



CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS

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VIII MEETING OF MARIST LEADERS 2024 IN PERU: 'COEXISTENCE AND LEADERSHIP FOR A BETTER WORLD'

Ytalo Orrego Reyes – Executive Mission Secretary || 3 October 2024

At Marcellin Champagnat University, on Thursday 22 and Friday 23 August, the VIII Meeting of Marist Leaders 2024 was held under the theme 'Coexistence and leadership for a better world'. The event brought together 50 students from the student councils (COES) and school municipalities of the Marist schools of Peru (Santa Rosa de Sullana, San José Obrero de Sullana, Cristo Rey de Cajamarca, San José de Huacho, San José del Callao, Champagnat de Surco, San Luis de Barranco, Manuel Antonio Ramírez Barinaga de San Juan de Miraflores, Santa María de los Andes de Villa María del Triunfo, and Marcelino Champagnat de Santa Eulalia).

EMPOWERING TOMORROW'S LEADERS

The meeting focused on empowering and giving a voice to young leaders, strengthening their leadership skills with the mission of improving school coexistence and promoting quality education, related to the principles of sustainable development, human rights, equality and a culture of peace. The essence of the event focused on the Marist values of simplicity, solidarity and family spirit, fundamental pillars that guide these young people on their path to leadership.

CLEAR AND DEFINED OBJECTIVES

With a clear focus, the objectives of the meeting ranged from strengthening leadership skills to promoting effective communication and conflict resolution within a culture of peace. In addition, the importance of awareness and action towards sustainable development and human rights was highlighted. The training provided focused on training students in assertive communication and mediation techniques, which are crucial for improving the school environment, and on fostering in them the ability to positively influence their environment.

TRANSFORMATIVE ACTIVITIES

The event was notable for its diversity of activities, beginning with a presentation by Br. Marlon Poicon on 'Marcellin Champagnat's Principles of Leadership and Young People', which provided an inspiring framework for all in attendance. Workshops were a key part of the meeting, including 'Developing Leadership Skills', led by Lic. Alvaro Salazar; 'Improving School Coexistence - Conflict Management Techniques', given by Psychologist Ruben Arroyo; and 'Global Citizenship and Human Rights', led by Dr. Carol Rodriguez.

During these workshops, students participated in activities such as 'Building a leader', 'The conflict pool', 'Reflection circle', 'Superheroes of values' and 'Ideas box'. These activities not only strengthened their practical skills, but also promoted reflection on how to apply Marist values in conflict resolution and daily coexistence in their respective schools.

VOICES OF MARIST LEADERS

Participants' experiences reflect the profound and positive impact of the meeting. For many, it was an invaluable opportunity to meet other leaders, learn about different realities and nurture their passion for leadership. One student commented: 'It had a significant impact on me, it gave me the opportunity to meet other people and realities, and really learn from them and nurture my passion to be a leader'.

Others highlighted how the Marist spirit connects them, regardless of geographical or cultural differences: 'Even though we are from different schools and cities, we always have something that keeps us connected: the Marist spirit. This connection allowed them to develop trust and collaboration, overcoming barriers and strengthening cohesion between the different groups.

The students also highlighted the importance of understanding the diverse viewpoints and issues they each face in their contexts, which enriched their perspective and better prepared them to lead with empathy and understanding. 'Interacting with my peers from other schools has helped me to understand that everyone has different points of view and different issues, depending on their environment, and I need to pay attention to others,' shared another of the young leaders.

A TRANSFORMATIVE EXPERIENCE

The success of the VIII Marist Leaders Meeting was reflected not only in the satisfaction of the participants, but also in their desire to extend the experience to more days. The leaders expressed their gratitude to the organisers for providing them with a space where they could learn, share and grow together. For them, Marcellin Champagnat is not only an inspirational figure, but a model of life that guides their daily actions. 'We are united by the dream of being leaders to do good,' summed up one participant, capturing the spirit of the gathering.

In a world that often faces divisions and challenges, these young Marist leaders stand as a beacon of hope, teaching that through living together and value-based leadership, it is possible to build a better world. As one of the participants said: 'Despite the various problems, we have many things that unite us'. With this conviction, Marist leaders are prepared to carry the message of peace, solidarity and leadership to every corner of their school communities and beyond.



SPECIAL THANKS AND LOOKING TO THE FUTURE

The meeting was not just an event in the calendar, but a true platform for transformation. Each student returned to their school with new learnings and projects to develop, as well as a renewed commitment to be agents of change. Undoubtedly, these young people are destined to leave a significant mark on their communities, guided by the values that the Marist Brothers' Congregation fosters in each of them.

Special thanks went to the Rector of Marcellin Champagnat University, Dr. Marcial Colonia Valenzuela, for his support and for opening the doors of the university for this significant meeting. He also thanked the directors and advisors of the COES and school municipalities, who accompanied these two days of intense work. The VIII Meeting of Marist Leaders not only strengthened the leadership skills of the students, but also reaffirmed the commitment of the Marist community to integral education and the development of leaders who work for a better world.



