



CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS

NUMBER 18 | SEPTEMBER 2024





REFLECTION AND RENEWAL: THE FIRST PROVINCIAL CONGRESS OF MARIST EDUCATION IN CENTRAL AMERICA

Communication Office - Central America || 4 September 2024

The First Provincial Congress of Marist Education, held at the Liceo Salvadoreño on 23 and 24 August, marked a milestone in the journey towards innovation and educational excellence in the Marist Province of Central America. With the participation of educators and administrators from Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Puerto Rico, the event focused on the theme 'Sowing the Future', underlining the importance of collaboration and innovation in education.

INSPIRATIONAL OPENING

The congress was opened with fervour and enthusiasm by Brother Nice Gárrán, rector of the Liceo Salvadoreño, who highlighted the significance of the meeting in strengthening the Marist educational mission. Messages from Brothers Gerardo Munguía and Juan Carlos Bolaños highlighted the need to adapt education to contemporary challenges, while the opening prayer, led by Colegio Marista San Alfonso, reminded everyone of the presence of Marist and divine values in their work.

CONGRESS PRESENTATIONS AND WORKSHOPS

The event offered a variety of presentations and interactive workshops, each designed to delve into different aspects of contemporary Marist education:

- Educational Innovation: This session focused on the implementation of new ideas, methods and technologies to improve teaching and learning outcomes, highlighting the importance of educational innovation in addressing challenges such as improving student engagement and fostering critical skills.
- Neuroscience Applied to Education: Topics such as the impact of attention on learning and the neurological basis of reading were addressed, providing educators with tools to adapt their teaching methods to the cognitive needs of students.
- Prophetic and Servant Leadership: Reflecting on the development of inspirational and humble leadership, this presentation invited educational leaders to question and reflect on how they are prepared to lead in a contemporary world.
- STEAM in Action: This workshop allowed educators to experience how the integration of science, technology, engineering, arts and mathematics can revitalise learning and make it more interactive and stimulating.
- Weaving Knowledge: Focused on interdisciplinarity and transdisciplinarity as pedagogical approaches that enrich learning, making knowledge more accessible and applicable.
- Learning with Artificial Intelligence: explored how AI can personalise and enhance learning in the classroom, offering educators new perspectives and tools for teaching.

CLOSING AND FINAL REFLECTIONS

The congress concluded with a moving musical performance by students from the Liceo Salvadoreño, which traced 100 years of Marist history at the school, highlighting the evolution and lasting impact of Marist education in the region.

This congress served not only as a forum for the exchange of ideas and the deepening of advanced pedagogical practices, but also as an affirmation of the Marist Province's commitment to holistic, innovative and evangelising education. Participants left with new tools and renewed inspiration to continue transforming education in their respective contexts, always aligned with the values of St. Marcellin Champagnat and prepared to face the challenges of the future.

ACKNOWLEDGEMENTS

Special thanks to all the speakers, organisers and participants whose effort and dedication made this congress a true space for learning and growth. The Marist educational community is strengthened through these meetings, ensuring that the mission of educating with love, faith and innovation continues to flourish in every corner of our countries.

XXI INTERNATIONAL WEEK OF SOLIDARITY LEARNING AND SERVICE

Br. José Sánchez Bravo – Director of the Secretariat for Education and Evangelisation || 11 September 2024



From 26-30 August, I had the opportunity to visit Argentina for the XXI International Week of Solidarity Learning and Service together with more than 600 people, 90 of whom were Champagnat Marists from Mexico, Chile, Uruguay and Argentina itself. This event was organised by [CLAYSS](#) (Latin American Centre for Solidarity Learning and Service). Learning and Service in Solidarity (AYSS) is a transformative pedagogical proposal that allows children, adolescents and young people to develop their knowledge and skills through a practice of community service.

AYSS projects are aimed at resolving real and felt problems that affect the lives of communities. The understanding of these problems does not only arise from theoretical reflection in the context of the classroom or from the experience of a community centre, but above all from concrete interaction with the social environment, the territory, its demands and its actors.

Each of these spaces was marked by the joy of meeting and the impetus given by shared hope and commitment. AYSS is a way of managing educational processes by promoting three fundamental aspects of our Marist mission today: the continuous improvement of the quality of education and evangelisation, education in solidarity at different levels and the leading role of children and young people. AYSS also has other great coincidences with several points of our document '[Marist Educational Mission: In the Footsteps of Marcellin Champagnat](#)': construction of Global Citizenship, use of methodologies that favour active participation, the desire that the education we offer be socially and culturally relevant in the long term, promotion of openness to the material and cultural needs of humanity, at the local and global level, involving our students in actions of service that put them in contact with local situations of poverty, construction of the encounter, incorporation of the Social Doctrine of the Church, etc.

Something that struck me was the diversity of teachers who attended the Congress, referring to educational levels: there were kindergarten teachers, primary school teachers, technical and pre-university secondary school teachers, university teachers, social work educators. It is possible to work with AYSS at all ages according to the development of children and young people. Some of them participated on their own initiative and others because AYSS is already institutionalised in their schools and institutions as part of their educational approach.

Academic research on AYSS is abundant and can be found on the [CLAYSS](#) and [UNISERVITATE websites](#). If you are interested in the subject you can check these sites, or join the Learning and Service Group which is in AGORA on the website of the Champagnat Global Schools Network.



