

DEVELOPING TIMES 2016

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EDUCATION

What lies ahead?

The U.N. has set a global aim to achieve by 2030:

“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

LDWP is doing something towards that. But from experience we know that much still needs to be done to provide buildings and resources for schools and to raise the standard of the education delivered.

Each of us is included in that aim of **‘lifelong learning’** and the project experience is intended to provide a wider view of our world, its peoples and the problems we can help to tackle.



And the food is important !



- Lots of friends in Ghana
- One little friend in Thailand
- The famous Uganda 'Wall Dance'



THE 2016 PROJECTS

GHANA: Kaleo In a field beside the Lasallian Nursery School the group dug trenches to start on a housing complex for teachers. Elsewhere they attended elephant bath time and visited a mango plantation and Elmina fort on the coast.

KENYA: Nyeri Building a house for teachers on a site where the ice-bucket challenge still thrives, apparently. Attended a pig-slaughtering and, more enjoyably, had a pool party (with roast pork?) and a safari in the Masai Mara.

KENYA: Narosura Completed the building of a dormitory for boys at St Martha's Primary, so they obviously worked hard as well as often walking the 3+ miles to the site. Still, they also had fun—a 5 hour hill walk, safari in the Maasai Mara with the Nyeri group, swim at Lake Victoria and they even jumped the equator.



TANZANIA, Mhaji.

We have done 2 years of building in this village and went back to teach English and IT. Were welcomed by a dancing crowd—though 2 girls were later attacked by a captive chicken. Taught bright kids in dim classes and had enthusiastic children outside their house from 6.30 a.m. Took out some laptops (*donations welcome!*) so the IT went well with children, teachers and locals keeping them busy. Met up with the Njombe group for light relief.

INDIA: Reaching The Unreached Built houses for impoverished villagers, talked some English in school and sat through a Tamil film in a cinema. Spent a night floating on the Keralan backwaters. Had a mudfight when it rained but looked smart in saris afterwards (some of them).

INDIA: Keesara. A small group travelled north from Chennai to help with English in a school where we worked on buildings many years ago. Made progress in class and on the sports field. Visited a zoo, colourful temples, the sea and had a weekend in Hyderabad for the palaces and history—and to visit their nearest Subway.

THAILAND: Sangkhlaburi. The first time a project has ever undertaken real road-building. When the monsoon strikes the access to the school is a quagmire so the concrete approach road will give walkers and school buses easy entry. Hard work, hard rain (monsoon season!) but had comfortable lodgings and visited warm springs for a proper bath.

INDIA: Keelamudiman. The Outreach Group worked for 3 weeks tiling, painting and being generally nice and helpful at a Lasallian school in Tamil Nadu.



UGANDA: Biiso. Our 2nd project in this village. Curiously the group built half a building but a whole roof,

though since

it completed last year's work that was fine. Had 2 schools on the doorstep and loads of children to entertain. Visited the impressive Murchison Falls (no swimming) and the huge Lake Albert (no swimming) but at least they had functioning showers for washing.



TANZANIA, Hagafilo. Worked again near Njombe town helping to build a multi-purpose hall. This year they built very high walls and dug a very deep pit. Had a 2 hour climb up a mountain to wash at a waterfall. Celebrated some birthdays madly.



Total Expenditure on project work in 2016 came to £48,600. We are very grateful to all those who have supported in any way our work in improving access to education in poorer parts of the world.

With thanks to donors, volunteers and their families, schools and parishes who supported them. Also to our attentive and welcoming host communities in the project areas without whom there would be no projects.

PROJECTS 2017

The 33rd Year of LDWP PROJECTS

GHANA completing the teachers' housing complex for the new Lasallian Kindergarten in Kaleo village.

KENYA, Nyeri Back to St Mary's School to build housing for teachers & give help to students.

UGANDA Biiso We will do some painting and plastering and also start on a new library cum laboratory building.

TANZANIA, Mhaji. Teaching IT (*laptops welcome!*) & English to continue raising the standards in the primary school.

INDIA RTU Our links with Reaching the Unreached will continue with joint work on housing for the very poor in rural Tamil Nadu and some English help for children.

INDIA, Morepatty Classroom construction for a diocesan primary school in a village in Tamil Nadu. A new venture.

INDIA, Oddanchatram A smaller group will stay at a junior school in this town to help with English and other activities. Some 40km from Morepatty and 60 from RTU.

