsschool.blogspot.com/>

2.4)

2.5) We shall use year-round retreat and talk sessions with calendar-led activities for retreatants.

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18) MIDWEST - Michael Fehrenbach FSC - Visitor

2.1) Regional and District Programs including online formation.

2.2) Buttimer, JJI, LSJI, Board, Animator, Lasallian Companions, LY, YL, busy persons retreats.

2.3) www.cbmidwest.org – online\

19) SAN FRANCISCO NEW ORLEANS - Gregory Kopra - Director, Formation for Mission

2.1) On-site Lasallian Mission Orientations for New Employees; occasional District Lasallian Renewal Retreats; annual District Education Workshops; on-site retreat programs on Lasallian themes; annual meetings of Campus Ministers & Student Leadership Personnel; Lasallian Board Formation; annual meetings of Religion Department Chairpersons; annual meetings of Local Lasallian Formators; resource development and accessibility through the District's Lasallian Resource Center; annual Lasallian Youth Assemblies; annual Lasallian Student Leadership Workshops; Young Lasallians support.

2.2)

More detailed information is included in a booklet I have uploaded later in this survey.

1) Lasallian Mission Orientations: 3-hour orientation to Lasallian mission for newly-hired teachers, staff members, and administrators at each District School (includes information about John Baptist de La Salle; the Lasallian Family across the District, Region, and world; definition of common language; core beliefs and values of Lasallian charism. Also, a District Education person leads a 2-hour, afterschool retreat for the same newly-hired teachers, staff members, and administrators in the middle of their first year of service in a Lasallian ministry. The retreat focuses on five "core principles" of Lasallian education and their application in the school setting.

2) District Lasallian Renewal Retreats - 2.5 day experience of retreat for people in District ministries who would like to reflect on their spiritual and professional and personal journey as Lasallian educators. Topics include: De La Salle's vocational journey and my journey; influential educators in my life; my understanding of my vocation.

3) District Education Workshops - 2.5 day gatherings of people from District schools performing similar tasks (e.g., English teachers, math teachers, counselors, Deans of Students, etc.). Participants are interviewed months in advance to determine the agenda topics for the workshop. Prayer experiences highlight the Lasallian nature of the work we do. All conversations are informed by our Lasallian heritage.

4) On-site retreat programs on Lasallian themes: as requested, a member of the District Office of Education creates and leads a half-day or full-day retreat for teachers, staff, and administrators at a District school. Retreat themes are determined based on conversations with school leaders, but all involve specifically Lasallian themes.

5) Annual meetings of Campus Ministers and Student Leadership Personnel: 2.5 day gathering of these school people for purposes of community building, networking, sharing of best practices, retreat, and mission formation.

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6) Lasallian Board Formation: prospective members of each school's board of trustees are required to attend a 2.5 day board orientation program. The orientation program includes Lasallian mission overview and board governance overview. Prayers help reinforce Lasallian mission themes. Each school's board of trustees also participates in ongoing Lasallian mission formation.

7) Annual meetings of Religious Studies Department Chairs: This gathering, relatively new in our District, provides a forum for the Religious Studies Department Chairs to discuss common challenges, to troubleshoot common issues, to share best practices, and to be formed in the Lasallian tradition.

8) Annual meetings of Local Lasallian Mission Formators: this annual meeting, also relatively new in our District, is intended to provide time and space for some people involved in creating and leading Lasallian mission formation in their school communities to share best practices, to troubleshoot common issues, to build community with one another, and to participate in ongoing Lasallian mission formation.

9) Lasallian Resource Center: operated and overseen by Brother George Van Grieken, this online resource provides access to a plethora of Lasallian print, video, and digital resources. Brother George continually updates and expands the resource offerings, and communicates updates to District personnel.

10) annual Lasallian Youth Assemblies and Lasallian Student Leader Gatherings: the District Director, Young Lasallians, oversees these two student programs that provide students in District schools to gather to learn more about the Lasallian mission, to experience faith, service and community, and to learn to lead within the Lasallian tradition.

11) Young Lasallian support: the District Director, Young Lasallians, offers a variety of programs to support the ongoing ministry of Young Lasallians.

2.3) www.lasallianresources.org (Lasallian Resource Center Website)
www.delasalle.org (District website)

2.4) https://drive.google.com/open?id=164R4iLI8UWHYT66udi2MJ5j6gkxds0_g

2.5)

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20) VIETNAM - Br. Joseph Hung Nguyen - District Councilor for Lasallian Mission

2.1) Started Introducing Lasallian spirituality to our partners especially those who are working in school included the following: The life of the Founder, the Institute's history, Christian spirituality, human values, etc. for Lasallian partners such as teachers, staff, the youth and those who are related to our educational institutions.

2.2)

There are 2 major programs: one for teachers & staffs, the other for Lasallian youth.

Teachers and Staff training: 1) Life of the Founder & the history of the Institute; 2) Christian education; 3) Lasallian education

Lasallian Youth training: 1) Life of the Founder & lives of the Brothers through our district's history; 2) Lasallian family & Association; 3) Human development & Christian growth

2.3) N/A

2.4)

<https://drive.google.com/open?id=1XefPhlgQEITIHAYwKN2s5UI1y1NB0khr>

<https://drive.google.com/open?id=1qcmYWb0-W8MSTKyhOpp8D184hZqwuLVd>

https://drive.google.com/open?id=1bQUdc5WRVcCL1ZEY3bFsRVB6Wjyq0Y_P

https://drive.google.com/open?id=1LdsMMi6q41SZb79_6pIDLXhr26UX6Ra4

21) ANTILLAS-MEXICO SUR - Pedro Álvarez Arenas - Visitador Titular

2.1) A Hermanos, Maestros, Colaboradores, Formandos.

2.2) FORLA (Formación Lasallista) 4 Módulos de 20 horas cada uno. Dedicado a todos.

2.3) www.formacion@lasalle.edu.mx

2.4)

2.5)

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22) ARGENTINA-PARAGUAY - Santiago Rodríguez Mancini - Coordinador de la Comisión de Formación

2.1) In our district we are developing different paths that consider at the same time the professional aspects, the evangelization of the adults who pass through them, the community dynamics both local, zonal and district and the synthesis of these dimensions in a personal project of growth. We consider them, fundamentally, from the beginning of the educational task to retirement.

2.2)

Initiation courses.

1. Here we must consider a journey for those who wish to become Brothers (postulancy and novitiate), which lasts between four and five years.
2. And a broader path, for postulants and educators in general, of two years' initiation. One local, in the first year of work and another District one between the second and fifth year of work. The intention of this journey is that they get to know the life of Monsieur de La Salle and the main characteristics of our District pedagogical-political-pastoral proposal, through our main documents. At the same time, it is intended to lay the foundations for the insertion of these educators in faith communities or, at least, local work teams.

Specific routes

1. There is a path for the formation of primary school teachers that deepens pedagogical-catechistic lines in the district line. (It is permanent: every year an area of knowledge is deepened, teachers can always participate).
2. A journey for new managers and coordinators of teaching teams. One year.
3. Seminar on Lasallian spirituality (for top level executives). A three-year journey to strengthen the dynamism of the boards of directors towards communities of faith that animate the educational work from the place of the poor.
4. A journey for educators who are between 7 and 15 years old. One year
5. A journey for non-teaching staff. One year.
6. A journey into retirement preparation. One year.
7. A path for the preparation to the perpetual profession. One year.

2.3) <https://drive.google.com/open?id=1d95y32mQalbiNSo4AliubXIWfwQoUMXq>

2.4)

2.5) We have been trying to get district social networks and a phone application to help with this for a few years now. We take advantage of the figure of Brother Fermín Gainza and Brother Genaro Sáenz de Ugarte, very dear to our district, to reach out through different channels. This is in addition to the traditional publication of books.

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23) ARLEP - Juan García Callejas - Delegado distrital de Formación e Identidad Lasaliana

2.1) They are sequential and progressive District programs in the acquisition of Lasallian Identity and the sense of belonging to the Lasallian Family (Brothers and lay teachers and non-teaching staff). Within the District's Integral Plan of Institutional Formation, there are two Itineraries that, with their own programs, are centered on the acquisition of Lasallian Identity and the sense of belonging to the Lasallian Family.

2.2)

First Itinerary: Itinerary of Initial Formation (IFI): aimed at recently hired teachers, so that they may have a first access to the Lasallian Identity (charism, spirituality and mission).

Second Itinerary: with four programs that facilitate a progressive deepening in Lasallian Identity and the sense of belonging to the Lasallian Family:

- CELAS (average level of formation in Lasallian Identity). It has three formats, and in all of them the dimensions of Identity (charism, spirituality and mission) are worked on: a) CELAS for teacher educators (several weekend meetings in an internal regime throughout two courses. It ends with an intense week of final synthesis); CELAS for non-teaching educators (several weekend meetings in an internal regime during a course); CELAS for youth, for pastoral agents and youth activities (several weekend meetings in an internal regime during a course plus a meeting in the following course).

- CEL (advanced level of formation in Lasallian Identity). This is a program that proposes an experience of community life for Brothers, Sisters, and lay educators, where life, prayer, and formation for the mission are shared. The duration is one term and is internal.

- FL (advanced level in Lasallian Identity). This is a three-year master's degree for Lasallian Formators, with face-to-face meetings and tutorial follow-up by videoconference. Throughout the program, the different dimensions of Lasallian Identity (charism, spirituality and mission) are studied in depth, and its purpose is to train Lasallians (Brothers and lay persons) to be Formators in Identity, both on the District level and on the local level (Sectors and Educational Works).

- EFL (advanced level of formation in Lasallian Identity). It is a two-year Specialization Program for Lasallian Formators, with face-to-face meetings and tutorial follow-up by videoconference. Throughout the program Lasallian Formators who have already completed the previous program (FL) specialize in one dimension of Lasallian Identity, so that they can be formators of formators both on the District level and on the local level (Sectors and Educational Works).

2.3) <https://drive.google.com/open?id=0BwiLPx45jEM6ZGRTbEJlcDBBWEk>

2.4) https://drive.google.com/open?id=17BZTQ_A5D71_ulfi67LfVzJL4aiu4J-K

2.5)

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24) ARLEP - Lidia Rey Lillo - Delegada de Formación e Identidad Lasaliana en el Sector Madrid

2.1) These are programs proposed in the Comprehensive Institutional Formation Plan of the ARLEP District. They are intended for educators (teachers and non-teachers) in our Educational Works. They have a different degree of depth according to the path taken by the participant, but in all of them we want them to discover their mediating function in the Educational Mission, the profound meaning of their work and their belonging to the Lasallian story, which is the story of Salvation, something greater than their lives and in which they are now the protagonists.

2.2)

Within the Integral Plan of Institutional Formation of the ARLEP District we find several programs in which Spirituality is present. I put them in order of depth of content and time:

- Initial Training Itinerary. This is a formation in Lasallian identity that all teachers who begin their journey within a Lasallian educational work do. It lasts about 125 hours
- CELAS. Created in 1990 and currently in its 29th year. It is an optional training for teachers who have some experience in educational works. It seeks to deepen the Lasallian identity, to create links between the different educators and to feel that they are mediators in their educational mission. There are three modalities: for teaching educators, for non-teaching educators and for young people. For teacher educators it lasts two years with four annual meetings and a full week at the end of the second year. For the other two modalities, the duration is one year with four meetings.
- CEL. It is a formative experience of community living. For three and a half months a group of Brothers, Guadalupanas Sisters and lay people share formation, life and faith.
- FL. It is a formation to train people as formators in Lasallian programs. The third class of Lasallian Formators is currently in formation.
- EFL, Lasallian Formation Specialists. This is the most advanced and recently created program. There are several specializations and one of them is Lasallian Spirituality.

2.3) <https://drive.google.com/drive/u/0/folders/0BwiLPx45jEM6ZGRTbEJlcDBBWEk>

2.4) <https://drive.google.com/open?id=1w7wJVkfovPjIP3qPPDbRuQpD8nsUsALC>

2.5)

25) ARLEP - Paco Chiva - Ahora en Roma, secretariado de Asociación

2.1) 1.- Formation for Brothers and Teachers in the District (CELAS)

2.2)

It is a training that lasted a week. These teachers and Brothers received an extensive formation on the Lasallian charism, the whole formation lasting two months. In this module I developed a reflection on Lasallian Spirituality.

2.3) <https://drive.google.com/open?id=11angzQokFsopKzqCI3uqpO60haVrnCIs>

<https://drive.google.com/open?id=1d20FNJ17XZddTV2IJLBS6gAAyJUQ56M8>

<https://drive.google.com/open?id=1FsMCm2ishArsf3rRY3HCpxWxZOtZ35CI>

https://drive.google.com/open?id=1xADBfRodHRj2KoM5c_PACqnoqzfg09DG

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<https://drive.google.com/open?id=10PzUnu0ZXyFAO57ayJrmkrpGqjHitxi6>

2.4)

2.5)

26) BOGOTA - H. Carlos G. Gómez (Vis.) y H. Jhon Bohórquez (Past) - Visitador - Animador de la Pastoral Distrital

2.1) Indivisa Manent: Lasallian Pastoral Plan

2.2)

The Movement has phases from the youngest to the adults (Teachers, Graduates and Parents), with levels like this: Crowns, for children between 4 and 7 years old. Chevres, for children from 8 to 12 years old. Crenellated Towers, for teenagers between 13 and 14 years old. Pampas Lions, for teenagers between 15 and 14 years old. Bases, for youngsters between 16 and 17 years old. Ties, for university graduates. Hats, for adults.

Each level has defined activities, contents, training purposes, and methodological approaches.

2.3) www.lasalle.org.co or pastoraldlb@lasalle.org.co

2.4) <https://drive.google.com/open?id=1OMWvj1I7NqiHP8XL7GbQmL4RwqOvrn9N>

<https://drive.google.com/open?id=1FomAa2zK9LS2jbPqmzrDBETmwzaJe0ms>

<https://drive.google.com/open?id=1C97zbJZrO151QqV86S8HoCa29GMsDu1k>

2.5)

27) BOLIVIA-PERU - VIRGINIA MONTES MARTÍNEZ - Secretaria de la MEL

2.1) There are themes, activities and bibliography of three levels of Lasallian formation and a fourth level is "teacher of teachers", which seeks to be the leader of the Lasallian formation teams in their specific places and/or at the level of the Bolivia Sector.

2.2)

In the first level of Lasallian formation, the aim is to get to know the environment of La Salle, his biography, and his socio-political, religious and cultural context. In the second level we see Lasallian pedagogy and the contextualization of his legacy in the current models and a third level is Lasallian spirituality, based on the legacy of De La Salle, the meditations, his letters,... in the third level is to be a teacher of teachers; that is to say, to be leaders of other formation groups.

2.3) There is no website or links. They are physical programs that are sent to the different works.

2.4) <https://drive.google.com/open?id=1-2aqyfWEMm6ICQUxLvi8YjPmweVEwapA>

https://drive.google.com/open?id=1pJs_rsHYN8QXSV8EAoD6lhGUiDPPIbBF

2.5) This year we have introduced the proposal from Rome "Lasallian Formation for Mission: The Itinerary

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28) BOLIVIA-PERU - Nadezdha Grájeda Méndez - Secretaria Académica

2.1) It is divided into three levels of training: LEVEL 1, LEVEL 2 AND LEVEL 3, the conclusion being to become a TRAINER OF TRAINERS.

2.2)

LEVEL 1: This level focuses on the LASALLIST DIMENSION: "THE SALLE AND THE INSTITUTE", where the life of the founder is known, the history of the Institute of the Brothers of the Christian Schools is reviewed and finally the history of education in Bolivia/Peru and its relationship with the Lasallian journey on the local level.

LEVEL 2: THE EDUCATIONAL SALLE - "LASALLIAN PEDAGOGY", this level is centered on the reading of texts and documents of the founder himself that allow for a comparison of the elements studied in the Lasallian school of the origins and the school of today.

LEVEL 3: THE SPIRITUAL MASTER SALLE, at this level we consider an identity, we recognize the vocation as an ecclesial ministry open to the needs of the young and for the educational service of the poor. We also propose Association for the educational service of the poor, animated by Lasallian spirituality.

TRAINER OF TRAINERS: This is anyone who, after receiving the three previous levels of training, is encouraged to become part of the team of Trainers

2.3) At the moment we do not have a website, but due to the situation of the pandemic we are relying on Google and some of its applications.

2.4) <https://drive.google.com/open?id=1zS55Sj1U-bJbYrGq7oLwC2jgtsQcs0Vd>

<https://drive.google.com/open?id=1nVSQ0sC56FgmYuyYqUiBH7L297PBKeFP>

29) BOLIVIA-PERU - Álvaro Cabrera Quispe - Coordinador del área de pastoral del Sector Bolivia

2.1) Specifically in the Bolivia sector a few years ago, a small group of teachers and Brothers completed the Lasallian formation program that includes three levels: life and work of De La Salle; personal writings of De La Salle; and Lasallian spirituality. Currently, several lay persons carry out the first two levels according to the proposal of each Educational Unit, however, I do not know the scope of the third level for all those interested.

2.2)

FIRST LEVEL: LA SALLE AND THE INSTITUTE

MODULE 1. KNOWING THE LIFE OF THE FOUNDER

First meeting: The aim is to give an introduction to the life of De La Salle, using extracts from the film "Monsieur de La Salle". The life of John Baptist de La Salle will be studied from the work "Mirror of Educators" by Brother Saturnino Gallego. It is a question of confronting one's own life starting from the life of the Holy Founder, in his dynamic as a man, Christian and teacher.

Session 1 - Chapter I - Social context, family life and priestly vocation

Session 2 - Chapters II and III - Option for teachers, beginning of community life, first crisis of the community
Session 3 - Chapters IV and V - Paris, consolidation of the community, vows of 1694, Lasallian association.

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Synthesis A - Discussion based on themes such as the vocation of the teacher, Lasallian association and the first Lasallian schools in relation to the context of poverty in France in the 17th century.

NOTE: The second and the rest of the meetings, according to the planning of each centre.

Second meeting: Continuation of the reading of the life of De La Salle.

Session 1 - Chapters VI and VII - Vaugirard, De La Salle's pedagogical works, maturing the experience of schools and community.

Session 2 - Chapters VIII and IX - Difficulties in Paris and Rouen. The work of God is being consolidated.

Session 3 - Chapters X and XI - The crisis of 1712-1714 and the reality of the French Church in the 17th century.

Session 4 - Chapter XII - The experience of Parmenia and the Letter of 1714

Session 5 - Chapter XIII - Last period of his life. He leaves the Institute in the hands of the Brothers.

Session 6 - John Baptist de La Salle's Testament to his Brothers. Reading and reflection.

Synthesis B: reflection on the life of De La Salle and our life. Based on De La Salle's experience, we reflect on a key element: vocation, community, association, school, teacher, student, consecration and life project.

MODULE 2. HISTORY OF THE INSTITUTE OF THE BROTHERS OF THE CHRISTIAN SCHOOLS

Third meeting: This is a collective exercise in building a timeline that will help in the general understanding of the Institute's journey.

It will be motivated by the history of the Institute, presenting a timeline of the eighteenth, nineteenth and twentieth centuries, emphasizing key moments in world, political, social, economic and ecclesial history.

The work "Huellas Fecundas" by Brother Saturnino Gallego will be used.

Session 1 - Chapters 1 to 3: The Institute from the death of De La Salle to the French Revolution.

Session 2 - Chapters 4 to 6: Between the Napoleonic Restoration and the period of Brother Philippe.

Session 3 - Chapters 7 and 8: Difficulties at the end of the XIXth century, expulsion from the Institute and the beginning of the XXth century.