MARIST YOUTH GATHERING BRINGS TOGETHER HUNDREDS OF STUDENTS IN SEPTEMBER

Marist Brazil || 10 October 2024

The cities of São Paulo (SP) and Ponta Grossa (PR) hosted a special event last weekend. On 27 and 28 September, about 500 young people took part in the Marist Youth Meeting (EJM) 2024, whose theme was 'The Art of Living Ourselves'. The event will also take place in Rio Grande do Sul on 19 October, with the same format.

The EJM is a space for Marist Youth Ministry (MYM) groups to raise awareness and discuss social, environmental and human issues. The aim is to strengthen the students' confidence in a more humane and fraternal world, while celebrating the culture of solidarity and plurality and promoting the integral formation of the young participants.

Activities and dynamics

During the two days of the meeting there were practical activities, workshops and dynamics involving cognitive, emotional and spiritual aspects, stimulating personal growth and reflection on life projects. The event emphasizes inclusion and dialogue. The EJM offers young people the opportunity to participate in an active and collaborative community, based on Christian and Marist values, reinforcing their commitment to the creation of a more just and supportive world.

In São Paulo, the Archdiocesan Marist College hosted the meeting. In Ponta Grossa, the activities will take place at the Marist College Pio XII. During the two days, the young people took part in cooperative games based on the Sustainable Development Goals (SDGs), contemporary dance workshops and coexistence groups to cultivate interiority, among other activities. Sustainability was also on the agenda, with the planting of fruit trees and the restoration of the school's community gardens.

Historic meeting

The Marist Youth Meeting is held every year in different places, always with the objective of uniting and celebrating the path travelled by the young people who participate in the pastoral programmes. The traditional event was born in Rio Grande do Sul and now includes the other Marist regional centres. In October, it will be the turn of the city of Cachoeira do Sul, which will welcome hundreds of students who will participate in activities, debates and moments of reflection.

About the Marist schools

Marist schools are present in 18 states and in the Federal District, with 63 units. The more than 80,000 students receive an integral education, based on the tradition of Marist values and academic excellence in line with contemporary challenges. Through differentiated pedagogical proposals, children and young people develop knowledge, critical thinking, autonomy and become better prepared to live in a constantly changing society. Marist schools are part of Marist Brasil, a network of schools present in 20 Brazilian states and the Federal District, serving more than 97,000 children, young people and adults.

MARISTAK 2024 INTERNSHIP: CHILEAN EXPERIENCE IN DURANGO (SPAIN)

Joaquín Meli U. – Communications Officer Province Santa María de los Andes || 9 October 2024



With the slogan ‘Discovering new pedagogical routes’, 18 teachers from the Marist Sector of Chile travelled to Durango, Province of Vizcaya, Spain, to be part of the third version of the Maristak Internship, through an alliance with Colegio Técnico Profesional Marista de Durango.

The internship took place the week of 23 September with the aim of getting to know the experience of Learning Based on Challenges (ABR) and the model of professional technical innovation, after which they continued in the city of Barcelona until Wednesday 2 October.

The Chilean Delegation is made up of seventeen representatives from the Marist Schools of Alto Hospicio, Colegio Hermano Fernando; Las Compañías, Colegio Nuestra Señora de Andacollo; La Pintana, Colegio Marcelino Champagnat and Colegio Diego Echeverría de Quillota, accompanied by Jorge Radic, coordinator of the Sectorial Mission Area.

During the internship, as well as visiting the Maristak Technical Centre, other educational centres were visited, such as the Marist School of Bilbao and eight Marist schools in the city of Barcelona, in work segmented by groups.

During the first day, the delegation was received by representatives of the Marist Iberian Province and the Director General of Maristak Durango, Daniel Irazola, who presented the week's agenda, the local animation structure and Marist history. They were then received at the Durango town hall by the Mayoress Mireia Elkoroiribe, who, as well as greeting and welcoming them, gave a presentation on the history of the place and the alliance maintained with the Marist network.



This was followed by a visit to the Maristak Centre, led by the education coordinator of the Marist Iberian Province, and in the afternoon the Marist foundation 'Azterlan', a metallurgical training, research and certification centre, which operates independently, providing services to various metallurgical industries in the world such as Boeing, Airbus, Siemens, as well as to functions and mining companies in Japan, Canada and the United States, among others, with the possibility of getting to know the work and technology they use.

