

NUMBER 01 | APRIL - JUNE 2024

CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS



Table of contents

We are Global

Editorial	02
Testimony	03
RIMES	04

"It's Happening"

Stand Up, Speak Out & Act	05
Marist Education Mission	06
Webinar Global Citizenship	07
Coordinators Meeting	09
Mission Education Webinar	09

Interview

Goyo Domínguez	11
----------------	----

"In the School"

Exchange Italy - Greece	14
Grabbing on to life	15
Marist Brothers International	16
Marist Sydney	16
Marist Leadership Plan	17
Exchange Mexico - France	17
Education, family, technology	18
Erasmus+ Greece and Jaén	18
Cameroon Collection	19

"So it was"

Interiority	20
Miravalles School	21



EDITORIAL

Dear Marists of Champagnat!

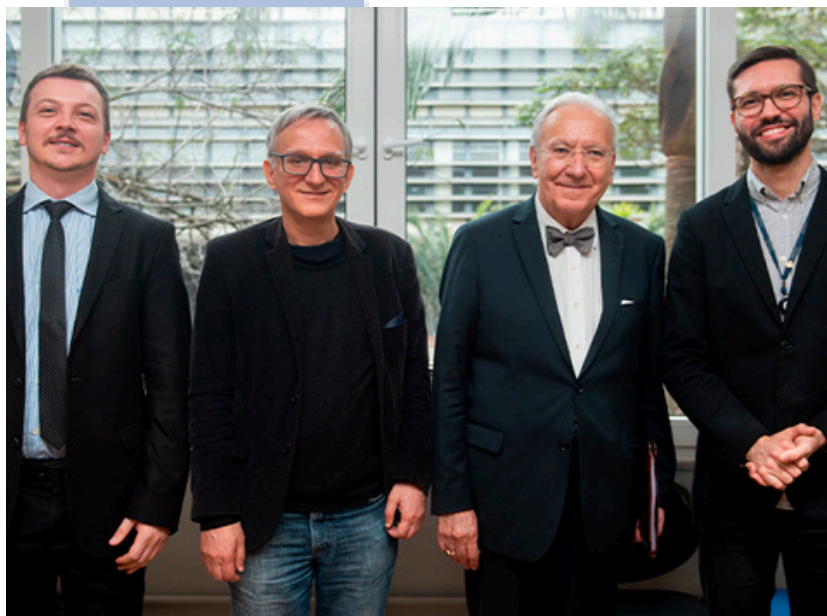
This year in our news magazine we are trying to make known the different networks that are part of the mission area of the Institute. On this occasion we would like to make special mention of the **Marist International Network of Higher Education (RIMES)**.

In the Marist tradition, the educational mission has been centred on primary and secondary education, with a lesser role for higher education. Since the 2000s, the Institute has become increasingly aware of the importance of the benefits that cooperation and networking between these institutions could have in strengthening our mission.

Today, RIMES is a group of institutions of higher education that contribute to the development of the Marist mission and it is very interesting for us to be aware of the possibilities it offers us in carrying out our apostolic task.



Marist International Network of
**HIGHER
EDUCATION**





“Thanks to the Global Network of Marist Schools, thanks to Champagnat Global, being behind a monitor is no longer a sign of a pandemic, but a sign of a global family, developing fraternity, feeling that we are all members of the great Marist family”.

GUIYERMO RODRÍGUEZ GONZÁLEZ

Coordinator of cultural and sporting activities, Cervantes Costa Rica school. Guadalajara. Province: Western Mexico.

T E S T I M O N Y

Marist International Network of Higher Education (RIMES)

The **Marist International Network of Higher Education (RIMES)** is an organisation that currently brings together more than 20 Marist institutions of higher education in more than 10 countries, present in 5 continents, with around 150,000 impacted students, connected to Marcellin Champagnat's legacy of transforming the world through education.

In 2004, on the campus of the Pontifical Catholic University of Paraná (PUCPR), in the city of Curitiba, the first meeting of

higher education institutions took place, giving rise to the network initiative. Since then, the leaders of the different institutions of Marist higher education have met every two years to strengthen the proposal. Today, the network has a model of governance, strategic planning, guidelines for action and objectives to be pursued, highlighting the promotion of a culture of cooperation and articulation of internationalisation actions among the members of the network. In collaboration with RIMES, synergies are being



Marist University PUCRS

established to develop initiatives that are beneficial to the international Marist community, such as the Marist leadership training programme that has been organised in collaboration with the Marist University of Porto Alegre - PUCRS and the University of Notre Dame of Marbel in the Philippines.

From the Marist Global Network of Schools: Champagnat Global, we believe that interaction with higher education institutions is an opportunity for mutual enrichment.



"IT'S HAPPENING"

Don't miss all the news that is happening in Champagnat Global, the Marist global network of schools. This quarter has been marked by the launching from the Generalate (Rome, Italy) of the documents *Arise, Speak out and Participate* as well as the update of Marist Educational Mission: In the Footsteps of Marcellin Champagnat.

Stand Up, Speak Out & Act, the document for the participation of children and young people in the Marist mission

The document *Stand Up, Speak Out & Act* is now a reality. Presented on Wednesday 20 March, it was born with the aim of inspiring and nourishing Marist communities.

The presentation, led by the directors of the Bureau of Education and Evangelisation, **Br. José Sánchez and Br. Niño Pizarro**, began with a message from Brother Ernesto Sánchez, Superior General.