Session 4 - Chapters 9 to 11: The Institute in the XXth century. Before and after Vatican Council II and the 39th General Chapter

Synthesis C: What does the journey of a three-year-old Institute say to our experience here and today? Reflection on the different stages of crisis, searches, difficulties, opportunities in the history of the Institute.

MODULE 3. HISTORY OF EDUCATION IN BOLIVIA AND ITS RELATIONSHIP WITH THE LASALLIAN JOURNEY AT THE LOCAL LEVEL

Fourth meeting: The aim is to review the history of education in Bolivia and its relationship with the journey of Lasallians at the local level.

The book "History of La Salle in Bolivia" by Br. Saturnino Gallego will be used.

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Session 1 - Developing a timeline on the history of education in Bolivia Identification of key elements. A first relationship with the history of the Brothers in Bolivia. Points of convergence.

Session 2 - The period 1922/1953.

Session 3 - The 1953/1980 period.

Session 4 - Period 1980/2015.

Final Summary:

The journey of La Salle continues to be built in the present and here where it is up to us to live our experience as Lasallians. How do we assume our educational responsibility to respond to the educational needs of Bolivia?

BIBLIOGRAPHY:

1. Introduction. Film "Monsieur de La Salle".
2. Historical context: French society in the 17th century.
- 3.
4. Life of John Baptist de La Salle. MIRROR OF EDUCATORS by Brother Saturnino Gallego. (Book).
5. The first biographers of JBLs: Book of Brother Bernard and book of Don Elias Maillefer.
The artisans and the poor in the time of JBLs. Lasallian Themes 5, 50, 77, 79.
7. Three centuries of history of the HHEECC Institute. Book: "Fecund traces" by Saturnino Gallego.
La Salle's work in Bolivia. Summary of the book LA SALLE IN BOLIVIA - 75th Anniversary (1919-1975) of Brother Saturnino Gallego.

SECOND LEVEL: LASALLIAN PEDAGOGY

Module 1: Building the identity of the educator:

- A. Letter of JBLs to the teachers (Pedro Chico: F-217)
- B. Some texts of De La Salle's pedagogical thought. (PC: F-218)
- B. Basic Principles of Lasallian Pedagogy (León Lauraire, edited by Bruño, Spain) -
- B. Presentation ppt of the Guide for Schools. (Martin Corral - J) -
- C. Letter to García (PDF)

Module 2: Student-Centred

- Schools: - A. THE GUIDE TO SCHOOLS (JBLs: 1st Part 1 to 10) (J-09) -
- B. The Educational Style (6) (LL: A-1,2,3,4,5,6) -
- C. A Project of Integral Education (Cahier Lasalliens nº62: pp 51-134) -
- C. Contemporary Educational Paradigms -
- C. Reflections on Education

Module 3: The organization of the school

- A. GUIDE TO THE SCHOOLS (2nd. Part 11 A 19)
- B. The educational relationship and the accompaniment of the students (Bernardo Villar: (C,4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
- B. The family and the admission of pupils (BV: C, 3.1, 3.2) -
- C. Training in educational management

Module 4: Effectiveness, efficiency and relevance of the Lasallian school

- A. That the school functions well (Cahier Lasalliens No. 62: pp 135 - 243) -
- B. Methodology and teaching resources (LL: A-8,9,10,11,12) -

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- B. Means to educate well (BV: C- 8.1, 8.2, 8.3, 8.4, 8.5, 8.6) -
- C. Education for All - Dakar - Ch. 1: "Understanding what quality is" -
- C. School effectiveness and educational change - AL's vision

Module 5: Other writings inspired by De La Salle for the educational work

- A. MEDITATIONS FOR THE TIME OF RETIREMENT (JBLS: 1 to 16) -
- A. RULES OF CHRISTIAN COURTLY AND URBANITY (JBLS: J-10) -
- B. Means for forming the interiority of the students (5) (BV: C-5.1, 5.2, 5.3, 5.4, 5.5) -
- B. Courtesy and urbanity (C-71,72,73) -
- C. Manual of Urbanity - Erasmus of Rotterdam

Module 6: Teacher training

- A. Guidance for schools (JBLS: 3rd Part 20 to 25) -
- B. Teacher training: key to success (LL: C-1.1) -
- B. In-service teacher training (LL: A-7) - B.
- The twelve virtues of the good teacher (E- Agathon) -
- C. How the best educational systems were made. Preal 41

Module 7: Transcendence of Lasallian Pedagogy

- B. Institutes of education created under the inspiration of JBLS. (PC: F-216)
- B. Reading of readings on Lasallian pedagogy. Edgar Hengemule -
- C. Didactics Magna - Juan Amós Comenio

Module 8: Examples of Lasallian Educational Projects

- Relal - Chile
-
- Bogota - Peru
- Spain - France - Implementation of the Institutional Lasallian Educational Project (PELI).

THIRD LEVEL: LA SALLE SPIRITUAL MASTER

PART ONE:

1

- .1 The identity of the Lasallian educator, foundations 1.
- 2 The Lasallian journey
- 1.3 Identity and journey in the Bible, The faith of Abraham: an exemplary journey
- We are entrusted with an ecclesial ministry

2

- .1 Lasallian ministry 2.
- 2 Spirit and charism
- 2.3 De La Salle's life
- project and our own.

3.

- 1. Discovering the needs of De La Salle's students.

PART TWO

Communion and project "partners for the educational service of the poor

4

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.1-300 years of a common project: Associated for the educational service of the poor: a prophetic word for today 4.

2.1 A lifestyle: walking in the presence of God 4.2.

2 At the heart of life, celebrating the presence of God 4.

3 The educational team, the driving force behind the educational project

5- Identity of the Lasallian educational institution 5

.1- This is how an educational project is born: the Conduct of Schools 5.

2- Identity of the Lasallian school First circle: the pedagogy of the threshold

5.3- Educating for justice

6- Our project of evangelization 6.

1- The Lasallian school: a process of initiation 6

.2- Evangelizing today in the Christian school Second Circle: The dialogue FAITH - CULTURE

6.3- Christian initiation in the Lasallian school Third Circle: The journey of growth in faith

Second Circle: the educational mission and the spirit that animates it

Material: Meditations on the days of recollection

S2_1.1- On the ministry of Christian education

S2_1.2- Aimed at all those who are engaged in the education of youth

S2_2- Basis of Lasallian Spirituality

S2_3- Living Life in the Key to the History of Salvation

S2_4- A Spirituality for the Journey

S2_5- Associated for the Educational Service of the Poor we share the Lasallian educational mission

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Reading of works of La Salle: Meditations Time of Retreat, Method of Mental Prayer and Duties of a Christian.

The binomial Spirituality-Pedagogy in Lasallian thought (MF) Lasallian

Christocentrism in the light of the Meditations for the Time of Retreat. (MF) Pastoral Letters of the Brother Superior General.

Publication of the meeting of Lasallian Association in Rome in 2006.

2.3) We do not have a web site or link, to gather information related to programs around our Lasallian spirituality.

2.4) <https://drive.google.com/open?id=1StuYoGtL0kQnigEU9uMGqWCLeWfiBQmn>

<https://drive.google.com/open?id=1xCKPyc9h2GtsmQzHFciHHnMlqEDsQOnw>

2.5) In La Salle's works in Bolivia, several teachers have carried out the first and second level of Lasallian formation, but the third level has been carried out by only a small group of teachers.

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30) BOLIVIA-PERU - Jessica Ortega García - Secretaria Ejecutiva de MEL

2.1) The particular works in the Peru Sector develop some programs each year of Lasallian formation in which the study and understanding of Lasallian spirituality is included. Here is the name of the programs of one of the schools: - Lasallian Adventure - Teachers who leave their mark.

2.2) Lasallian Adventure: a project that has as its axis the book written by Brother Antón Marquiegui, fsc. who shares with us the most outstanding discoveries of research in the service of the associative efforts of the Institute. It is intended for the educational community of teachers, administrators and service through a weekly delivery of material.

Its objective is to make known the contributions of John Baptist de La Salle understood as transforming elements of reality so that in this way we can perceive ourselves as participants in the Kingdom of God in this world and in its own historical situation. Taking the texts of the book, presented in about ten slides per week, the aim is to provide a space for knowledge and reflection (questions at the end of each dispatch) on the teaching work that we are living in the light of the life of our Founder, challenging us from our current experience, especially at this time of challenge and creativity.

Teachers who leave a mark: this is a sequence of reflections designed for the students of the school, to be used during daily reflection. From the beginning of our history, reflection has been a fundamental axis in the formation of our students. It helps us to live our spirituality. Its objective is to instill good habits in our students from an early age and to introduce them to various types of prayer and Lasallian spirituality. These consist of stories, histories and/or biblical texts of the day or Lasallian texts that help us think during daily reflection. They contain a maxim for each day or week and are distributed among the teachers for each month. There are two series, one for primary (series A) and one for secondary (series B)

2.3) <https://drive.google.com/drive/u/1/folders/11NwaXxNy-Nr3XhYpKdc3nk7dZlhXZqsz>

2.4) https://drive.google.com/open?id=1y6_pspdhGMPPYpbwyueES6juRNrlgf1m

https://drive.google.com/open?id=1275DpEcoQypBWikLhy5r7AymbQ4Cq_v3

<https://drive.google.com/open?id=1-w02moJREELnIYJuUGW1T7yInzMw6x52>

2.5) The programs are varied in each work since they respond to the work plan of Lasallian formation proposed in each one, based on retreats and spiritual days, but the theme of spirituality is a challenge in these times.

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31) BOLIVIA-PERU - Sebastián Cornejo Torres - Hermano

2.1) The programs developed through the social networks, seek to develop a spirituality that, sustained by the axis of faith, fraternity and service, develops diverse content that is especially attractive to young people.

2.2)

The current situation has allowed me to begin a process of reflection with a group of young Lasallians from different places who do not know each other and who wanted to "do" things, as they had learned in their time as school children. We are living a formation process that is helping us to discover not what we can do, but what we are, in order to create community that can later serve.

2.3)

2.4)

2.5)

32) CENTROAMERICA-PANAMA - Alberto Mairena - Visitador

2.1) In the last five years, up to 70% of new teachers and 40% of old teachers have become more familiar with Lasallian spirituality, thanks to a respective induction program, and a spirit of greater availability and joy is felt in all that is done in educational works. Up to 20% of the students are involved in movements and activities that concern pastoral ministry; likewise, the movement of young Lasallians has been strengthened in our District that did not exist before and therefore more and more students and former students know more and better some characteristics of Lasallian spirituality.

2.2)

We have a formation program called the Lasallian School of Formation (ESFOLA), which prepares new teaching and administrative personnel in different areas, including spirituality; this program is mandatory. The Central American Institute of Religious Sciences (ICCRE) is the one that teaches and monitors it. On the other hand, the District pastoral ministry project in all its documents has content that implicitly completes and enriches Lasallian spirituality. The District's educational philosophy, which is one of the main documents that define us, is a compulsory text for Brothers, partners, associates, intentional groups and others, in its ninth and tenth process it deals with growth in faith, spirituality and Christian commitment, the same ones that shape Lasallian identity.

2.3) <http://www.iccrelasalle.net/>

<http://lasalleca.org/proyecto-de-pastoral-distrital>

<http://lasalleca.org/escuela-de-formaci%C3%B3n-lasallista-esfola>

<http://lasalleca.org/qui%C3%A9nes-somos>

<http://lasalleca.org/sites/default/files/IDEARIO%20EDUCATIVO.pdf>

<http://lasalleca.org/campa%C3%B1a-2018>

2.4)

2.5)

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33) MEXICO NORTE - Lorenzo González Kipper - Jesus Magister de Roma y Doctor en educación

2.1) The Diploma in Lasallian Studies, which lasts two and a half years, has as its objective to deepen together the study of the life, the thought of the spirituality and the work of Saint John Baptist de La Salle in order to live with greater authenticity the charism that the Holy Spirit gave to our Founder and with him to all of us: to carry out together the "Work of God", which is also ours of the human and Christian education of children and young people, especially those most in need.

It is offered to all the personnel of each Lasallian institution, whether they are colleges or universities.

In total there are 20 modules and the end is a personal project to share what was learned and lived.

2.2)

Program: 1st.

Semester: De La Salle and the threefold spirit he bequeathed to us
Life of St. John Baptist de La Salle.

2. The spirit of faith.
3. The spirit of zeal.
4. The spirit of community.
5. The devotion of SJBS to the Blessed Virgin.

2nd Semester: The Lasallian School.

The student as the center of the educational process.

2. The Lasallian teacher: minister and cooperator of Jesus Christ.
3. The Lasallian School.
4. The social responsibility of the Lasallian school.
5. Lasallian Pedagogy in the 21st Century

3rd Semester: The writings of the Founder.

1. The written work of St. John Baptist de La Salle.
2. Personal writings of SJBS, in particular Memory of the Origins.
3. Meditations for the Time of Retreat.
4. The Conduct of Schools.
5. Prayer in the Lasallian style.

4th Semester: The Lasallian Family.

1. The spirit of association.
2. RELAL and the District of North Mexico.
3. The Institute in its history and at the present time at the world level.
4. The Lasallian Saints and Blessed.
5. General overview of the Diploma and Service Project.

Each Module has its own Objective and contents. In order to deepen it, a face-to-face or virtual Conference is offered to all the participants and each one must answer an Assignment that is indicated in each Module, read two Assignments from companions and answer them by indicating the best that was found and the things that could be

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improved in their answers. Assignment and Replication are placed in the Moodle Platform: online.ceslas.mx In each institution the participants are organized in Teams of about 7 participants and in each one one of them is indicated as a Companion. The task of the Companion is to support and motivate his companions and to evaluate his Assignment and Replicas and to send the evaluations to Brother Lorenzo González Kipper, no later than 15 days after the face-to-face or virtual Conference.

5th Semester: Lasallian Service Project. In order to have a special recognition that guarantees the complete achievement of the Diploma, it is required to present and carry out a service project, lasting one semester, in which it is specified:

Recipients,

Objective of the Programme.

Activities to be carried out: content and dates.

Personal evaluation of what has been done at the end of the Semester.

Acknowledgements.

Score per Module: Attendance at Exhibition, 2 points. Assignment, 4 points. Replicas of a minimum of 8 lines, 2 points each, total 4 points. Monthly total 10 points.

Six-monthly

diploma endorsed by CESLAS.

Final diploma, from the District of MEXICO NORTE endorsed by the Brother Visitor.

Diploma "Excelencia": 50 points. Very good" diploma: 45 to 49 points.

Good" Diploma 35 to 44 points.

Proof of "Participated" : 20 to 34 points.

2.3) The Platform is in:

<http://online.ceslas.mx/moodle/course/index.php?categoryid=2>

My email is lgkipper@lasalle.edu.mx

2.4) https://drive.google.com/open?id=1seS23IEeCa4XaiUKn3lzEJeeCxO_hC66

https://drive.google.com/open?id=1jsacZO_Z_HFvTmhWW1V23yxku2eV4j8F

<https://drive.google.com/open?id=1KYNyAS-tZrsDV46U-5WnPdiFRODPgvhk>

<https://drive.google.com/open?id=1woZbbMSzAwsolCZyEf-1dt9icSoSZZ4U>

<https://drive.google.com/open?id=12J69RI14WUdLbHCMVvHWtneykHGrr4Yo>

2.5) The Diploma has been very successful. About 1000 Lasallians have already completed it and are currently in the 770 program. The principals have told me that the Masters are very overloaded with work, especially now with the pandemic. But I hope that after this bad season the number of Lasallians participating in the Diploma of Lasallian Studies will grow.

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34) MEXICO NORTE - Adriana Bolaños Hernández - Dirección Académica del CESLAS (Monterrey)

2.1) In the District there is a process of formation in Lasallian spirituality for all Lasallians who collaborate in our institution. The basic formation consists of 4 courses. In addition there is a course to enhance the profile of the Lasallian teacher.

We also have an annual Conversation, called Lasallian Dialogues, in which the Institute's documents are reviewed and deepened. It is held virtually, but prior work is required in the institutions to deepen and discuss the document from a basic instrument.

There are two graduates. One in Lasallian Animation, Management and Leadership and the other in Educational Social Responsibility.

2.2)

Induction course - La Salle, a life choice

Objectives: To offer the essential contents of the Lasallian institutional culture

It provides the basic elements for approaching the Lasallian Educational Model

Seeks to create a basic level of general knowledge for the Masters

It will be used by the Lasallian institutions for the induction of their staff

Course A. - The centrality of the person of Jesus Christ in the Christian school

Objectives: To offer a Christological vision of the teacher's vocation in the Christian school

It includes the Lasallian synthesis: the Spirituality-Pedagogy binomial

Course B. - The Christian school as an ecclesial space of salvation

Objectives: It proposes a new reading of education: Lasallian Educational Model

Reviews the role of the Christian school as a space of salvation

Course C. - The community of teachers as an ecclesial subject of salvation for children and young people.

Objectives: Establishes the basis for understanding Lasallian Association

It presents the community of teachers as the educational subject of salvation

Lasallian Ownership

Objective: to offer the essential content that should characterize the titular teacher of a Lasallian institution

It provides the necessary elements so that the teacher is inserted in a Lasallian institution and collaborates with its organization based on the experience of the Lasallian formation project.

Dialogues for Lasallian education

Objective: To generate a conversation that illuminates the Educational Mission, which each Lasallian carries out from his area of responsibility, to the interior of the educational communities.

Diploma in Lasallian Animation, Management and Leadership

Objective: To support those in charge of the coordinators and departments of the District's institutions in their growth as Lasallians, as companions and as administrative and academic leaders, in order to strengthen their capacities and increase their skills to energize the educational institutions in the key of Lasallian Association for the Mission.

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The Department of Social Responsibility in Education. Objective: To train in the creation of the program of institutional social responsibility from the design of its agenda with its objectives and goals, considering the development of administrative strategies that promote socially responsible management, as well as the development of pedagogical methods applicable in the didactic content that generate a permanent ethical and environmental responsibility that impacts the discordant situations in which basic, middle and higher education should be a forceful response.

2.3) <http://relal.org.co/index.php/noticias-districtos/800-dialogos-por-la-educacion-lasallista-2>

2.4) <https://drive.google.com/open?id=1BqyXR5QQBFsyOuCzRvMChAI4Rou3nPcY>

<https://drive.google.com/open?id=1aPj7ITnXIPio2lR34jO5q9hYLF4cnub>

<https://drive.google.com/open?id=1HkdBXave7XOWNfvL5K7tcot1bLfPCXsT>

https://drive.google.com/open?id=15pW09ZLD74kvveplrOnC_rlrh7_06-f4

https://drive.google.com/open?id=1djmcG1Sn-YRsKP51bc-CRB_AKeUTvw3v

2.5) More than 60% of the Lasallian partners have attended Lasallian spirituality programs, which are currently being updated.

35) NORANDINO - Antonio Maria Marquiegui Candina - Coordinador de Sector Venezuela

2.1) Each year I am providing accompaniment at a Lasallian spirituality seminar at the Miguel Febres Cordero Inter-District Novitiate in Costa Rica. This is a week of self-reflection on the moments of crisis in which John Baptist de La Salle had to make decisions and some commitment. I understand that Lasallian spirituality is a spiritual experience of response to God's calls in the following of Jesus.

2.2)

The moments "events" in the life of De La Salle and the responses

The moments "events" in the life of each novice, in each De La Salle Brother who was a man of his time, of his Church and who knew how to transcend them. De La Salle and French spirituality; us and the spirituality of liberation. The impact of men of his time on his life and his writings.

Worldly spirituality, related to the world and its human tasks.

Trinitarian spirituality, consecration to the Father, Son and Holy Spirit.