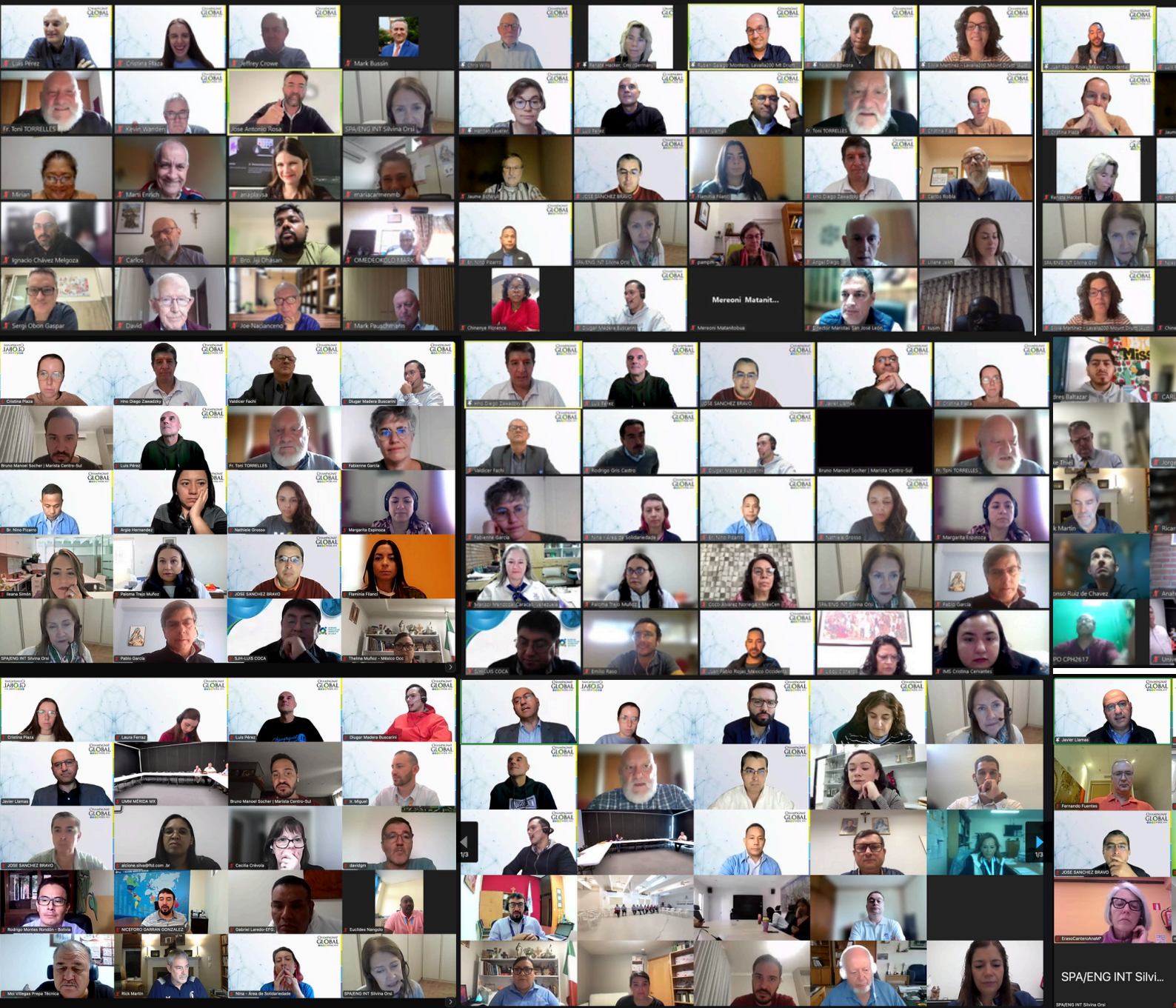
They also visited other non-Marist vocational technical education experiences such as the Somorrostro School, which depends on the local Archbishopric, or the Goierri School, which has very active agreements with industry, and is characterised by a learning methodology based on challenges and projects in the area of vocational training.



They then visited the 'Tknika' Innovation Centre for vocational technical teacher training, a training entity in the Basque Country with research carried out by the teachers themselves, a powerful and avant-garde project that works with artificial intelligence, with 3D technology, in such a way as to try out new forms and technological resources for vocational technical education.

In addition, they had a long day of work in the Marist School of Durango observing classes, discussing with teachers and making a comparative analysis of what they observed those days in Durango and what exists in our schools in Chile, to glimpse how to enhance the TP education of our 4 schools.

During the weekend our delegation travelled to Barcelona to visit Marist schools that work with project methods and then returned to Chile.

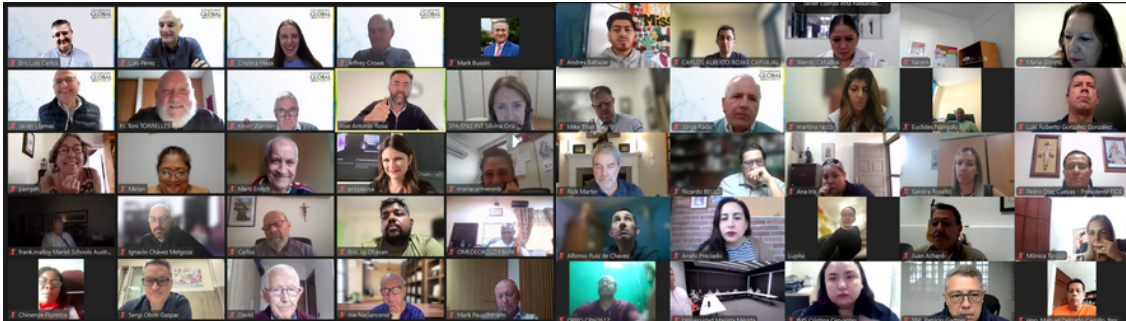


CHAMPAGNAT GLOBAL

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CHAMPAGNAT GLOBAL WEEK 2024: THE OPPORTUNITY TO WALK AND GROW TOGETHER