"The last General Chapters have invited us to connect ever better with children and young people. To promote more listening and accompaniment and we have to do this as the Marist family that we are", emphasised Brother Ernesto who also explained that a consultation process **was carried out involving 10,000 children and young people from all the continents.**

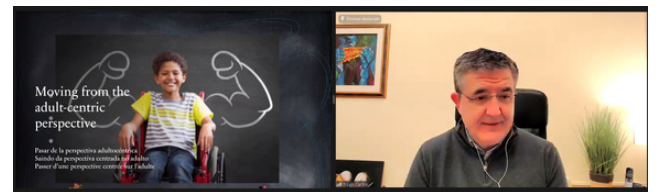


Br. Luis Carlos, Vicar General, then explained that "this document is from the house and has prepared us to respond to a perspective that the Institute is living". In addition, he posed the following question to all those present: **What kind of people are we forming and how do we make it a reality from the beginning of the educational or social processes and missions? How can we do this in order to respond critically to a global and conflicted world?**

Therefore, the guide connects us with the idea of empowerment of children and young people where **giving them a voice means offering them the possibility to implement a real change of attitudes and thoughts.**

On the other hand, Br Ben, General Councillor, explained the meaning of the document within the context of the Marist mission: **"Stand up: give voice to those who have no voice. Speak out: to urge children and young people to empower their voice, to speak out against injustices. Participate: it means taking concrete action to end social problems".**

He also stressed that the document resonates by "navigating the complex political and social actions that are taking place" and encourages the Marist community to guide young people "to become agents of change".



Br Niño highlighted the places where the guide can be used as a guide to create Marist communities such as assemblies, presentations, forums, seminars, formation programmes, etc.

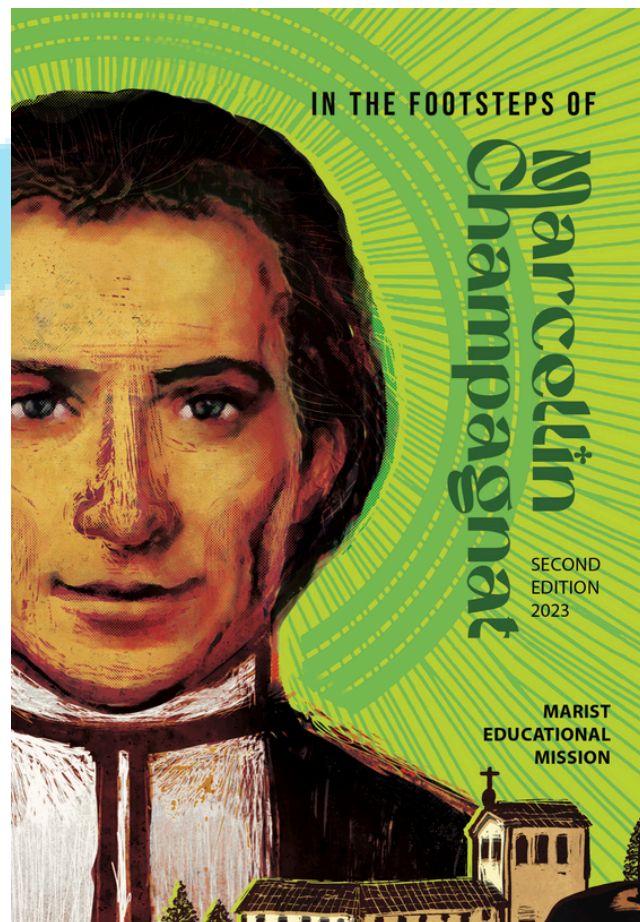
"It is foolish to believe that 16, 18 or 20 year olds will suddenly become responsible and committed citizens if they have had no prior experience of developing democratic skills and values. For these competencies to be effectively developed requires a gradual and progressive progression from early childhood. This is achieved by involving children, adolescents and young people in all spaces of public and private life: at home, at school and in the wider spaces of socialisation".

MARIST EDUCATIONAL MISSION: In the footsteps of Marcellin Champagnat

The official launch of the 2nd edition of **"In the Footsteps of Marcellin Champagnat: Marist Educational Mission"** took place on April 14th at the end of MIMA III (El Escorial, Madrid). The event was attended by the Superior General, Ernesto Sánchez; the Vicar General, Luis Carlos Gutiérrez and the General Councillors, Ken McDonald and Ben Consigli.

To explain the origins of this document we must go back to 1998. This first edition established **the basis of the Marist educational style based on the principles and values of the Institution.**

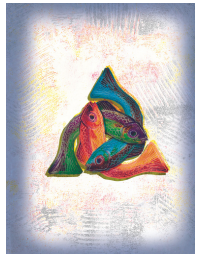
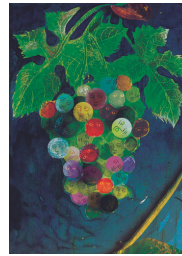
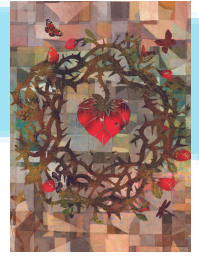
This 2nd edition is an update of what has been the cradle of educators in different parts of the Marist world for the past 25 years. In this way, it is intended to include **the changes that have taken place in the world**, as well as in the Church and in our Institute. It is also a call to form and feel ourselves as a great global family at the service of children and young people.



As this new edition reflects, the term "Marist" encompasses the shared work of brothers, lay men and women who are involved in the mission of educating children and young people:

"In the footsteps of Marcellin Champagnat, Marists in mission, in the Church and in the world, present among children and young people especially the most neglected, we are sowers of the Good News, with a peculiar Marist style, in our educational works."