The **OUTREACH Group**, which travels for 3 weeks and caters for a range of ages, is to work again with a Brothers' school in Keelamudiman, Tamil Nadu.



All good people agree,
And all good people say,
All nice people, like **Us**, are **We**.
And everyone else is **They**
But if you cross over the sea,
Instead of over the way,
You may end by (think of it)
looking on **We**
As only a sort of **They!**

Rudyard Kipling



A TRACK IN THAILAND

I absolutely loved how hard the building work was, and then actually seeing our road used and give benefit to the school throughout the project made it all the more worthwhile. We spent our time supplying the sand and stones in carrying baskets and bringing over bags of cement to the Burmese workers who used them in the cement mixer to form concrete before we wheelbarrowed it down the track to the bottom where we built up our road. The work was relentless and we came home from the building site every day covered head to toe in concrete with sand in our

hair and completely exhausted. For me this was one of the most satisfying feelings of my time there.



The kids themselves were crazy. We would visit the kindergarten during our lunch breaks every day where they proceeded to climb up us like little monkeys and run riot around the room. I have never seen one person with that much energy, let alone the whole stampede of them, they were great! We were so blessed to spend a few

nights with the orphanage children (there are around 20 of them who have a home within the school grounds) and after hearing the backgrounds of some, I can only say I'm humbled to see how happy they are with the little they have. They gained so much happiness from just holding your hand or being given a hug, even though it's such a small thing to us. I will always treasure the little moments I've had with each child over the 5 weeks.

Ellie Clements



Concrete,
not mud
as before

FACTS FOR FREE

- The US uses as much electricity to keep buildings cool as the whole of Africa uses on everything.
- The world now spends almost US\$2 trillion a year on the military, but peace and justice are inextricably linked.
- 121m is the estimated number of the world's primary and lower secondary-age children not in school.
- 1% is the share of all humanitarian donor money worldwide that went towards education in 2014.
- Educating all girls would reduce infant deaths by some 3 million

With thanks to all the many kind people who donated funds to the projects, particularly:

Schools: St Joseph's College, Stoke on Trent. St Modan's, Stirling; St. Ninian's, Glasgow;

Parishes: Fordingbridge, St Mary & St Philip. Ringwood, Sacred Heart & St Therese. Waterside, St Michael's, St Bernard's. Westbourne, Our Lady Immaculate. Sacred Heart, Blackbird Leys.

Alsos: St. Cassian's Centre, Kintbury. Many individual donors.

Lasallian Developing World Projects

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We believe that education is a fundamental human right; that it gives people greater freedom to choose and enables them to improve the circumstances of their life.

Since 1985 teams of young people have been travelling to poorer parts of the world during their summer holidays to help provide classrooms, educational facilities and help to children.

A WORLD OF LEARNING

This summer I was lucky enough to participate in an LDWP teaching project in Tanzania, in a small village called Mhaji. Five weeks teaching and living in rural Tanzania was an unforgettable if challenging experience. We were greeted by singing and dancing when we first arrived and during our whole stay we felt so welcomed. During our short time in Mhaji it felt as if we were part of the community. Every day of teaching would start at 8am with the first class of the day. Our group was split between; teaching English and Maths to two of the classes in the school or teaching small groups of children basic computing skills.

The children had very basic English and many had never seen a computer before so our input was opening their eyes to the wider world outside of their small village. We would teach in the mornings for 4 hours and then have lunch and then go back for an hour class in the afternoon.



After we were done teaching the children we would have lessons with the teachers and some of the locals many of whom as well had no knowledge of computers. These were long days for us. However, compared to the children this was nothing, as they seemed to arrive at the school at about 6.30am every day. In each classroom there were roughly 60 children whose attention we needed to keep; this was a challenge especially as none of us spoke any Swahili. The ages of the children we were teaching were in one class between 7 and 9 and in the other class between 10 and 14 so we always needed to keep our lessons fun and interesting. A usual day would involve singing songs, dancing as well as shouting to get their

ever wandering attention. Although at times it felt you were making no progress in the classes, by the end of our time in Mhaji the children's English and computer skills had improved amazingly. At the start the

pupils struggled to grasp the concept of a mouse: by the end of our stay they were able to type sentences, change fonts and put pictures in documents all on their own.



