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# CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS





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# EDITORIAL

Dear Champagnat Marist:

**‘The origin and meaning of the Marists is solidarity’** and it is that same spirit that we want to transmit to you in this issue. Solidarity is something that identifies us and makes us what we are.

The beginning of our beloved Institution came about when Marcellin Champagnat, upon meeting the **young Montagne**, ‘moved to the depths of his heart, cared for him with great solicitude’. Marcellin was not only merciful, but **he took on his responsibility** by taking a stand for the most disadvantaged and for uneducated young people.

As Marists, we feel called to **‘recreate the Montagne experience** out of fidelity to Christ and to the Founder, to educate in solidarity and for solidarity as a powerful instrument of evangelisation. And to evangelise as the best service we can render to humanity’ (XXI General Chapter of the Marist Brothers).

We encourage you, dear reader, to **act accordingly**, as Marcellin did, to commit yourself to this common good in order to continue to build together our beloved Institution.

In keeping with the aim we have set ourselves this year at Champagnat Global to make known and interact with the networks that animate the mission of the Institute, in this issue we take a closer look at the **Marist International Solidarity Network (RMSI)**.







“The establishment of Champagnat Global is a tremendously exciting opportunity for us to become a global Marist family. The formation of a number of networks has enabled an exchange of ideas and resources that was almost impossible just a few years ago”.

**BR. KEVIN WANDEN**

*Marist Brothers of New Zealand  
Star of the Sea Province*

T E S T I M O N Y



# The Marist Solidarity International Network: one of the hallmarks of Marist identity

If there is one thing that stands out in the Christian and Marist DNA, it is solidarity. The defence of Children's Rights, Education in Solidarity, Social Works, NGOs/Foundations, Volunteering and Ecology are the lines followed by the Secretariat of Solidarity - CMI, but they are not the only ones. There are many other equally necessary realities that are supported.

Created in 2019 with the aim of encouraging, coordinating and

strengthening solidarity in the Marist Institute, the Secretariat of Solidarity- CMI is currently **directed by Br Ángel Diego García Otaola**.

One of the most popular networks in the Institute is the Marist Solidarity International Network (RMSI), made up of all the solidarity organisations: Provincial Entities, NGOs, Foundations, Associations and Provincial Teams. RMSI's solidarity work goes far beyond awareness-raising and works at international, national,



regional and provincial levels. It responds to the need to share principles and good practices in solidarity and seeks **to develop in collaboration with other entities** with which it shares objectives within the Marist world and beyond the Institute.

As reflected on the FMS website, this network 'acts jointly' and is 'committed to justice and the sustainable development of peoples (in its social, environmental and economic aspects), which believes in and fights for transformation and social

development, from a Christian perspective, Marist values and respect for nature, through an integral education'.

Its mission is to raise awareness and practice solidarity in the face of situations of threat, injustice and inequality. This mission is carried out through Marist educational and social works, youth ministry programmes, as well as personal commitments.





# Champagnat Global Week 2024

## Week of 14-18 October

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:

- Marist Global Schools Network
- Marist Publishers Network
- Marist Universities Network
- Marist International Solidarity Network and Marist Volunteers Network
- Marist Youth Ministry Network

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

CHECK THE PROGRAMME AND  
REGISTER FOR THE ACTIVITIES THAT  
INTEREST YOU.

We're counting on you!

CHAMPAGNAT  
GLOBAL  
●●●● WEEK 2024





# “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 completion of the Global Run routes in several schools as well as the celebration of the First Education Congress in Central America.

## Champa Bike: this was the Global Run of Champagnat School (Salamanca, Spain)

Champagnat School (Salamanca, Spain) decided to run its kilometres as part of the Champa Bike learning and service project carried out by the students of the first cycle of primary school. Under the supervision of Félix Jiménez, a teacher at the school, the chosen destination was the Marista La Inmaculada Collage (Honduras).

This project is based on the use of bicycles at school and deals with road safety education, traffic rules, as well as first aid, learning the basic actions to take in the event of an injury or accident. The main objective is the **responsible use of bicycles for getting around the city** and to encourage family physical activity as a healthy and environmentally friendly habit.