The document, divided into six chapters, is illustrated by Mauricio Negro (São Paulo, Brazil). According to the author, on the cover he wanted to "scrutinise what appearances sometimes hide" through the portrait of Marcellin. "Despite a certain verisimilitude, I ask you to consider him more for his spirit, expressiveness, look and subjectivity. I associate his person with the work," he said [in the interpretation of the illustrations published by FMS.](#)



Webinar for the closing of the Global Citizenship mooc course

Last Thursday, May 9th, we held a webinar to mark the closing of the Global Citizenship mooc course that a pioneering group of people have been doing during these months.

At the beginning of the meeting, the executive secretary of Champagnat Global, Javier Llamas, welcomed the participants and highlighted **the importance of global citizenship in the framework of education.**

Br. Ben Consigli, General Councillor, congratulated all the participants on completing the course. He emphasised that the **importance of forming well-rounded citizens** is essential to the global Marist family and "has a crucial role to play in promoting peace in today's interconnected world."

"As you go through this course I invite you to continue to embody the values of global citizenship in your daily lives: volunteering, social justice education, etc."

Being a global citizen is not just about having knowledge but knowing how to apply that knowledge to make a change in the world, and everyone who attends has that power to change the world. St. Marcellin's mission guides us **as we strive for a more inclusive, just and sustainable world**", he said.

Afterwards, Br Alberto Rojas, Provincial of Norandina, touched on the origins of the course, referring to it as "a dream come true since in 2018 we began to dream of launching the Marist global network of schools".

"We thought of a programme that could be harmonised in all the schools and the theme of global citizenship was the definitive one", he added.

Br Alberto explained that the perspective was to explore a theme in Marist schools around the world and to find out what the state of global citizenship is in the world. The aim of the research was to propose recommendations for strengthening global citizenship in schools, as well as to find out how we can recognise and strengthen the theme of global citizenship in our schools. A theme that has also been referred to in the document 'In the Footsteps of Marcellin Champagnat'.

Through quantitative and qualitative data, concrete conclusions are being sought. Some more specific details of the research are that out of more than 100 people carrying out the research, more than 70 have already completed it.



After the presentation of the research, the attendees had about **10 minutes to answer an evaluation survey** about the mooc course in order to receive feedback before the course is open to everyone in the coming months.

The entire Champagnat Global team would like to express **our sincere thanks** to all the participants of this pioneering group.



Education Coordinators' Meeting with Champagnat Global

The meeting of the education coordinators representing each administrative unit in Champagnat Global took place on 21 May. The aim of the meeting was to get to know and **talk about the activities that are being carried out according to the operational project of the network for 2024** and to share through a group dynamic on how Champagnat Global is developing in our environments.



Br. Luis Carlos, Vicar General, took the opportunity to greet and encourage the group. He made **special mention of the MIMA III assembly** held last April at El Escorial (Madrid, Spain), which “helped us to think about the future of the Marist mission”.

Br. José Sánchez (Pepe), Director of the Secretariat of Education and Evangelisation, introduced the meeting by sharing the **priorities that emerged from the MIMA III mission assembly**:

- Quality Marist education.
- Promote and protect the rights of children and young people.
- Nurturing Marist spirituality.
- Promote the participation of children and young people through active listening spaces.
- Care for family relationships to nurture the lives of children and young people.
- Care for our common home.
- Care for mental health and well-being.

Before concluding the meeting, information was given about the **next face-to-face meeting of Champagnat Global which will take place from 7 to 11 March 2025 at L'Hermitage (France)** which will be composed especially of a large number of principals from our schools.

Finally, the team of coordinators was invited to collaborate in the dissemination of the next webinar on the occasion of the celebration of the feast of Champagnat which will take place on the 12th June and which on this occasion will be the new document of the **Educational Mission: In the Footsteps of Marcellin Champagnat**.

WEBINAR: Marist Educational Mission: In the Footsteps of Marcellin Champagnat

Once again, around the feast of Champagnat and as part of the activities of Champagnat Global's Open Network, the meeting of the international Marist school community took place in online modality: ‘Together to look beyond’, on this occasion with the title: ‘**Marist Educational Mission. In the footsteps of Marcellin Champagnat**’.

Br. José Sánchez Bravo and Br. Niño Pizarro, directors of the Secretariat of Education and Evangelisation, opened the meeting: “We are delighted that there are people from all over the world”, said Br. Niño, who also said that the aim of the session was **to inspire the participants with this document: “It is about learning from each other”**. During the afternoon session, Br José Sánchez Bravo affirmed that “to educate is to transmit life” and explained the seven priorities that emerged at MIMA “which God invites us to emphasise”



Br. Ernesto Sanchez, Superior General, explained that the document seeks to **“encourage the journey of Marists in mission by looking beyond**, on a journey with many challenges, but also with hope” and thanked all those who have contributed to the drafting of the Educational Mission document.

The participants had a few minutes of prayer through a **Philippine song that is used to commemorate the feast of Marcellin**. It is a song with 15 years of history which, under the title ‘Start Living the Dream’, won an award in the Philippines.

Br. Luis Carlos, Vicar General, explained that this document “has been renewed and updated”. “We have gone through an intense **process of reflection, drafting and validation**”, he said.

It is an **updated document**, “25 years have passed since the first one and we felt that it was time to update it because there has been a lot of progress during these years” – the vicar explained – “We decided to update it because we considered that it was important **to maintain the essence of the other one**”.

The text was constructed, contemplating the present. It is a living document for us that pushes us into the future, that helps us to visualise what we want as Marists of Champagnat.