The part of project I found most challenging was the teaching in the large classes. In the year 3 class there was a boy named Prosper who had some sort of learning disability such as autism. Having worked with disabled children in the UK and seen the help and support children like Prosper receive in education and at home, compared to Mhaji where Prosper

was left to fend for himself in a class of 60 . He was not a difficult child and I know with the right support he would have thrived. However in Mhaji the only support he had was from the boy sitting next to him. I found it very sad to see Prosper being left behind simply because nobody had the time to help him with 60 other children to teach. I found it very sad and hard when I had to ignore him in order to teach the other children, and trying to give him the most attention we could without the suffering was a difficult task. However it was easy to make Prosper smile as all that he ever wanted was a tick. The boy who sat next to Prosper looked after him. He made sure Prosper always had a pen, he didn't mind when Prosper, who didn't know his own strength hit him accidentally, or was just in general annoying him. For a child of 9 it was amazing to see his patience and care looking after his friend. This boy also managed to do his work and work hard; he was a real inspiration to me.



Apart from teaching we faced other challenges living in Mhaji. A major challenge was that very few people could speak English beyond the doctor, the English teacher and the barman. This was a problem for the group and it put our miming skills to the test, but by the end of our time there we could effectively



communicate. Although the inability to talk much made nothing straightforward we still managed to bond with the locals, even being invited to the house of one of the teachers for dinner. Leaving Mhaji was very sad as we had such strong relationships with the children, teachers and the rest of the village. It was hard knowing that you were never going to see again these children you'd been working so hard with everyday. I will always look back on my summer in this small village as one of the best and most rewarding, if challenging, experiences of my life.

Felicity Reilly

INSIGHTS IN UGANDA

For me reflections are one of the most important parts of project. To stop in the middle of your busy days and really think about what you are doing here and why. It is so important to do that because it allows you to collect and develop your thoughts which adds to the overall impact that project has on your life. Charlotte

Upon arriving at our accommodation in Biiso, a very small town with a tightly knit community, we were 'swarmed' by what felt like the whole village who had waited up until 1 a.m. for our arrival. Their reaction was all but impossible to describe. The sheer excitement and gratitude that was on display was very humbling. We hadn't built anything at this point, yet the love we felt was overwhelming and definitely very moving. Michael



I spoke to a local woman on the first week of project who was telling me about her faith and the faith of her church community. She told me that even the poorest people in her village were never disheartened or upset because they had the promise of eternal life in heaven. No matter how bad things could get, whether they had suffered a terrible loss or had a crop failure, they drew strength and hope from their God who loves them and has greater plans for them.

I witnessed this strong faith everyday of the project. People were so generous and high-spirited every day and it was clear that they thanked God for what little they had. This was inspiring to see and is something that I have definitely learned from: to be truly thankful for what I have. Anytime I think my problems are simply too much to handle I will be reminded to put those problems into perspective. Charlotte

The building site being near to a small collection of huts meant that the children that lived there were very keen to see us and we all built strong relationships with them. On a few occasions when we were collecting bricks from a pile nearer the accommodation the children from the huts would come and carry a single brick each and walk with us to the site where they would hand the builders bricks which made me think a lot about the children, young as they were, who clearly had an understanding of why pitching in for a common goal is beneficial to all involved. Carrying bricks was tiring for them (and us) but they appreciated that they would one day, hopefully, attend the school they were helping build, and that their children will attend too, and so on – the effect will be lasting. Michael



One of my most treasured moments of project was when a young 14 year old girl called Hilda took me to her home. She lived further away than any of the houses that we had seen and her family were so excited to see me. They embraced me into their home like I was a family member they had not seen in a long time: with so much love and kindness. They insisted in giving me a bag of avocados as a gift despite how poor they were. Hilda was so honoured and grateful that I had taken the time to come and visit her house, but I was even more honoured and grateful that she had invited me. Charlotte.

Charlotte Dunn & Michael McCabe

BUILDING IN BIISO

The summer of 2016, after a year of fundraising, saving and preparing, I found myself outbound towards Biiso, a small rural village in the western region of the east African nation of Uganda. The original project goal was to bring money and supplies over which would go towards building a secondary school.

As someone who had never even been a keen lego builder, I was under the impression that I would not be able to contribute in any significant way and was worried I would be slowing the builders down. In reality, I had underestimated myself and the kindness and patience of the Ugandan workers. By the end of the project I was confident in bricklaying, making beams, carrying timbers, hand mixing mortar and cement and carrying bricks all thanks to the encouragement of the locals and the feeling of camaraderie our group had with each other and with the builders. However even though some might argue this was the crux of the whole project, I disagree.