Ecclesial spirituality. Membership and ministries. The charism that overflows the Institute and is manifested in a charismatic family.

Lasallians to be followers of Jesus.

Lasallian followers of what De La Salle found, or founding Lasallians following the same discernment and responses in today's world.

2.3)

2.4) <https://drive.google.com/open?id=1c09j2R0R4zZ-4QVjrFxROhfkGzO9mqIX>

<https://drive.google.com/open?id=1IO6ILQM7nfPc2RzyAyFsQeFyaeKziW5x>

<https://drive.google.com/open?id=1bUHpSmbaCGnzUflfoFeifgZabBLCP5aP>

2.5)

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36) NORANDINO - Hno. Álvaro LLano Ruiz - Coordinador Sector Medellín

- 2.1) Living the experience of God in everyday life.
- 2.2) Brother and Teacher Spirituality and Spirituality in the School.
- 2.3) alvarollanoruiz@gmail.com
- 2.4)
- 2.5) I expose Spirituality for children, youth and employees

37) NORANDINO - Lucía Mercedes De la Torre Urán - Coordinadora Calidad Integral en UniLasallista

- 2.1)
 - 1. Ser Lasallista Institutional Chair
 - 2. Lasallian Volunteers
 - 2.2)
 - 1. Obligatory subject in all UniLasallian undergraduate programs, in the Transversal Area of Human Formation in Higher Education.
 - 2. Social Responsibility
 - Program with the Lasallian seal
 - In context with the needs of the region
 - "He who leaves as a volunteer is not the same as he returns, he who returns has a full spirit and a strong soul".
 - 2.3) <https://site.lasallista.edu.co/wp-content/uploads/2016/11/Res-CA-873-REGLAMENTO-%C3%81REA-TRANSV.-DE-F.H..pdf>
<https://site.lasallista.edu.co/voluntariado-lasallista/>
 - 2.4) https://drive.google.com/open?id=1uKuTpZusDBldZG3bNHPu_d7mltHTQs1O
<https://drive.google.com/open?id=1bem4fT-YIH7BAtX3bnb4jZoP7Y0ajklF>
 - 2.5) Living in the everyday life of the university. Every person testifies that Great Things are Possible and much more if we are Together and by Association.

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38) FRANCE BELGIGUE-SUD - Jean-Marie BALLENGHIEN - Adjoint du Frère Visiteur

2.1)

The main program is called the "Lasallian Itinerary". It is a formation that is offered to all Lasallian partners.

Another program offered to young people is the vocational trip. Today this involves some groups of young people in the establishments.

2.2)

The "Lasallian Itinerary" program consists of three stages. The first concerns all the new members each year; the second is an in-depth study (5 modules of 5 days, organized among several establishments); the third is the "CLF", a heavy formation (10 modules of 2 days, in 2 years) which concerns each year about a hundred persons from the District.

To respond to the demand of AMEL 2018, the "vocational journey" program allows each young person and adult to consider their life journey as a "vocational itinerary" that gives importance to their orientation choices.

2.3) <https://lasallefrance.fr/centre-lasallien-francais/>

2.4) <https://drive.google.com/open?id=1zOvuJts819Lrxe9NaEC-Ps7XAd7pylxx>

<https://drive.google.com/open?id=1TuS9UYx1uYBmS70dqJd8n1SOOHroMcJK>

2.5)

39) AFRIQUE DE L'OEUST - Salvador Silvestre Ajanquiz - Ancien secrétaire du secrétariat de la MEL de notre district Afrique de l'Ouest

2.1) We do not organize a session or a retreat on "Lasallian spirituality" as such. We have talked about it during our formation sessions.

We spoke about Lasallian spirituality to those educators (teachers, supervisors, secretaries, etc.) who asked for "Lasallian" formation. »

2.2)

What do these interviews explain? We explain four things:

- 1° As Christians we have received a charism, "the charism of Christian education". -

2° To put this charism into practice, we look to Jesus, he is our model. -

3° In order to know Jesus, we practice Lectio Divina. -

4° Let us live the charism in the school of Saint John Baptist de La Salle:

- The spirituality of the Lasallian

- The Lasallian educational

mission

- Lasallian pedagogy

- Community and fraternity

2.3)

2.4)

2.5)

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2) AFRIQUE DE L'OEUST (Original answers in English) - Samson Mekonenn - Headmaster

2.1)

- 1.Lasallian charity work Dire Dawa, Ethiopia
- 2.Lasallian charity and award Dire Dawa, Ethiopia
- 3.Lasalian former and current student association Dire Dawa, Ethiopia
- 4.Lasalian summer tutorial program Dire Dawa Ethiopia

2.2)

- 1.Lasallian charity work collaborated with charity sisters teaching and motivating mentally retarded people.
- 2.Provide school materials to students from poor background and give recognition to successful and long serving educators.
- 3.Student completed mainly from our own 59asallian school work jointly in charity and other voluntary work in their respected campuses.
- 4.Free tutorial lessons to poor background student our student who in different campus and who are in the break time and most of the time the Spanish volunteers are also part of it.

2.3) @Bgslasalle La salle award and charity Dire Dawa ,Ethiopia.....found both on telegram and facebook

2.4) <https://drive.google.com/open?id=1vwqndec3D4OmAnBphEZmIWa9c1Li0SpF>

2.5) All the activities and programs mentioned above are guided by parayer and reflection,gathering , socializaon , meeting , and sport and fun events are also included.

40) CANADA FRANCOPHONE - Philippe Blais - Responsable Association, Animateur Centre Notre-Dame de la Rouge

2.1)

We cannot call "program" what is lived in our District in relation to the deepening of Lasallian spirituality. There are initiatives that come from the works or from the District. These initiatives strengthen or deepen Lasallian spirituality. On the other hand, there is no clear program, no clear objectives established beforehand as a progression. Therefore, there are recurrent meetings that are part of a process of reflection, but not as part of a program itself. Nor is there a compendium of these initiatives at the district level. However, we can see that what is being undertaken is bearing fruit.

Lasallian fraternal moments of prayer and sharing (in some works)

2. Lasallian formation

and supervision of the young summer staff (some works)

3.

4. Annual resource

meeting for educators interested in De La Salle (teachers and speakers from non-Lasallian schools)

5. Weekly

mailings to Lasallian Associates (20 persons)

6.

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2.2)

1. Lasallian fraternal moments

of prayer and sharing (in some works)

These moments are prepared by the works and vary in theme

Two formulas are observed:

- a. It takes two forms: in some smaller works, the whole educational team meets to live a Lasallian moment that a team member has prepared for them.
- b. In other works, there is talk of community meetings in which those on the team who are interested in deepening Lasallian spirituality participate.

2. Lasallian formation

and supervision of the young summer personnel (some works)

- a. Time of formation during the pre-camps
- b. Integration into community life
- c. Resources several times during the week.

3. Seasonal

sending to the wider community of educators interested in Lasallian spirituality or pedagogy.

Several educators, teachers and pastoral ministry animators frequent our work with their students. Some are interested in keeping in touch and deepening the Lasallian aspect of their lives. The seasonal e-mail is done. The content is attached to the reality of the world of education and is always accompanied by a Lasallian quotation or reflection.

4. Annual resource meeting for educators interested in De La Salle (teachers and speakers from non-Lasallian schools).

- a. Annual meeting organized by the Lasallian Association Committee.
- b. Annual meeting of the Lasallian Association Committee. c. Annual meeting of the Lasallian Association Committee. d. Annual Meeting of the Lasallian Association Committee. e. Annual Meeting of the Lasallian Association Committee. f. Annual Meeting of the Lasallian Association Committee. Duration: one day
- c. Education is at the center of resources
- d. Deepening of Lasallian concepts. For example, two years ago, the book *The Twelve Virtues of a Good Teacher* was the thread of the meeting. We updated them and had the participants discover them.
- e. The day is a mixture of moments of sharing, reflection, witness, social moments, and prayer.
- f. Very often there are new commitments or renewed commitments of the Lasallian associates during the meeting.

5. Weekly

mailings to Lasallian Associates

- a. There are about twenty Lasallian associates in the District.
- b. They receive an e-mail each week: news from the Lasallian network, spiritual content, witness of their actions, etc. c. There is a weekly mailing to Lasallian associates in the District.

6. Meeting of Lasallian Associates

- a.
The

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first official meeting of Lasallian Associates took place at the beginning of March, just before the closing ceremony.

b. Time to take a position on the vision of association, on the needs of educators, on future projects.

c. Time for Lasallian renewal.

2.3)

2.4)

2.5) It should be noted that there was a certain orientation and spiritual formation at the beginning of the adventure of the association almost 15 years ago. This was abandoned after one or two years. Since then, no official Lasallian spiritual formation program has been established. The initiatives mentioned on this page are ad hoc. They could be integrated into a programme, but this is not yet the case.

41) AFRIQUE CENTRALE - Gaston BANGUE - Responsable d'Etablissement

2.1)

It's been a little over a year since we launched a MEL team in each establishment. These teams, made up of Brothers and lay people, meet according to a well-established schedule to discuss and debate the topics prepared and sent to each team. These themes revolve around knowledge of the Founder, the Chrism, Lasallian spirituality. These themes are dealt with in order to build a community of associates for the mission in a spirit of service, fraternity and faith.

2.2)

Our institutions are heirs to a rich tradition, an educational style formed by a set of attitudes and values which are those of Saint John Baptist de La Salle and the school of the Brothers and to which many people are attached. These are, among others, attitudes and values such as the following:

The young people of the centre, especially the destitute (each young person, unique, welcomed as he is, known, "expected" and loved; our school... their school): it is for them and with them that we work in a SPIRIT OF SERVICE and availability.

To achieve this, we pool our skills, our sense of education, our imagination, our time, seeking to educate young people "together and by association" in the SPIRIT OF FRATERNITY.

Respecting the diversity of motivations, the disciples of Saint John Baptist de La Salle know that this educational work is oriented towards the proclamation of the Gospel throughout the whole of school life and that it is animated and sustained by THE SPIRIT OF FAITH.

The Brothers are not numerous enough; today it is necessary to make this heritage known, to bring it up to date, to reinvent it in the service of young people. It is an exciting undertaking, but it is difficult and impossible to carry out alone or in a dispersed order.

Hence the importance and the priority of the Lasallian team as a place of living together for sharing, inspiration, renewal and prayer.

2.3) We don't have a site.

2.4)

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2.5) In fact, our program is inclusive, not just addressing the issue of Lasallian spirituality. The program touches on everything: charism, spirituality, association, mission We seek with the laity to have together a broad understanding of the Lasallian educational mission.

42) ANTANARIVO – Hilaire RAHARILALAO - Archiviste

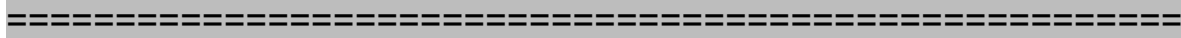
2.1)

2.2)

2.3)

2.4)

2.5



3.1/3.2/3.2/3.4

3) Lasallian Spirituality Resources

Q-3.1) Please describe, in general, the scope of your resources that focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family..

3.2) Please provide a more detailed description for one or more of the resources that you described above.

3.3) Here you may upload any helpful digital files that provide descriptive information about the resources or are resources themselves. (Maximum of 5 files. Maximum file size is 100MB. No video or audio.)

3.4) Other comments about Lasallian spirituality resources.

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=====

3) ANZPPNG - Lydia Avia-Aumua - People & Culture Advisor, yourtown

3.1) Our library have the key Lasallian books; The Work is Yours, Meditations by John Baptist de La Salle, The Conduct of the Christian Schools. All existing staff and new starters at yourtown receive the book: The Teacher's Saint: John Baptist De La Salle - Patron Saint of Teachers.

- 3.2)
- 3.3)
- 3.4)

4) ANZPPNG- Amanda Proulx (on behalf of the Formation for Mission Team) - Director of Formation for Mission

3.1) We are fortunate in having a number of people with expertise in various aspects of Lasallian formation. Most of the resources we use in these programs have been developed by ourselves with a view to their suitability in our own contexts. They include digital presentations on the life of De La Salle within the broad stream of, especially, religious congregations of women and men committed to the education of the poor; printed excerpts from the pedagogical and spiritual writings of De La Salle and his Brothers; explorations of themes such as 'Touching hearts'.

- 3.2)
- 3.3)
- 3.4)

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5) ANZPPNG - Martin Chamberlain - Principal - Francis Douglas Memorial College

3.1) Buttimer Our people who have been through Buttimer LMS from Australia

3.2) Buttimer Our people who have been through Buttimer - we have many graduates in New Zealand who are generous and capable in giving to their peers LMS from Australia - personnel and expertise are available but expensive given air travel costs

3.3) File sizes too large to share

3.4)

6) ANZPPNG - Grace Wrakia - National Coordinator, PNG Lasallian Family

3.1) We use lasallian and other spiritual texts, videos, multimedia downloads from Youtube, guest speakers (Brothers and others)

3.2)

Module 1. Life of St. John Baptist De La Salle

Texts - Listening Task

Listen to Br Luke Salm's, 'The Work is Yours' (2009) audio book read by Br Gerard Rummery on the life of De La Salle.

Texts - Viewing Tasks: Multimedia

Multimedia downloaded from Youtube can be good starters. Plenty of choice from:

- Benildean – Lasallian (2011) De La Salle – the Patron Saint Trailer (Animation)
- Magakakaputid (2013) Life of Saint La Salle: A brief biography
- Sirios (2013) St John Baptist De La Salle
- Johanson (2007) De La Salle. Rome: Brothers of the Christian Schools
- Rummery (2009) The Life of De La Salle: A heritage

Texts - Reading

Brother Owen Mason, who spent many years at the Goroka Teachers' College, wrote a short life of De La Salle. (See Mason, O., 2007, The Life of Saint John Baptist De La Salle. Lasallian Education Services, Melbourne).

An mp3 audio of the text is also available.

Guest Lecturers

Invite a Brother to speak on JBDLS.

Module 2. Lasallian Pedagogy

Poutet (1979) provides the context for the emergence of Lasallian Pedagogy.

An examination of the DESCAs approach to learning, developed by Harmin & Toth (2006) is of merit.

Hattie (2012) and his checklist of visible learning 'inside' and The Irving student evaluation of accomplished teaching scale can be of benefit.

Reading Task

Students from Loyola (USA) have produced a short paper on De La Salle (see Fecker, J., Greenwood, K., & Harrigan, J. (2011). The Educational Theory of John Baptist De La Salle. Loyola: USA).

Research Task

Check out the kiwix, dictionaries and thesauruses for Pedagogy. Wikipedia for schools has an entry for pedagogy.

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Module 3. Lasallian Spirituality

Reading Tasks

Rummery, G., (Undated). Lasallian Spirituality.

Texts Viewing: Pictures

The many faces of De La Salle. View some of the portraits and scenes of St De La Salle. Do they give you some understanding of him?

3.3) <https://drive.google.com/open?id=1OEUJHeiUoZDzSAKI23Trkg5I8YVncBRf>

<https://drive.google.com/open?id=1J2925YSFqLWlpzQoflkqDnr4NcQ2rPxG>

https://drive.google.com/open?id=1_1V9IsKzt2RH9a5NsUzoPI19gINPZeVh

3.4)

There are some resources that are still being compiled;

1. Lasallian Women; Past and Present
2. Lasallian Family Teachers resource on USB mode

7) BELGIQUE NORD-DELEG - Joke Maex - Professional Advisor on Lasallian Identity and Pastoral Care at School

3.1) Chapel of disclosure is our most important resource to deepen the understanding of lasallian spirituality in our contemporary context for all people connected to the VLP-network (pupils, teachers, educators, headmasters, professional advisors)

As VLP we have a number of qualitative publication on pedagogy and lasallian spirituality for all staf members of the schools and the professional advisors.

In the digital era, we've developed a website to give acces to the lasalian spirituality for our schools (for teachers to use in the classroom)

3.2)

Chapel of disclosure: see uploaded brochure.

Publications:

- Could it be something more? Lace line notes on life at school: At school, a learning and living environment for all, children, young people and adults are bold. They are strong and vulnerable, malleable and self-confident. Their experiences and achievements have far-reaching consequences for the rest of their lives. Paying attention to them, speaking and thinking about them together creates a culture of mutual respect, interest and loyal cooperation. A vision and a number of strategies are provided to concretely implement this lifestyle.

- The other school architecture. To an aesthetics of our educational project: The emergence of the "school site" concept of the 21st century calls for a new vision of school architecture. An aesthetics of the educational project offers an inspiring reading key to this end. The VLP has set up its own in-house seminar on this subject in order to bring the commitment of the employees, their spiritual drive, the own accents of the educational project, the "work" in the field, the De La Salle centre and the chapel-meeting room closer together. A number of concrete strategies are provided to set up an analogous process in the schools and works of our network.

- CARE! Welfare society and care in education: The welfare society is concerned about the welfare of all citizens. This ambition creates its own concerns. These are also reflected in the equal opportunities education for all children and young people. But "care for others" is based on healthy self-care. They are closely intertwined in the Christian-Lasallian ethics of a just society, with a preferential option for the underprivileged. The Cahier offers incentives and strategies to

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refine school policy in this sense. This Cahier is a reflection on the Seaside Sessions of 2009 and 2010.

- Schools for tomorrow: Education and upbringing are of all times. Progress challenges schools to innovate with the new. The educational project of the VLP fits into this dynamic. This Cahier brings a rethought and reworked version of the anchor points or calls that characterize the VLP project. It listens to children and young people as bearers of hope. It supports the development of everyone in disinterested dedication and concerned affection. It cherishes an open view of people, of the world, of life. It awakens sensitive attention, the oxygen of mankind. It follows the authentic traces of unsuspected, God-conscious quality of life.

- A Lasallian perspective on the Catholic Dialogical Educational Project: Catholic Dialogue School is a paradigm for Catholic Education in Flanders. This article offers a reflection on this paradigm from a lasallian perspective. (attached)

Website: This website was created in 2018 to support schools in the celebration of the tercentenary (#300lasalle). Due to its success, the website has been extended with pastoral impulses around our founder Jean-Baptiste de La Salle and impulses for pastoral care at school. (<https://300jaardls.weebly.com/>)

3.3)

<https://drive.google.com/open?id=1ZhOH2U3idSAceG5uJNbJq4OI45rJce1U>

<https://drive.google.com/open?id=1qoWK6bu5jtdKhpTbQm1hPgXh2ZNMt5bE>

https://drive.google.com/open?id=1fq5gyS8TDx2tMEbsFWHu6CZFutCoFS_0

3.4)

8) COLOMBO- Christy Croos FSC - Visitor

3.1) We do not have very many Lasallian resources of our own. Most of our resources are borrowed from different Lasallian websites and printed materials from the institute. As reading materials, Axis Journal of Lasallian Higher Education is used very often.

3.2) "Cir 461: Associated for the Lasalian Mission..... an act of HOPE" is widely used for the seminars and workshops. Portion of the circular is translated into local languages and used as reading materials. Association is being explained and understood by the Partners through this Circular and it is very useful resource for deeper understanding of Association in Sri Lanka. Selected Articles from AXIS JOURNAL provide comprehensive information for the presenters/ resource persons to explain the deeper understanding of Lasallian Spirituality. Lately we began to use the "Pilgrims Handbook" for the formation of teachers and it will be extended to the formation of students and Brothers.

3.3)

3.4)

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9) DENA - Maryann Donohue-Lynch - Associate Executive Director: Office for Mission and Ministry (focus area: Evangelization and Lasallian Spirituality)

3.1) With the exception of our online retreat programs, global prayer services or novena's DENA uses materials that are made available to us from a variety of ready known resources.