This project is also promoted by some of the school's parents who present content from their professions (such as doctors or policemen) **through talks, videos and workshops.**



With a total of **8,400 kilometres** covered in record time, these are some of the moments left by the Champa Bike:

- [CLICK HERE](#)
- [CLICK HERE](#)

## This is how Maristas Murcia's Global Run route went

Maristas Murcia La Merced-Fuensanta has participated under the name of Maristas Murcia Run in the Champagnat Global Run 23-24, accumulating kilometres running and making a route during the school year in which we have virtually passed through eleven Marist sites.

During the first school term, **the route was through the Iberian Peninsula:** Chamberí (Madrid), Málaga, Castillo de Maimón (Córdoba), Lisbon, La Coruña and Barcelona were the stages. All the schools welcomed us with open arms, with some videos and tokens of affection for having chosen them as destinations.



After the Christmas holidays, **we went beyond our borders**. Then, each of our foreign destinations was selected for a special reason: La Valla (France), Moyle Park (Ireland, where our students take English courses in the summer), Rome as the Generalate, closing with visits to Aleppo (Syria) and Babenga (Cameroon) to give visibility to the work of Maristas Azules and the solidarity project that our school has carried out this year, respectively.

We have also had the good fortune **to have been selected by two schools as a destination**: the Externato Marista de Lisboa and the Colegio Cervantes de Costa Rica, whom we thank for their visit.



The efforts of the students during their Physical Education classes and those of the rest of the Marist Community (parents, teachers, PAS, former students and friends) who have made the effort to go to all the destinations mentioned above, have allowed us **to get to know a little more about Marists around the world** and in some cases to strengthen bonds of friendship that we hope will remain in our memories.

Sport is one of the **pillars that the Marist Brothers have historically instilled in so many generations** of students of our centenary institution and this project has been an opportunity to make it visible and share it.

We have been looking forward to going around the world but the school year is over and it's time to rest for the holidays. Thanks to the organisers of the Champagnat Global Run for this initiative!

*Pablo José García Guerrero – Responsible for the Global Run in Maristas Murcia*



## Our beautiful and very enriching experience: the Global Run of the school Hidalgo Cocula (Mexico)

Greetings to all the Marist Brothers and all the Marists of Champagnat from Colegio Hidalgo de Cocula (Mexico).

I am happy to tell you about the experience we have had regarding the invitation to participate in the Champagnat Global Run. It was my turn to participate in the launching of this activity during **Champagnat Global Week** and from that day on I saw it as a great opportunity to get in contact with other Marist students and teachers around the world, especially with English speaking schools (this was a dream I had for several years). So, in addition to the objectives of the Champagnat Global Run, I added that our students should interact with them in English. The idea was that they would experience firsthand the importance of mastering other languages.

Our first destination was Christopher Columbus High School in Miami, Florida (3,733 km away). Our first challenge was to contact them to let them know of our 'virtual visit'. In mid-November 2023 I was able to contact Brother Albert, who put me in touch with teacher Kenia Gonzalez.

On Monday 11 December we had our virtual meeting with students from Christopher Columbus. 12 of our classrooms connected with small groups of students from Miami, through 12 different Zoom links. Our students ranged from 4th grade (9-10 years old) to 3rd grade (14-15 years old). They showed us around their school, told us a bit about their activities. At the end our students asked them **some questions in English** (although several of them spoke Spanish). At the end, some of them shared with us a video presentation of their school. It was a very valuable and enriching first experience. We had an hour time difference between the two schools.



Our second destination was a little further afield: **Moyle Park College** in Ireland (8,682 km). On this occasion communication with them was easier, as Cristina Plaza, communications manager of Champagnat Global Run did me the favour of getting me the email address of Leigh Ellis, student co-ordinator leader. Our first communication was in December 2023. Subsequently we had more conversations preferably by WhatsApp. We were able to have our virtual meeting until Thursday 7 March 2024. For us in Cocula, it was 8:15 a.m. For the students at Moyle Park in Ireland, it was 2:15 p.m. This is because of the 6 hour time difference. We had the links with **small groups from Moyle Park and with our pupils from Primary 4 to Secondary 3** (the same classrooms as on the first visit). The meetings were also conducted in English, although, to our surprise, some Irish pupils wanted to try out their Spanish a little. It was another equally enriching experience. Our students were motivated to continue.



