



# MARIST NOTEBOOK OF THE GLOBAL COMPACT ON EDUCATION

"As **Marist of Champagnat**, we are committed to the **Global Compact on Education** promoted and launched by Pope Francis to facilitate a renewed commitment to the education of children and young people not only in the formal classroom setting, but also in the family and the community".

# INDEX

	<b>Theme 1:</b> PLACING THE PERSON AT THE CENTRE OF THE EDUCATIONAL PROCESS	<b>1</b>
	<b>Theme 2:</b> COMMITTING OURSELVES TO EXPLORING OTHER WAYS OF TEACHING	<b>7</b>
	<b>Theme 3:</b> EDUCATE AND EDUCATE OURSELVES TO BE WELCOMING	<b>14</b>
	<b>Theme 4:</b> PROMOTING THE FULL PARTICIPATION OF GIRLS AND YOUNG WOMEN IN EDUCATION	<b>19</b>
	<b>Theme 5:</b> HAVING THE FAMILY AS THE FIRST AND INDISPENSABLE EDUCATOR	<b>23</b>
	<b>Theme 6:</b> SAFEGUARDING AND NURTURING OUR COMMON HOME	<b>27</b>
	<b>Theme 7:</b> LISTENING TO THE VOICE OF YOUNG PEOPLE	<b>31</b>
	<b>Appendix:</b> WE RAISE AWARENESS AMONG OUR SCHOOLS ABOUT THE GLOBAL EDUCATION PACT	<b>34</b>



## THEME 1: Placing the person at the centre of the educational process

### SACUM ALUMNI SOCIETY

**Province/City/College:** Western Mexico/ Merida / Centro Universitario Montejo

**Target group:** Educational community: pupils

**Estimated total duration:** One full school year

**Brief explanation:** The main objective of the SACUM is to be the link between the students of the school and the school management, promoting the creation of spaces that allow participation in the cultural, sporting, artistic, recreational and analytical areas. In this way, the students become participative agents and transformers of their own student context and, at the same time, their voice and ideas are heard by the people who form part of their environment.

**To know more:** SACUM is made up of academically and behaviourally outstanding students; and is accompanied throughout its management by a teacher advisor from the same school, whose function is to monitor and advise that all the activities proposed by the student society are well planned in order to achieve the main objective.

**Proposed theme:** Putting the person at the centre: At SACUM we privilege the BEING by highlighting their talents, their abilities, their skills, encouraging a healthy relationship with the people around them and with the reality of their daily lives. Encouraging participation: At all times of the school cycle SACUM promotes spaces for interaction between peers, between students and teachers, between students and directors, whose activities are focused on various areas that favour the education of students. Listening to the voice of adolescents and young people: What is privileged in the SACUM is to be the link between the voice of the students and the directors; therefore there is a closeness with the young people to listen to their ideas, their points of view and to reach agreements where order and respect for all those involved is favoured.

**Other topics:** Committing ourselves to study in order to find other ways of understanding the economy, politics, growth and progress in order to be at the service of the person: At SACUM, other areas such as economics are developed, so activities have been created in which the students of the student society themselves must be responsible for financial administration in order to promote resources that are put at the service of their peers.



## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Planning of the whole civic exercise (Carried out by the Social Studies Teachers' Academy)	6 weeks
2	Election time (creation of slates, election campaigns, reading of proposals, voting)	4 weeks
3	Planning of the activities of the elected SACUM with the advisory professor	4 weeks
4	Management of all SACUM activities	School year

**Remarks:** Involve the participation of the school's Pastoral Ministry.



## MARIST INCLUSION CAMPAIGN

**Province/City/College:** México Central

**Target group:** Intercentres: Teachers, psychologists and members of the communities of the Marist Province of Mexico Central.

**Estimated total duration:** One week, concluding with a forum and round table discussion on 3 December, the International Day of Persons with Disabilities.

**Brief explanation:** The Marist Inclusion campaign aims to continue to raise awareness and broaden our look at the issue of inclusion within our schools.

For more than four years, educational materials have been sent to schools (posters, infographics, videos and a workbook with worksheets for each educational level) as well as invitations to forums and virtual discussions on topics of interest related to inclusion.

Each year there is a slogan or phrase and the campaign is promoted through the Provincial Communications Management, which in turn disseminates and supports the development of posters in conjunction with the Solidarity area.

The materials are aimed at teachers and psychologists for use in educational settings. The 2022 Marist Inclusion Campaign was entitled: 'Discover yourself - You are a surprise'. During this last campaign we reflected on the value of being ourselves, discovering ourselves to others and sharing who we are without fear of criticism. 'Discover yourself' encouraged you to know who you are and be who you are.

For one week the schools unify their themes and adapt materials in favour of diversity acceptance and inclusion by reflecting together on our inclusion processes.

**To know more:** In these links you can access the materials of the last two campaigns:

[Discover yourself 2022](#)

[We go with you 2021](#)

**Proposed theme:** To place the person at the centre of every educational process in order to bring out their own specificity, their beauty, their uniqueness and, at the same time, their capacity to relate to others and to the reality that surrounds them, rejecting the throwaway culture.

**Other themes:** Acceptance of differences, collective construction, all those related to Human Rights. Educate and educate ourselves to welcome, opening up to the most vulnerable and marginalised. Listening to the voice of children, adolescents and young people.

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Campaign development	1 month
2	Dissemination of the Campaign	1 month
3	Implementation of the campaign	1 week

**Remarks:** The workbooks are adaptable materials for different subjects and contexts. On the other hand, proposals are made for application according to educational levels. In all the reflections, participation and collective construction are important. Continuity and constancy in these methodologies help to rebuild the social fabric.



## PROTECTION PROGRAMME: A SAFE WORLD

**Province/City/College:** México Central

**Target group:** The educational community (students, teachers, families, managers, support workers and assistants), mainly children, adolescents and young people.

**Estimated total duration:** School-based, cyclical, annual programme.

**Brief explanation:** The programme consists of prevention and attention to violence against any member of the educational community, especially students. It is made up of 3 components:

1. Protection Committee, dedicated to addressing violence based on specific protocols.
2. PROMESI teachers, dedicated to the facilitation of 4 annual PROMESI Workshops for students and 1 annual talk and 4 exercises for Families.
3. Administrative staff, dedicated to making the Marist Code of Ethics known each year among the workers and collaborators of the educational community (there is a child-friendly version).

**To find out more:** [Here...](#)



**Proposed theme:** To place the person at the centre of every educational process, in order to bring out their own specificity, their beauty, their uniqueness and, at the same time, their capacity to relate to others and to the reality that surrounds them, rejecting the throwaway culture.

**Other issues:** Educating to welcome the most vulnerable. Encourage the participation of children and young people. Listen to the voices of children and young people. Having the family as the main educator. PROMESI's methodology is constructivist, problematising, playful and socio-affective. Through the generation of situations or games, the aim is to lead people to reflect, recovering their experiences, providing scientifically based information and generating skills for healthy decision-making based on values in accordance with the ethics of human rights.

**Sequence of steps and timeline:**

See the contents of the PROMESI Workshops for students, as well as the exercises and talks for their families at: [HERE](#)

**Remarks:** The second component of the Programme (Marist Comprehensive Sexuality Education Programme, PROMESI) is aimed at students from pre-school to upper secondary education and their families. It involves specialised training for teachers in comprehensive sexuality education.