*In the footsteps of Marcellin Champagnat,
Marists in mission, in the Church and in the world,
present among children and young people, especially the most neglected,
we are sowers of the Good News,
with a particular Marist style,
in our educational works.*

It empowers us in our Marist way of mission, it is a horizon and a task for Marist spirituality, pastoral education and option for those most in need. The document in turn is re-organised. It is a document that updates the educational, evangelising and solidarity perspectives of the mission. It is a document for action, to help us to organise different days. Br. Luis Carlos concluded with **an invitation to read, to deepen and to act**.

Br. Ben Consigli, General Councillor, began with a word of thanks: “each one has his mission as an educator”. “We all carry out the mission of Marcellin, we have a distinctive Marist style that unites us. As Marists we have to evangelise. This new edition serves as a **valuable resource for Marists in a number of ways**. It is a book that deepens Champagnat’s educational principles,” he said.



In addition, Br. Ben mentioned the **document Stand Up, Speak Out and Act**, which gives us strategies and calls us all to encourage the participation of young people in the Marist mission. It gives us guidance and tells us how to support the spiritual growth of our students.

The directors of the Secretariat for Education and Evangelisation ended the session with a word of thanks and invited all the participants to reflect on the points we had explored in depth in the webinar. We warmly thank the more than 900 people who registered for the event and the 430 who had the opportunity to participate.

INTERVIEW



Goyo Domínguez:
Humility, simplicity
and modesty through
painting

Who would have thought to Ireneo and Sara that the little Goyo, who picked up the wood shavings from the barnyard to paint the walls when he had not yet taken any steps, would be the very **person who would give life to the face of Marcellin Champagnat**.

Born into a simple family, Gregorio Domínguez González (affectionately called Goyo) was born in the province of Burgos, Spain. His father had a 'natural talent' for drawing and painted portraits of his brothers: 'I certainly inherited this love of drawing from him,' says the artist.

His trajectory with the Institution began at the age of 10 when Brother Agustín Carazo, Goyo's formator, discovered this drawing genius while helping him with some school subjects. During his novitiate in Sigüenza (Spain), he took advantage of a small printing press to make all the **drawings related to the magazine of what was then the Marist Province of Madrid**: 'They were very simple things that I am very fond of'. All this material was later compiled by Ediciones Paulinas in a kind of album for catechists. However, it was not until 1977 (when Goyo was 17 years old) that the same publishing house commissioned him to illustrate the book 'Los grandes amigos de los niños' (The great friends of children). As the artist points out, this was his first paid job before exhibiting his paintings in galleries in Madrid from the age of 28.

What Goyo intends to reflect through his works is what he calls '**his life experience**'. "I express my character with all the good and the defects I have. My way of looking at life in which I try to give a positive, friendly vision, with its lights and shadows, but an optimistic and luminous vision of life. -When I paint, I feel the consolation that these works can give hope to people who can see them and enjoy them".

Closely linked to the Institution, for him, painting works for the Marists is synonymous with recognising the brothers: 'It is a form of gratitude and of capturing **all that I have received from them, above all in experiences, in ethics and in religion.** I try to reflect my **experiences of brotherhood, humanity and service with them.** In short, all the good things that, during the years that I lived with the Marists, I had the opportunity to share with so many brothers".

Popularly known as the artist who gave life to the face of Marcellin Champagnat, Goyo based himself on a **drawing made of the founder after his death and on a neoclassical statue made in France to paint what is perhaps his most recognised work within the Institution.** According to the artist, 'a draughtsman made a pencil study of Champagnat's face and from that structure, I began to make sketches and to bring him to life, to put him in different positions and with different expressions. I contrasted all this with the brothers and other companions like Teodosio Sánchez, who was also a great connoisseur of art. He would give me suggestions or tell me possibilities to make Champagnat in different ways.



"All the good things that, during the years that I lived with the Marists, I had the opportunity to share with so many brothers".

Marcellin Champagnat has totally guided Goyo's artistic career: 'I keep him very much in mind, **I feel that he helps me to go forward and to overcome difficulties.** I feel that he is here by my side'. 'In fact, I have in my studio reproductions of the Marist works that I have done and photographs that other people have sent me', he adds.

Goyo is committed to a formation in ethical and human values. He appeals to all Marist teachers: 'It is important to reclaim **all the artistic aspects that are a manifestation of freedom and transcendence.** We must fight to have spaces and times for students to develop their abilities. **Art can help to continue to stand up for all these values of freedom and humanity**'.

The work he considers most significant is the mural of the Marist Family that **he did for the General House (Rome, Italy)** as he remembers it as something 'very heartfelt, very lived and contrasted'. At that time, Brother Carazo was in charge of the causes of canonisation and beatification at the Holy See, as well as being the one who guided him with the mural.

Other paintings that the artist highlights are the mural for the hall of the **Chamberí School (Madrid, Spain)** and **the mural in the dining room of the San José del Parque School (Madrid, Spain)**, which 'in terms of technique is quite different from other things I have done. I'm very happy with the result, although artists, as you know, are a bit dissatisfied with our work'.



But they are not the only ones. The artist has also been able to **bring the figure of the Good Mother out of a mountain and a waterfall**, to reproduce the Last Supper with the face of each of the apostles or to illustrate the complete life of Champagnat in the form of a comic book, among many other things. Today, his works as well as reproductions of them can be found in every Marist corner of the world: chapels, corridors, communities, dining rooms, classrooms...

So no, no one told Ireneo and Sara that this little crawling boy would become one of the greatest protagonists of Marist history, nor that he would give life to the most emblematic face of the Institution. What they certainly did imagine was that he would be **humble, simple and modest, as humble as the three violets** in that famous garden named in the song.