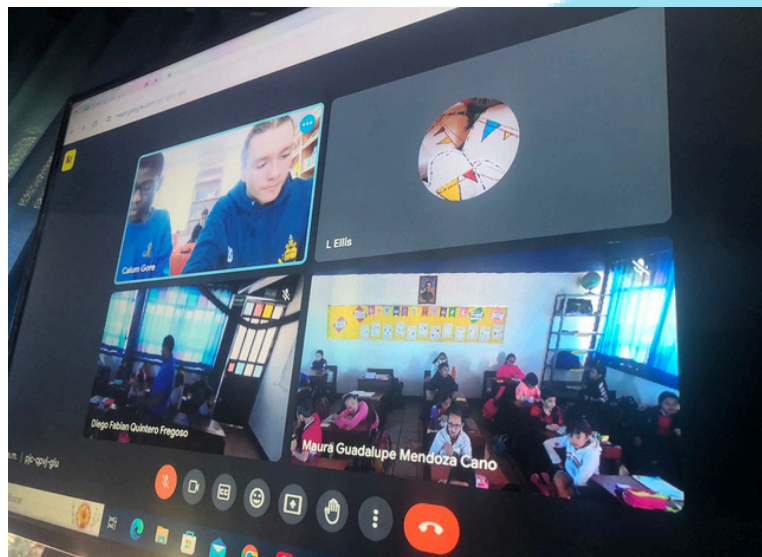
Our third and even more ambitious destination was to get to **Marikina Marist College** in the Philippines (13,700 km). Once we were able to contact each other, we arranged to meet on Saturday, May 4th at 8:00 a.m. Philippine time, Friday, May 3rd at 6:00 p.m. Mexican time (due to the 14 hour time difference). On this occasion, **some students, parents and teachers** were present in our Hidalgo School, all gathered in the same room. From the Marikina school there were also students, parents and teachers, although they were physically in different places. The experience was wonderful! Your committee prepared a beautiful session.

It lasted almost 2 hours, but it was very fluid and participative. **All in English**, although to our surprise, there are certain things that in the Philippines they know and that are named very similar to what we call them here in Mexico (this is due to the Spanish colonization that lasted more than 3 centuries).

High school students hosted the event and ran it like professionals. The most beautiful part of the experience was to realise that on the other side of



the world (literally) we can find people as passionate about Marist as we are. In a way, it is a way of seeing Champagnat's dream come true: 'All the dioceses of the world are in our sights'. For all 3 experiences, the whole educational community participated by adding kilometres with sporting activities. Therefore, the achievement was everyone's.



In conclusion: let us live Champagnat's dream which, as he said in his testament, can hopefully be said of the Marists: 'See how they love one another'. Let us continue to build up Marist networks, bringing to life the way we continue to build ourselves as a Global Charismatic Family.

*Santiago González – Director of Colegio Hidalgo, Cocula, Jalisco, Mexico*

# CHAMPAGNAT GLOBAL RUN

DON'T MISS OUT ON THE OPPORTUNITY TO PARTICIPATE AND VISIT OTHER MARIST SCHOOLS: [REGISTER HERE](#)

## Reflection and renovation: The first Provincial Congress of Marist Education in Central America

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.



### Inspiring 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 to transform 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.

*Communications Office – Central America*





## INTERVIEW

A close-up photograph of a man with a beard and a black watch pointing his index finger towards a young boy. The boy is smiling and looking towards the camera. The background is a blue and white abstract pattern.

# Defending Children's Rights: a challenge for Marist NGOs



**There are three main Marist NGOs: Fondazione Marista per la Solidarietà Internazionale (FMSI), Solidaridad | Educación | Desarrollo (SED) y Australian Marist Solidarity.**

Violence, exploitation or lack of access to education are some of the challenges reflected in the latest UN reports on **children's rights**. However, they are not the only ones: 'the refugee and migrant crisis puts the well-being and rights of millions of children around the world at risk. Moreover, without opportunities to express their views and contribute to society, children cannot become agents of change, which is **essential to address these contemporary global challenges**', says Andrea Rossi, Director of the Marist General Administration Foundation. Luis Naranjo, Director of SED adds that 'access to basic services such as **health, clean water and adequate food** remains an unattainable luxury for millions of children around the world'. This is also supported by Anna Mosbauer, director of Australian Marist Solidarity (AMS) who says that '**poverty remains one of the most pressing and serious issues** affecting children's ability to lead full and meaningful lives'.