## FUNDAMENTALZ

**Provincia/Ciudad/Colegio:** South Africa

**Target: Educational Community:** Primary School students aged 10 -13

**Estimated total duration:** 1 academic year (45 minutes per week)

**Brief explanation:** The FUNdamentalz programme was designed in 2021 as a response to the need of the schools' children to be more aware of what is believed to be 'common skills' that children should learn but which is not covered in the general curriculum of South Africa. The sessions offered include aspects such as basic first aid, playing board games, nutrition and fitness, advice on use of social media etc.

**Further information:**

TOPIC	GRADE	STAFFED BY	VENUE
Let's Get Healthy	5º C	Mr Deere-Jones and Mrs van Dam	Field
First Aiders	6º C	Mrs Naidoo, Mrs Mngomeni and Mrs Anderson	MRC
Spirit of the Dance	4º C	Mr Zulu, Mrs Stevens and Mrs Kyprou	Ampitheatre



Pet's World	4º M	Mrs Karvelas, Mrs Bolland and Mrs Kekana	Mrs Bolland's class
Let's Celebrate - Celebration Days	5º M	Ms Volker and Miss Gouveia	Science lab
Lego structures and mechanisms and coding	5º B	Mrs Piccolo, Ms Shipton and Mrs Surujpal	MRC Art Studio and STEAM Room
Skip to the Tune	4º B	Ms Kither, Mrs Hiscock and Ms Myburgh	Basketball courts
Games Zone	6º M	Mrs Cummings, Mr Powell and Mr Williams	Mrs Cummings' class
Beading the Rosary	6º C	Mrs Durand, Mrs Kennedy and Mrs Mazambara	Mrs Durand's class

**Proposed theme:** To place the person at the centre of every educational process, in order to bring out their own specificity, their beauty, their uniqueness and, at the same time, their capacity to relate to others and to the reality that surrounds them, rejecting the throwaway culture.

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Finding a time slot in the weekly timetable	1 hour
2	Designing a FUNdamentalz curriculum	3 hours
3	Implementation	

**Remarks:** Requires a whole staff buy in to make this successful.



## STRENGTHENING AND BUILDING SOLIDARITY BETWEEN MARIST SCHOOLS AS COMMUNITIES OF CONTINUAL IMPROVED LEARNING AND TEACHING

**Provincia/Ciudad/Colegio:** Marist Schools Australia (Star of the Sea Province)

**Target:** Marist governed schools in Australia and Marist school communities in the Star of the Sea Province

**Estimated total duration:** From May 2023



**Brief explanation:** In recent years Marist Schools Australia has placed a renewed emphasis on enhancing school communities as places of continual improvement and high-quality learning and teaching. From 2023 a new role has been developed, Director of School Improvement, who works with senior leaders from Marist Schools in building a common language and shared understandings around leading for learning in the Marist schools of the province.

**Some features of this project include:**

- sharing research-based principles for effective school review and improvement.
- the alignment of MSA school review and improvement policies and processes with the School Improvement Tool.
- developing strategic partnerships with other Catholic and Marist schools in the Star of the Sea province around school improvement, goal setting, leading for learning, Marist spirituality and student wellbeing.
- creating a network within and beyond the Star of the Sea province to share the most effective evidence-based improvement practices
- discerning, nurturing and embedding Marist pedagogy through the capacity building of key school staff that is focused on the dignity and needs of each learner.
- Creating opportunities for teachers and students in schools across and beyond the province to share good practices and resources.

**To Know More:** Marist Schools Australia website - <http://msa.edu.au>



**Proposed Theme:** Placing the person at the centre of the educational process.

**Other Remarks:** It is envisaged that the tangible outcomes will include the development and systematic implementation of integrated processes for school improvement including school review, strategic and annual planning and evidence-based reporting.

The success of this project will be enhanced by consultation and collaboration of Principals and senior school leaders of MSA governed schools and the exchange of ideas, experiences, and expertise with school leaders from schools across the Star of the Sea province.





## THEME 2

# Committing ourselves to exploring other ways of teaching

## CAMPUS IBÉRICA

**Province/City/School:** Ibérica

**Target group: Intercentres:** 4th ESO and 1st Baccalaureate students from different Marist schools.

**Estimated total duration:** 5 hours

**Brief explanation:** Resolution of a series of challenges in a collaborative way in groups of students. The challenges are set by a team of expert teachers on a specific topic. The resolution requires the use of technology, and each team must produce digital materials (different formats) as a result of each of the challenges.

Each educational centre in the province, forms a team of 6 participants of students between 4th ESO and 1st Baccalaureate. The students travel to a common location where the activity will take place with their digital devices.

During the morning, the team of teachers (SuperWise) set them a series of challenges (usually between 2 and 4) that they have to solve by producing an original digital product. They are guided by the SuperWise, who communicate with the groups via Teams. Finally, the different works are evaluated and by means of an evaluation rubric, a winning team and a second prize are determined. With a final prize-giving ceremony where the students meet the SuperWise. Every year the theme is different and currently. There is always some surprise that the students are not aware of.

**To know more:** [Isaac.pinto@maristasiberica.com](mailto:Isaac.pinto@maristasiberica.com) During the confinements, the activity took place online. [Campus Ibérica 2021 : 23 April 2021 \(maristasiberica.com\)](https://www.maristasiberica.com)

**Proposed theme:** To commit ourselves to study in order to find other ways of understanding the economy, politics, growth and progress, so that they are truly at the service of the person and the whole human family in the perspective of an integral ecology.

**Other subjects:** Creativity, art, history, science... can be worked on.

## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Welcome to the participants and explanation of the activity.	15 minutes
2	Resolution of the challenges and development of materials,	3 hours
3	Presentation of materials if any.	1 hour
4	Prize-giving and final explanations	30 minutes

**Observations:** The activity can be extended with other group dynamics, taking advantage of the meeting between centres.



## COLLABORATIVE ENTREPRENEURSHIP WORKSHOPS

**Province/City/College:** America Central / San Salvador

**Target group:** Educational community: students in the third cycle and first year of baccalaureate (13 - 16 years).

**Estimated total duration:** Execution of the effective workshop 1 hour. Logistics and preparation of the workshop 30 min.

**Brief explanation:** The students of the second year of baccalaureate implement the elaboration of a handicraft product step by step, occupying techniques of culinary art (typical food, cold desserts, sweets), costume jewellery, plastic arts.

**Subjects involved:** Graphic design (1 period) elaboration of the product step by step, computer science (2 periods) creation of advertising, stationery programmes and production - video editing, seminar (2 periods) organisational structure and social projection of the company.

**To know more:** Work Psychology (orientation department) which consists of the development of the work climate of the different groups, identifying each of the roles of the members.

**Proposed theme:** To commit ourselves to study in order to find other ways of understanding the economy, politics, growth and progress, so that they are truly at the service of the person and the whole human family in the perspective of an integral ecology.

**Other themes:** Putting the person at the centre of the educational process. Fraternity and cooperation. Understanding and valuing the richness of others. Technology and ecology. Educating a culture of wisdom, capable of harmonising the technical and scientific approach with the humanist one. Corporal expression. Socio-emotional skills. Calculation and budgeting.

## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Affinity team building.	1 week
2	Establish product brainstorming.	2 weeks
3	Product feasibility analysis.	2 weeks
4	Procurement of inputs. Trial and error testing for product implementation.	2 weeks
5	Improvement practice.	2 weeks
6	Process of presentation and implementation of the workshop.	3 weeks

### Remarks:

Attached is a description of what works in each subject.

Computing.

Project phases:

- Team bulding by affinity.
- Identification of strengths for product creation or research on how to do it.
- Proposals name, colour palette and services to be offered.
- Enabling social networks and Google applications.
- Design of corporate stationery.
- Editing of presentation video. Creation of the company's website

Seminar.

Phases.

Apply basic knowledge and strategies focused on the scientific method acquired in the first year of baccalaureate, generating the necessary activities to carry out a research protocol, aimed at the development of a thesis topic or research; in this case an undertaking.

Calendarización de actividades			
Nº	Actividades	Inicio	Duración (clases)
1	Introducción, objetivos y justificación	04-feb	4
2	Limitaciones, alcances y valores	16-feb	3
3	Misión y visión	18-feb	4
4	Organigrama y funciones	25-feb	6
5	Definición de Marca	08-mar	4
6	Diagramas de flujo	11-abr	12
7	Beneficios empresariales	29-abr	10
8	Medidas de seguridad	06-jun	15
9	Medidas de seguridad en caso de emergencia	06-jun	5
10	Encuesta de satisfacción al cliente	15-jul	7
11	Video de rutas de evacuación, extintores y puntos de encuentro	18-jul	5
12	Video de protocolo de seguridad	18-jul	5
13	Gastos de feria	19-ago	4
14	Recolección de datos de encuesta de satisfacción	19-ago	4
15	Diagrama de Pareto	23-ago	4
16	Diagram de Gantt	30-ago	4
17	Memorias	06-sep	8



# DISEÑO GRÁFICO

## Aplicación de Diseño

◆ Nivel: 2º Año de Bachillerato.

◆ Pensamiento creativo: Producir

Valor :Responsabilidad- Actitud - Ser Puntual

**Destreza-Producir:** Las formas de representación en el diseño de espacios empresariales.

◆ Procesos mentales:

1. Identificar la representación del diseño por medio del uso de figuras geométricas para proyectos de diseño de empresas fachadas, espacios interiores y áreas para el público.
2. Definir el tamaño y proporción de espacios realizando el reconocimiento de medidas y formas por medio de investigación de proyectos similares.
3. Generar diversas propuestas de mediciones de espacios y verifico si cada espacio cuenta con las dimensiones apropiadas y el mobiliario adecuado para la presentación de proyecto.



## SOCIAL INTERVENTION PROJECTS

**Province/City/College:** Maristas Brazil (Integrated Basic Education Network of Marist Brazil)

**Target group:** Primary School - Early Years

**Estimated total duration:** 10 months (February to October)

**Brief explanation:** We start the school year by developing pedagogical strategies for the thematic delimitation of what the children have been talking about. For example: What problems are present in the children's routine? Are there news or stories they have heard that they want to know more about? In the year 2023, the challenge is to broaden the reflections even further so that social intervention continues to allow children to be the protagonists of actions. Let's raise real problems! Many proposals may arise, but the teacher in charge of the class will mediate the discussion to arrive at a common denominator, something that arouses the curiosity of all, or of the majority, broadening the children's repertoire. From this active listening, from the present dialogue, with a focus on learning and social intervention, our teachers are drivers/mediators of the process, defining the application and use in an isolated or simple way (one per class), or combining them according to the demands of the class and the complexity of the subject to be worked on. At the end of the school year, to celebrate the construction of these projects and to give a voice to the participating children, the Children's Forum is held, which brings together around 12 thousand children in dialogue, recognising and sharing projects with other children from all over Brazil.

This forum takes place during one week in each school and college and moves the different Marist realities to share and build new visions of the world (new possibilities of intervention). As the main opening movement, we have a live and open broadcast so that all the communities can accompany and share the first weekly opening event.



The Social Intervention Project - PIS is a space for problematisation, research, reflection and intervention in society, whether in the school, community, family or with other pupils. The PIS is a learning situation that promotes the protagonism of our children, contributing to an integral formation and constituting our identity in the primary school of the first years. To celebrate the construction of these projects and to give a voice to the participating children, we set up a forum moment (Forum with the Children), which always takes place at the end of the year.

**To know more:** Throughout the year 2022, 445 projects were produced (one for each class of the Initial Level) with social themes articulated mainly to Marist values and the SDGs, contemplating children and teachers of EFAl in the most diverse socio-economic realities. At the end of last year, all these projects were registered in a Marist virtual system that can be accessed by anyone in our school community.

Link: <https://pucpredu.sharepoint.com/teams/ProjetoPIS>

We have also made available a spreadsheet with the register of 2022 projects.

Marista Lab - Dissemination of the Social Intervention Project

<https://maristalab.com.br/eu-me-vejo-em-voce/>

Live - Forum with Marist Children 2022 - Opening of the sharing period

<https://www.youtube.com/watch?v=mD7wTGt3v3s>

**Proposed theme:** To commit ourselves to study in order to find other ways of understanding the economy, politics, growth and progress, so that they are truly at the service of the person and the whole human family in the perspective of an integral ecology.

**Other issues:** Putting the person at the centre of all educational processes, in order to highlight their own specificity, their beauty, their uniqueness and, at the same time, their capacity to relate to others and to the reality that surrounds them, rejecting the throwaway culture.

Listen to the younger generation. Make the family responsible. Open up to welcoming. Caring for our common home.



## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Selection of problematisations to arrive at an issue.	April
2	Dissemination of the theme of each group.	May
3	A period of problem-related research, case studies, in-depth study of the issue, and interventions	June to October
4	Sending pieces to the units for the dissemination of the projects in the actions carried out.	August
5	Publication of the material on the September platform (project documentation: balance sheet and 3 photos).	September
6	Live opening (Forum with Marist children) and Sharing period between classes.	October



## ENHANCING LEARNING AND PROFESSIONAL EFFICACY PROGRAM

**Province/City/College:** Marist Schools Australia (Star of the Sea Province)

**Target group:** Teachers in Marist Schools in Australia. Teachers, lecturers, and support staff at Instituto Catolico para a Formacao de Professores (Catholic Teachers College) BAUCAU Timor Leste

**Estimated total duration:** Each program runs for one year. In Country commitment of 10-14 days in January of each year. 2 hours of online tutoring per week for one year.

**Brief explanation:** In 2001 the Australian Marist Brothers established the Instituto Catolico para a Formacao de Professores (Catholic Teachers College) in Baucau Timor Leste.

The Teachers College, in close partnership with the Australian Catholic University, has been successful in forming East Timorese teachers for primary schools and secondary schools throughout the thirteen districts of the country. Importantly, the College is now at a stage where the leadership and lecturers at the College are to be increasingly East Timorese professionals. In making this transition is a need to strengthen the professional capacity of the teachers in their teaching of English and among office staff in their functional use of English. With these two purposes at the forefront of need, two programmes are suggested for consideration.

The Australian volunteers will be working in Baucau at the College for 10-14 days in January. Accommodation will be provided at Malita's Guest House in Baucau for approximately \$25 AUD per night which includes the evening meal. For the pilot programme, between three and five volunteers from Australian schools are initially engaged.