Yes it was what we were there to do but for me, interacting and teaching the local children about ourselves was ten times more satisfactory than seeing the building take shape. I say that we taught the local children about ourselves but it also worked both ways, we learnt lots about their ideas, hobbies, friends, games, lives and dreams. The children taught me that school should never have been taken for granted as these kids were so poor they could not afford the school uniforms and textbooks, so took turns sharing the only uniforms they had. They taught me that I didn't need wi-fi or electronics to be happy, that sometimes a simple ball game can entertain for hours and hours on end. They taught me that as

long as we are all together with family and friends, even the biggest challenge is surmountable. So that has been what my project has taught me, to sometimes stop thinking about the little picture and issues and look wider and further beyond your own horizons.

Working with LDWP has been one of the most challenging yet insanely rewarding things I could ever have hoped to do at such a young age, making it impossible for me to summarize in a paragraph, so I will end with this. If you reading this are apprehensive about doing similar work, no matter how old you are I strongly encourage you to try to get involved in someway or another and experience for yourself what a project is really about.

Zain Aslam



REACHING THE UNREACHED

Arriving in India was like arriving in a completely different planet with the incessant noise of horns, the intense heat and the strange smells. After a seven-hour train journey we arrived late in Kallupatti, home for the next five weeks. The next morning, I was allowed my first glimpse of the village in daylight. It was a beautiful place away from all the chaos of the big city to which we had arrived. The RTU complex was called the children's village. The children who lived there were orphans.

I had a day to rest after my travels and then we began the building work. Our job was to help build ten new concrete houses for the RTU charity in some very poor villages. We began by tearing down the old thatch shacks where the families previously lived. This type of shelter needs changing every year which costs around 15 pounds. Normally the villagers get this money from private money lenders at a high interest rate of around 60% or more. Often they cannot settle this before the next renovation is due, so the loans build up until sometimes the debt is passed on to the next generation. From this, it was clear to me how essential the new houses were to each impoverished family and this is what motivated me throughout the project.



After the thatch huts were down, we then began to dig the foundations. This was by far some of the hardest physical work I have ever done. We had to dig the foundations of the houses with very basic tools (pick axes and spades) in forty-degree heat, not ideal for a red head like myself however the group was great and we all managed to motivate and support each other to make sure the job was done well. We began by mixing the cement and laying the bricks. The houses went up very quickly after that and before we knew it all 10 houses had reached roof level. We worked from half eight in the morning till four every day with a lunch break in between. Although the building work was very tough in the heat, the local builders kept the group entertained.



When the houses were complete the group was then invited to the opening ceremonies for each house. This was a truly rewarding experience as I finally was able to see how much both the families and the community valued our help. Our group said prayers in the new home with each of the families and we cut the opening ribbons together.



The purpose of the building project was to provide a better living environment for the rural population and I think the group achieved this goal. I enjoyed my time in India but never quite got used to curry for breakfast. *Chris Walker*

OTHER VIEWS

KENYA, Nyeri

We had another great group for 5 weeks! They all worked very hard and by the time they left the staff houses were 99% complete. We very much appreciated their passion and hard work and also for their interaction with the boys in the Child Rescue Program. Our community was enriched by their presence with us. We are always grateful for the support we receive and for their dedication to serve the less privileged. The group also extended their generosity by paying tuition for one of the High school students who has been struggling to raise the funds needed for his education. Again a very big thank to Alison the team leader and to the entire team. *Br. Peter Kombe, Headteacher*



THAILAND

The work Brother Victor has done over the past 6 years is just incredible! To build the Bamboo School up from so little, to the ever growing LaSalle school where all the children's needs are paid for, in order to give them the qualifications to be certified a Thailand citizen is the most worthwhile work I've ever seen. The whole Lasallian ethos is just great - to work hard and play hard to get as much out of the experience as you can, and to leave the legacy of your presence and the achievement of the building work to the given community. *Ellie Clements*

KENYA, Narosura

All in all they did a wonderful job the building is almost complete, We are now doing plastering, painting, plumbing and electrical (local contribution donation). The project funds took the construction up to internal plastering. *Fr Ambrose Thuku*



KENYA, Narosura

This summer in Kenya was undoubtedly the best experience of my entire life! The people of Narosura were so welcoming to us and it was amazing to see the work that Lasallian has done over the past few years. Seeing how appreciative the teachers and students were of the classrooms and other school facilities that have been built in previous years by Lasallian made the whole experience so rewarding as we knew we would be making a real difference in completing the boys dormitory. *Heather Devlin*