**Equity, solidarity, justice and non-discrimination** are some of the values reflected on the websites of both NGOs. Although they cover a variety of projects, the protection of children is one of their priorities: 'We, **as Marist Brothers, have been at the forefront of the most serious violations**', Andrea explains, 'It is our charism that guides us towards the need to ensure that children grow up in environments where **they are both protected and empowered**. A space where these two energies are not in contradiction, but complement each other in harmony. From this space we find the **inspiration to continue our educational and transformative mission** with renewed spirit and commitment'. Anna says they have 'an **absolute and fundamental belief and commitment to children's rights** and to the fact that all children, wherever they live and whatever their circumstances, have the right to be protected and cared for.

A total of 125,415 children have benefited from SED projects during 2023, 'which represents 53% of the total target population of these projects'. Luis assures that '52% of the 46 projects implemented during the past year, had as their main objective to provide accessible and quality education'.

Both FMSI, AMS and SED carry out projects that cover the basic needs of children, such as quality education, food, access to drinking water and protection from violence. According to the director of SED, these initiatives 'allow for a **more holistic impact**, addressing not only education, but also the living conditions necessary for children to learn and grow in **safe and healthy environments**'. Furthermore, it is important to note that 'all children are different and therefore have different needs, desires and dreams,' says Anna, 'so having empathy and compassion to understand the experiences they have lived or are living through is important to create coherence and stability and thus build trust.



*"One of the things I would highlight in children is their resilience. Despite adversity, I have seen how they find hope and joy in the little things, and how, with the right support, many are able to overcome enormous difficulties and build a promising future for themselves and their environment" - Luis Naranjo.*



There are a host of international children's issues, but if she had to pick one, Andrea is clear: 'Children are often seen as objects of rights rather than subjects with voice and agency, which requires a significant shift in global perception and practice. We add as a problem the **lack of empowerment and participation of children in issues that concern them**, such as climate justice and peace-building'. Luis calls for '**unequal access to education**' as this situation 'makes them more vulnerable to other abuses and deprives them of the opportunity to develop to their full potential'.



FMSI and the Solidarity Secretariat **represent the Institute at the United Nations**. They have now submitted a total of 74 UPR reports including 'contributions from brothers, lay people, children and youth to highlight specific human rights issues across 44 countries, resulting in a total of 1,089 recommendations,' Andrea explains. 'This extensive work represents an **invaluable legacy for the Institute**, which is now present on our **UPR map**'. In this strategic approach, FMSI is accompanying the Institute in the transition from a project-based to a programme-based approach.



SED emphasises the 'promotion and guarantee of the **right to education**' that some of its projects work on. These projects finance support scholarships, teacher training, the construction and reform of educational infrastructures, as well as the equipping of centres. As Luis comments, these four elements 'are fundamental to ensure that children in vulnerable contexts have **access to an education that allows them to develop fully and improve their future opportunities**'.

According to Anna, working with AMS has provided her with a **deep understanding of the realities faced by marginalised children and their families** across Asia and the Pacific. 'Despite the daily challenges and setbacks these children face, they continue to find joy and wonder in their daily lives,' she explains.

Some of the key aspects that the three directors relate when working with vulnerable children include 'empathy and respect, ensuring that children feel heard and valued, ensuring a safe and protective environment and working in a holistic manner, addressing not only educational needs, but also emotional, psychological and health needs to ensure their wellbeing'.

*I believe that promoting well-being and safety is a key priority, along with respect for diversity, cultural sensitivity and gender equality. It is important that schools create environments where children's rights are not only recognised, but actively promoted and protected. By creating supportive and inclusive environments, we can help children to thrive and become responsible and engaged individuals who contribute positively to society – Anna Mosbauer.*



In terms of schools, Luis concludes that they 'must **actively promote equity, inclusion and respect**'. 'Educators need to be trained in key issues such as children's rights, inclusive methodologies and any other approach that promotes an environment of respect and dialogue. Another challenge is to incorporate knowledge and learning about human rights into the school curriculum, so that children become aware of their rights and the rights of others,' she adds.