14 October 2024



Champagnat Global Week 2024 kicked off with the first session on Monday focusing on all the advantages of the Marist Network of Schools and learning about experiences and opportunities on how to interact with Champagnat Global. During the two sessions that took place at 9am and 4pm (Rome time) more than 54 people connected to the webinars.

First of all, Javier Llamas, Executive Secretary of Champagnat Global greeted all the participants of the webinar on behalf of the Directors of the Secretariat for Education and Evangelisation, Br José Sánchez Bravo and Br Niño Pizarro. Javier also introduced how the Champagnat Global Week 2024 will be developed, which will be dedicated to each of the networks that animate the Institute.

Afterwards, we had a moment of prayer in which the participants were able to develop a moment of interiority guided by a video prepared by Marists Australia at the biennial meeting of directors that they had last July. [This video](#) helps us to find God in everyday things and moments.

Brother Luis Carlos, Vicar General, opened Champagnat Global Week 2024 with some words of greetings from Brother Ernesto Sanchez, Superior General. 'We are truly an international family where all of us who are part of this educational community feel connected,' he said. He also explained the importance of networking in the Institute.

The aim of today's session was to learn how Champagnat Global generates advantages for us to participate with the whole school community and the participants had the opportunity to hear different testimonies of people who have already benefited from the advantages of the network. Among the testimonies that the participants met were:

Br. Kevin Wander (Provincial Secretary Star of the Sea): 'One of the things I identified as a need is that people working in isolation in formation don't have a lot of support, so we organised a group in Agora: Marist Formation. The potential of this group is to do with schools. I encourage you to participate in it.'

Dr. Mark Bussin (Director MSC): 'I have made many friendships and learned about the Marist world through Champagnat Global. We are part of a wider community than we realise. We use Agora and it helps us get in touch with other Marists around the world. In addition, Mark highlighted some of the exchanges that have taken place both in person and through virtual activities.'

Dr. José Antonio Rosa (MRE Mission Secretary) who, referring to John 17, 21 'that all may see that we are one' José Antonio explains: 'We were asked to be more Marist Europe and we looked for resources that could help us to achieve this objective, among which was Champagnat Global. We needed a place to share our reflections and we created five groups in Agora that would allow forums, activities, to post our reflections and that there would be a history of what we were doing. It has been a working space and it has given us so much fruit that we were able to involve the secretaries and provincials. It is essential to have people actively involved in these groups.'

There are numerous activities to participate in the network, one of them is through the news, where you can find all the news from Marist schools around the world. Another of the activities offered by Champagnat Global is the Global Run, where, through sport, numerous schools are connected to carry out activities with the students. There are also other one-off activities such as the webinar we held in June 'Together to look beyond'. We have also made progress in training and this week we will launch the 2nd edition of the Marist Global Citizenship Course, another course on Artificial Intelligence applied to education and another on Problem Based Learning. Agora groups are also available to connect with the school community.

As the 2nd edition of the Global Citizenship Mooc Course begins today, Br Jeff Crowe, its main author, participated in today's sessions to explain the aims of this course in the Marist world. 'This programme is about feeling that we are part of something bigger. The idea is to move from a local mentality to a global one and to have a global heart. To make that transition within ourselves means that if we have a global mindset it also increases our global awareness and we are more open to the new. This course makes us grow as human beings.'



CHAMPAGNAT GLOBAL WEEK 2024: CONFERENCES AND LAUNCH OF MOOC COURSES

15 October 2024



The second day of the Champagnat Global Week 2024 focused on the Publishers Network concludes. During the 9am session, participants were able to enjoy a talk on Artificial Intelligence given by Isaac Pinto and Fernando Fuentes in collaboration with MRE. Taking advantage of these conferences, the launch of the mooc courses on Artificial Intelligence applied to education, developed by Edelvives and the course on Problem-Based Learning by FTD also took place.

Around 200 people attended today's sessions. The session began with Javier Llamas, Executive Secretary of Champagnat Global, greeting the participants and explaining the programme that is being developed focused on a tour of all the networks that animate the Institute. This was followed by a moment of prayer.



Br. Ben Consigli, General Counsel, welcomed the participants: 'we are coming together to learn about the potential of Artificial Intelligence in the education pipeline'. 'Champagnat Global has become a fundamental tool for schools around the world to connect and share experiences. This spirit of collaboration is at the heart of what we are celebrating today,' he added.

Br. Ben acknowledged that 'MRE's efforts have been instrumental' and that 'our publishing partners have provided us with the necessary tools to have AI and active methodologies in our schools that foster critical thinking. We look forward to equipping teachers with the necessary tools in these mooc courses'.