3.2) Online: We conduct an annual online retreat for Advent and Lent. We provide weekly Gospel reflections. Throughout the year we provide opportunities for Zoom prayers focused on Lasallian Feast Days. Additionally, Lasallian novenas are offered.

3.3) https://drive.google.com/open?id=14iyZLsuvJoDRwmlv9g_71wX4cg5bQIVQ

3.4)

10) EUROPE CENTRALE - Cindy Büchler-Marvan - Lasallian Academy of Central Europe representative

3.1) We mainly focus in the Luke Salm text, texts by Br. John Johnston , Br. Gerard Rummery, Br. Ambrosius, Lasallian Identity and framework. Also <https://www.lasalle.ie> is very helpful

3.2) We focus on these texts, mainly how to run a Lasallian school, 12 Virtues, Lasallian identity and ethos.

3.3)

3.4)

11) GREAT BRITAIN-IRELAND-MALTA - Heather Ruple Gilson & Joseph C. Gilson - Coordinator of Mission Initiatives & Director of Mission

3.1) Reflections for Lasallians. They were published a few years ago and there are 4 Volumes.

3.2) The whole works (4 Volumes) are divided into the two major Lasallian Characteristics:

- i/ Living in a Spirit of Faith &
- ii/Acting in a Spirit of Zeal.

These two characteristics are in turn subdivided into six themes (3 themes per volume).

E.g. Acting in a Spirit of Zeal

- a/ Together and by Association
- b/ Respecting Others, Bringing Those at the Margin to the Centre of Our Lives
- c/ Loving the Vulnerable Self
- d/ Accompanying the Poor
- e/ Being Educators, Especially of Youth
- f/ Touching and Inspiring Hearts with the Christian Spirit

Each of those themes (12 in total) are subdivided into 25 reflections - each reflection containing a biblical, a Lasallian, and a modern day quote. With a total of 900 quotes.

2 Characteristics - 6 Themes per Characteristic - 25 Reflections for Theme - 3 Quotes per Reflection

3.3) <https://drive.google.com/open?id=1nAxc4hexniMyXYbYakTacYgRuUtBwO-F>

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<https://drive.google.com/open?id=1sqOID5XjwQNsMrcIPToRtHxnWVQ-lwkJ>

https://drive.google.com/open?id=1aVIPqHpYBvOQkSoGvqpi4P63_PjZMBWE

3.4) Whenever there is a District Formation Programme, or a gathering, prayers and reflections are always prepared with the knowledge that these could be used/adapted by others in the District..

12) INDIA-DELEG - Bro. Jeyakumar - I was a missionary in PNG till 2019. At present assisting vocational school at Dindigul

3.1) Social medias could be used more effectively to reach our teachers, partners and students.

3.2)

3.3)

3.4) Need to digitalise

13) INDIA-DELEG - Bro. Arockia Doss, FSC - Chair - Mission Commission

3.1) Some materials are available in Tamil; not so well developed or circulated. Not everyone has access to these materials.....they are here and there.

3.2) None.

3.3)

3.4) We are badly in need of developing some materials in Tamil - local language.

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14) LEAD - Jose Israel A. Boncodin - Coordinator for Lasallian Animation and Formation Office, De La Salle Philippines

3.1) LAFO primarily base the contents of its programs on the works of St. John Baptist De La Salle, secondary sources on the Founder and the history of the Institute—mostly written by Brothers, Institute circulars and bulletins, Lasallian essays, journals, and research articles, among other things. At the same time, the Philippine Lasallian Family has also produced documents and modules relevant in forming Lasallian spirituality and identity of its partners.

3.2)

1. Lasallian Modules. The Lasallian Modules Project was first published in the mid-1990s with the support of the then District of Ottawa, now part of the Francophone Canada District. Intended to be a three-year project, it is a set of three modules per theme—with each succeeding module deepening the previous' content—developed as a response to the felt need for a more solid foundation in Lasallian tradition, spirituality, and mission. The modules are written in the form of lesson plans, and are independent from each other—as such need not be offered in sequence they are presented in the document. Those who run the modules are encouraged to bring their own creativity by adapting them or introducing their own inputs and materials.

2. Lasallian Guiding Principles. The Lasallian Guiding Principles is a collection of three documents, namely the Foundational Principles of Lasallian Formation, Principles of Lasallian Education in the Philippines, and Principles Lasallian Social Development. These were developed in response to the call for strengthening the sense of Lasallian identity and deepening the Lasallian Charism among individuals and institutions in the Philippines. The intention of each of these documents is to articulate the commitments that flow from the values of faith, service, and communion in relation to the training and formation of Lasallian partners, the conduct of the Lasallian educational mission, and the socio-political involvement of the Philippine Lasallian Family.

3.3) <https://drive.google.com/open?id=1R0hnkO7vCytt-DQLg1fXG1g4ijv165rm>

3.4) N/A

15) LWANGA – Br. Betre - AV

3.1)

3.2)

3.3)

3.4) I don't have any resources for now.

16) LWANGA - Brother Oscar - Director

3.1) One of the resource is the lasallian website which contains a lot material on the spirituality of our founder the website is so detailed and so evocative on the issue of our spirituality.

3.2) The lasallian website is so updated and has a lot of information which is vital for the use by all the lasallians. We are grateful to the continuous update of our website with more and new research on our spirituality as lasallians.

3.3)

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3.4) The resources are available highly educative.

17) LWANGA - Brother Peter Kombe, FSC - Headmaster/Director St.Mary's Boys Nyeri & La Salle School Nairobi

3.1) The resources that specifically focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family: strategic cultural-sharing with wider religious orders in the world; education institutions providing dedicated La Sallian theme sessions where we invite delegates; posters; La Sallian-run schools; school murals depicting artistic depiction of La Sallian principles; all houses where Brothers of Christian Schools reside; written documents, books, pamphlets, video links, power-points, websites, social media sites, creative prayer services and planned themed community events. All the resources are designed around La Sallian value dissemination, content and objectives.

3.2) N/A

3.3)

3.4) We hope to come up with a year round retreat and talk sessions calendar for retreatants.

18) MIDWEST - Michael Fehrenbach FSC - Visitor

3.1) Institute, Regional resources, works about and by the Founder, spiritual accompaniment.

3.2)

3.3)

3.4)

19) SAN FRANCISCO NEW ORLEANS - Gregory Kopra - Director, Formation for Mission

3.1) The aforementioned Lasallian Resource Center is the most valuable resource available for providing access to resources that help to provide a deeper understanding of Lasallian spirituality. Also, each school has their own "Lasallian Library" of original Lasallian texts for their own use.

3.2)

3.3)

3.4)

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20) VIETNAM - Br. Joseph Hung Nguyen - District Councilor for Lasallian Mission

3.1) Started Introducing Lasallian spirituality to our partners especially those who are working in school in order to foster their understanding about mission as vocation.

3.2) The resources being used for the trainings: 1) Holy Bible; 2) Life of the Founder; 3) Meditations for the Time of Retreat; 4) The Twelve Virtues of a Good Teacher; 5) The Living Values Program, developed by UNESCO.

3.3)

3.4)

21) ANTILLAS-MEXICO SUR - Pedro Álvarez Arenas - Visitador Titular

3.1) There is support from the District commissary. In general the courses are subsidized.

3.2) FORLA for all Preschool Staff

3.3)

3.4)

22) ARGENTINA-PARAGUAY - Santiago Rodríguez Mancini - Coordinador de la Comisión de Formación

3.1) We have been trying to get district social networks and a phone application to help with this for a few years now. We take advantage of the figure of Brother Fermín Gainza and Brother Genaro Sáenz de Ugarte, very dear to our district, to reach out through different channels. This is in addition to the traditional publication of books

3.2)

1. We have some collections of books in which we spread Lasallian thought and Lasallian artistic work.

2. We use the District's social networks with flyers, short videos and podcasts (Youtube Channel, Facebook, Instagram, Twiter). There is also a Facebook profile of Br. Fermin Gainza. A website for this Brother's work is under construction.

3. We use an application. "La Salle every day"

3.3)

3.4)

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23) ARLEP - Juan García Callejas - Delegado distrital de Formación e Identidad Lasaliana

3.1) These are basic documents for working on the knowledge and acquisition of Lasallian Spirituality within the different formation programs of the Itineraries for Lasallian Identity of the District's Integral Plan of Institutional Formation.

3.2)

3.3) <https://drive.google.com/open?id=19ow5BHK9FREIZNBzKeeM3TR8mjUYTHsZ>

<https://drive.google.com/open?id=1dsSCG0H7pMGSffl-4jmfdPkY0sf1C-wj>

https://drive.google.com/open?id=11Q_iGg40Dt5XCCYGOZSmLrvvRSNZAw2M

<https://drive.google.com/open?id=1GIARPxHD3LxnIr6WDXms2WOLteEib7yW>

<https://drive.google.com/open?id=1Cym9wBQ6QbREP3CHGphXdgH1B2OceENG>

3.4)

24) ARLEP - Lidia Rey Lillo - Delegada de Formación e Identidad Lasaliana en el Sector Madrid

3.1) We have a website on spirituality, as well as several books, articles, documents

3.2) Website: <https://espiritualidad.lasalle.es/>

3.3) https://drive.google.com/open?id=1REV5_ITql_eJ_mpZllu9DyPLLeqIHhK1

https://drive.google.com/open?id=1nrXm7ytGJb_C8oPnOrdMmk83I1_4VIU

https://drive.google.com/open?id=1rWk4_6ew_xrTWcqjSR7wAuFCEaB59kk

3.4)

25) ARLEP - Paco Chiva - Ahora en Roma, secretariado de Asociación

3.1) ARLEP District web page where content and resources for Lasallian Spirituality were created <https://espiritualidad.lasalle.es/>

3.2) The essential contents of the Lasallian Spirituality are explained in the pages, worked on cooperatively in a formation course among Brothers. For more than 10 years entries have been added. There are book reviews, guides for preparing celebrations, reflections on images, an on-line retreat, testimonies of persons

3.3) <https://drive.google.com/open?id=1x6oOD1fvzzEtEG5te1AxGg8BnxL8Pk6W>

<https://drive.google.com/open?id=185vt6K9YHtUD9swFdhsbV6x9Fon6XIU>

<https://drive.google.com/open?id=1FLtbteRZ3wpX5HgpK7oryHxIYaJxvfMW>

<https://drive.google.com/open?id=1pH0HPoPy0k91hYAuJ2S9Q-Z9ynbG58bY>

<https://drive.google.com/open?id=1MHYBZgdr-MPvprzEdaar-fzHxtHi92kk>

3.4) In the future Charter of Lasallian Identity there is a chapter dedicated to Lasallian Spirituality, I am sending it by e-mail, here it is already full.

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26) BOGOTA - H. Carlos G. Gómez (Vis.) y H. Jhon Bohórquez (Past) - Visitador - Animador de la Pastoral Distrital

3.1) All Lasallian school and higher education works and Social Outreach Centers are reached.

3.2)

3.3)

3.4)

27) BOLIVIA-PERU - VIRGINIA MONTES MARTÍNEZ - Secretaria de la MEL

3.1) Books written by brothers who have been or are in Bolivia and those published from Rome. Also the film "Monsieur de La Salle"

3.2)

The book "Espejo de educadores" by Brother Saturnino Gallego, "Memoria de los comienzos", "Huellas fecundas" by Saturnino Gallego. LA SALLE IN BOLIVIA - 75th anniversary (1919-1975) of Brother Saturnino Gallego. Lasallian Studies 17, "May the school always go well". Pedagogical study of the Conduct of Schools; Study of the Meditations for the Time of Retreat. RULES OF CHRISTIAN COURTESY AND CIVILITY (JBLs: J-10). Education for All - Dakar - Chapter 1: "Understanding what quality is"; School effectiveness and educational change - LA's vision.

Letter from JBLs to teachers (Pedro Chico: F-217) Basic Principles of Lasallian Pedagogy (León Lauraire, edited by Bruño, Spain). Meditations for the Time of Retreat, Method of Mental Prayer and Duties of the Christian.

Spirituality-Pedagogy in Lasallian thought (MF)

Lasallian Christocentrism in the light of the Meditations for the Time of Retreat (MF)

Pastoral Letters of the Brother Superior General.

Publication of the meeting of Lasallian Association in Rome in 2006

3.3)

3.4) No files were uploaded, as they are books that were sent to the works.

28) BOLIVIA-PERU - Nadezdha Grájeda Méndez - Secretaria Académica

3.1) The resources on which we rely are videos, films, texts and books: Film "El Señor De La Salle". Historical context: French society of the 17th century. Memory of the beginnings: JBLs personal writings. Life of John Baptist de La Salle. MIRROR OF EDUCATORS by Brother Saturnino Gallego. (Book). The first biographers of JBLs: Book of Brother Bernard and book of Don Elías Maillefer. Los artesanos y los pobres en tiempo de JBLs (The artisans and the poor in the time of JBLs). Three centuries of history of the HHEECC Institution. Saturnino Gallego's "Traces of fertility". Summary of the book LA SALLE EN BOLIVIA - 75th Anniversary (1919-1975) by Br Saturnino Gallego. THE GUIDE OF THE SCHOOLS. May the school work well (Cahier Lasalliens). MEDITATIONS FOR THE TIME OF RETREAT. RULES OF CHRISTIAN COURTY AND URBANITY and others.

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3.2) MIRROR OF EDUCATORS, a book written by Brother Saturnino Gallego, is a biography of SJBDS that offers the precise image of the holy founder, as well as his pedagogical ideas, educational criteria and basic principles of his spirituality. It is written in a light and easy to understand style.

3.3)

3.4)

29) BOLIVIA-PERU - Álvaro Cabrera Quispe - Coordinador del área de pastoral del Sector Bolivia

3.1) The scope is reduced to a few teachers who have had the opportunity to do the third level. We hope that the District's MEL will manage the third level since there is a strong group of teachers who would be willing to deepen their knowledge of Lasallian spirituality. The human resources exist, the formation program is the same, the only thing missing is that a group of persons (Brothers and lay persons) see the way to implement this course of formation.

3.2)

3.3)

3.4) With apologies, I hope the information provided is useful.

30) BOLIVIA-PERU - Jessica Ortega García - Secretaria Ejecutiva de MEL

3.1) These can be around biographies and comics about the Founder, readings or reflections, the twelve virtues of the good teacher, daily reflection, the journey of a Lasallian educator. Their objective is to make known our founder, our spirituality and the way we understand our experience in the school so that it goes well.

3.2) It is used for example: The book a saint and his work, May the school always go well, Lasallian Identity by Antonio Botana among others.

3.3) https://drive.google.com/open?id=1lk8mZliXWcGzYbKQRZb_f8u0wIJe49rk

https://drive.google.com/open?id=1-glv-30eM_fGXcvXVpF0AuQPYRw41BXf

<https://drive.google.com/open?id=1xarXh-Fxvk1FUrk36mNnJxnTxuSDNgHA>

<https://drive.google.com/open?id=1mjZ7KGyYZqR1XDh7zQFIUpExJ3vPLqdN>

<https://drive.google.com/open?id=1p8l-51e6qiSJVv2mCxW7BuRTT6Ph4CqI>

3.4) We are always attentive to the Institute's publications in order to use its resources and we also use, share documents contributed by the other Districts.

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31) BOLIVIA-PERU - Sebastián Cornejo Torres - Hermano

3.1)

3.2)

3.3)

3.4)

32) CENTROAMERICA-PANAMA - Alberto Mairena - Visitador

3.1) It is considered that the contents of the various resources used in the District for the work of evangelization and the dissemination of Lasallianism fulfill the objective of touching the hearts of the subjects of the Mission. Documents, courses, workshops, videos, circulars, pastoral letters, retreats, school religious formation, human, Christian and Lasallian training events for teachers, administrators, parents and university students; accompaniment of intentional groups such as volunteers, Signum Fidei, Young Lasallians, Missionaries and others, are part of the activities that are carried out with the support of these resources and that have to do with the District's formation and accompaniment programs that reach a good level of outreach and deepening in the educational communities of the different countries that make up the District, in such a way that today there are more people who little by little are getting involved in the processes of educational pastoral ministry and evangelization.

3.2)

1. Documents: Educational Ideology that synthesizes the characteristics of the District Educational Mission by means of processes. Pastoral Ministry Project, which presents in a general way the objectives, the aims, the contents and the schemes or organization charts of the proposal of pastoral action (Texts suitable for the Volunteer Movement, Missionaries, Young Lasallians, Vocational Accompaniment Cards...). The program of the Lasallian school of formation ESFOLA, which is attached to this survey. The archives of the plans for the annual campaigns for the diffusion of the Lasallian Reflections emanating from the General Council.

2. Resources: Human resources (District, national and local Pastoral Commissions, Regional Network Team for Evangelization, Pastoral Care and Catechesis; personnel involved in the elaboration, planning, execution and evaluation of formation and accompaniment activities, such as retreats, conferences, retreats, documents, videos...)

3. Audiovisual Resources at: Videos, posters, banners, advertisements, songs, television and radio interviews, campaigns, other messages related to the Lasallian theme and communications through new technologies.

3.3) <https://drive.google.com/open?id=1xjEE9crQSzE1iTGtTQZzQHneujGWod6R>

3.4) In this same survey we find comments alluding to the resources that contribute to the diffusion of Lasallian spirituality. In the District we do not have a specific document alluding to this topic. In addition to the references (links) that are placed in one of the questions of this same survey, we leave below a couple more references where you can find evidence and examples of the contents of our spirituality.

<http://lasalleca.org/node/40>

https://drive.google.com/drive/folders/0B-I_T6UJ6_yIUWxQcFpNWKyNmc

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33) MEXICO NORTE - Lorenzo González Kipper - Jesus Magister de Roma y Doctor en educación

3.1) As I said before, the Diploma in Lasallian Studies has already been taken by about 1000 Lasallians and they are currently in the 770 program

3.2)

3.3)

3.4)

34) MEXICO NORTE - Adriana Bolaños Hernández - Dirección Académica del CESLAS (Monterrey)

3.1) Daily Lasallian reflections for the different educational levels

Magazine Comunidades Educativas

Book Capsulas Lasallistas

Holy, Blessed & Venerable Lasallian Books

3.2)

Lasallian Reflections: A proposal for daily reflection at the beginning of the school day. There is a proposal that corresponds to each educational level. Examples can be found at <https://www.lasalle.edu.mx/recursos-reflexiones/>

Magazine of educational communities. Quarterly magazine of the District of Northern Mexico that aims to share good practices and generate dialogue within educational institutions. They can be found in digital format at: <https://issuu.com/delasallemexnte>

Lasallian Capsules - A collection of 132 short readings, of one or two pages, exceptionally three, are an excellent support for deepening knowledge, encouraging reflection and the interiorization of historical, practical and pedagogical aspects of Lasallianism.

Holy, Blessed & Venerable Lasallian Books. A work that brings together and describes in detail the Lasallian Saints and Blessed from its beginnings to the present day.

3.3) <https://drive.google.com/open?id=1pIBfQdru4n-qmXlpE7pcq92-G7stqrP>

3.4) The District's Lasallian institutions generate a lot of material to encourage the induction and deepening of Lasallian spirituality, if there were some address to which I could send those that I could gather would be a very good thing.

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35) NORANDINO - Antonio Maria Marquiegui Candina - Coordinador de Sector Venezuela

3.1) Chronology of John Baptist de La Salle by José María Valladolid
A reading of De La Salle's charism from Latin America
Deville, French Spirituality
The Church before and after Vatican II

3.2) Chronology provides an account of De La Salle's time as a human being, with very human needs and reactions. There we find the breeding ground of his decisions and of his letting himself be "led" by the Father.