**Article 19 of the UN Convention on the Rights of the Child** has made considerable progress in protecting children around the world,' says Anna, 'but much remains to be done to ensure that the fundamental needs of all children are met throughout the world.



*'I have seen the desire of Syrian children to go back to school, just two weeks after the earthquake. The strength of the 155 volunteers of the Blue Marists. The hope for a better future for many Venezuelan children, the many difficulties of the children in Haiti, the 10,000 children in the seven Marist schools in Madagascar, soon to become eight schools. The back school experience in the villages around Talit, India. And Malawi, Lebanon, Philippines, Zambia, Malawi, Colombia. Our missions are unique in the world' - Andrea Rossi.*





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THE CORRESPONDENCE

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EL CHACO

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Julio Zanuttini

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My name is Julio Zanuttini and I am 50 years old. At the age of 12 I consecrated myself to Mary in the chapel of the Corazonista school in Venado Tuerto, where I completed the last year of primary school and the whole of secondary school.

I met the Marists when I was studying to be a teacher at ISMA. A few years later I was called to work at Champagnat School in Montevideo Street.

On one occasion, in the middle of 2004, a Brother invited me to do voluntary work in the Chaco. I had asked him to move to Rosario, closer to my family, but he insisted that I go first to the school of the Wichi, which the Marists have accompanied since their foundation, in the Impenetrable Chaqueño.

‘Coming to the Chaco is a dose of adventure, mission and risk’, Brother Arturo, who was already working in Misión Nueva Pompeya, told me to convince me.

I asked for the corresponding permits and went to meet him, with my suitcase to leave and my travelling bag. I remember saying to myself that if I didn't like the place, I would make the effort to stay until the end of the year. But it turned out very differently. I was delighted with the project. I met Biemba, also a teacher at the Cacique Francisco Supaz school, and soon after we got married. We have two children: Geronimo, 17, and Maria Paz, 15. It will soon be 20 years since I arrived.

#### THE TASK OF ACCOMPANYING

The brothers arrived in this area in 1979. They first worked in the village, with a Creole population and a few aborigines who were able to come to the village to study. They ran the school N°562 ‘Saint Marcellin Champagnat’. They participated in the birth of other institutions in this incipient population that was being constituted as a town.

500 km from the city of Resistencia, in the heart of this great forest mass, the Wichi had been left alone, once again, and longing for the ‘those’ times of the Franciscan presence first, and that of Sister Guillermina, lay people and Passionist priests (known as the time of the Cooperative). Once again they had lost everything: territory, work, resources...

In the context of the 500th anniversary of the evangelisation, the Brothers proposed a ‘living monument’, and invited all the schools to contribute resources to support the dream of the Wichi community to have a school of their own, which would take into account their language and culture. On 1 July 1994, with 42 children enrolled, the school began to operate under the ‘Intercultural Bilingual’ modality.

The brothers, especially Teo and Arturo, passed on to us lay people their way of working as a team, their attentive listening, their passion and humility... and a clear objective: that members of the community should take over the running, administration and management of the institution.

When I joined in 2005, there was a shortage of teachers and there was a need to implement EGB3. They had sent an invitation to the different Marist works in Argentina asking for teachers who wanted to come for a while. I was asked to teach Spanish as a second language, and also in the alternancias (socio-community research and intervention projects). For the first time, and without teacher training, I learnt to work in a pedagogical partnership with a Wichi colleague, as I did not have the main skills (linguistic and cultural) to work in this reality. I also joined ENDEPA (national aboriginal pastoral team), and participated in the project of self-building 351 cisterns in the houses located within the 20,000 hectares (community territory with title deeds).



From the first moment I felt welcomed, and I believed it was possible. Today, when I look at the process of these 30 years, I reinforce the idea that the school is a transformer of contexts.