MRE's mission secretary, José Antonio Rosa, took the floor to thank and introduce the speakers who gave the talk on Artificial Intelligence applied to education.

The conference began with Isaac Pinto, ICT coordinator at Maristas Ibérica, who explained that 'Artificial Intelligence has an impact on education and a challenge for us'. 'Artificial Intelligence tries to imitate human behaviour', he explained, adding examples such as robotics, NLP or voice.



‘What we know about AI is above all Chat GPT, which generates content through text or images in the case of Dall-E’, said Isaac who, through a game, showed how Chat GPT works: “with previous training that consisted of reading an infinite number of web pages, it learned what the most likely word to come next is”.

Afterwards, he explained the ethical use of AI, highlighting some concepts such as responsibility and the legal framework of Artificial Intelligence.

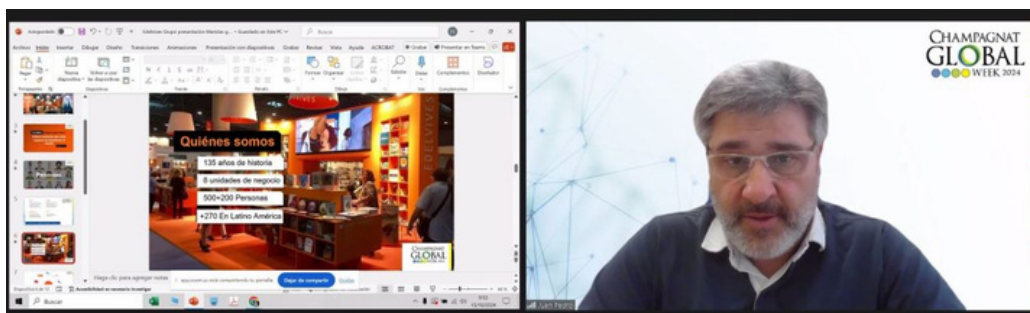
For his part, Fernando Fuentes (Maristas Alicante), developed the application of AI in schools. Firstly, he explained the improbability of AI replacing teachers and the ‘lack of critical thinking and creativity’ that Artificial Intelligence has”.



‘One of the disadvantages of AI in schools is the use students make of it when doing homework,’ he explained. ‘We have been dependent on technology for years and we must have an alternative if it fails,’ is another of the disadvantages of AI, along with others such as the need for constant teacher training.

For his part, among the advantages are that we can encourage ‘critical and creative thinking in students’, although ‘this depends on how it is used’. Fernando also pointed out the ‘automation of tasks, the creation of materials, motivation, personalisation, improvement analysis, 24/7 evaluation and adaptive learning’ as other advantages. The speaker then explained some examples of how Artificial Intelligence can be applied in schools.

Juan Pedro stressed that the mooc course on Artificial Intelligence applied to education is ‘practical and simple to make the most of what AI offers us and also to recognise the risks and limits it entails’.



During the afternoon session, the participants had the opportunity to receive a greeting from Ricardo, Director of FTD: ‘Champagnat Global is having a very strong force of good practices, of education and of mission’.

Cintia, Deputy Director of FTD, opened the talk on Active Methodologies by introducing Professor William Franco, who began by recalling Teacher’s Day, which is celebrated today in Brazil. ‘Active methodologies are about the need to use strategies for the student, learning by doing and integrating it with theory’, said William.

In addition, William assured that we must understand the context of Active Methodologies in a globalised world, with digital technologies, artificial intelligence and the Alpha generation, among others. ‘Developing technical, cognitive and communication skills and group work are some of the aspects that we must stimulate’, said the professor.



In the mooc course we will be able to observe how the student is developing this learning,’ William explained, “it is important that they are diverse environments and then analyse the problem, generate hypotheses and respond to them, summarise the conclusions and formulate the objectives of the study,” among other things. Likewise, as teachers, ‘we will facilitate the process for the students, provide them with the resources and tools they need, define the guidelines, give them feedback and motivation’.

The director of the Secretariat for Education and Evangelisation, Brother José Sánchez, closed the session with a farewell in which he thanked all the participants, speakers, as well as Edelvives and MRE for their presence. ‘During these days we have visited many Marist schools and in all of them a question has arisen: why is it a network? -I invite you to discover all these concepts and, by connecting them, to find the answer.’



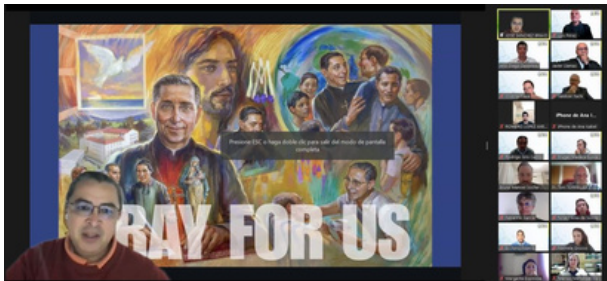
CHAMPAGNAT GLOBAL WEEK 2024: MARIST VOLUNTEERING AS A TOOL FOR BUILDING A CULTURE OF ENCOUNTER AND SOLIDARITY

16 October 2024



Following the itinerary of a tour of the different networks that animate the General Administration, this Wednesday's sessions were dedicated to solidarity.