The reading of the charism from Latin America, supposes an effort to contextualize the experience of La Salle in our American continent with so much contradiction and humus for the original Lasallian decisions, "not copied".

Deville allows us to discover what was the environment in the church in which De La Salle lived, and in which he knew how to follow the calls of the Gospel.

To appreciate the daring of the itinerary followed by De La Salle, led by the Father.

3.3)

3.4)

36) NORANDINO - Hno. Álvaro LLano Ruiz - Coordinador Sector Medellín

3.1) Texts of the Founder, texts written by the Brothers and personal texts

3.2) In the Spirituality of the Lasallian educator I start from three aspects: his Identity, his personal life project and his educational ministry

3.3)

3.4) I like the reflection of Pedro Arnold, OSB. "Spirituality is what is proper to the human in search of meaning," because it is precisely what distinguishes us from other creatures

37) NORANDINO - Lucía Mercedes De la Torre Urán - Coordinadora Calidad Integral en UniLasallista

3.1) Lasallian Diploma

3.2) Units that provide history of the Founder and creation of the Institute, key role in the formation of teachers, understanding of the dark night in Parmenia and the teachings in the current life of those of us who are part of the work and reading in the key of higher education.

3.3)

3.4) The Lasallian Volunteer Experience

2020 LASALLIAN SPIRITUALITY SURVEY

38) FRANCE BELGIGUE-SUD - Jean-Marie BALLENGHIEN - Adjoint du Frère Visiteur

3.1) In the great movement of the "La Salle Educational Fraternities", many resources are published: booklets "Paths of Meaning", the magazine "Fraternities", editorials and articles in journals

On the occasion of meetings (Lasallian Autumn University, meetings of fraternities, assemblies of heads of establishments

The district has recently published several books:

In 2015, the book "A l'école de la fraternité du Frère André-Pierre Gauthier (Ed. Cerf)

In 2017, a new edition of "Meditations for the Time of Retreat"

In 2019, a critical biography of John Baptist de La Salle (Ed. Salvator)

The Institute's circulars (461, 466, 470...) are enlightening and stimulating resources.

The oldest texts are always appreciated (books, writings of the brothers, archives...).

The centre of Notre-Dame de Parménie is a place of origin, as is the Hôtel de La Salle in Rheims.

3.2) In his book, André-Pierre Gauthier presents the school as a laboratory of creativity, humanity and fraternity, an evangelical path open to all. The new presentation of the Meditations for the Time of Retreat is accompanied by proposals for prayer and sharing. In his impressive biography, Professor Bernard HOURS presents the Founder as "a mystic in action".

3.3)

3.4)

39) AFRIQUE DE L'OEUST - Salvador Silvestre Ajanquiz - Ancien secrétaire du secrétariat de la MEL de notre district Afrique de l'Ouest

3.1) What programs or media are used to explain these four things?

1- A slide show on charism: The Associate lives the charism of Christian education

2- A slide show about Jesus as a model: Jesus Christ the Master

3- A slide show on lectio divina: Lectio divina

4- Slide shows in :

- the spirituality of Lasallians

- the lasallian educational mission

- Lasallian pedagogy

- the community

- brotherhood

3.2)

3.3)

3.4) <https://drive.google.com/open?id=1CO2qYBZ5ISYx07DUuiUpVg6SXzZjjLsX>

<https://drive.google.com/open?id=1dnq-NseDzdJoRkclmcems5xPwS0GrGqD>

https://drive.google.com/open?id=1zkhtqCHaB_x3ZwpKHR1dk08Qqcyhu7lq

<https://drive.google.com/open?id=1Z1cjUldDKsx1vgSa463xzYZC3d-gra3L>

<https://drive.google.com/open?id=1XFgDDpyJ1qBuNcLA1HI-cM-LyF5e2Hfc>

2020 LASALLIAN SPIRITUALITY SURVEY

2) AFRIQUE DE L'OEUST (Original answers in English) - Samson Mekonenn - Headmaster

3.1) Mainly apart from events conducted in different topics in social medias such as in our telegram and face book pages different issues handled bold donation program, school materials donation program, sport events for unity and togetherness and so on.

3.2) I would like to discribed one of the sucessful one that is providing school materials for morthan 100 families and encuragement and reconizse long serving educators begining of this school year.

3.3) <https://drive.google.com/open?id=1pniKkuoOQSgIV2kQ5vk2FRKdvGHnc8xc>
<https://drive.google.com/open?id=1BZumJaJs-pPgEHZWYmtnDCeqR0orV3yi>

3.4) I appreciate !

40) CANADA FRANCOPHONE - Philippe Blais - Responsable Association, Animateur Centre Notre-Dame de la Rouge

3.1) 1- Lasallian formation in three blocks 2- Numerous prayer cards for Lasallian teams 3- Online resources on different Lasallian themes

3.2)

1- Lasallian formation in three blocks Formation that can be given to persons who enter the Lasallian network It is developed in 3 parts: Lasallian history, Lasallian family, Lasallian spirituality. This formation exists but is not given systematically. It is part of a process of welcoming into the network.

2- The lighting card Many prayer cards for Lasallian teams have been composed by many Brothers over the years. They are all accessible online:
http://www.delasalle.qc.ca/?page_id=1792

3- Online resources on the different Lasallian themes
http://www.delasalle.qc.ca/?page_id=183

3.3) <https://drive.google.com/open?id=1xvq5LW8buP2P83OFuM7V13RyfFYIqH89>
<https://drive.google.com/open?id=1F28kp8J9XM406zTme1KAKJiR8ycVLAPh>
https://drive.google.com/open?id=1E1RMQMzZqjwO4qfuO-NZH_tCgQFKYXF
https://drive.google.com/open?id=1PA6HjZ4N_zGgTGHkcMnL27WI5Q_6igHg

3.4) These resources are available on the district website. But these resources are not part of a larger training program.

2020 LASALLIAN SPIRITUALITY SURVEY

41) AFRIQUE CENTRALE - Gaston BANGUE - Responsable d'Etablissement

3.1) The resources that we exploit are those provided by the Institute: Lasallian booklets, MEL booklets, biographies of our Founder, Lasallian themes, writings of the Founder, Lasallian studies, circulars of Brother Superior General

3.2)

3.3)

3.4) The resources cited above are those available to all Lasallians. They are abundant; the problem lies in their judicious use, given that the District does not have Brothers or lay Lasallians who are specialized "in Lasallian spirituality.

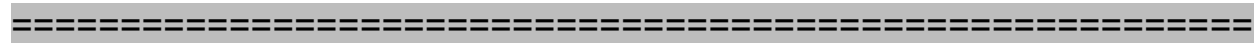
42) ANTANARIVO – Hilaire RAHARILALAO - Archiviste

3.1)

3.2)

3.3)

3.4)



4.1/4.2/4.3/4.4

4) Lasallian Spirituality Needs

4.1) How great is the need in your District for more programs or resources that help enhance a deeper understanding of Lasallian spirituality within the larger Lasallian family?

4.2) In your opinion, how much interest is there within the larger Lasallian family of your District to move towards a deeper understanding of Lasallian spirituality.

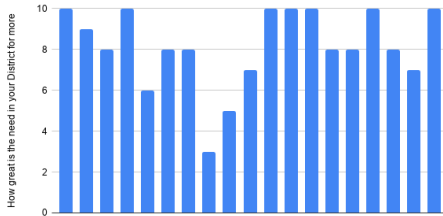
4.3) What kinds of things would be helpful in the area of enhancing a deeper understanding of Lasallian spirituality in your District. Please choose a maximum of four items.

4.4) Other comments about Lasallian Spirituality needs.

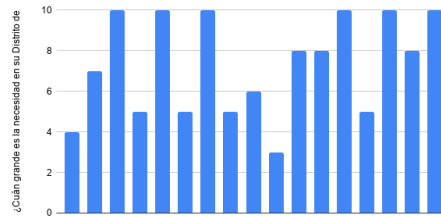
2020 LASALLIAN SPIRITUALITY SURVEY

LEVEL OF NEED

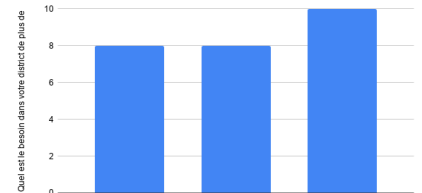
How great is the need in your District for more programs or resources that help enhance a deeper understanding of



¿Cuán grande es la necesidad en su Distrito de más programas o recursos que ayuden a mejorar una comprensión



Quel est le besoin dans votre district de plus de programmes ou de ressources qui aident à améliorer une compréhension



ENGLISH - AVERAGE

8.2

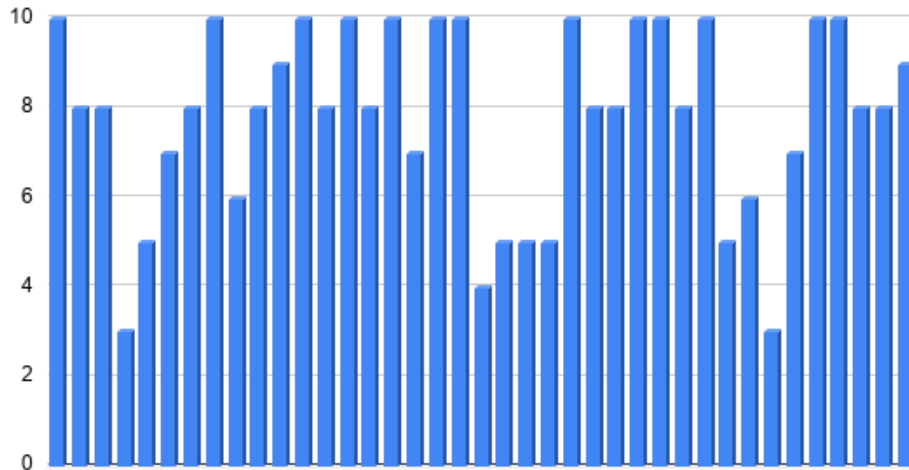
ESPAÑOL – PROMEDIA

7.3

FRANÇAIS - MOYENNE

8.7

- How great is the need in your District for more programs or resources that help enhance a deeper understanding of Lasallian spirituality within the larger Lasallian family?



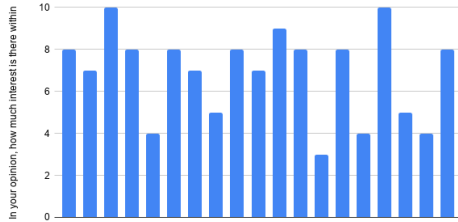
TOTAL AVERAGE

7.8

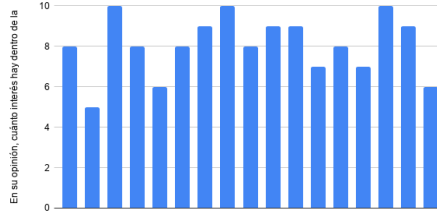
2020 LASALLIAN SPIRITUALITY SURVEY

LEVEL OF INTEREST

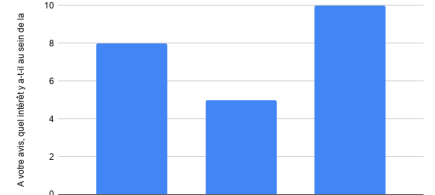
In your opinion, how much interest is there within the larger Lasallian family of your District to move towards a deeper



En su opinión, cuánto interés hay dentro de la gran familia lasaliana de su distrito para avanzar hacia una comprensión



A votre avis, quel intérêt y a-t-il au sein de la grande famille lasallienne de votre District pour aller vers une compréhension



ENGLISH - AVERAGE

6.9

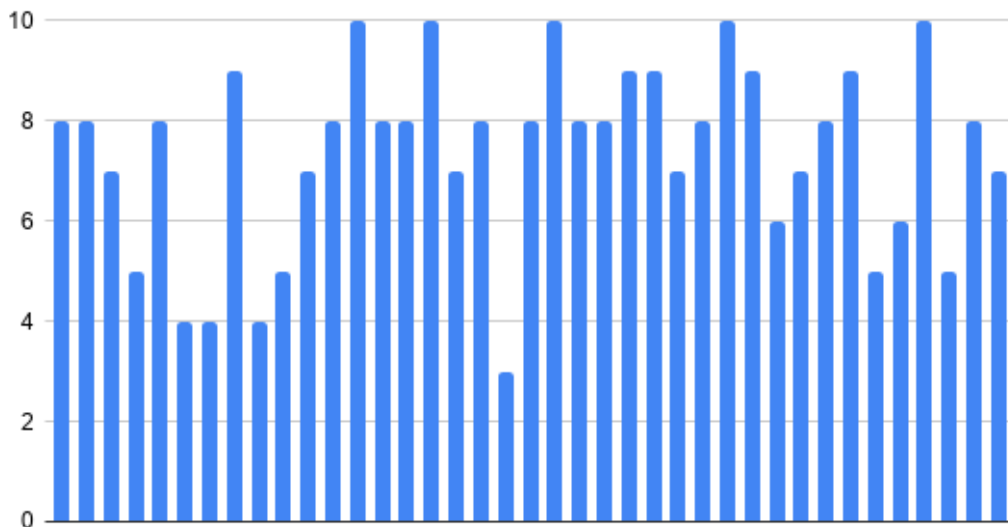
ESPAÑOL – PROMEDIA

8.0

FRANÇAIS - MOYENNE

7.7

- In your opinion, how much interest is there within the larger Lasallian family of your District to move towards a deeper understanding of Lasallian spirituality.



TOTAL AVERAGE - TOTAL PROMEDIO - MOYENNE TOTALE

7.4

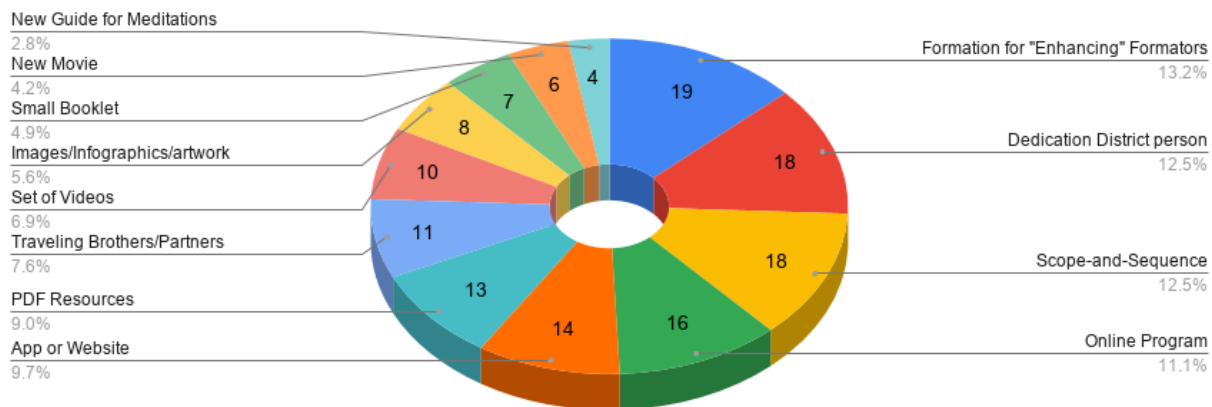
2020 LASALLIAN SPIRITUALITY SURVEY

SUGGESTIONS

What kinds of things would be helpful in the area of enhancing a deeper understanding of Lasallian spirituality in your District. Please choose a maximum of four items.

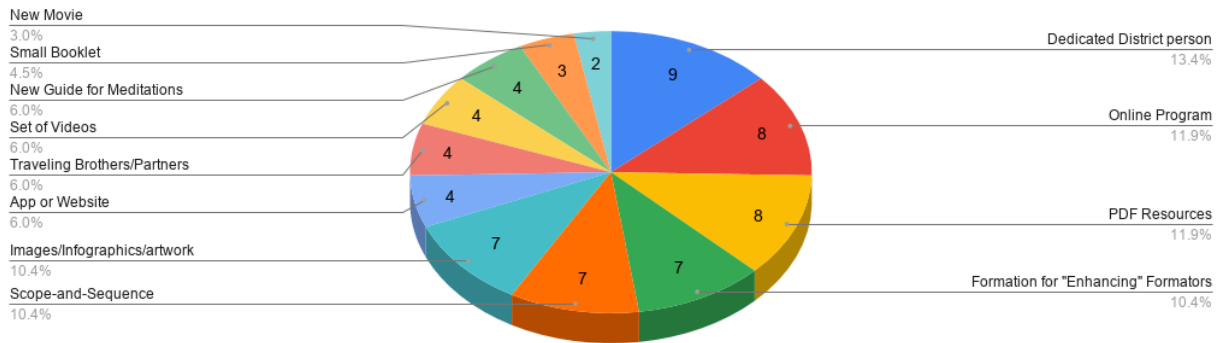
19	<ul style="list-style-type: none"> A formation program for formators who specialize in enhancing a deeper understanding of Lasallian spirituality in the context of the Lasallian family.
18	<ul style="list-style-type: none"> A scope-and-sequence set of resources that follow the framework from the new "Lasallian Formation for Mission: The Pilgrim's Handbook."
18	<ul style="list-style-type: none"> Someone in the District or Region who is dedicated to enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.
16	<ul style="list-style-type: none"> An online program about Lasallian spirituality that all the Districts / Regions can use or adapt.
14	<ul style="list-style-type: none"> An app or website dedicated to programs and resources on this topic.
13	<ul style="list-style-type: none"> A set of PDF resources on the topic of Lasallian spirituality.
11	<ul style="list-style-type: none"> A set of Brothers and Partners who can travel to places for Lasallian spirituality seminars.
10	<ul style="list-style-type: none"> A set of videos in different languages on the topic of Lasallian spirituality.
8	<ul style="list-style-type: none"> More images, infographics, and artwork that help illustrate Lasallian spirituality.
7	<ul style="list-style-type: none"> A small booklet that summarizes Lasallian spirituality for different age groups.
6	<ul style="list-style-type: none"> A new movie about the spirituality of John Baptist de La Salle.
4	<ul style="list-style-type: none"> A new guide or set of meditations for the time of retreat.