During the time in East Timor, it is anticipated that the Australian volunteers will work one on one in the morning with a College staff member for approximately three hours and in the afternoon with another College staff member for approximately three hours.

Upon returning to Australia, the commitment would be for ongoing training, in a one-on-one tutoring mode, for at least two hours per week online per staff member.

Volunteers would be required to pay for their airfares and accommodation or supported with these expenses wholly or in part by their respective employers.

**To Know More:** [Marist Schools Australia website – volunteering](http://msa.edu.au/australian-province-volunteering)  
<http://msa.edu.au/australian-province-volunteering>

**Proposed Theme:** Committing ourselves to exploring other ways of teaching.

**Other Remarks:** A key group target group for this project are teachers who have significant experience and have accrued considerable long service leave. Such people are often interested and committed to contributing of this nature. The one-year commitment would be from early January until early December. Another key group is teachers who are transitioning to retirement, or early in retirement.





## THEME 3

# Educate and educate ourselves to be welcoming

## EXPERIENCES OF SOLIDARITY

**Province/City/College:** Western Mexico/ Monterrey

**Target group:** Citizens: Orphanages, low-income schools, DIF, children's homes and special education centres. Secondary and high school.

**Estimated total duration:** Six to seven weeks of organisation + 5h of time spent on the visit to each institution (estimated).

**Brief explanation:** The pupils go to different institutions to live an experience of solidarity, in this one, they can see a very different reality from the one they are used to. They learn to value their parents and what they give them. They provide assistance and help in kind, they interact with the people cared for by the institution.

**To know more:** These types of activities promote the values of solidarity, service, love, respect, empathy, companionship, generosity and kindness, which contribute to the integral formation of the student.

**Proposed theme:** Educate and educate ourselves in welcoming, opening ourselves to the most vulnerable and marginalised.

**Other issues:** To generate a process of reflection after the experience in order to recover lessons learned. By sensitising students so that they can give their time and the best of themselves to those most in need.

### Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Different organisations are contacted for visits, the date of the visit is agreed with them and an investigation is made to see if they have any needs.	3 weeks
2	Trucks are rented and the support of two mothers is requested to go in their car in case of any inconvenience.	2 weeks
3	Meetings are organised with the head teachers to define the institutions to be visited as well as the logistics of the event.	30 minutes per level





4	Secondary and Baccaureate groups are organised according to the institution they are going to visit. Afterwards, each head teacher organises his or her group. Depending on the needs of the institutions to be visited, each group is prepared with items to meet those needs: food, diapers/toothpaste/sanitary paper, toys, crayons/paper sheets/colouring books, etc.	2 weeks
5	A circular is sent to families to provide information and obtain authorisation to leave the school. The holders are responsible for keeping track of the stubs handed in.	1 week
6	On the day of the visit, everything planned by the pastoral department is carried out, supported by the head teachers and the host institution.	5 hours
7	Evaluation of the experience. The institutions evaluate the pupils' participation. The teacher evaluates the experience with the pupils. The pastoral department electronically evaluates pupils and teachers.	1 week



## PES - EDUCATION IN AND FOR SOLIDARITY PROJECT

**Province/City/School:** Ibérica

**Target group:** Educational community: pupils

**Estimated total duration:** One course

**Brief explanation:** With this project we want to educate children and young people to be free people, with a critical spirit with respect to the world around them, capable of otherness and fraternity with all people, who feel responsible for our world and show it by actively committing themselves to improve it. The objectives pursued are:

- Training in solidarity, knowledge of other realities and the acquisition of pro-social skills.
- Social and cultural integration, the encounter with diverse contexts, people and communities that one does not usually have the opportunity to meet and share.
- Promote citizen participation and community development in the pursuit of the common good and social transformation.

To express Marist social and vocational commitment.

**To know more:** [Ikasketa eta Zerbitzua | Maristak Bilbao](#) [a.eraso@maristakbilbao.com](mailto:a.eraso@maristakbilbao.com)

**Proposed theme:** Educating and educating ourselves to welcome, opening up to the most vulnerable and marginalised.

**Other issues:** Safeguarding and nurturing our common home.

### Sequence of steps and timeline:

It is learning by doing because what is not experienced is not learnt. In each course, the PES takes the form of specific LEARNING & SERVICE proposals according to the growth of our students.

PUPILS	ACTIVITIES
Pupils in the <b>6th year of Primary School</b> (11-12 years)	<ul style="list-style-type: none"><li>• They set up the dining room tables, during their break, to make it easier for their classmates in EP1 and EP2 to use the facility.</li><li>• From the beginning of the school year, in September, the person in charge of the dining room and the Stage Coordinator accompany the pupils to the dining room and show them how to do their homework: wash their hands, place the utensils properly (plates, cutlery, glass, etc.).</li><li>• Students will attend EI or EP classes supporting the teacher in some educational routine with the children in their class.</li></ul>
Students in the <b>4th year of ESO</b> (15-16 years old)	<ul style="list-style-type: none"><li>• Will go to the EI or EP classes to support the teachers in some educational routine with the children in their class (16 learning and service sessions). Other alternatives where this service can be carried out are: maintenance, Agenda 2030... In this process the EI and EP teachers are involved, as well as the PAS staff.</li></ul>
The students of <b>1st Baccalaureate</b> (15-16 years old)	<ul style="list-style-type: none"><li>• Will carry out a SOLIDARITY WORKSHOP outside school hours (20 learning and service sessions), in projects for disadvantaged children, residences or day centres for the elderly, care centres for immigrant or disadvantaged young people, volunteer platforms, ONGD... And in all those places where our students can live an experience of solidarity service.</li><li>• The students are accompanied by fathers, mothers, teachers, brothers and sisters, members of fraternities, alumni volunteers...</li></ul>



## PLAYING WITH THE SAHARA (SAHARA JOLASTEN)

**Province/City/School:** Ibérica /Durango

**Target group:** Educational community: Students of the Higher Cycle of Mechanical Manufacturing Design and Basic Vocational Training. Saharawi children with special needs who spend the summer in a shelter in Durango.

**Total estimated duration:** 216 hours (36 days)

**Brief explanation:** This is a challenge within the framework of the Learning and Service methodology that is posed to students in the first year of the higher cycle of Mechanical Manufacturing Design (DFM) (people over 18 years of age) and consists of designing and manufacturing a game for the Rio de Oro Association/NGO in Durango. The final product obtained will be destined for Saharawi children with special needs, who spend the summer in a shelter in our town in a welcome camp.

The challenge has been designed and presented together with a volunteer monitor from the association, so that the students are aware of the needs of these children with physical, mental and sensory diversity.

The game is made up of 6 panels (each team designs and manufactures a panel) and the objective is that through the interaction of different elements, mechanisms and manual movements a ball is thrown in the first panel and comes out of the last one. The aim is to enjoy and stimulate these children with functional diversity.

The technical specifications have taken into account:

- The use of eco-design trends
- The production of ABS parts (3D printing)
- The use of recycled elements

During the challenge, the students of the higher cycle are also involved in the basic vocational training through the manufacture of parts to be implemented in the final assembly. This collaboration especially reinforces the self-esteem of this type of students when working with students from the higher cycle.