Nowadays, the headmasters, secretaries, teachers, guides, intercultural teachers, teaching assistants, bilingual teachers, teachers in charge of the pantry, cooks... are all Wichi (many of them former pupils). Not satisfied with the qualification, they continue to do postgraduate courses, diploma courses, bachelor's degrees... The profiles of the young indigenous teachers who are joining the project are very encouraging. I remember when Héctor Palavecino (with a technical degree) took over as the first Wichi director, and the malicious comments in the village that the school would collapse. However, the enrolment doubled....



It is no small thing to know that at every stage of construction there were members of the community building as they learned the trade. The sense of belonging is so strong, not least because we all know that Cacique Supaz is a Wichi school. Ten years ago, workers from Volkswagen's Pacheco plant joined in. Twice a year they come twice a year to spend a week with the students.

They bring them backpacks with their school supplies, shoes, clothes, food for the canteen... and they help us with maintenance work, painting and different training workshops.

I think that here we can see very clearly the conjunction of the joint contribution of the State, the families, the congregation, the sponsors and so many people who individually make it possible for this small dream of a group of parents to continue growing and sustaining itself over time.

From the year 2023, due to different circumstances in the Province of Cruz del Sur, we lay people will be in charge and with the responsibility of ensuring that the charism continues to be present. There is no doubt that the Brothers, especially Teo and Arturo, knew how to transmit to us that way of accompanying that is so particular to us Marists. We always say in our meetings that they knew how to listen to what the Wichi people were asking of them... with passion and against the current, they left us with a clear objective towards which to walk.

We value and need the close presence of the 'great Marist family', who, through the visits of the different teams, volunteers or the Brother Provincial himself, make us feel loved.

We hope, in spite of everything, to be able to continue to guarantee rights to the smallest and historically neglected of our national territory, in the hope that one day society as a whole will understand that multiculturalism is a richness, and that the original peoples are a reservoir of humanity to which we can turn when we realise that material things never acquire greater value than the person himself.

We send you a big hug and an invitation to come and visit us!





# IN THE SCHOOL

## La Serena (Chile) – Barcelona (Spain): promoting participation

As part of the Red de Participación Juvenil project, high school students from the Colegio Marista de Las Compañías, in La Serena (Chile), have established contact with young Marists from the Escuela Anna Ravell in Barcelona (Spain).



The aim is to collaboratively **produce a series of podcasts on topics that are of interest to both**. Sustainability, school coexistence, overcoming addictions, are some of the possible themes to be dealt with. A particularly noteworthy experience of the Anna Ravell School are the Participation Congresses.

Processes in which all pupils, from 3 to 18 years old, are involved and moments for individual reflection, in teams and in each classroom. There are also spaces in which the representatives of the different levels interrelate to synthesise proposals; the school's action plans include many of these initiatives.

In 2021 the congress was dedicated to how to make the school more sustainable, in 2022 the focus was on school coexistence and in 2023 on contact with and belonging to the neighbourhood.



For its part, since 2023 the Marist School of Las Compañías has been developing “**Youth Participation Laboratories**”, together with other schools in the region of Coquimbo. This year the intention is to continue to strengthen the face-to-face events, but also to complement them with virtual activities in order to dialogue with languages that are more appropriate for adolescents and to facilitate contact with young people from other countries.



A direct antecedent of the Youth Participation Network was the series of talks that took place in 2021, in the context of the first constituent process in Chile. On that occasion, schools in the city were **contacted and a virtual meeting** was held with conventional constituents in the region, to convey the concerns, expectations and ideas that arise from the students.

Since then, several of them have continued to participate in volunteering activities promoted by the Gesta Foundation. This network is a favourable platform for youth volunteering projects promoted by the Zero Indifference Programme, a competitive fund created by the Gesta Foundation in 2005 to support social projects and initiatives generated by students between the ages of 12 and 18.

*Joaquín Meli U. – Communications Manager Santa María de los Andes*

## Liceo Salvadoreño Marist Centenary Cup Celebration (El Salvador)

Liceo Salvadoreño celebrated with great enthusiasm and spirit of unity the Marist Centenary International Cup, a sporting event commemorating 100 years of Marist presence in the institution. This special event, held on 16, 17 and 18 May, brought together several Marist schools from the region: Liceo San Luis, Colegio Champagnat, Liceo Salvadoreño, Instituto Católico de Oriente from El Salvador, Liceo Guatemala and Colegio Marista Alajuela from Guatemala and Costa Rica, respectively.