ALL RESPONDENTS

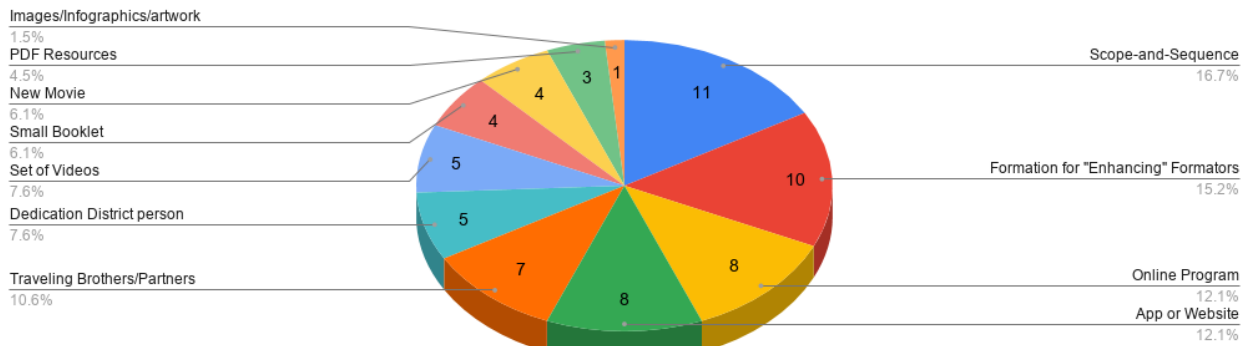


2020 LASALLIAN SPIRITUALITY SURVEY

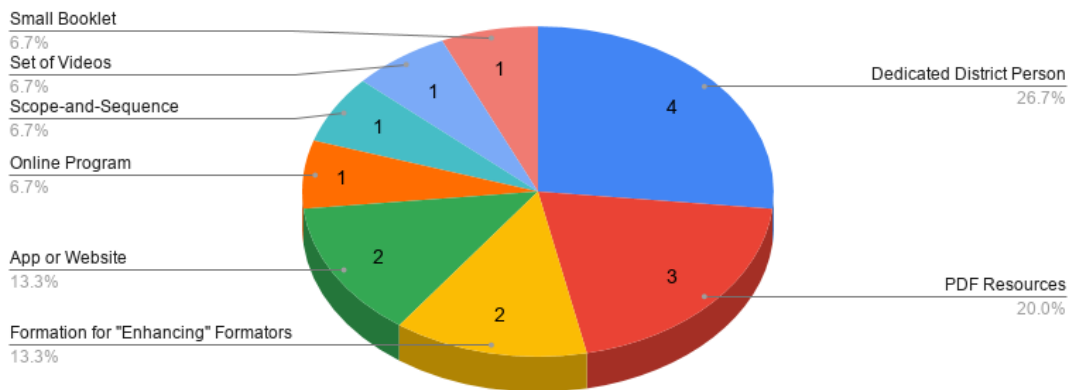
ENGLISH RESPONDENTS



SPANISH RESPONDENTS



FRENCH RESPONDENTS



2020 LASALLIAN SPIRITUALITY SURVEY

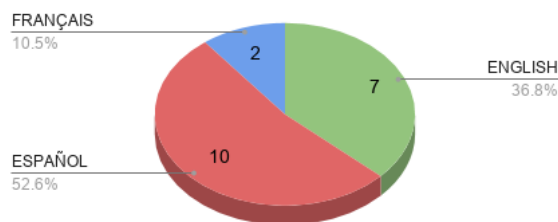
INDIVIDUAL RESOURCES

TOP PREFERENCE TO LEAST

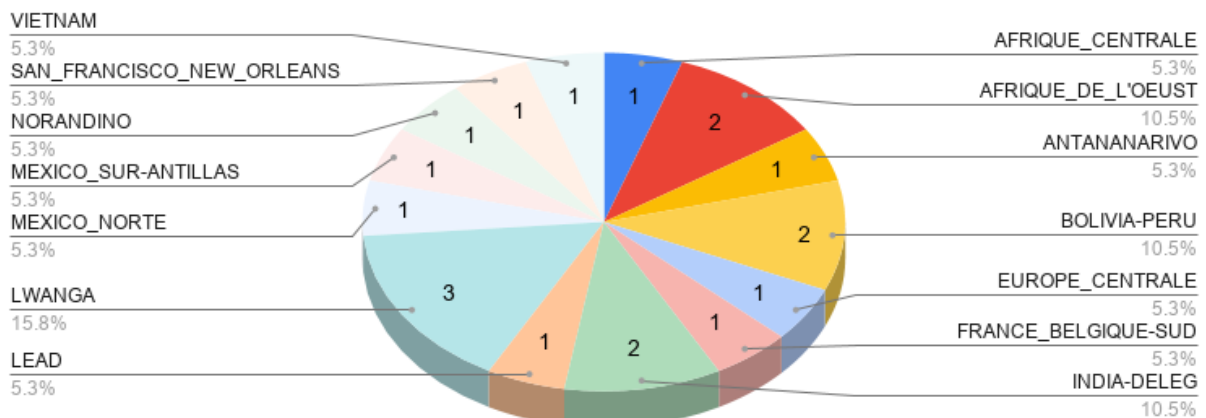
#1) Formation for "Enhancing" Formators =====

- A formation program for formators who specialize in enhancing a deeper understanding of Lasallian spirituality in the context of the Lasallian family.

7	10	2
ENGLISH	ESPAÑOL	FRANÇAIS



Dedicated District person

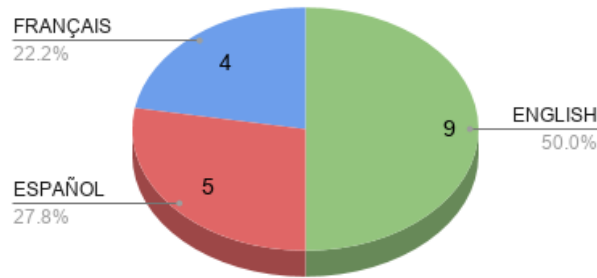


2020 LASALLIAN SPIRITUALITY SURVEY

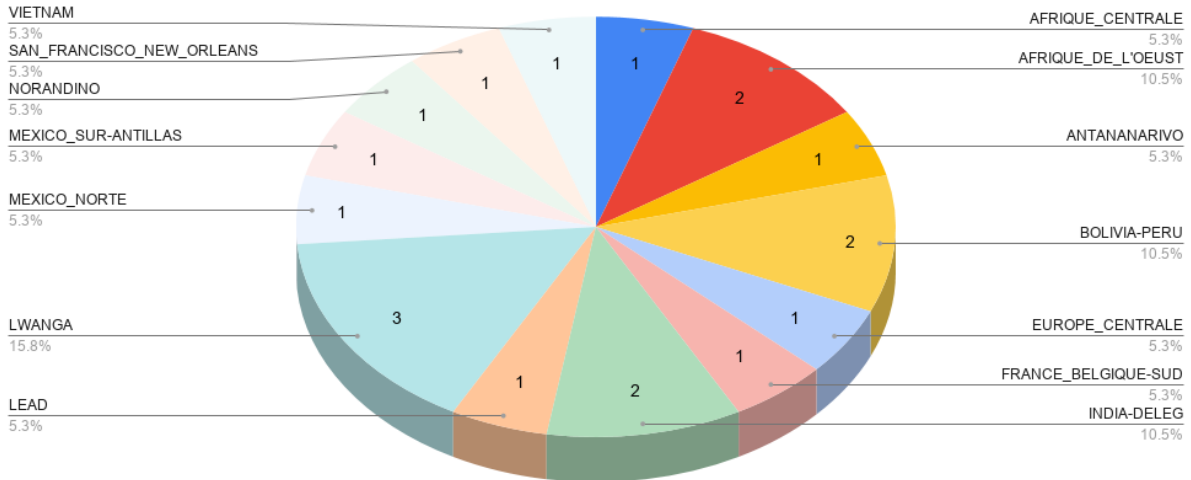
#2) Dedicated District Person =====

- Someone in the District or Region who is dedicated to enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.

9	5	4
ENGLISH	ESPAÑOL	FRANÇAIS



Dedicated District person

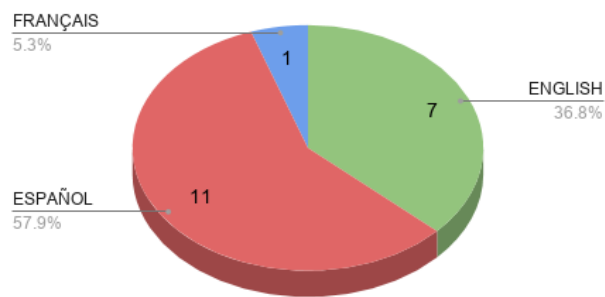


2020 LASALLIAN SPIRITUALITY SURVEY

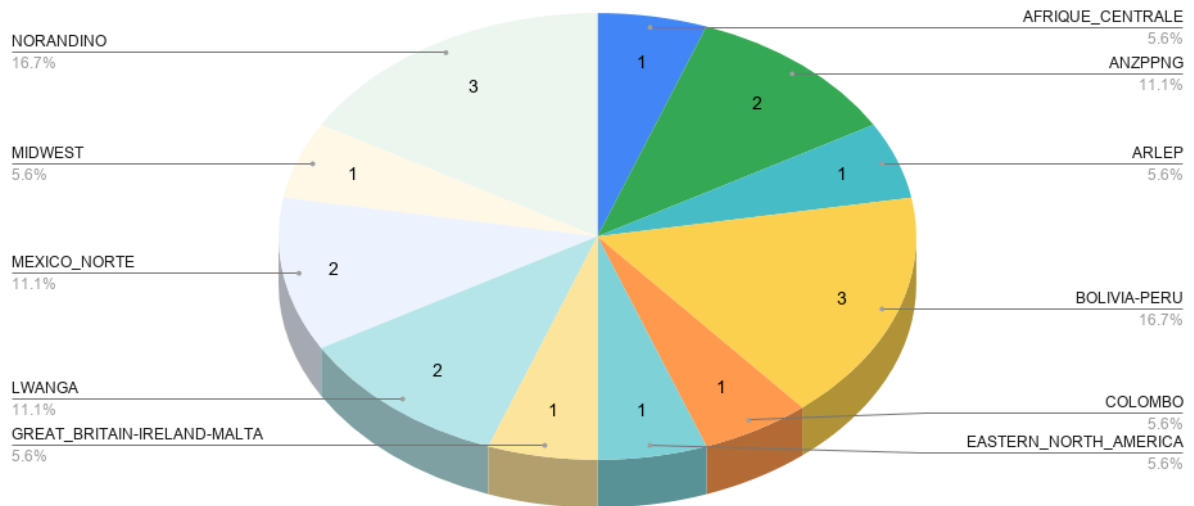
#3) Scope and Sequence =====

- A scope-and-sequence set of resources that follow the framework from the new "Lasallian Formation for Mission: The Pilgrim's Handbook."

7	11	1
ENGLISH	ESPAÑOL	FRANÇAIS



Scope-and-Sequence

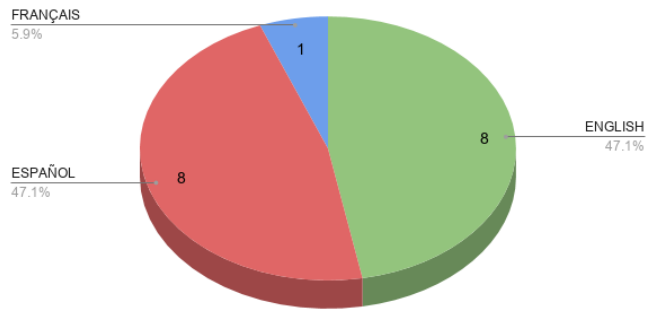


2020 LASALLIAN SPIRITUALITY SURVEY

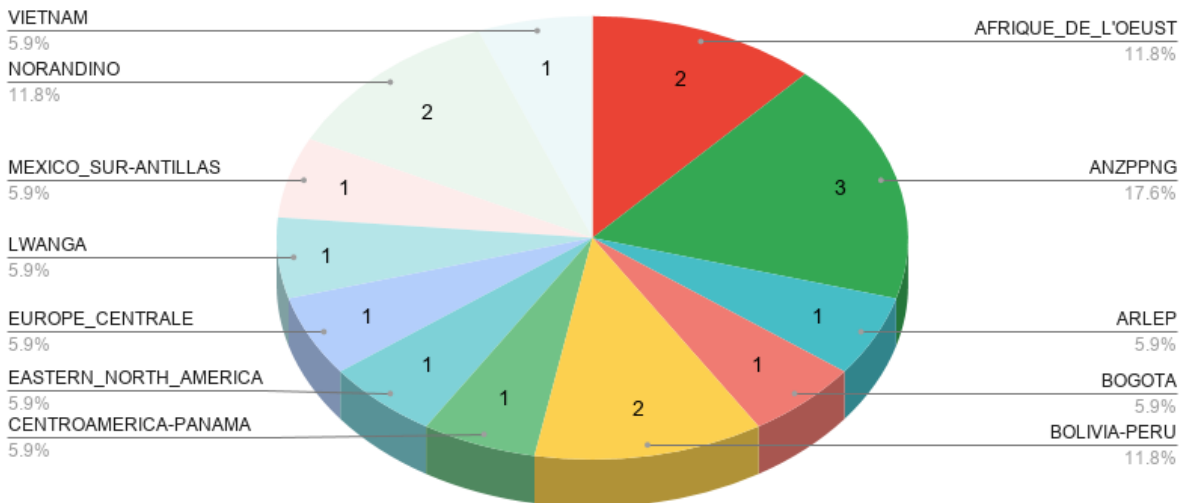
#4) Online Program =====

- An online program about Lasallian spirituality that all the Districts / Regions can use or adapt.

7	11	1
ENGLISH	ESPAÑOL	FRANÇAIS



Online Program

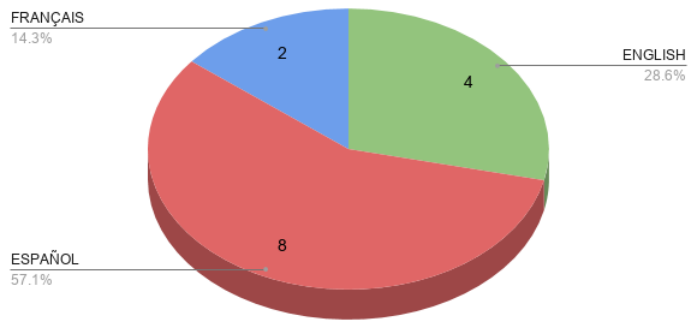


2020 LASALLIAN SPIRITUALITY SURVEY

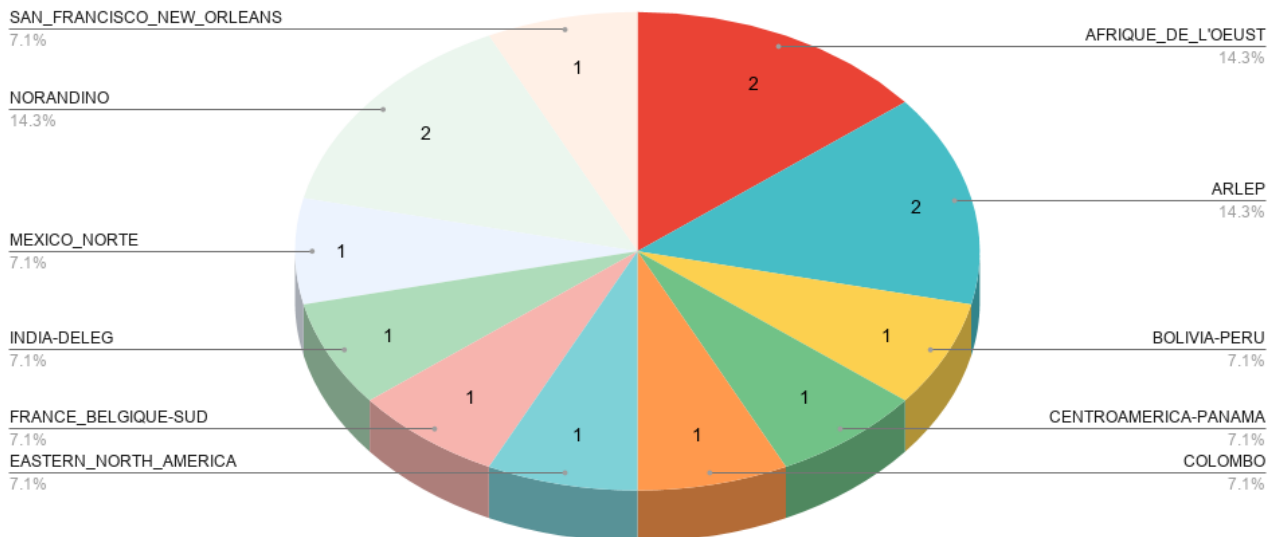
#5) App or Website =====

- An app or website dedicated to programs and resources on this topic.

4	8	2
ENGLISH	ESPAÑOL	FRANÇAIS



App or Website

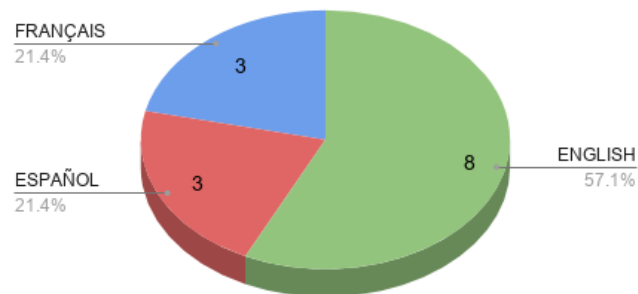


2020 LASALLIAN SPIRITUALITY SURVEY

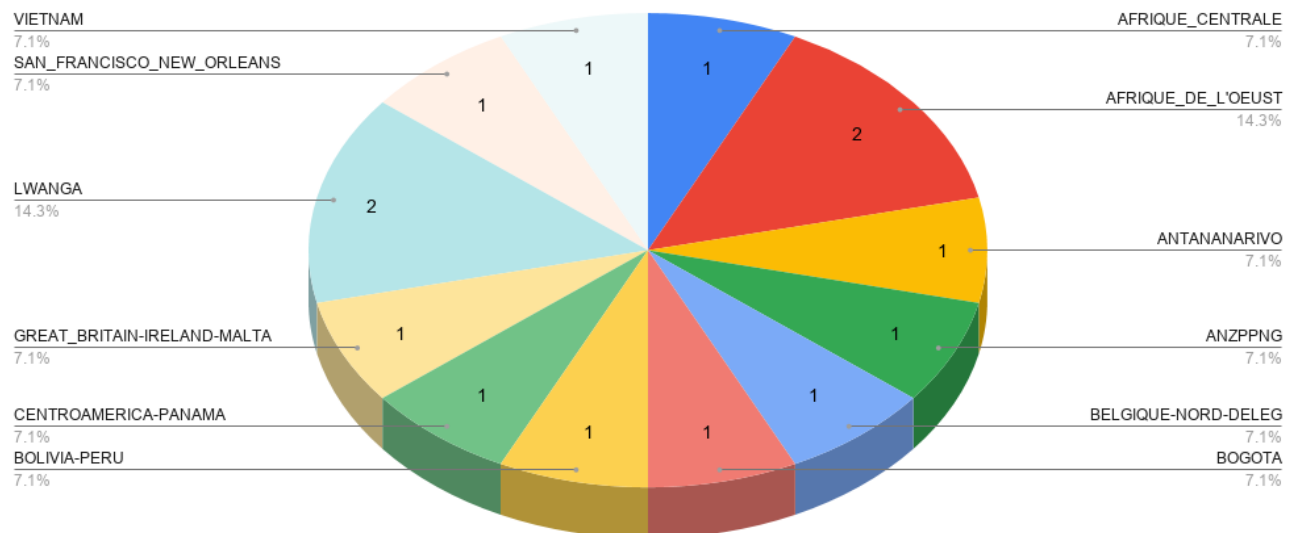
#6) PDF Resources =====

- A set of PDF resources on the topic of Lasallian spirituality.