In addition to a monitor from the association and the students of the cycle, Baccalaureate students and some teachers from other levels participated in the staging, all of them enjoying and participating in the final test of the great panel.

**To know more:** Development of the BBPP:

<https://innova.maristasiberica.com/wp-content/uploads/2021/10/Durango-Ciclos.pdf>

<http://www.maristak.com/es/grado-superior/reto-con-asociacionong-rio-de-oro>

- [Video of the start-up](#)
- [Information about the NGO](#)

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**Proposed theme:** Educating and educating ourselves to welcome, opening up to the most vulnerable and marginalised.

**Other issues:** Safeguarding and nurturing our common home. Listening to the voice of children, adolescents and young people.

## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Generation of equipment	
2	Presentation of the challenge	
3	Identification	
4	Information and parameters	
5	Definition of alternatives	
6	Choice of alternatives	
7	Implementation - Act	
8	Achievements	216 hours

**Observations:** The challenge is designed through the methodology implemented in the centre: Collaborative learning based on challenges.





## THEME 4

# Promoting the full participation of girls and young women in education

## MARIST LITERARY CREATION MEETING: REVBÉLATE

**Province/City/College:** México Central

**Target group: Intercentro:** young people in baccalaureate.

**Estimated total duration:** 7 months over the course of one academic year.

**Brief explanation:** It is a process accompanied by the Education and Youth Pastoral Areas that promotes the participation of young people interested in literature. They are invited to write in one of the proposed categories: Short Story, Poem or Essay, always within the framework of a theme proposed at the beginning of the school year.

The young people are accompanied in their schools by their own literature or Spanish language teachers. At the end of the school year, 3 works are chosen, one per category.

The three selected works are incorporated into an Anthology of Literary Works, which is printed and given to the young writers themselves, as well as to the school libraries. Up to 17 high schools participate in this process. More than 50 literary works in the different categories appear in the anthology.

### Find out more:

1. Invitation and promotion of the 2023 process: [See Here](#)
2. Digital version of the latest Anthologies: [See Here](#)
3. Video of the Final Closing Meeting: [Watch](#)

**Proposed theme:** Encourage the full participation of girls and young women in education.

**Other topics:** Listen to the voices of children, adolescents and young people (CAYP). Reality Analysis. Participation and Protagonism Approach

## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Call for applications	1 month
2	Local phase	5 months
3	Provincial phase	2 months
4	Closing meeting	3 days

For more details, please see the following timetable: [See Here](#)

**Observations:** This project is part of the Marist Youth Ministry, and belongs to one of its programmes, called New Scenarios of Youth Ministry.



## STUDENT ASSISTANT PROGRAMME

**Province/City/College:** México Occidental/ Guadalajara /Colegio Marista Champagnat Guadalajara

**Target group:** Educational community: Secondary school pupils (adolescents).

**Estimated total duration:** One academic year

**Brief explanation:** It is a peer support system, which creates a group of students who cooperate with their peers in situations of helplessness or confusion, or who have academic or integration difficulties.

The aim is to develop in all participants the ability to help and be helped as a fundamental dimension of coexistence, promoting student participation by transferring to them their own responsibility for coexistence in the classroom and in the school.

This programme is based on the conviction that students are a fundamental potential for understanding the reality of the problems of school coexistence and seeks to help improve coexistence through the involvement of schoolmates who usually adopt a passive support role in the face of conflicts.

In addition to the effective improvement of coexistence, the visibility of problems and their prevention, peer-to-peer help awakens the motivation of the pupils participating in the programme to develop their own personal and social competence.

The pupils will apply voluntarily, or the classmates themselves will propose two pupils per class; the tutor will give the go-ahead; if there are more than two proposals, a vote will be held for the selection. The functions of the pupil-assistants will be: to take responsibility for the integration of new pupils into the group both in the classroom and in the school; to support and listen to classmates who need to communicate concerns, dissatisfactions, doubts, problems, etc.intervene directly in the classroom with help in carrying out activities, help with study, leadership of work groups, etc.; intervene in conflicts seeking a balance between the parties; prepare and implement the awareness campaign during peace week; refer and report cases that cannot/should not/cannot be solved by him/herself.

**To know more:** BILINGUAL SCHOOL FOR CHILDREN-PRIMARY-SECONDARY SCHOOL. [Pedro Pascual, 2 | 19001 | Guadalajara \(Spain | 949 220 697](mailto:Pedro.Pascual.2@19001.Guadalajara.Spain) [guadalajara.orienta@maristasiberica.com](mailto:guadalajara.orienta@maristasiberica.com)

**Proposed theme:** Encourage the full participation of girls and young women in education.

**Other topics that can be addressed:** Listening to the voice of children and young people; Putting the person at the centre of all educational processes; Educating and educating ourselves to welcome, opening up to the marginalised and vulnerable.

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Teacher training and awareness-raising.	1st and 2nd quarter meetings.
2	Information and awareness-raising for pupils and families.	1st and 2nd quarter meetings and follow-up meetings
3	Election of student assistants for each classroom.	1 session
4	Initial training of the group of student assistants.	1 session
5	Bi-weekly case monitoring and training sessions.	Every 15 days, 1 session
6	Intermediate training session.	1 session
7	Final evaluation session.	1 session

**Comments:** See academic publications on the subject and materials from other schools.



## MY LENS, OUR GAZE

**State/City/College:** Marista Brasil (Integrated Basic Education Network of Marist Brazil)/ Colégio Marista Graças

**Target group:** 8th year of Primary School - Final years of Secondary School, extendable to 2nd year of Baccalaureate.

**Estimated total duration:** 1st semester 2023

**Brief explanation:** The Life Project Seminar component assists in the development of socio-emotional skills and abilities, as well as the promotion of activities aimed at achieving commitment to the Global Compact Education.

In this component, pupils are encouraged to look at themselves and the "other", through dynamics, conversations and pedagogical registers. This exercise will culminate in an art exhibition where families will be invited to contemplate the sensitive expression of their children, overflowing this exercise of looking at the community as a whole.

**Proposed theme:** Promoting the full participation of children and young people in education.

Other topics: Dimensions of the Life Project: Psycho-affective dimension; Psychosocial dimension; Technical dimension; Political dimension; Spiritual dimension. Socio-emotional competences and skills: Communication; Responsibility and citizenship; Self-knowledge; Empathy and collaboration; Argumentation; Work and Life Project; Kindness; Commitment to others.

### Sequence of steps and timeline:

NUMBER	STAGES	DURATION
1	A round of conversation about how I see myself and how the "other" sees me.	1 classroom
2	Dynamics of the gaze.	1 classroom
3	Workshop with a photographer: Looking through the lens	1 classroom
4	Exercise of photographing myself, photographing an object I have never seen, an object I have already seen and trying a different angle.	1 classroom
5	Dialogue on the experience of the previous lesson.	1 classroom
6	Workshop with digital influencer: What do my social networks communicate about me?	1 classroom
7	Talk on social media placements.	1 classroom
8	To continue exercising the gaze through photography, different angles, proposals and themes.	1 classroom
9	Visiting a photo exhibition.	1 classroom
10	Produce a vernissage, exhibiting 1 work by each pupil, open to families.	

**Remarks:** As the activity will be carried out with students in the final years of secondary school, it will broaden the repertoire of students who will be able to analyse their own images and those of other classes.