THEATRE OF EXCELLENCE: MARIST BROTHERS' JUNIORATE IN UTURU (NIGERIA)

Ifeanyi Emmanuel Odo | 12 September 2024

The Marist Brothers Juniorate in Uturu, Nigeria is a sanctuary of learning and grace where academic rigour and morality hold a sacred place in boldness and confidence. A beacon of excellence, it shines brightly, guiding students on their expedition to success.

With bright and mobile minds, diligent and inventive, with compassionate and caring hearts, our students strive for greatness, subduing despair to fan the ember of hope. Their academic achievements, testament to their might, point to the stars with a passion that ignites.

In classrooms alive with the embrace of technology, laptops, tablets and smart boards enhance their theatre of excellence, the digital resources and tools, at their fingertips, are channels to unlock the knowledge and wisdom of the modern mind. Under the guidance of prophetic and charismatic leaders, visionaries and inspirers, strategic and innovative collaborators and supporters.

But excellence is not just a grade or a score; it is a character that is built on the values we adore: respect, empathy and kindness, a moral compass we cherish helping our students grow, into compassionate leaders, year after year.



CHAMPAGNAT GLOBAL WEEK 2024

We will soon be celebrating Champagnat Global Week, a space for communication, meeting and interaction of the international Marist school community.

In this 2nd edition, the different networks that animate the Mission from the general administration of the Institute.

PARTICIPATION AND REGISTRATION

They will offer us the opportunity to interact on topics related to: participation in the network of schools, artificial intelligence, solidarity and Marist volunteering, the healthy use of technology, current youth scenarios...

Check the programme and register for the activities that interest you.

We are counting on you!





INTERNATIONALISATION AND SOCIO-EMOTIONAL LEARNING: IMMERSIVE EXPERIENCES OF STUDENTS FROM COLEGIO MARISTA MEDIANEIRA (BRAZIL) IN BUENOS AIRES (ARGENTINA)

Juceliane Facioli | 24 September 2024

Internationalisation is increasingly fundamental in contemporary education. In August 2024, 2nd year Baccalaureate students from Colegio Marista Medianeira participated in an immersion trip to Buenos Aires, Argentina, where they were able to face the challenges and enjoy the benefits of communicating in a different language, as well as engaging with a new culture. During the trip, the students visited the Marist Champagnat School in Buenos Aires and interacted with other students and educators, which provided a rich cultural and linguistic exchange, especially in English. This experience broadened their cultural horizons and highlighted the importance of social-emotional learning.

For many students, the trip to Buenos Aires represented a significant first contact with the use of another language outside the school environment. The need to communicate in Spanish in everyday situations, such as ordering food, asking for directions or interacting with locals, put their language skills to the test and forced them out of their comfort zone.



In addition to language, the students were confronted with cultural differences that further enriched their experience. The daily routine in Buenos Aires, for example, provided a new perspective on eating habits, autonomy and financial management.

This practical experience helped the students to develop financial management skills, for example by managing a limited budget for daily expenses. The experience of managing their own expenses in a different currency was also a valuable learning experience that required planning and conscious decision making. One of the biggest lessons from this trip was the development of empathy and respect for diversity. Living with another culture and observing local habits and customs helped the students to understand and appreciate cultural differences.

For student João Luiz Alabora, the experiences of diversity in Argentina were very broad. 'In general, I can say that there are some different cultures, as we saw in Chinatown and in the Japanese Garden, but you don't see a cultural diversity of ethnicities, for example. The biggest difference I saw was the distinction between the noble and the humble neighbourhoods, and the beauty of the city of Buenos Aires, which mixes a classic and modern architectural style'.

As for the food, student Lucas Costi tells us a bit about what it was like: ‘All the meals were very varied. I am used to a specific type of seasoning in our country, but there all the meals, both dinners and lunches, are different, with elements of the local culture very present. The biggest differences for me were the meats, which are very good and tender. I was also surprised by the number of pasta options in the restaurants, along with the sauces. There were also vegetables, fruits and greens, such as juicy lettuces and very tasty tomatoes’..



Student Luiz Antônio Detoni also talks about the cultural aspects of the experience. ‘On our trip, we visited several touristic and characteristic places in the city, such as monuments in honour of important people for the country, like the tomb of General San Martín, located inside the Cathedral, next to the Casa Rosada, where the Argentinean President works. It was a great learning trip and we were able to realise all the historical construction of the city behind the monuments and structures’.

‘The immersion experience among the Marist schools in Buenos Aires provided the students of Colegio Marista Medianeira with valuable learning that transcends traditional academic content. These experiences reinforce the school's commitment to a holistic education, preparing students to become global citizens, capable of successfully navigating a diverse and interconnected world,’ said the school's Internationalisation Advisor, Juceliane Faccioli.

For the school's Principal, Cheila Milczarek, who accompanied the students on the trip, this was another moment of preparation for the world. ‘Hopefully there will be more experiences like this one, which will bring deep and meaningful learning to all students. By facing linguistic and cultural challenges, they not only improved their communication skills, but also developed key socio-emotional competences, such as empathy, autonomy and financial management,’ she concluded.

If you want to live such an experience, join our [INTERNATIONALISATION](#) group and get in touch with other Marist schools.