TANZANIA, Njombe

The Tanzania building project this summer - was the best thing I've ever done and an experience I will never forget. It was very special to feel so at home in a community a world away from here and really quite incredible to see the hugely positive impact that Lasallian projects could have on the lives of the locals in the areas they are focused on. I really loved getting the chance to meet the local people and getting an insight into their way of life which is so different to my own. *Kiera O'Donnell*

The Teams - 2016

GHANA		UGANDA Bilso		INDIA, RTU.	
Ellie Blues	Glasgow	Zain Aslam	Stirling	Katharine Blues	Glasgow
Freddie Borgman	Stone	Charlotte Dunn	Glasgow	Sylvia Ceballos Serrano	Bournemouth
Joe Green	Stoke-on-Trent	Louise Faulds	Stirling	Siobhan Connolly	Glasgow
Molly Hyde	Bridport	Kelsey Flannigan	Stoke-on-Trent	Clarice De Silva	Ipswich
Sorcha Kennedy	Glasgow	Corwyn Hall	Warrington	Sinead Docherty	Glasgow
Christopher Loo	Newcastle-u-Lyme	Frances Leahy-Kelly	Glasgow	Katie Hassell	Stone
Sammy Nordkil	Dumfries	Frances Lowrie	Glasgow	Sione James	Cardiff
Sean O'Reilly	Glasgow	Michael McCabe	Stirling	Gabriel Slattery Steele	Dunblane
Brigitte Reilly	Glasgow	Megan McLaughlin	Glasgow	Chris Walker	Glasgow
Anna Spiess	Tittensor	Andrew Swan	Stirling	Conor Wheeler	Glasgow
Rebecca Stafford	Falkirk	Tom Selby	Nantwich	Josh Wood	Widnes
Mehak Yacub	Stoke-on-Trent	Teigan Twigg	Kirby	Ellena Williams	Newcastle-u-Lyme
KENYA, Nyeri		TANZANIA		INDIA, Keesara	
Heather Baird	Motherwell	Lucy Adair	Glasgow	Alana Cairns	Stirling
Eilidh Deeney	Glasgow	Harris Asjad	Menstrie	Monica Driver	Sauchie
Caroline Dunn	Glasgow	Angelika Gerzok	Tullibody	Eloise Keneally	St Helens
Rory Houlihan	Glasgow	Jacob Harrison	Warrington	Laura Mackie	Glasgow
Alison Lannon	Stirling	Anna Kennedy	Glasgow	Tom Madden	Stoke-on-Trent
Will Neal	St Helens	Maeve MacLeod	Glasgow	Sarah Masterson	Glasgow
Sara Quinn	Glasgow	Julia Marley	Glasgow	Liam Zarebski	Stirling
Monica Reilly	Glasgow	Jessica McDonough	Liverpool	THAILAND	
Emily Tonner	Banknock	Kiera O'Donnell	Glasgow	Amy Burns	Stirling
Emma Whitfield	Bannockfurn	Joe Shaw	Ipswich	Eleanor Clements	Newcastle-u-Lyme
KENYA, Narokusura		Callan Thomson	Dumfries	Jacob Cooke	Newcastle-u-Lyme
Francesca Combes	Walton-on-the-Naze	Molly Walker	Glasgow	Lorena De Marc	Glasgow
Jennifer Devlin	Stirling	TANZANIA, Mhaji		Mairead Donachy	Glasgow
James Duncan	Glasgow	Jack Bills	Longson	Max Duncan	Glasgow
Rebecca Ford	Cardiff	Tom Callan	Stirling	Joshua Haynes	Stoke-on-Trent
Clare Innes	Glasgow	Ciara Connolly	Glasgow	Monica Lowrie	Glasgow
Alistair Kingdon	Newmarket	Katie Dunn	Glasgow	Ryan Lynch	Glasgow
Kathleen MacLeod	Glasgow	Heather Fynney	Stoke-on-Trent	Charissa McCormick	Glasgow
Cathal McIver	Dunblane	Sam O'Neill	Alloa	Jack Murphy	Glasgow
Holly Miller	Glasgow	Felicity Reilly	Glasgow	Eve Ruddy	Glasgow
Andrew Stewart	Glasgow	Jana Rysava	Dumfries	Molly Walker	Glasgow
		Julia Sloan	Glasgow		

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