## THEME 5

# Having the family as the first and indispensable educator

### GOOD PILGRIM MOTHER

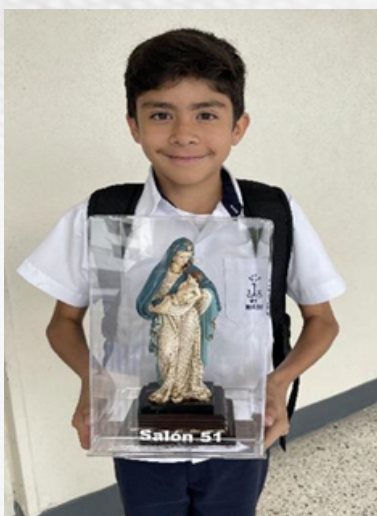
**Province/City/College:** Western Mexico/ Monterrey

**Target group:** Educational community: IFM classrooms and families.

**Estimated total duration:** The whole school year

**Brief explanation:**

At the beginning of the school year, each classroom receives the statuette of the Good Mother who goes on pilgrimage with the families of that classroom.



On Fridays a raffle is held and the winning child takes the Good Mother home for the weekend, returning her until Wednesday of the following week.

The parents present the Good Mother with flowers as a sign of affection; all this is done in the morning formation, the children sing to her while they personally bring her to their child's classroom.

**To know more:** From Wednesday to Friday, the Good Mother visits each hall in a special place, where the activities of the day are offered to her.

**Suggested theme:** Having the family as the first and indispensable educator.



### Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	The Good Mother is handed over to the classroom vocals at the Mass at the beginning of the school year, and they are the first ones to have her in their homes.	
2	On Fridays a raffle is held among the pupils to take the Good Mother home.	5 days from Friday to Tuesday
3	On Wednesdays, the Good Mother Pilgrim Mother returns to her corresponding room.	3 days from Wednesday to Friday.

**Remarks:** When there is a special need in one of our families, the Good Mother is sent to visit for as long as required.



## THE BREAD OF LOVE

**Province/City/College:** Marista Brasil (Integrated Basic Education Network of Marist Brazil) / Colégio Marista Roque

**Target group:** Early Childhood Education

**Estimated total duration:** 15 days

**Brief explanation:** A dialogue was carried out with the students of the iEarly Childhood Education, in order to reflect on the bread of life, the bread of love. Symbolically, this bread refers to the passage of Jesus here on earth. This message is brought to the students to review what is the true love of Jesus, the sharing that he did with his disciples and to place people as the centre of our lives. The invitation is to share bread and life with the most vulnerable people. After this dialogue, the children were asked to produce a homemade bread and the name chosen was "Bread of Love", because it refers to the teachings of Jesus. The central idea is to take the bread of love home and prepare a meal, in order to share it with the family. The children were brought by a father and given to the students.

**To find out more:** <https://colegios.redemarista.org.br/gracas/noticias/cultivando-a-pascoa>

**Proposed theme:** To have the family as the first and indispensable educator.

**Other topics:** To place the person at the centre of any educational process. To educate and educate ourselves to accept, opening ourselves to the most vulnerable.

Research, Mathematics: quantities, care with intolerances, cultural and religious knowledge, protagonism, engagement, involvement, time to prepare a recipe, to cook, to wait and to eat.



## Sequence of steps and timeline:

NUMBER	STAGES	DURATION
1	Mark with the teachers the date of the activity.	
2	Reserve adequate space, as it will be necessary to use the oven.	
3	Request purchase of ingredients for pão.	
4	Combine with the teachers on the proposal and initiate in the classroom the reflections.	
5	Discuss with students the story of Jesus and make an analogy with the Pão da Vida.	
6	Prepare the bread dough.	
7	Handle with the children and reflect on the yeast, which makes love grow.	
8	Bake the loaves.	
9	Blessing the loaves with the priest.	
10	Deliver to the children, together with a message to the families, the bread and make the blind.	

**Remarks:** Food restrictions and allergies. Requires someone responsible for the bread. Adequate packaging for the food. For best use, divide the batch into small groups.



## DEVELOPMENT OF MOTOR SKILLS

**Province/City/College:** Central America/Guatemala / Colegio Liceo Coatepeque

**Target group:** Educational community: Pre-primary school pupils and parents.

**Estimated total duration:** 9 hours (three hours per grade: pre-kindergarten, kindergarten and high school).

**Brief explanation:** This project was carried out so that our pre-school students could improve the development of their motor skills and provide a comprehensive education; in addition, to integrate parents so that they could accompany the process and at the same time share a family moment enjoying an outdoor environment and taking advantage of the resources that our school has. Through this activity, children will be able to get to know, use and value their body and movement as a means of exploration, discovery and enjoyment of their motor possibilities, reinforcement in following instructions and integrated development of their motor skills in the company of their parents.

**To know more:** One preschool grade per day was worked on. Groups were organised by colour in pairs of parents and children. We worked on activities (exercises) according to the age of each stage. The objectives were met satisfactorily as we managed to integrate several areas ERE, physical education, social and natural environment, artistic expression and above all family unity. Being friends with nature, each child brought a container of pure water to avoid polluting the environment.

The students of PRE KINDER, KINDER and PREPARATORY will perform a series of common movements such as: walking, running, jumping, climbing, climbing, quadruped, balancing, crawling, throwing and catching in the company of their parents and thus create an atmosphere of harmony of exercise and accompaniment in the different series of execution. At the end of the series of exercises, each child will receive a significant medal (each teacher will organise with her students the production of their medals).

**Proposed theme:** Putting the family at the centre.

**Other themes:** The active methodology tells us that our children should be the architects of their knowledge through experimentation, participation and socialisation in play and learning activities.

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Planning and organization.	1 week
2	Invitation and call to parents.	1 day
3	Implementation of the plan.	9 hours

**Remarks:** [Please find attached the Motor Skills project in this link.](#)





## Theme 6

# Safeguarding and nurturing our common home

## MEXICO VERDE INSTITUTE

**Province/City/College:** Western Mexico/ Tijuana

**Target group:** Educational community

**Estimated total duration:** The whole school year

**Brief explanation:** To care for the environment by promoting ecological values, using resources in a responsible way, through the elaboration and implementation of an ecology project that educates in ecological values, operates in concrete actions and promotes the optimisation of resources and the reduction of waste, generating a green culture in the whole educational community. Specific objectives:

1. Reduce the emission of waste to landfill
2. Effectively communicate institutional environmental policy
3. Train the educational community in environmental matters
4. Conduct energy and resource saving campaigns in a responsible manner
5. Orient institutional purchases towards environmentally friendly products
6. Use renewable energies

**Proposed theme:** Safeguarding and caring for our common home

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Formation of a committee including teachers from all sections, parents, students, administration and maintenance staff.	Start of the course
2	Elaboration of a work plan.	Start of the course
3	Inventory, map and location of waste bins.	August 2022



4	Implementation of the disposal programme for single-use materials: mainly refillable water bottles (replacing traditional drinking fountains with sensor ones).	The whole course
5	Weighing of waste.	October 2022, March 2023 and June 2023
6	Zero Waist training for all staff and students.	Semester Autumn 2022
7	Development of sustainable policies, green procurement manual and event policies.	September 2022 to November 2022
8	Awareness-raising talks for teachers and students.	October to December 2022
9	Creation and work of ecological teams of primary and secondary school pupils.	From October 2022 to June 2023
10	Make strategic alliances: green waste collection company, ecological and environmental organisations.	January 2023
11	Communication programme: flyers on social networks, tabloids in different parts of the school promoting environmental care.	November 2022 to June 2023
12	Evaluation of results.	June 2023



## MARISTAS ECO-HEALTHY PROJECT

**Province/City/School:** Mediterránea / Cullera

**Target group:** Educational community: teachers, pupils and families.

**Estimated total duration:** The ECO Project started during the 2016-17 academic year and has been running uninterruptedly until the present day.