IN THE SCHOOL

Italy – Greece exchange: the importance of the Marist connection

As we navigate through these challenging times, it has become increasingly apparent just how crucial it is for Marist Schools worldwide to come together and collaborate. Our shared values and commitment to providing a holistic education are what unite us and make us a strong, global community.



We are thrilled to share with you the exciting news of the visit of **Istituto Fratelli Maristi Giugliano** (of Naples Italy to our **Marist Leonteios School of Nea Smyrni** in Athens, Greece. Our students had the incredible opportunity to spend time getting to know our fellow Marist students.



During this visit, Greek and Italian students participated in a variety of school activities. From classroom discussions to sports games to cultural exchanges, our students had a blast and truly enjoyed getting to know their peers from another country.

It was inspiring to see how much we have in common with our counterparts, despite the distance between our schools. Our shared Marist identity brought us together and helped us to form strong bonds of friendship and camaraderie.

As our Italian friends bid farewell to Greece, we have all felt a newfound appreciation for our global Marist community. We are excited about the potential for future collaboration between our schools and look forward to continuing to build connections with our Marist school family around the world.

It is truly inspiring to see how our common values are not only building bridges between different civilizations but also creating a sense of belonging and home for all who are part of a Marist School. Whether you are a student, teacher, alumni, or parent, you are welcomed with open arms in any Marist School around the world. Through collaboration, we are able to learn from one another, share best practices, and create a supportive network that transcends borders.

We are reminded that no matter where we are in the world, we are part of something greater than ourselves. Our shared commitment to the Marist mission unites us and empowers us to make a positive impact on the world around us.

Despoina Tsaousi – General Director of Marist Leonteios School of Nea Smyrni, Greece



“Grabbing on to life”: Doscapacitados revolutionises San José del Parque

The show ‘Doscapacitados’ landed on 19 March at the **San José del Parque** (Madrid, Spain) to give secondary school students a lesson in motivation and self-improvement.

Through humour, Edu Lucky (comedian and stand-up comedian) and Josete (actor from the film *Campeones* and *CampeoneX*), explained the importance of mental health in a motivational talk that made people laugh and cry.



Why did you decide to perform in schools?

At first our show was designed for general audiences, but in some places we were seen by people who were involved in the world of education and they encouraged us to do it in schools and institutes. They gave us the idea and we adapted it to them.

A piece of advice for any of the students who are going to see you now?

The past does not exist and neither does the future. You have to live in the present and day by day trying to be a good person and have a clear conscience... and keep on studying!



¿What are the values you want to transmit?

The first thing is that we are all able and disabled, we all have disabilities and nobody is perfect. We also want to make visible the importance of having a sense of humour, knowing how to laugh at oneself. It is very important to accept oneself, to love oneself, not to compare oneself with others and to be positive in life. You have to fight for your dreams, but if you don't achieve them, that's OK... Let's do something else BUTTERFLY! We have to value the little things in life and look for the little things that make us happy.

What do you like most about performing in front of teenagers?

It's very exciting, the kids pay a lot of attention and that's not easy. The play engages them and they find it entertaining. Giving a two-hour talk to kids of this age about motivation is a bit of a drag, but if you do it with humour, they listen to you and they like it.

How important is mental health in your show?

We have a motto: “For mental health, humour and acceptance are fundamental”. Humour (taking life with humour) and acceptance (loving yourself). Mental health is important in all aspects of our lives. Josete is a clear example that despite his problems and difficulties he is very positive and cheerful.

A piece of advice for dealing with life's problems...

Have a great sense of humour. Humour is a sign of intelligence that helps to placate problems, brings calm and tranquillity and is a survival mechanism. When you have a sense of humour and you laugh at yourself, you are gaining acceptance from others and yourself. When you laugh at something that has upset you, it no longer has power over you.

Josete has a 70% disability due to a medical failure that occurred when he was a baby. Since he was a child, his dream has always been to act and a few years ago he was awarded a Goya Award. Without any doubt, Josete is an example of overcoming and positivism. Under the slogan “For trying...” he has given a lesson in Champions to all the students.



Marist Brothers International School (Japan) present at the 27th Annual Model United Nations

From 22-23 February, Marist had the pleasure of hosting the 27th annual Model United Nations at the Sannomiya Convention Center in downtown Kobe. More than 80 students from nine international schools from all over Japan, including **Marist Brothers International School** (Kobe, Japan) participated in the conference, where they discussed “water wars”, “gender in sports” and “CRISPR” gene-editing technology.



Amidst the bustling atmosphere of the conference, it was truly inspiring to witness the passion and determination of each student as they navigated complex issues and advocated for meaningful change. The bonds formed and the lessons learned during this **immersive experience will undoubtedly leave a lasting impact on all who participated.** As an advisor, seeing the growth and development of our students fills me with immense pride and reaffirms my belief in the transformative power of experiential learning. Each delegate's unique perspective and unwavering commitment to diplomacy serve as a beacon of hope for a brighter, more harmonious future.