Javier Llamas, Executive Secretary of Champagnat Global, began by greeting all the participants and reminding them of the programme that is being held throughout the week. José Sanchez, Director of the Secretariat of Education and Evangelisation, recalled that today we are celebrating the anniversary of the birth of Brother Basilio Rueda: 'We need to update the Institute in order to help all children and young people'.



Br José also responded to the question 'Why a network?': 'The network is what responds to the needs of today and it takes time to weave it', he explained. The director of the Secretariat concluded his speech with a word of thanks to the Solidarity Secretariat.



After leading the prayer, Br. Diego Zawadzky, Deputy Director of the Secretariat of Solidarity and CMI, explained that 'as Marists we believe that through volunteering we can respond to the different challenges of today'. Br. Diego also reviewed the calls that arose in the last chapter and assured us that through volunteering 'we have an effective way of responding to these calls'. 'From here I would like to extend an invitation to continue to support volunteering', said Br Diego.

On the other hand, Juan Pablo Rojas invited reflection on the question that as Marists, what are we called to? and invited all the participants to 'go beyond'. He then explained that there are different options for volunteering:

- Local volunteering: from your own place of residence.
- Provincial volunteering: within each administrative unit you can have a broader volunteering experience.
- Interprovincial volunteering: such as the LaValla200 projects, or the Fratelli Project, and involves a greater time commitment.
- Professional volunteering: this involves helping out according to the profession you are involved in.

Chris Wills during the 9:00 session and Br. Valdicer Fachi during the 16:00 session moderated a round table of people who explained their experiences of Marist voluntary service:

'Being a missionary today has another face, which is volunteering. When we speak of voluntary service, we think of it as a network. The dimension of interculturality is one of the advantages that can be experienced, but without doubt, volunteering is an experience of life and of shared mission', assured Brother Fachi, who put several questions to the participants in the round table.



Rodrigo Gris: 'A document from Pope Francis together with some words from Br Emily Turú led me out of my comfort zone and into volunteering with my wife Argie. Spirituality is very important so that we don't forget the call we receive from God. In this culture of encounter I see three references that have helped me: following Jesus Christ, our Good Mother and Saint Marcellin Champagnat.

Nina: 'I have volunteered in different places. Sometimes the mission asks for something that we don't know how to do, but by being with the people and seeing the local need, we understand what they need. The mission is to be there, to see, to perceive. Volunteering is a transformation that we propose to people, when we go back to our spaces it changes the way we see the world.

Nathiele Grosso: 'Volunteering' is a mission experience focused on the culture of encounter. It gives us the opportunity to meet each other. At the moment I live in an international community with people from different parts of the world, we are very different and when we want to talk about something in common we talk about listening and love'.

Esmeralda Caudel: 'Volunteering is entering into the encounter with the other. In the case of my community, we were in Romania with abandoned children. The fact of being with them was what motivated us. I have always seen volunteering as a strength.

Argie Hernández: 'Many times as humans we think about what we can do. This call of the spirit invites us to love God and our neighbour through listening and being there. This call is to transform those around us. We speak of transforming solidarity when we are already on a concrete mission. You are also your mission because no one gives what they do not have. You have to discover the God in you.



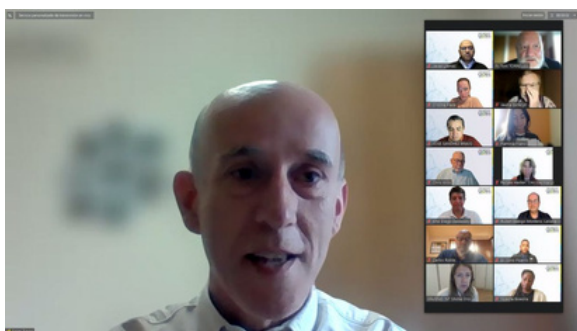
Hannah Lauerer: ‘During my three months in Cambodia, I was involved in the community and helped at the Marist education centre as an English teacher. Volunteering experiences are wonderful because you receive and you give.’

Rubén Galego: ‘After various volunteer experiences in different parts of the world Honduras, Zambia, Kenya, South Africa... right now I am in the LaValla200 project for a few years with my wife Silvia’.

Silvia Martínez: ‘Choosing LaValla200 is a way of living our Marist vocation in a different way. We have the opportunity that we are in a global family and therefore we can live volunteering in different ways and in different parts of the world. Currently, Ruben and I volunteer with high school students who are out of school for different reasons and we try to help them in a personal way. The Marist presence is fundamental in allowing us to respond to what the kids need.’