The **Marist Centenary International Cup**, held at the Liceo Salvadoreño, featured competitions in men's and women's basketball, as well as men's football, highlighting not only the sporting skills of the students, but also the camaraderie and family spirit that characterises the Marist community.



In the **boys' basketball category**, the results were as follows:

- First place: Liceo Guatemala
- Second place: Liceo Salvadoreño
- Third place: Colegio Marista Alajuela

In the **women's basketball category**, the winners were:

- First place: Liceo Guatemala
- Second place: Liceo Salvadoreño
- Third place: Liceo San Luis

In the **boys' football competition**, the results were:

- First place: Instituto Católico de Oriente
- Second place: Liceo Salvadoreño
- Third place: Liceo Guatemala



The closing of the Marist Centenary International Cup was a true celebration of unity and celebration. All the athletes participated in a joyful get-together that closed the event on a high note, highlighting the sporting spirit and **the sense of belonging to a great Marist family**.

This event not only celebrated a century of commitment to education and Marist values, but also **strengthened the bonds of fraternity between the different participating schools**, demonstrating that beyond competition, the most important thing is unity and mutual respect.

Congratulations to all the participants and organisers for a memorable event that will remain in the history of the Liceo Salvadoreño and the Marist family!

*Communication Office – América Central*

## This is the “Getting to know a Marist Brother” project that has taken Sacred Heart Valencia (Spain)

As part of the Values subject, the sixth grade students of Colegio Sagrado Corazón (Valencia, Spain) have undertaken an exciting project entitled “**Getting to know a Marist Brother**”. The main objective of this project is to encourage the **students' interest and curiosity about the life and work of the Marist Brothers** through interviews as a didactic strategy and cooperative work.

The main objective of the project is **to bring students closer to the reality of the Marist Brothers**, with the aim of learning about their values and lifestyle dedicated to service and the Word of the Gospel. Likewise, to learn about the interview process as a didactic learning strategy and to develop communication skills.



The project has been developed in several stages, including the initial preparation, the conduct of the interview and the closing of the interview.

### 1. Preparation

The students, guided by their teacher, are divided into small groups with the aim of collecting data on the Brothers of the Community of Valencia in order to make a good presentation at the time of the interview and to write a series of questions aimed at understanding and getting to know better the life of the Brothers, their motivations and their own life experiences.

### 2. Interviews

The students interview the Brothers, with each member of the group distributing the presentation, the questions to be asked and the closing.

### 3. Closing the interview

The person in charge of closing the interview makes this moment dynamic with a few words of thanks to the Brother for his testimony.



It is incredible to be able to listen to the great stories and experiences that the Brothers have lived throughout their lives and all over the world, caring for the most needy, dedicated to the missions and being evangelising witnesses and continuers of the dream of Saint Marcellin Champagnat. For our students it is an opportunity to listen to great life lessons that undoubtedly fills them with emotion, the Brothers becoming for them great references and role models.

The success of this project demonstrates the commitment of the Values subject to the integral formation of the students. The students not only learn about the life of the Marist Brothers, but also develop fundamental skills for their personal and



academic growth. At the end of the project the students' initial curiosity and interest are transformed into a deep respect and admiration for the mission of the Marist Brothers, leading to a reflection on how they can apply these values in their daily lives.

*Amparo Domínguez and Joan Jorques – Maristas Valencia*

## Marist Exchange Chile – South Africa: an unforgettable experience

In December 2022, contacts were initiated with the **Marist Network of South Africa** to raise the possibility of this initiative that seeks to give continuity to the English language training that the schools of the Marist Sector of Chile carry out at Moyle Park College in Dublin, Ireland.



After a selection process of several months, 8 students from the last years of secondary school from the Marist schools of **Villa Alemana, Quillota y Rancagua**, travelled with the teacher Antonio Catalán (Instituto O'Higgins) on the 8th June to begin this pilot exchange project with St. David's Marist School in Johannesburg. It should be noted that this is an all boys' school, which is why the girls' group will now travel in July to a co-educational school, St Henry's Marist College in Durban.