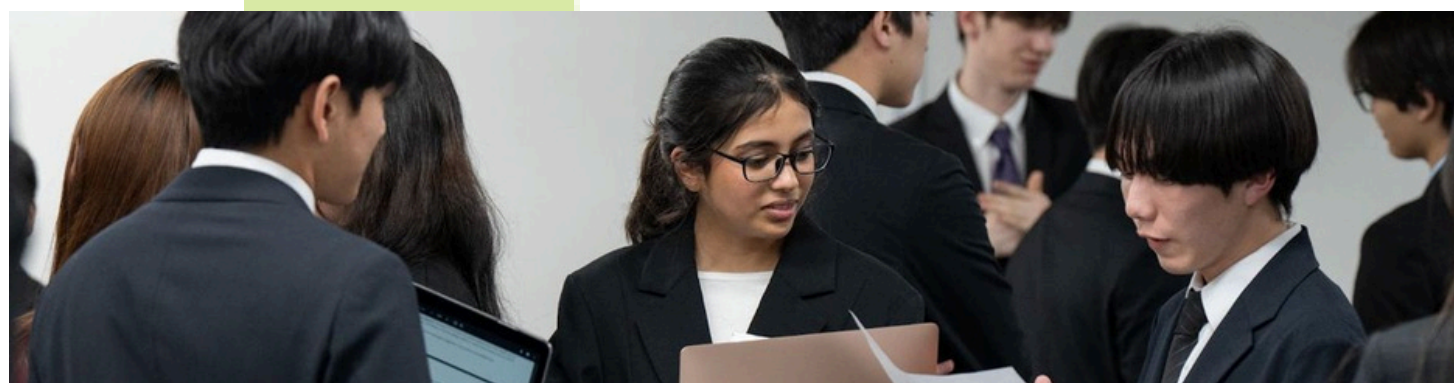
As always, the conference concluded with all delegates debating an emergency crisis resolution. This year's crisis simulated the all too real possibility of regional war breaking out in the Middle East.



Marist MUN advisor, Mr. Deyss would like to recognize this year's committee chairs, for the hard work they contributed to ensuring a successful conference. Additionally, Mr. Deyss would like to say thank you to Mrs. Yuksel and Mrs. Inada for all their help with MUN. Finally, Mr. Deyss offers his appreciation to the **Marist PTA for their generous financial support of the Marist MUN conference.**

Although this year's Marist MUN has ended, the MUN season continues. This month, several Marist tenth graders are spending the first days of their spring break at the Japan Metropolitan Model United Nations in Yokohama.

David Neill – ResponsablEnglish and Communication Manager



Marist Sydney: And you... what do you do on Tuesdays?

At Marist Youth Ministry Sydney, we aim to engage, inspire, and empower young people, through our social media platforms to address pressing environmental issues and encourage action. Since April 2023, our “Take Action Tuesday” posts have been at the forefront of this initiative, aiming to

respond to Pope Francis' call to ‘hear the cry of the Earth’ in a contemporary context.



Some of the topics we've covered over the past months include:

Plastic Pollution: Highlighting the destructive impact of plastic on our environment and oceans, urging our young people to reduce plastic consumption.

Rubbish Clean up: Encouraging our community to participate in local clean-up events to prevent litter from entering our ecosystems.

Glitter-Free Products: Advocating for the use of environmentally friendly alternatives to glitter, which often contains harmful microplastics.

Gift of Presence: Emphasizing the importance of meaningful experiences over material possessions, promoting mindfulness and presence in daily life.

Food Waste Reduction: Offering tips and strategies to minimise food waste, thereby reducing methane emissions from decomposing organic matter.

Composting: Educating on the benefits of composting organic waste to enrich soil and divert waste from landfills.

Energy Conservation: Sharing practical ideas to reduce electricity usage and promote energy efficiency at home and in daily routines.

Sustainable Halloween: Offering eco-friendly alternatives and creative ideas for celebrating Halloween without contributing to waste or environmental harm.

Fast Fashion Awareness: Raising awareness about the environmental and social impacts of fast fashion and advocating for sustainable fashion choices.

Nature Connection: Encouraging young people to spend time outdoors, whether through bushwalking, gardening, or simply enjoying nature's beauty.

We are immensely proud of the engagement and enthusiasm shown by our community in response to these initiatives. Together, we are making strides towards a more sustainable future, one small action at a time. We hope to keep inspiring change and nurturing a deeper connection with our planet.

Mrs Jennifer Miller – Marist Youth Ministry Sydney Regional Coordinator

Marist Leaders Plan: educational innovation visit to the Province of Ibérica



Last February, several teachers from different schools of the **Ibérica Province** visited **Maristas Santa María** (Villalba, Spain) as part of the II Course of Leaders for Mission.

The aim of this meeting was to get to know one of the innovation projects related to PBL that they are carrying out in the school of Villalba in infants, primary and secondary.

PBL stands for Project Based Learning, a problem-based learning that represents another way of conceiving education.



The guests, educators from **Toledo, Guadalajara, Durango, San José del Parque and Zaragoza**, had the opportunity to witness in situ the organisation and presentation of the PBLs Final Project in 6th Grade Primary: Let's Save the Planet.

They also learned about the implementation of this educational innovation project in the classroom: the use of artificial intelligence in infants, augmented reality and the **use of iPads**, among other things.

Mexico – France exchange: getting to know our Marist roots

The Marist schools **Lycée Saint-Laurent La Paix Notre Dame** (France) and the **Instituto México de Toluca** (Mexico) were the main protagonists of this exchange, which took place from 28 February to 18 March.



A total of 17 students from the Mexico Institute of Toluca were received by 17 other families from the Community of Saint Laurent in a total linguistic immersion.

The students shared with each other **moments of study, recreation and culture**, as well as numerous activities including visits to the Hermitage, La Valla, Marles and the Rosey, as well as the Fourviere Sanctuary.



Education, family and technology: how to promote a safe environment at home?

New technologies and digital media are the order of the day and although their benefits are numerous, they have also brought about a turning point in schools that invites reflection and examination of the disadvantages they can have on young people.

In response to this situation, **Maristas Brasil** has produced a guide, available to both parents and teachers. This manual examines in detail the different negative points that the excessive use of technology can have on children.