Nyasha Bowora: ‘My volunteering started when I saw a group of students in Zimbabwe and I couldn't stop. I have volunteered in South Africa and Germany and now I am back in South Africa coordinating volunteers. It's not just about the big things, but the little things like a child's smile.’

Renata Hacker: ‘I have been a coordinator at the volunteer office in Germany for 10 years. We started sending young Germans to different parts of the world and years later we started to welcome volunteers from other parts of the world here. I know it is not easy to come to Germany, it is hard to find your place in this culture. It is a real gift to be able to be here and now, that value is one of the most fundamental to the experience.’

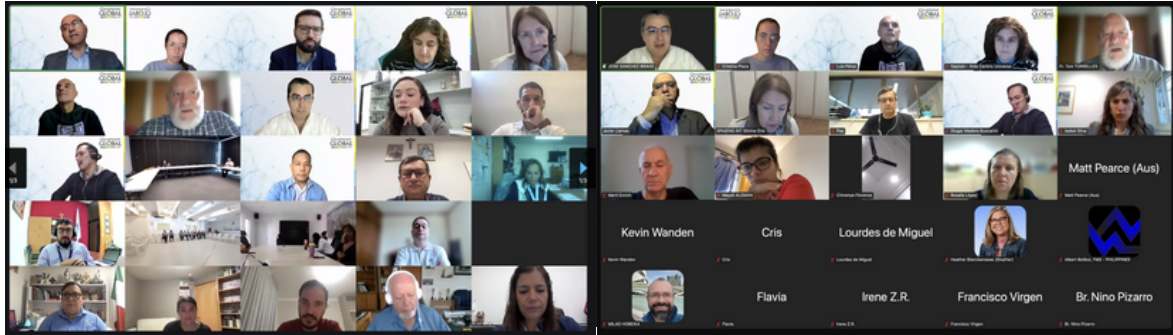


To conclude, Brother Ángel Diego, director of the Solidarity Secretariat, had a few words of thanks for Champagnat Global, for the participants in the webinar and for all the Marist volunteers who exist: ‘their life, their mission and their free time at the service of the Institute, of the Church and of children and young people, especially the most vulnerable’.



CHAMPAGNAT GLOBAL WEEK 2024: DIGITAL RISKS AT SCHOOL AND EDUCATION IN THE HEALTHY AND SAFE USE OF TECHNOLOGY BY STUDENTS

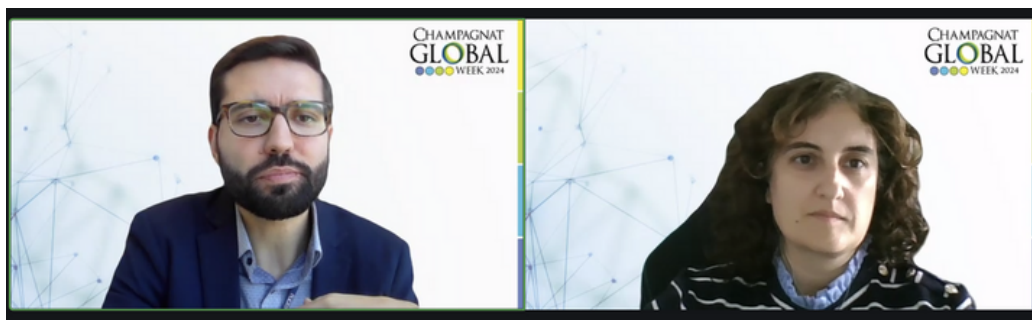
17 October 2024



The fourth day of Champagnat Global Week 2024 began with a few words from the Executive Secretary of Champagnat Global, Javier Llamas, explaining the programme that is being carried out during this week. Afterwards, the Director of the Secretariat of Education and Evangelisation, Br José Sánchez, welcomed all the participants and led the prayer dedicated to Br Basilio Rueda.

We had the opportunity to count on the participation of the Executive Secretary of RIMES, João Fett, the Network of Universities was born from 'a desire for international cooperation', explained João.

As he explained, at the beginning of the 2000s, representatives of Marist universities from all over the world met to share experiences in Curitiba (Brazil) and RIMES was born. 'We are very happy to participate as friends in Champagnat Global Week, our relationship with the network of schools is one of strong cooperation and synergies', concluded João. The executive secretary of RIMES then introduced the conference: Digital risks at school and education in the healthy and safe use of technology by students, given by Rosa Pérez, co-founder and director of Captain.



The conference began by explaining the development of a tool by the speaker after seeing some of the risks and problems posed by technology in young people: 'Each age of a minor, depending on how they use technology, has an associated risk', said Rosa.

After analysing whether the risks were real through the participation of different schools, the conclusions established that 59% of pupils aged 10-12 have a mobile phone, 21% recognise that they spend too much time on the internet and social networks, 72% go online at night, 65% of pupils aged 10-12 have one or more social networks, 74% play online regularly with people they do not know, 38% claim to know all their contacts in person and 14% have placed bets online, among others.