8	3	3
ENGLISH	ESPAÑOL	FRANÇAIS



PDF Resources

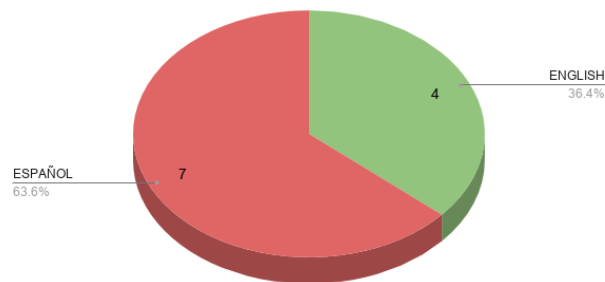


2020 LASALLIAN SPIRITUALITY SURVEY

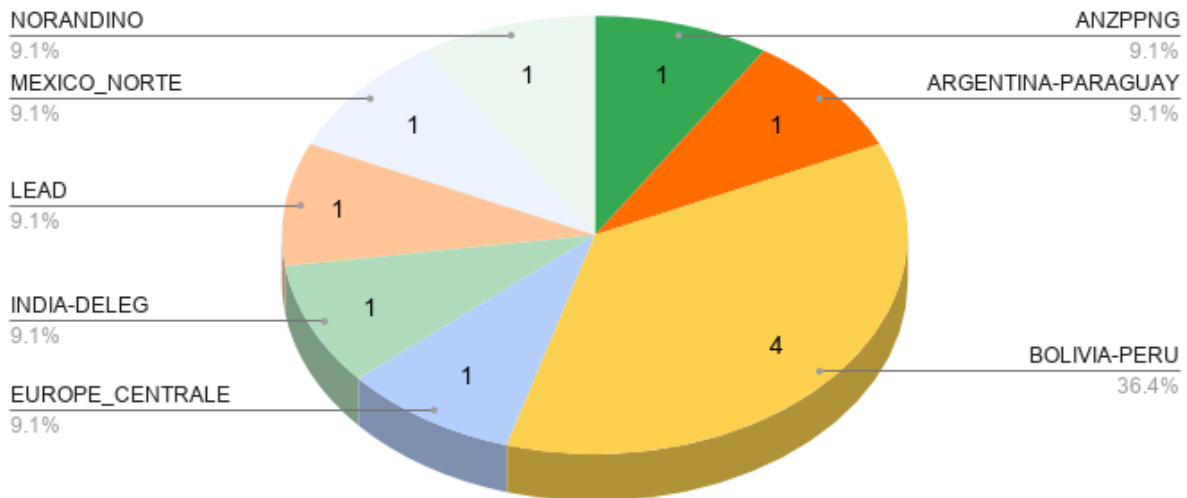
#7) Traveling Brothers & Partners =====

- A set of Brothers and Partners who can travel to places for Lasallian spirituality seminars.

4	7	0
ENGLISH	ESPAÑOL	FRANÇAIS



Traveling Brothers/Partners

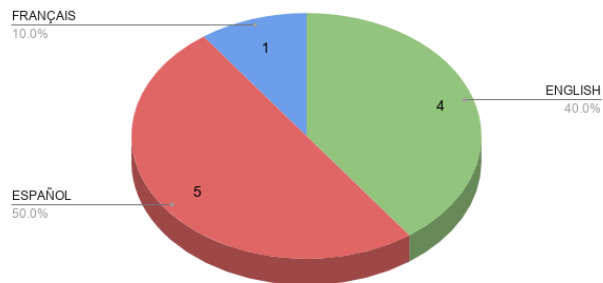


2020 LASALLIAN SPIRITUALITY SURVEY

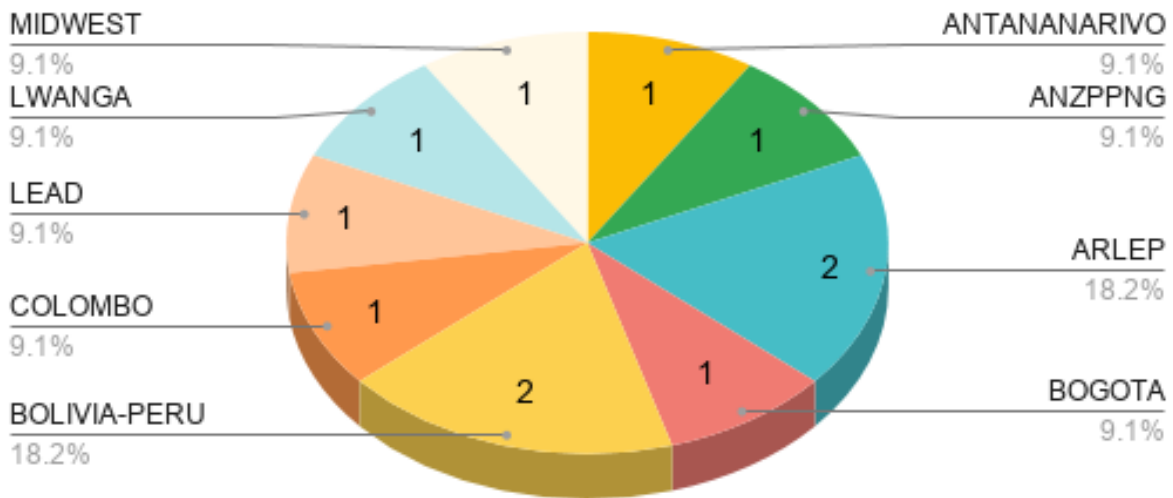
#8) Set of Videos =====

- A set of videos in different languages on the topic of Lasallian spirituality.

4	5	1
ENGLISH	ESPAÑOL	FRANÇAIS



Set of Videos

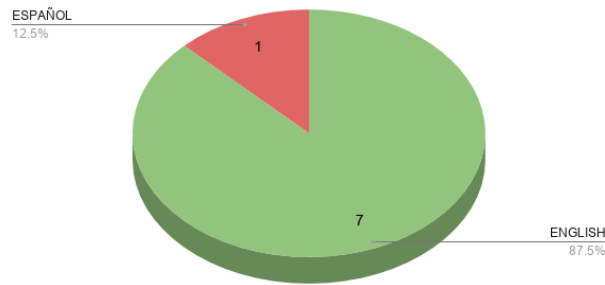


2020 LASALLIAN SPIRITUALITY SURVEY

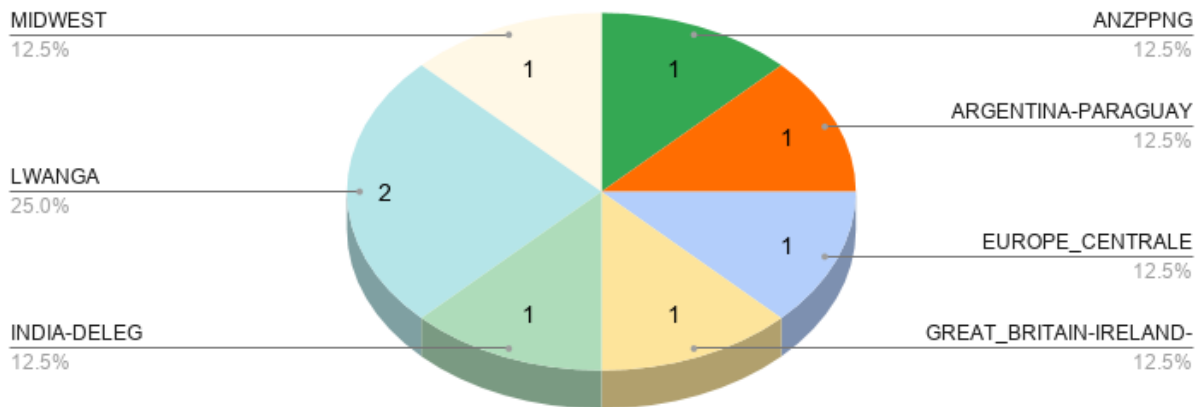
#9) Images – Infographics – Artwork =====

- More images, infographics, and artwork that help illustrate Lasallian spirituality.

7	1	0
ENGLISH	ESPAÑOL	FRANÇAIS



Images/Infographics/artwork

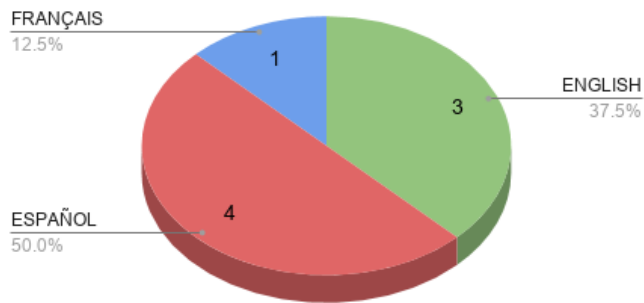


2020 LASALLIAN SPIRITUALITY SURVEY

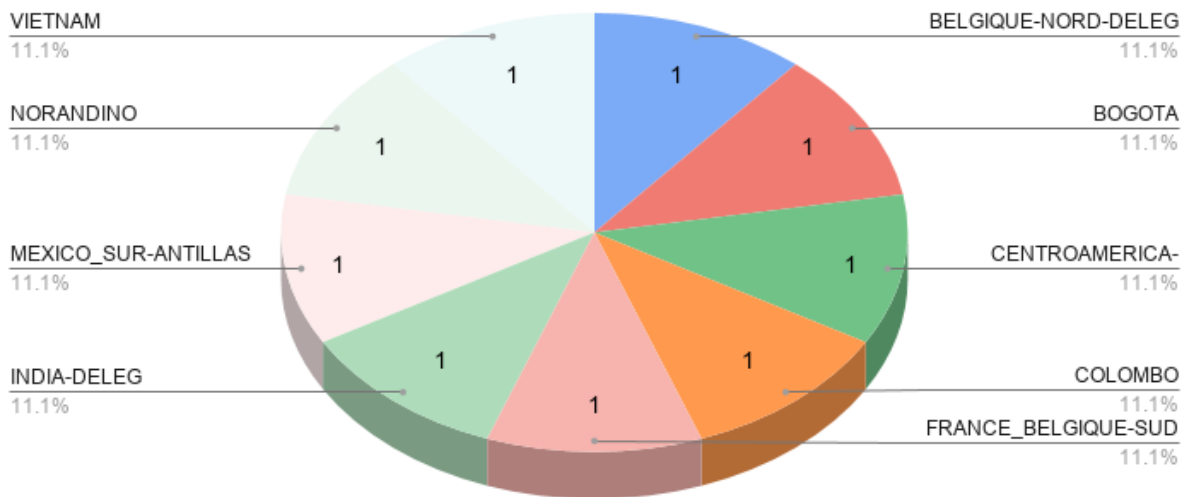
#10) Small Booklet =====

- A small booklet that summarizes Lasallian spirituality for different age groups.

3	4	1
ENGLISH	ESPAÑOL	FRANÇAIS



Small Booklet

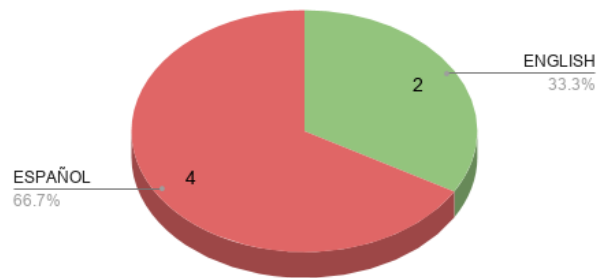


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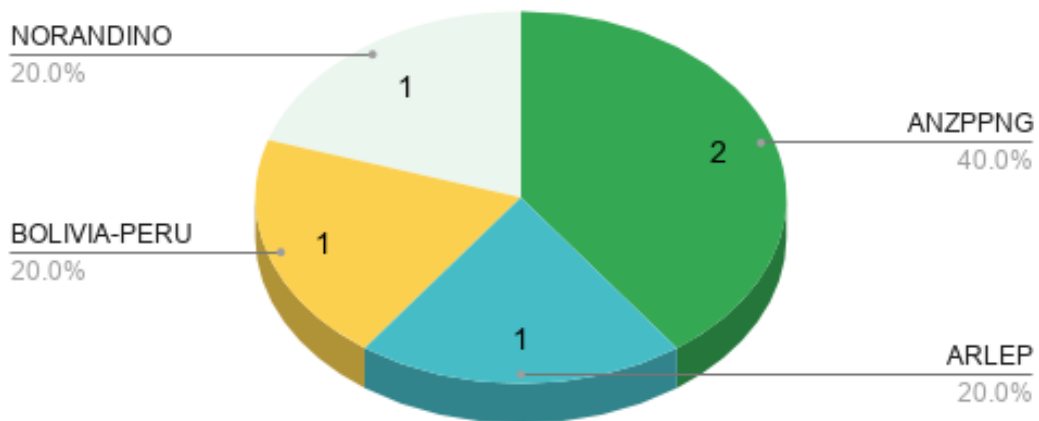
#11) New Movie =====

- A new movie about the spirituality of John Baptist de La Salle.
-

2	4	0
ENGLISH	ESPAÑOL	FRANÇAIS



New Movie

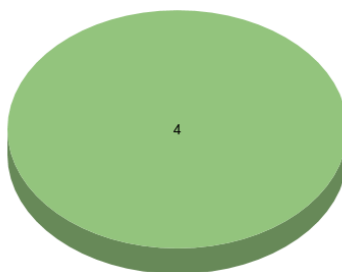


2020 LASALLIAN SPIRITUALITY SURVEY

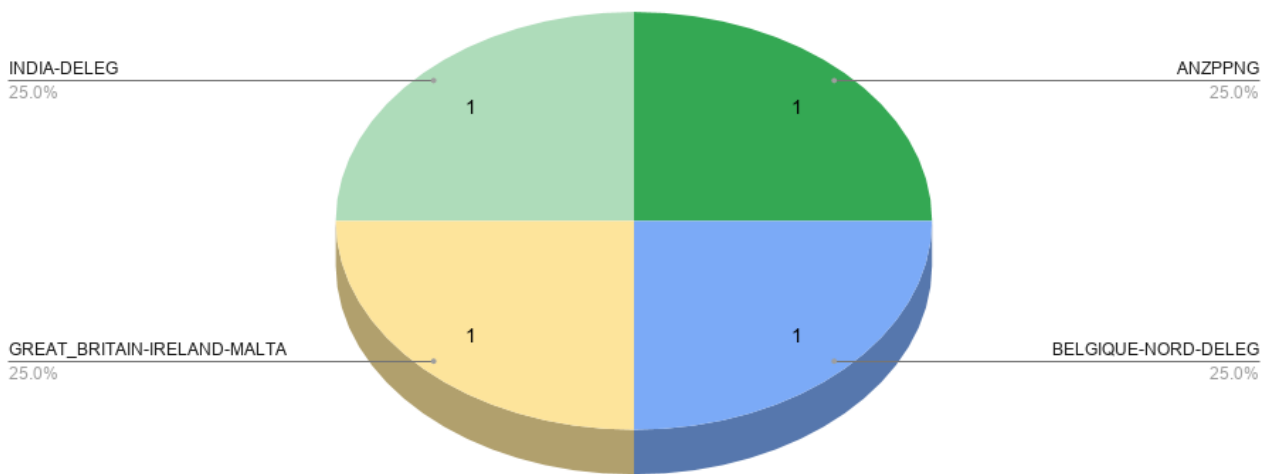
#12) New Guide for Meditations =====

- A new guide or set of meditations for the time of retreat.

4	0	0
ENGLISH	ESPAÑOL	FRANÇAIS



New Guide for Meditations



Other Suggestions

1. New communities born of community discernment carried out in the style of De La Salle. Communities made visible throughout the Institute.
2. A team of persons who generate updated content and proposals that favor the living out of Lasallian Spirituality.
3. A professional development/formation program for District or Regional people responsible for developing and implementing spiritual formation programs and opportunities for personal spiritual growth. Interest in an Institute wide interfaith perspective.

=====

5.1/5.2

5) Other Information

5.1) What question did we not ask? Please state the question and your response to that question

5.2) Any Final Comments

3) ANZPPNG - Lydia Avia-Aumua - People & Culture Advisor, yourtown

5.1) Please note my responses are in relation to the needs of yourtown as opposed to the whole district.

5.2)

4) ANZPPNG- Amanda Proulx (on behalf of the Formation for Mission Team) - Director of Formation for Mission

5.1)

What is Lasallian spirituality? A more basic question is What is spirituality? One answer would involve a discussion of the contention that the Conduct of the Christian Schools is a spiritual work. The subtitle of Bernard Hours' biography of the Founder: 'a mystic in action' suggests that too narrow a focus on the 'spiritual' ignores the integrated nature of De La Salle's understanding of education as 'God's work'. Perhaps this is what the survey intends, but that does not seem to be clear.

What is charism? And what is Lasallian charism? How is it different to spirituality? Even within our own documents published over the past 20 years there appears to be a number of definitions of charism, some appearing to be in conflict with others. In contemporary society, a definition of 'charism' that provides a raison d'être for a religious congregation may not have the same relevance for a twenty-first-Century educational community (that incorporates more than traditional schools and universities) as they commit to and live out the founding charism in a manner that will vary significantly from that of vowed members of religious congregations. If charism is to be nurtured and sustained so that it continues to give ministries a sense of direction and meaning as well as a touchstone for a way of living and teaching the Gospel, then new ways of definition that provide some level of clarity and precision are needed.

5.2) This ANZPPNG response was prepared collaboratively by the District's Formation for Mission Team, which comprises the following members: Br John Cantwell, Director Emeritus of Formation; Br Peter Ryan, Director of Mission Integration; Philippe Dulawan, Assistant Director of Young Lasallians; Damian Khoury, Youth Ministry Coordinator; Sebastian Duhau, Retreats and Programs Coordinator; and Amanda Proulx, Director of Formation for Mission.

Our team appreciates the opportunity to take part in this survey, as well as the ongoing work that the survey represents. Thank you!

2020 LASALLIAN SPIRITUALITY SURVEY

5) ANZPPNG - Martin Chamberlain - Principal - Francis Douglas Memorial College

5.1) How important do you believe Lasallian spirituality is to people in your country?

I have two answers to this:

1. I believe that most adults involved in education are interested predominantly in the life and pedagogy of JBdLS. His spirituality is a lot more esoteric and many don't see it as being too applicable to their work.

2. I believe there is a real need to promote the spirituality of JBdLS to avoid the Lasallian school becoming cultic. Staff and students who concentrate only on the life and pedagogy risk following a cult hero and do not realise that the Founder would be horrified to think that his movement would have pointed people in any other direction than that of Christ.

5.2) Thank you for the opportunity. Apart from dedicated trained adults, Kane Raukura's website is all the resource ANZPPNG needs.

6) ANZPPNG - Grace Wrakia - National Coordinator, PNG Lasallian Family

5.1)

5.2) Thank you for taking on this project. I pray and hope for its success.

7) BELGIQUE NORD-DELEG - Joke Maex - Professional Advisor on Lasallian Identity and Pastoral Care at School

5.1) What typifies your context regarding lasallian spirituality? (cfr reading the signs of the time and of the context)

5.2) Thank you for this survey.

8) COLOMBO- Christy Croos FSC - Visitor

5.1) How can we explain our Lasallian Spirituality in the context of Diverse Religious Background.

5.2) These answers were given by Br, Yohan FSC and Br. Felix FSC.

9) DENA - Maryann Donohue-Lynch - Associate Executive Director: Office for Mission and Ministry (focus area: Evangelization and Lasallian Spirituality)

5.1)

5.2) Thank you for this effort.

2020 LASALLIAN SPIRITUALITY SURVEY

10) EUROPE CENTRALE - Cindy Büchler-Marvan - Lasallian Academy of Central Europe representative

5.1)

5.2)

11) GREAT BRITAIN-IRELAND-MALTA - Heather Ruple Gilson & Joseph C. Gilson - Coordinator of Mission Initiatives & Director of Mission

5.1) What makes Lasallian Spirituality relevant in post-modern 21st Century communities? This is a question that needs attention if we are serious about safeguarding Lasallian Charism into the future.

5.2) Please note the correct name of our District is Ireland, Great Britain & Malta. Thank you. We hope this is helpful. Take care, Heather & Joe.

12) INDIA-DELEG - Bro. Jeyakumar - I was a missionary in PNG till 2019. At present assisting vocational school at Dindigul

5.1)

5.2)

13) INDIA-DELEG - Bro. Arockia Doss, FSC - Chair - Mission Commission

5.1)

Do we have an organised program or not? No.

Do we have those materials available in local language? No

Do we have financial resources to do these translations/printing and organise programs for the target group? Partially yes/no

Do we have a dedicated team of trained personnel to do these programs? No

5.2) Much appreciated. This is one of the long felt needs of the Delegation. We will cooperate with all the efforts taken from the Center.