The material includes practical advice on the healthy use of digital devices, taking into account the age of the children, the importance of avoiding screens during sleeping hours, how to create an environment at home for concentration and study, as well as suggestions and indications of family activities beyond the screens.

Access the manuals [CLICK HERE](#)

Erasmus+ Greece and Jaén: intrinsic motivation of students through play development

A group of Spanish teachers and students from the Marist School **Santa María de la Capilla** in Jaén, Andalusia in Spain stayed at the **Leonteios** from 05 to 09/02/2024. The project in which we participated was extremely interesting, as it concerned the implementation of Gamification, i.e. the integration of game mechanisms in a non-playful environment, in this case in the educational process.

The Greek and Spanish students attended specially designed courses of various specialisations (Mathematics, History,



Language, Physical Education, Religion), as well as English and French courses, in an imaginative and innovative way and participated in a variety of activities and guided tours. Our collaboration also included Job Shadowing for the Spanish teachers. The invited teachers and students got to know beyond our school, the most important monuments and places of the city of Athens.



Each day, the specially adapted programme for the Spanish guests and the Greek students included attending various subjects in all three classes of the school. In **Maths**, the children played a puzzle game in English, divided into groups, collaborated and communicated with each other, learning each other's language. With the **museum kit 'The Language Traveller'** they followed the historical

development of writing, used writing materials and instruments, such as metal and wooden pens, chalk and quill pens, and wrote on ceramic plates, clay, paper and slate. At the same time, in the book with the sample papers, they felt various types of papyrus, parchment and handmade papers, and thanks to the folder with data for the Braille system they wrote their name. They travelled through space and time with writing as a vehicle!



In the **context of Medieval History** they studied the Battle of Lepanto, a crucial conflict between the united Western powers (Holy League) and the unified fleet of the Ottoman Empire that stopped the advance of the Ottoman Turks to the West. In a second Medieval History course they studied monumental architecture and specifically the buildings of Hagia Sophia in Istanbul and Seville Cathedral in Spain, with the aim of identifying and discussing the similarities and differences between the two buildings, linking the fact that Seville Cathedral, when completed in the 16th century, replaced Hagia Sophia as the largest Christian church, a title the Byzantine church held for almost a thousand years.

In the interactive **French classes/level A2**, they pronounced and recognised common French and Spanish words and expressions and, through visual material and games on the 'wordwall' platform, discovered the richness of these Romance languages, but also dealt with the demanding grammar of French.

In English classes at various levels, after a question and answer session and an **'All-about-me'** activity, improvisation activities on contemporary issues, they attended an

an online event on 'AI and the future of work' by 'The Economist Foundation', with talks on the various aspects of Artificial Intelligence and its impact on our lives. They also participated in social and cognitive skills training activities, with the aim of producing and achieving oral communication, using visual stimuli (story cubes) and then with creative processing of unfinished painting stencils ('Finish the painting' activity). Extremely demanding was the video lesson based on the 5-minute TED-ed films, about the chemical elements that make up our brain, the nomenclature, but also how the brain can function better through proper nutrition.



The didactic scenario 'Jesus Christ: the only teacher – what does he want to tell us?' brought the children in contact with Christ's teaching through examples from the Bible, but also contemporary ones, seen mainly through everyday situations and in a way that promotes their critical thinking, stimulates their receptivity to divine experience and cultivates their creativity. The aim was for the students to recognise through the biblical narratives and, in particular, the 'Our Father', the various examples through which God's relationship with man is revealed and to acquire skills, such as cultivating positive attitudes towards the possibility of personal encounter with their spiritual and social dimension. The presence of students from different ethnic backgrounds highlighted the universality and universal appeal of biblical meanings.

Finally, as part of the Informatics course, they worked on projects with 'Lego WeDo 2' and 'Scratch', divided into groups, they created, programmed and played with their constructions, enhancing technological skills and promoting intercultural dialogue. In between the busy attendance schedule and the hours of teamwork in our school library, the Greek and Spanish students participated in fitness and empowerment classes, so that everyone could rest and relax!

The European programme subsidises the trip and the cost of the stay in Athenian host families. The two Andalusian students will attend B1 level English, A1 level French, Physical Education and Catholic Religion classes. In addition, they will continue to work in the library for the rest of the homework hours of the subjects of their Spanish curriculum.

Amalia Skoura – Headmistress of Leonteios School (Athens, Greece)



Lenten Solidarity collection for ST Pius X (Cameroon)

The Lenten collection in ST Pius X de Tatum (Cameroon) this year was a great success not because the amount collected was so big but because the aim for which this exercise was carried out was achieved.

The students of St Pius X Catholic College Tatum were made to understand that blessed is the hand that gives than the one



that takes. This was during a sensitization carried out by the Pastoral coordinator for the school.

Most of our students here have benefited from help ranging from **school fees, studying materials or even foodstuffs**. This is because the school is located at the heart of the ongoing Anglophone conflict in Cameroon. Most of the students therefore are not able to enjoy the privileges of other young children/Students around the world. The Lenten collection was a four week exercise that started on Ash Wednesday with collection of alms during the Mass and other daily/weekly collections that were done in classes.

At the end of the season the students had contributed a whopping sum of **40925 francs**. This amount was used to assist eight students (5000 each) who could not afford to complete the school fees, a gesture applauded by the students and staff who were so happy to learn their friends will not be sent away for fees.

For us, these were signs that the students had understood the message of solidarity and are willing to share. The spirit of contributing to help the less privilege was well perceived and so the seed has been planted in their hearts.