**Brief explanation:** To raise awareness among our students and families about respect for nature, non-pollution, waste minimisation and a deep knowledge of everything that surrounds us. A coordinator is appointed and a theme is chosen to start with. The first year we work on waste, the second on the proper use of water, the third on the proper use of energy, the following year on biodiversity, etc. We have carried out a wide range of activities so that the children learn to care for and respect the environment around them.

**To find out more:** We are assigned a termly tutoring session to work on Ecology issues, which is prepared in accordance with the theme we are working on that year. We celebrate special days, such as Environment Day, Water Day, Tree Day, etc. The school is decorated according to the theme we are working on that year. Teachers work on the ECO theme for that year in their UDD.

We participate with the town council in ecological activities. ECO excursions are organised. Service-learning activities. A monthly magazine is published with an ecological character where the most relevant news and activities carried out in the school are presented. You can see an example in the following link (July 2022):

**(18) Facebook**

You can see some of the activities in the following link (March 2023):

**Proposed theme:** Caring for our common home: Supporting all initiatives that lead our society towards sustainable development and committed action to reduce the indicators that lead to imminent climate change.



**Other issues:** The school also proposes to work on the dissemination of the SDGs (Sustainable Development Goals) and the implementation of educational activities that lead to their achievement. For example, in our school we have worked on:

- SDG 3: Health and well-being
- SDG 6: Clean water and sanitation
- SDG 7: Affordable energy and sanitation
- SDG 14: Seawater
- SDG 15: Terrestrial Ecosystem Life

**Sequence of steps and timeline:**

NUMBER	STEPS	DURATION
1	Presentation of the ECO project to the teaching and non-teaching staff. Approval	1 month
2	Communication to families.	1 month
3	Eco-audit. Diagnostic activities, research and drawing up conclusions.	2 months
4	Development of an action plan and good behaviours.	1 month
5	Implementation of the plan. Implementation of agreed measures.	4 months
6	Evaluation of objectives and activities.	15 days
7	Proposals for improvement and new objectives to be developed next year.	15 days

**Remarks:**

- 1.- The ECO Team must be made up of members of the educational community and of all educational stages.
- 2.- There must be a high level of commitment from the teaching staff in the development of the ECO project.
- 3.- All team members must be committed to the ECO objectives.
- 4.- It is advisable to work on an SDG throughout the academic year and propose the one for the following year without abandoning the previous ones, carrying out evaluations of its implementation.
- 5.- The ECO project should cover several areas: Ecology, sustainable development, climate change, solidarity, but also health, hygiene, sport.
- 6.- We must ensure that our project is not limited to the school environment and that it transcends into local society.



## COMPOST BIN

**Province/City/College:** Marista Brasil (Integrated Basic Education Network of Marist Brazil)

**Target group:** Educational community: Baby class

**Estimated total duration:** 3 months

**Brief explanation:** What do children do with fruit peels and leftover fruit at snack time?

Intentionality: encourage the children to observe and experience situations in their routine; Reflect on the consequences of disposing of leftover fruit from the snack in an inappropriate place; After initial provocations to motivate and arouse the children's curiosity about the topic, the Composting Project emerged:

Produce organic compost by reusing fruit scraps and peels from the snack; Involve families in the activities; Follow the process and stages of using the composter; Plant tea seedlings; Use the compost produced in the composter to fertilise the medicinal plant seedlings planted.

**To find out more:** The children's care in properly disposing of organic waste to turn it into compost was shared with the other children in the nursery and their families. In this way, we promote sustainable practices aimed at preserving our Common Home, an emergency situation in which we must all get involved.

**Proposed theme:** Safeguarding and nurturing our Common Home.

**Sequence of steps and timeline:**

NUMBER	STAGES	DURATION
1	Manufacture the compost bin in reusable cylinders.	1 month
2	Planting tea with children.	1 month
3	Water the infusions with the porridge.	Diary
4	Look at the composter with a magnifying glass to see if there are worms.	Diary
5	Put the names on the teapots with identifying labels.	1 week
6	Tea harvesting.	1 day
7	Smell the aroma of the teas.	1 day
8	Preparation and tasting of teas.	1 day
9	Graphic records of the experience through various materials.	1 day





## THEME 7

# Listening to the voice of young people

### MY EMOTIONALIST

**Province/City/College:** Marista Brasil (Integrated Basic Education Network of Marist Brazil)

**Target group:** Pupils: 2nd year (7 years)

**Estimated total duration:** 30 to 40 minutes

**Brief explanation:** We all have to deal with feelings and emotions that surround us during the day, and many times these emotions destabilise us. Children also have to deal with many emotions on a daily basis; anger, joy, sadness and go through situations that generate frustrations. Each child reacts to these feelings in a different way, and talking to them about this is a way of dealing with conflict situations in a positive way.

**To know more:** ‘Emocionário’, written by Cristina Núñez Pereira, is a book in dictionary format that talks about emotions and helps us to better understand what happens in our hearts. Full of illustrations that children love. With ‘Emocionário’ we recognise our emotions and express our feelings through reading and dialogue.

**Proposed theme:** Listening to the voice of children, adolescents and young people.

**Other themes:** Strengthening ties; Valuing friendships; Learning to write about what you feel; Recognising something important that happened to you and what emotions it provoked.

#### Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	To welcome with ambient music, to receive with hugs, smiles...	10 minutes
2	Sit in a circle for a reading of the day. Two children (or more) offer to talk about their feelings and how they are starting the day... They all talk about what they think that feeling is, they discover and we search the book for the feeling or the closest feeling to what the children are discovering	15 to 20 minutes
3	We read the feeling together, we look at the illustration of that feeling and then we end up reflecting on how we understand and accept what we are feeling, and what we can do to change when the feeling is not good.	15 to 20 minutes



**Observations:** Let the students feel free to speak, respect the moment when they don't want to participate and ask that respect be the priority when listening to the other, without joking or judging.



## THE PAVEMENT OF CHILDHOODS: INDIVIDUAL AND COLLECTIVE PATHS

**Province/City/College:** Marista Brasil (Integrated Basic Education Network of Marist Brazil) / Colégio Marista São Francisco

**Target group:** School community in general, families and students

**Estimated total duration:** Planning: 4 meetings of 2h; Assembly of the installations: 6h; Duration of the event: 3h.

**Brief explanation:** The pavement of childhoods is a proposal that seeks to bring the school community closer to the experiences that children have in the school environment as well as their learning through different experiences. Going beyond the walls of the school is also a moment to make visible what the students experience and the power that the world of Early Childhood Education provides for the development of each one of them.

**To know more:** We organise The pavement of childhoods by installations, based on languages and also bringing the pastoral essence to these environments.