'In Spain there was a trend to ban mobile phones for children under 16,' explains Rosa and poses the question: "Technology yes or no", but... 'Are digitalisation and technology a choice nowadays? 'Technology has risks but also many opportunities', Rosa said and explained the ways to reduce these risks: educating for a safe and healthy use of technology. The aim is to achieve digital wellbeing, which, as Rosa explains, 'is to try to find a balance between the use we make of technology every day and the rest of our activities'.

There are many ways in which teachers can make the most of technology with their students: 'just telling them that we are going to use technology already provides extra motivation'.

Rosa then showed how the Gaptain tool works, with a 360° and online programme. She explained that in each classroom a diagnosis of digital risks, coexistence and digital competences must be made and from there we extract the data. We try to get to know the students through the diagnosis: to know the digital risks to which they are exposed, we observe coexistence and we talk about digital skills.

Everything that is proposed to the students must be attractive and while we make a gamified process. 'It is not the same for us to ask the student something ourselves as it is for us to do it through technology,' he explained.

Once we have all the data, we automate it through Artificial Intelligence. By analysing the data, we look at the risks that exist and that need to be worked on, and we can then draw out the risks for each individual student. Regarding coexistence, the tool can be used as a reporting channel and we will obtain a sociogram to determine the positive and negative relationships in that classroom. Finally, the level of competences can be obtained. From this diagnosis we can know what state the classroom is in.

After obtaining the analysis of the classroom, the next step is to try to improve what we have found. Therefore, once the analysis has been completed, we obtain a didactic unit adapted to the results. These units have adapted content so that tutors can use them in the classroom.



CHAMPAGNAT GLOBAL WEEK 2024: WHERE ARE THE YOUNG PEOPLE - A YOUTH ANALYSIS

18 October 2024



The last day of Champagnat Global Week 2024 was dedicated to the Youth Ministry Network. Br Niño Pizarro, Director of the Secretariat for Education and Evangelisation welcomed all participants and explained that MYM focuses on ‘creating inclusive spaces for children and young people to connect, collaborate and grow; and, promoting spiritual development and empowering young people to pursue meaningful life projects’.

Br. Miguel Fernandes began by thanking the participants for their attendance and reflecting on the Gospel of Emmaus. ‘We have to walk with young people and understand the reality that they live’, explained Brother Miguel.

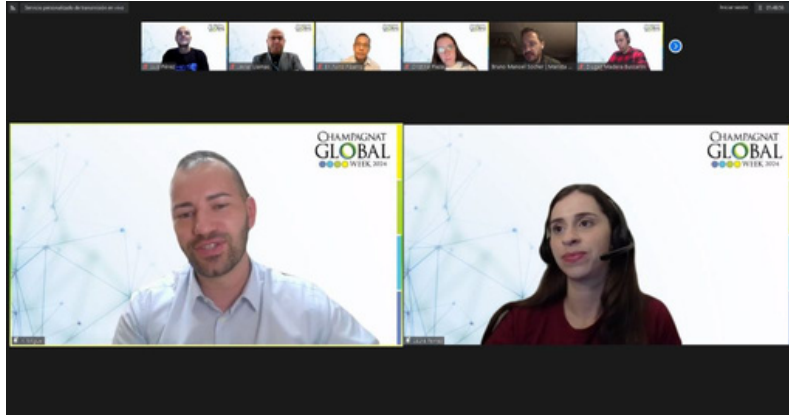
Then, Laura Ferraz, gave some data such as that 15% of the world's population is between 15 and 24 years old according to UN data. She also explained three different types of mourning experienced by young people at this stage:

- Mourning for the loss of the child's body
- Mourning the loss of childhood identity
- Mourning the loss of childhood

During adolescence, there are some aspects that can be highlighted,’ said Laura, “such as group tendencies, the beginning to question religiosity, separation from parents or a social attitude that demands, among others”.

Br. Miguel then explained a study carried out by UNICEF called ‘Childhood in transformation’. Some of the results of this project were in terms of mental health: ‘36% of young people say they often feel worried, anxious or nervous, 19% feel depressed or uninterested in things’. On the other hand, in terms of social networks, according to Br Miguel: ‘77% of young people go online every day, with doctors and health professionals being the profiles that young people trust the most’. Furthermore, ‘86% of young people believe that they can change measures against climate change and 73% of them believe that their governments should change the measures being carried out in this area’.

There is more data,' Laura said, 'such as religiosity, which has been decreasing over the years in some countries. However, they identify with spiritual practices, but not with religious institutions'. Regarding the life project, some of the points that affect young people personally are violence, corruption, drugs, alcohol and education: 'In terms of education, they point out the challenge of reconciling work and studies, as well as the lack of employment guarantees in line with the level of education achieved', explained Laura.



For his part, Brother Miguel explained how to follow up young people through the Disciples of Emmaus:

- Walking together
- Listen
- Provoke
- Share
- Motivate for the proclamation

The session concluded with a greeting from Brother Luis Carlos Gutiérrez, Vicar General, closing the Champagnat Global Week 2024 with a word of thanks and a review of all that the different networks that participated in the sessions of this week have given us.