Br. Tayu Celestine Suinyuy, FMS – Principal of ST Pius X Tatum College

Interiority: living from the depths

Herrán Gascón (2003: 3) postulates that “the university should favour the personal maturity of the professionals who study there, from a formation centred on conscience and the overcoming of personal and collective egocentrism, because only in this way will it contribute to a society capable of evolving as it progresses”.

In line with this reflection, the Pastoral Team of the **Cardenal Cisneros University Centre** (Alcalá de Henares, Spain) presents the course “Interiority: living from the

depths” as a significant proposal for today’s university students. Its aim is to provide a space where students can enhance and experience their personal development in an integrated way.

The experience, conceived as a full weekend, aims to be a meeting point between theory and practice. It seeks to immerse participants in the fundamentals of interiority, starting from the importance of body awareness, emotional integration and openness to transcendence. The intention is that students not only



Cardenal Cisneros University Centre

understand these concepts on a theoretical level, but also learn to apply them in a practical way in their daily lives.

The proposed pedagogical approach encourages shared metacognition, where participants, finding themselves in similar life situations, share their reflections and learning. As a Marist school, we propose an understanding of interiority inhabited by the One who loves us madly. An interiority that, by fostering the question of meaning, goes out to meet the reality that surrounds it, and helps the student to take charge of it in order to transform it.

This is why we give students the opportunity to participate in a second module of the course. Once we have discovered who we are, we go out to meet those people who live on the margins of our society, fostering bonds of fraternity and mutual knowledge. The idea is to promote the creation of a fairer and more equitable society. In conclusion, this course becomes a **concrete step towards an education that goes beyond the purely academic**, fostering the integral formation of our students.

Carlos Sánchez – Head of Pastoral Care at the Centro Universitario Cardenal Cisneros



Miravalles School

How true it is that neurons crackle at the border and that the poor evangelise us!

Miravalles School was born in 1988. In its founding intention was the preference of Jesus and Marcellin for children and young people in need and a commitment to itinerancy.

Four decades earlier, in 1951, the Province of México Central had founded the Escuela México in the Mixcoac neighbourhood, in a marginalised area of the centre of Mexico City, with the aim of offering primary education to the children of poor families. Over time, the phenomenon of “gentrification” occurred in the area, middle-class families bought land and real estate in the neighbourhood and the social composition of the neighbourhood changed.

The Provincial Chapter and the Provincial Council concluded that it was time for an “exodus” and to take a firm step in solidarity with the less favoured. It decided to maintain the educational offer of the School in Mixcoac, but to direct it towards the middle classes and to move to the periphery of Mexico City, to the Iztapalapa district, which in those years saw the growth of poverty belts, made up of migrants and displaced persons, like mushrooms.

A group of Marist Brothers made contact with one of these parachuting zones and began a dialogue with them, proposing the opening of a Marist school that would begin by offering primary education possibilities to the children and would provide support to the colony that was being born on the slopes of the Tetlamanche volcano, beyond the asphalt, without the most basic services.





In a community assembly, the group of settlers welcomed the idea with sympathy and offered a quarter of a hectare of land for the new school, which took the name of the colony: Escuela Miravalles. The name honours its geographical position, from where one can contemplate the immensity of the Anahuac Valley. In February 1988, the school opened its doors to the children of the neighbourhood; the first year's enrolment was 148 students in three elementary school groups. Over the years, new school sections have been added and enrolment has increased significantly. At the beginning of the nineties it was the section for children with disabilities, then, at the end of the same decade, the secondary school and finally the Preparatory School in the year 2020. Today the school has 1122 students, of which 98 are boys with special needs.

But the most significant aspect of the history and development of the school is not the numbers, but the commitment to the colony and the model of popular education that it seeks to offer.

The founding community of brothers and the teachers and brothers who came later understood that a fundamental part of their mission was to join in the work and struggles of the neighbourhood to improve their living conditions in favour of decent sewage, electricity, paving, drinking water, health, education, culture and other services. They spared neither time nor initiatives to support the settlers.

Corresponding to this effort, a number of the school's classrooms and playground were built with the support of parents in weekend "faenas" (community work) that went on for years.

In addition, the educational community has proposed a model of popular education that focuses on five "c"s: cooperation, communication, creativity, critical awareness and care. Every week, children and adolescents dedicate two hours of school time to ecological clean-up work, going out with shovels, brushes and brooms to walk the neighbouring streets in support of environmental projects.



Parents contribute a minimum monthly tuition fee and have agreed to collaborate with 40 kilos of recyclable material per year, to attend monthly assemblies that offer guidance and tools for the education of their children and to give four work tasks, also annually, in favour of the neighbourhood and the school.

We could tell many more stories of selflessness and dedication, but the informative limits of this article invite us to put an end to them.





Today, if you, the reader, who has had the patience to read this line, look around the neighbourhood and ask for the Miravalles School, nobody will be able to give you a reason for it, but if you ask for information about “la Marista”, everybody will tell you where it is.

Three conclusions are shared by the Provincial community of Mexico Central and the local community of Miravalles School in looking back over these thirty-five years of history:

- The history of the Miravalles school is a history of insertion in the neighbourhood.
- The Miravalles school has been a pioneer in a series of pedagogical searches that a good number of schools in the Province have subsequently taken up: the GEM groups (care for children and young people with disabilities), the ecological practices, the pupils’ assemblies.
- We have much to thank God, Mary, Marcellin and the people.

How true it is that the poor evangelise us and that in the peripheries the neurons crackle!



A place where we all belong



CHAMPAGNAT GLOBAL

+34 638 208 497

info@champagnatglobal.es

www.champagnatglobal.com