The visiting families were able to experience some of the events and thus understand the intentionality of the pedagogical proposal of the Colégio Marista São Francisco.

**Proposed theme:** Listening to the voice of children, adolescents and young people.

**Other topics:** Relationship between children and nature; exploration of different materialities; mathematical language; oral and written language; children's research.

**Sequence of steps and timeline:**

NUMBER	STAGES	DURATION
1	Elaboration of the Project.	2 weeks
2	Organisation of the installations.	2 weeks
3	Distribution of the mapping of Calçada.	2 weeks
4	Community communications and dispatch of notices.	2 weeks
5	Realisation of the event.	8 hours



# MANAGEMENT PROCESS FOR THE YOUTH MINISTRY OF APOSTOLIC MOVEMENTS

**Province/City/College:** México Central

**Target group:** Educational community: young people and teachers, pastoral workers who accompany the apostolic movements of Marist works.

**Estimated total duration:** one school year

**Brief explanation:** It is a comprehensive tool, in the key of process, composed of 7 strategic stages that are developed throughout a school cycle. It favours the formation, approach and organisation of the pastoral processes that accompany youth ministers in each of the children's and youth movements.

It helps pastoralists to be more managers of formation processes, rather than managers of activities collected by students.

## Find out more:

1. Strategic Operational Roadmap: [See here](#)
2. PJ Agents Meeting Video: [Watch Here](#)

**Proposed theme:** Listen to the voice of children, adolescents and young people.

**Other topics:** To place the person at the centre of all educational processes, to bring out their own specificity, their beauty, their uniqueness and, at the same time, their capacity to relate to others and to the reality that surrounds them, rejecting the culture of discarding. Encourage the full participation of girls and young women in education. Safeguard and nurture our common home. Design of training itineraries. Citizenship training. Life Project. Reality analysis. Solidarity projects.

## Sequence of steps and timeline:

NUMBER	STEPS	DURATION
1	Formation and shaping.	2 months
2	Planning.	1 month
3	Call for applications.	1 month
4	Follow-up and accompaniment.	8 months
5	Advocacy.	8 months
6	Evaluation.	2 months
7	Communication.	10 months

It can be seen in more detail here: [See here](#)



## Annex

# We raise awareness among our schools about the Global Education Pact

## CLOISTER: GLOBAL EDUCATION PACT

**Province/City/School:** Compostela

**Target group:** Intercentres: Cloisters of all schools in Compostela.

**Estimated total duration:** 1h 45min

**Brief explanation:** We raise awareness among our schools about the Global Education Pact. To find out more [HERE](#)

**Proposed topic:**



**Secuencia de pasos y cronograma:**

NUMBER	STEPS	DURATION
1	<p><b>SUNSET/ PRAYER</b></p> <ol style="list-style-type: none"> <li>1. Moment of interiority.</li> <li>2. Listen to the song <u>Somos Uno (We Are One)</u> by Axel, which invites us to feel net, connected to life and to look at everything around us in a different way.</li> <li>3. Reading from Gen 9:12-17: The covenant or covenant of love that God, year after year, wants to make with each of his creatures. We can leave a moment of silence so that everyone can echo a word or phrase they have heard.</li> <li>4. We end by reading together the prayer that was prepared for <u>World Catholic Education Day</u>. We can leave space for everyone to echo a phrase from the prayer.</li> </ol>	15 minutes



2	<p><b>KNOWING AND UNDERSTANDING</b> slides 7-13</p> <p>Explain what the Global Education Pact is, where it comes from, what are the objectives or the commitment that we want to make as a society at this time. And link it to Champagnat Global and the launch of the Marist Global Schools Network.</p> <p>From this exhibition, the faculty must understand the urgency of joining the PEG, and be aware that many of the actions we are already carrying out at the local level are part of this commitment to build a more fraternal world.</p>	20 minutes
3	<p><b>ANALYSE and DISCUSS (40 min)</b> slides 14-16</p> <p>It is time to go into the five areas of study proposed by the Pope, working on them in small groups:</p> <ol style="list-style-type: none"> <li>1.- Dignity and human rights.</li> <li>2. - Fraternity and cooperation.</li> <li>3.- Technology and integral ecology.</li> <li>Peace and citizenship</li> <li>5.- Cultures and religions.</li> </ol> <p><b>Steps to be taken:</b></p> <ol style="list-style-type: none"> <li>1. We explain each of the areas and give them the graphic organiser to work in groups: There will be several groups for each area of study depending on the number of people in the faculty.</li> <li>2. For the group work, we first reflect on it individually (5 min) and then we share it with the rest of the group (25 min) to complete the A3 together (agree on an area action).</li> </ol> <p>*We propose to start the work first by watching the video in the groups that appears in the bottom right-hand corner of the A3 in order to contextualise the area we are working on.</p> <ol style="list-style-type: none"> <li>3. Here is an example to help us complete the graphic organiser we have been given slides 15 and 16. <ul style="list-style-type: none"> <li>• <b>I think:</b> how do you dream your context, your neighbourhood, the world... about... (area). We invite you to dream because this sets us in motion. We must dream and write down situations and experiences that give us back an evangelical vision and remind us that God loves us as we are, but he dreams us much better. We need to remind ourselves again and again of the covenant of love that God has made with us.</li> <li>• <b>I choose:</b> a situation which concerns me and which I know breaks the Pact in terms of the area. We do not have to go very far. We have situations nearby that we must not ignore. We cannot be complicit in silence with all the outcasts of a globalised society.</li> <li>• <b>Concrete:</b> when we start talking about the things we would like to change, we can surely increase the list to infinity. But of all of them, we should focus on two.</li> <li>• <b>Approach:</b> it is not a question of being able to observe the difficulties, we are asked to take a hopeful look and to set in motion our creativity and responsibility before the world that is entrusted to us. This is the time to propose actions or perhaps to number those that are already being done. It is not a question of doing for the sake of doing. It is about working to ensure that the challenges of humanity are a concern and work from different sectors and especially from our own, the educational sector, capable of generating a transforming itinerary in the lives of our students.</li> </ul> </li> </ol>	40 minutes



4	<p><b>TAKE ACTION (5 min) Slide 17</b></p> <p>Each cloister will specify the who, how, when, where... but the most important thing is that we do not forget who and from where we will carry out these actions. We are Catholic schools and the call to give life and to be life-giving institutions comes from the one who sends us and summons us: Jesus, our Lord. Task for EAL.</p>	5 minutes
5	<p><b>SHARING (5 min) Slide 18</b></p> <p>Now is the time to share your reflection, commitment and/or action as a school or educational community with your network of schools, with your environment and also on social networks. Each</p> <p>The steps we take can be inspirational for others and, in addition, we are asked to pass on the Good News wherever we are sent.</p> <ul style="list-style-type: none"> <li>-Collect actions in the EAL/ED</li> <li>-Write to the Mission Council (<a href="mailto:consejomision@maristascompostela.org">consejomision@maristascompostela.org</a>) and Catholic Schools (<a href="mailto:pactoeducativoglobal@escuelascaticas.com">pactoeducativoglobal@escuelascaticas.com</a>) with the conclusions of this family meeting, share with others the life that is being given to you as a titular entity.</li> </ul>	5 minutes

**Remarks:** [Link to presentation and organisers](#)