14) LEAD - Jose Israel A. Boncodin - Coordinator for Lasallian Animation and Formation Office, De La Salle Philippines

5.1) N/A

5.2) N/A

2020 LASALLIAN SPIRITUALITY SURVEY

15) LWANGA – Br. Betre - AV

5.1)

5.2) Thank you so much doing such a work that will help those of us who are behind to jump start.

16) LWANGA - Brother Oscar - Director

5.1) How is our lasallian spirituality received in the mission? Our spirituality is so much loved by all those who have come in contact with us they really appreciate it and uses it in different places even if they are no longer in our mission. So many people ask about our spirituality and always want to learn about it.

5.2) Thanks for involving me in the research I hope it will go a long way to help us deepen our spirituality and update our lasallian spirituality with the signs of the time.

17) LWANGA - Brother Peter Kombe, FSC - Headmaster/Director St.Mary's Boys Nyeri & La Salle School Nairobi

5.1) N/A

5.2) N/A

18) MIDWEST - Michael Fehrenbach FSC - Visitor

5.1)

5.2)

19) SAN FRANCISCO NEW ORLEANS - Gregory Kopra - Director, Formation for Mission

5.1)

5.2) We are constantly working to grow our formation programs and resources to better serve the needs of Lasallians in our District. New resources - video, print, digital - are always welcome. Given the international nature of the Lasallian Family, resources that are produced at an international scale normally require a good deal of literal and figurative translating for the local situation. Therefore, more broad-based resources might be produced at the international level, while more specific, application-based resources and programs would be better-produced at the Regional and District levels.

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20) VIETNAM - Br. Joseph Hung Nguyen - District Councilor for Lasallian Mission

5.1) No

5.2) No

21) ANTILLAS-MEXICO SUR - Pedro Álvarez Arenas - Visitador Titular

5.1)

5.2) Felicidades y adelante con la iniciativa.

22) ARGENTINA-PARAGUAY - Santiago Rodríguez Mancini - Coordinador de la Comisión de Formación

5.1)

5.2)

23) ARLEP - Juan García Callejas - Delegado distrital de Formación e Identidad Lasaliana

5.1)

5.2) Agradecer esta oportunidad para seguir avanzando hacia el objetivo que se propone de formar un grupo de reflexión internacional para el desarrollo de la Espiritualidad Lasaliana. Muchas gracias, y mucho ánimo.

24) ARLEP - Lidia Rey Lillo - Delegada de Formación e Identidad Lasaliana en el Sector Madrid

5.1)

5.2) Agradecer que se ponga énfasis en la espiritualidad.

25) ARLEP - Paco Chiva - Ahora en Roma, secretariado de Asociación

5.1) How can we encourage creativity in the spiritual animation of our Lasallian communities? It is necessary to dedicate time to it, to capture resources, psalms and original prayers. The presence of lay Lasallians normally improves the dynamic of the prayers of the religious.

5.2)

- Design some basic course in on-line format, better moodle, with audiovisual activities, self-correction, you can learn by playing.

- To create a group that will generate a new image and list of activities on Lasallian spirituality.

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26) BOGOTA - H. Carlos G. Gómez (Vis.) y H. Jhon Bohórquez (Past) - Visitador - Animador de la Pastoral Distrital

5.1)

5.2)

27) BOLIVIA-PERU - VIRGINIA MONTES MARTÍNEZ - Secretaria de la MEL

5.1) Do you continue to prepare new leaders to maintain and deepen De La Salle's legacy? Yes, No, in process.

5.2) I believe that it is very important that from Rome the follow-up and accompaniment of this process of spirituality be carried out.

28) BOLIVIA-PERU - Nadezdha Grájeda Méndez - Secretaria Académica

5.1) How often should teacher training be carried out in different regions? Rta. - This process should be continuous, but it would be defined taking into account the existing labor stability in the region, it would be good to see some common criteria to launch or not the beginning of the process.

5.2) I appreciate the opportunity to share the work being done in my region and the opportunity to improve what little or much is being done

29) BOLIVIA-PERU - Álvaro Cabrera Quispe - Coordinador del área de pastoral del Sector Bolivia

5.1) Where can I gather information on Lasallian spirituality to understand it and share it with teachers and pastoral agents?

5.2) Thanks for the questionnaire, I am part of the team that animates the area of spirituality in the RELAL and this information on spirituality is very valuable to me. I hope that you can provide me with material to soak up more of this aspect.

30) BOLIVIA-PERU - Jessica Ortega García - Secretaria Ejecutiva de MEL

5.1) Is this topic developed in the school curriculum? Yes it is developed, but only on those occasions that coincide with Lasallian celebrations, in the area of Religion there is a Lasallian component.

5.2) It is up to us to be more and more creative in this mission, in strengthening Lasallian spirituality in the face of these multicultural times

2020 LASALLIAN SPIRITUALITY SURVEY

31) BOLIVIA-PERU - Sebastián Cornejo Torres - Hermano

5.1)

5.2)

32) CENTROAMERICA-PANAMA - Alberto Mairena – Visitador

5.1) The survey is fine.

5.2) Refer to me amairena@lasalleca.net, or to the Visitor's Assistant secretaria@lasalleca.net for more information. Thank you very much.

33) MEXICO NORTE - Lorenzo González Kipper - Jesus Magister de Roma y Doctor en educación

5.1) I was not asked how long I have been in this service and who appointed me to perform it. The answer is that I have been in this service for four years and no one has appointed me, but the Brother Visitor supported me in starting to work on the Lasallian formation of all the personnel of the Colleges. Neither was I asked if I was doing anything else to promote the Lasallian formation of the personnel and I answered: Every week I publish 3 Lasallian Highlights on Facebook and on YouTube. The Flashes are small videos of 3 to 6 minutes on the most diverse Lasallian themes as you can see on Facebook or on YouTube. As of today, May 12, 2020, I have published 541 Flashes.

5.2) Congratulations on this beautiful initiative to foresee how to share Lasallian spirituality more deeply to all the personnel of our Districts. May De La Salle intercede for you and may Christ Jesus accompany and enlighten you in this very noble work.

34) MEXICO NORTE - Adriana Bolaños Hernández - Dirección Académica del CESLAS (Monterrey)

5.1) What experiences have been significant in fostering Lasallian identity? Perhaps they are not part of a formation program but they were the beginning or the consolidation of this process of identity that surely opened the doors to greater commitment and formation.

5.2) I congratulate you on this effort because I believe that in each institution, District and Region there is much wealth that we need to take advantage of and share since the more Lasallians who are formed and committed, the better we will be able to fulfill the Lasallian educational mission that has been entrusted to us. Thank you and at your service.

35) NORANDINO - Antonio Maria Marquiequi Candina - Coordinador de Sector Venezuela

5.1)

Do you think that the formation you receive is aimed at making you part of a particular spiritual family or, that you are linked to a successful family business in the world of education?

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Do you think that the Lasallian formation program should highlight the special category of the Brothers of the Christian Schools in the Lasallian family?

5.2) I am grateful to have been able to answer the survey. I am working on a provisional team. When I am in front of the one I usually use I will send more reference files.

36) NORANDINO - Hno. Álvaro LLano Ruiz - Coordinador Sector Medellín

5.1) I LIKED THE SURVEY

5.2) SUCCESS IN MAKING EARLY DECISIONS

37) NORANDINO - Lucía Mercedes De la Torre Urán - Coordinadora Calidad Integral en UniLasallista

5.1) The relationship between spirituality and the experiences of Association.

5.2) May Jesus live in our hearts, forever

38) FRANCE BELGIGUE-SUD - Jean-Marie BALLENGHIEN - Adjoint du Frère Visiteur

5.1) What do we give to the word "spirituality"? Is it the same in all regions of the Institute?

5.2)

39) AFRIQUE DE L'OEUST - Salvador Silvestre Ajanquiz - Ancien secrétaire du secrétariat de la MEL de notre district Afrique de l'Ouest

5.1)

What difficulties have you encountered in your work as a formator of the Lasallian spirit?

- The passivity of the Brothers who see the importance of formation but do not take the step because they feel incompetent or know how to help.

- by the laity, feeling ignored by the Brother Director (sometimes psychopathic) and not being able to participate in the decision-making process, for example when organizing masses or choosing a new teacher from the school's educational team. (Why train yourself if it is only the other teachers).

-Many of the teachers who followed the formation already had their own spirituality (a devotion - divine mercy, devotion to Mary, etc.). Working in a De La Salle school was for earning a living. For them, discovering that the charism of Christian education is what the Spirit is asking of them to put themselves at the service of the Church was a revelation.

- Finally, psychopaths break up community, community life, brotherhood. How can we discover them and not accept them in our fraternities or in our educational teams?

5.2) The contents prepared by Brother Salvador were downloaded by Brother Paco Chiva into the reader due to connection problems.

2020 LASALLIAN SPIRITUALITY SURVEY

2) AFRIQUE DE L'OEUST (Original answers in English) - Samson Mekonenn - Headmaster

5.1) Why lasallian formation both religious brothers and prtners promotion is not given proper attention? In my own undertanding if I am not mistaken, since brothers are fully taken by the day to day school work and school adminstration which is very good. And I think all the focus is directly to it only. I suggest every community should be encouraged to involve in one or more activeties which can eveluated in the formation of thier own life and creat occation and platform for thier parteners. The people involved in a lasallian leadership work need to be work more in terms of developing suitable condition for each sector and comunities as well.

5.2) Thank you so much for this great opportunity. I hope and pary the information gathered will help us and the institution to be more lasallian for ourselves and to the world at large.

40) CANADA FRANCOPHONE - Philippe Blais - Responsable Association, Animateur Centre Notre-Dame de la Rouge

5.1)

Lasallian spirituality gives meaning to the profession of educator. In Quebec we live in a very secularized society. This leads me to two different reflections.

1- Since the world of education is also very secularized, there is no room for "educational spirituality" among the personnel working in education. That is to say, to question oneself about one's vocation as a teacher, about the meaning of this work, to take the time to pray for students or to change with others. Lasallian spirituality responds to this need. We live the experience that when we adapt the vocabulary and make people discover its foundations, they really have the impression that they are discovering something extraordinary.

2 - I see two needs arising: resources in Lasallian spirituality to keep committed Lasallians wanting to go further. But also a broader Lasallian spirituality, for beginners or atheists. A spirituality that allows one to discover and deepen the meaning of the profession and perhaps, later, to give the desire to go beyond it.

5.2)

41) AFRIQUE CENTRALE - Gaston BANGUE - Responsable d'Etablissement

5.1) After so many formation courses (CIL in Rome, SIL Regions, internal formation sessions...) we see that the Brothers do not do much to popularize the Lasallian charism and spirituality. Enthusiasm recedes as soon as the SILs return... some even return confused because of the large volume of topics covered in one course of time. The help that should be given to the District is to identify with the Districts the formators and give them a program followed over a long period of time to establish a District team dedicated to the formation of other Lasallian women. Or, to make available to the District formators for sequential sessions over a long period of time?

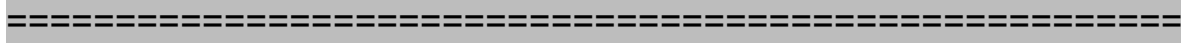
5.2) Formation in Lasallian spirituality is a gigantic undertaking for the District. Many formations took place in the past, but without any real impact on Lasallians. With the Lasallian Itinerary of Formation, let us hope that things will improve as long as those responsible for the formation of other Lasallians can enter into an understanding of the document.

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42) ANTANARIVO – Hilaire RAHARILALAO - Archiviste

5.1) Is Lasallian spirituality felt as a common need among Brothers and Lasallian Partners in the Mission? Not always.

5.2) The Meditations and the Conduct of the Schools constitute fundamental resources for both the Lasallian spirituality and the Lasallian educational project.



International Survey // Encuesta Internacional // Enquête internationale

* Required

1. Email address *

2. Language // Idioma // Langue *

Mark only one oval.

- English *Skip to section 2 (International Lasallian Spirituality Survey)*
- Español *Skip to section 9 (Encuesta Internacional de Espiritualidad Lasaliana)*
- Français *Skip to section 16 (Enquête internationale sur la spiritualité lasallienne)*

International Lasallian Spirituality Survey

2020 LASALLIAN SPIRITUALITY SURVEY

This survey is part of a new international Lasallian project that will propose a vision and strategy for enhancing a richer understanding of Lasallian spirituality in the context of the Lasallian family. It is being initiated by the Secretariat for Association, in collaboration with the Secretariat for Research and Resources. It is a two-year project that will be led by eight international Lasallians with different areas of expertise and experience.

In preparation for moving forward with this project, we are collecting information about current Lasallian spirituality programs & resources. This is why we are sending you this online survey. We want to build on what is already used and available. And we want to be able to share the programs and resources that others have found helpful.

Please take some time to share with us the specific programs that you and your District use in sharing our Lasallian spirituality within the Lasallian family. We are also collecting a list of any specific resources (videos, books, pamphlets, etc.) that you have found helpful in enhancing a deeper understanding of Lasallian spirituality within your Lasallian institutions.

Thank you for participating in this survey. The results will be shared at the conclusion of the process.

Please feel free to attach any files that provide further information. There are two places in the survey to do this.

There are 5 sections to this survey:

- 1) Basic Information
- 2) Lasallian Spirituality Programs
- 3) Lasallian Spirituality Resources
- 4) Lasallian Spirituality Needs
- 5) Other Information

Your email address is requested in case further clarification is needed, and to send you a copy of the results of the survey at the end of our process.

1) Basic Information

This basic information provides a context for the answers in the other parts of the survey. It is not necessary to be exact. General numbers are sufficient.



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3. Who do you represent? *

Mark only one oval.

Lasallian District

Personal

Other: _____

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4. Name of the District *

Mark only one oval.

- Afrique Centrale
- Afrique de l'Ouest
- Antananarivo
- Antillas-Mexico Sur
- ANZPPNG
- Argentina - Paraguay
- ARLEP
- Belgique-Nord - DELEG.
- Bogota
- Bolivia-Perù
- Brasil-Chile
- Canada francophone
- Centroamérica-Panama
- Colombo
- Congo-Kinshasa
- Eastern North America DENA
- Europe Centrale
- France - Belgique-Sud
- Golfe du Bénin
- Great Britain-Ireland-Malta
- India - DELEG.
- Italia
- LEAD
- Lwanga
- Mexico Norte
- Midwest
- Norandino
- Pologne
- Proche Orient
- Rwanda - DELEG.

San Francisco New Orleans

Vietnam

2020 LASALLIAN SPIRITUALITY SURVEY

5. Your Name *

6. Your Title or Responsibility *

2) Lasallian Spirituality Programs

These are programs that specifically focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family. They could be Lasallian Partner formation programs, subject-specific Lasallian teacher gatherings, administration and leadership programs, student programs, and so on. The programs should include a clear structure, defined content and objectives, and a person or team that provides leadership. This section is about Lasallian programs. (It is not about specific Lasallian resources.)



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7. 2.1) Please describe, in general, the scope of your programs that focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.

8. 2.2) Please provide a more detailed description for each of the major programs that you described above.

9. 2.3) Please provide any website or sharing links regarding the major programs that you described above.

10. 2.4) Here you may upload any helpful digital files that provide descriptive or support information about the major programs that you described above. (Maximum of 5 files. Maximum file size is 100MB. No video or audio.)

Files submitted:

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11. 2.5) Other comments about Lasallian spirituality programs.

3)
Lasallian
Spirituality
Resources

These are resources that specifically focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family. They could be written documents, books, pamphlets, video links, powerpoints, websites, social media sites, creative prayer services, and so on. The resources should have defined Lasallian content and objectives, and be associated with a Lasallian program. This section is about specific Lasallian resources. (It is not about Lasallian programs.)



12. 3.1) Please describe, in general, the scope of your resources that focus on enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.

2020 LASALLIAN SPIRITUALITY SURVEY

13. 3.2) Please provide a more detailed description for one or more of the resources that you described above.

14. 3.3) Here you may upload any helpful digital files that provide descriptive information about the resources or are resources themselves. (Maximum of 5 files. Maximum file size is 100MB. No video or audio.)

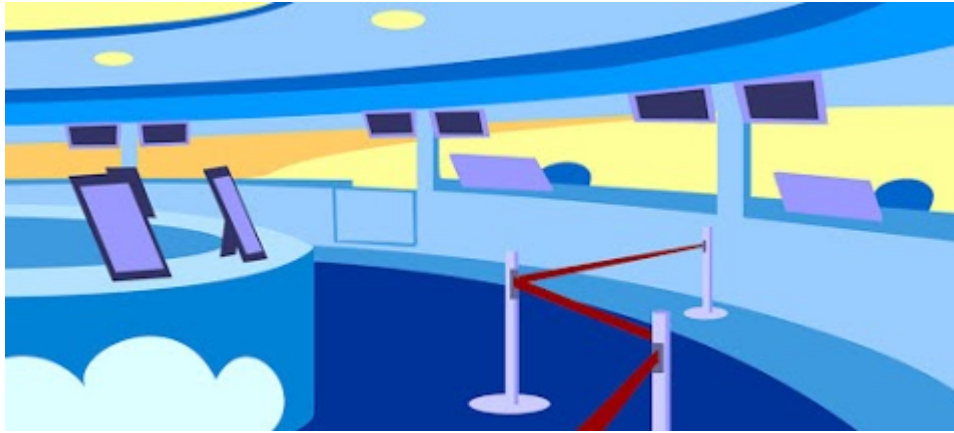
Files submitted:

15. 3.4) Other comments about Lasallian spirituality resources.

4) Lasallian
Spirituality
Needs

This section invites your participation in the process by asking for specific suggestions, based on your experience and knowledge.

2020 LASALLIAN SPIRITUALITY SURVEY



16. 4.1) How great is the need in your District for more programs or resources that help enhance a deeper understanding of Lasallian spirituality within the larger Lasallian family?

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Small	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Large

17. 4.2) In your opinion, how much interest is there within the larger Lasallian family of your District to move towards a deeper understanding of Lasallian spirituality.

Mark only one oval.

	1	2	3	4	5	6	7	8	9	10	
Very Little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very Much

2020 LASALLIAN SPIRITUALITY SURVEY

18. 4.3) What kinds of things would be helpful in the area of enhancing a deeper understanding of Lasallian spirituality in your District. Please choose a maximum of four items.

Check all that apply.

- Someone in the District or Region who is dedicated to enhancing a deeper understanding of Lasallian spirituality within the larger Lasallian family.
- An online program about Lasallian spirituality that all the Districts / Regions can use or adapt.
- A set of PDF resources on the topic of Lasallian spirituality.
- A set of videos in different languages on the topic of Lasallian spirituality.
- A scope-and-sequence set of resources that follow the framework from the new "Lasallian Formation for Mission: The Pilgrim's Handbook."
- A new movie about the spirituality of John Baptist de La Salle.
- An app or website dedicated to programs and resources on this topic.
- A set of Brothers and Partners who can travel to places for Lasallian spirituality seminars.
- A small booklet that summarizes Lasallian spirituality for different age groups.
- More images, infographics, and artwork that help illustrate Lasallian spirituality.
- A formation program for formators who specialize in enhancing a deeper understanding of Lasallian spirituality in the context of the Lasallian family.
- A new guide or set of meditations for the time of retreat.

Other: _____

19. 4.4) Other comments about Lasallian Spirituality needs.

5) Other Information

2020 LASALLIAN SPIRITUALITY SURVEY



20. 5.1) What question did we not ask? Please state the question and your response to that question.

21. 5.2) Any Final Comments

THANK
YOU!

If you have any specific questions or concerns, please let us know at this email address:
survey12@lasalle.org