This unforgettable experience will last until 9 July, after which a group of South African students will travel to Chile for a similar stay. During this period, each of them will be integrated with a host student in all the curricular and extra-curricular activities offered by the school. This is an immersion process that will undoubtedly help them in their academic formation, personal growth and in the development of English skills.

**Mateo Miranda, Instituto O'Higgins (Rancagua):** "The truth is that the experience has been better than I expected. Personally, I have felt very welcomed by my family, the students and the teachers. The people here are very friendly, I feel that it is an experience that should last for a long time, as in a few days I have done many things such as trying different foods and improving my confidence in speaking English".

**Agustín Silva, Colegio Champagnat (Villa Alemana):** "It has been a nice experience these first few days, I have made friends, I have played rugby. It's been better than I expected because the family circle that is hosting me are very caring and concerned".

*Br. Álvaro Sepúlveda – Chile*



## The Fiori...AMO project: a flower to bloom in the primary school of Giugliano (Italy)

The primary school of **Giugliano College** (Italy) has carried out an innovative initiative based on one of the most everyday things that exist: flowers.

The project aims to educate about emotions, inclusion, diversity, respect and awareness of individual differences through art. The idea is that each student is a flower in his or her uniqueness that **must be made to bloom**.



The activities started in January and the exhibitions took place in May with the final works of each class.





## This was the opening of MAKER SPACE & EDM I at the Instituto Queretano (Mexico)

Last May, the new MAKER SPACE was inaugurated in the secondary section of the Instituto Queretano (Mexico).

This is a space where students can develop their knowledge to the maximum in a creative way by working on different STHEAM projects (science, technology, humanities, engineering, art, maths), where they will face challenges to solve problems through collaborative work using different tools in the area of carpentry, design and printing, clothing, radio and video booth, etc.

The inauguration was accompanied by a visit from EDM I at the Instituto Queretano.



## Conservation, protection and restoration of the environment: a call from Cameroon



**Plastic bags** have become popular for packaging the products we consume at home. They are light, handy, attractive and resistant.

Both manufacturers and consumers find them easy to store and preserve. But they are a **major threat to our environment**. For example, they are not biodegradable and produce noxious gases when burned.

Animals and birds mistake them for food and, when they eat them, their digestive systems become clogged and they die. These bags never decompose and negatively affect the fertility of the soil. This minimises the greenness of the soil. The noxious gases produced by burning these bags cause serious diseases in humans, such as bronchitis, allergies, cancer, etc.

Despite the socio-political crisis rocking the North West and South West regions of Cameroon, the environmental science club of Saint Pius X in Tatum has set up a plastic recycling programme in which students are trained in environmentally friendly techniques to turn these bags into reusable products such as handbags, baskets, wallets, ornaments, etc.

This initiative will eventually be extended to other institutions and the Tatum community as a whole. In doing so, we will have answered the call of our Creator by conserving, protecting and restoring our environment.

*Lenaka Verla Karim: Science teacher at Saint Pius X School Tatum*

## Marist students from Chile in Durban (South Africa): feeling the Marist stamp everywhere

On July 8th, the adventure of a group of 10 Marist students aged 16 and 17 began. They study in the Marist schools of Rancagua and Villa Alemana (Chile) and are accompanied by an English teacher, Mrs. Caroline Wittenberg. The trip was long and tiring, but it was worth it, considering the warmth, kindness, respect and concern shown by the educational community of St Henry's Marist College in Durban.

We have already been inserted into the community, starting with a mass enlivened by the voices of a wonderful choir, which started the third term and, taking advantage of the occasion, they welcomed us. The students from Chile actively participated in the reading of prayers in both English and Spanish.



This was followed by a tour of the school to meet the teachers and the places where classes and other school activities take place.

A touching detail was to feel the **Marist stamp everywhere**. To see declared at the entrance of the school the same Marist values that characterise us and that we share in our country. It is wonderful to know that schools located geographically so far away, with such different cultural backgrounds, have in common the fraternity of the values of the global Marist family.



As part of the intercultural experience, the delegation of students shares a brief overview of Chile on a daily basis. They will learn about the geography of the country, the culture, the climate, the typical food, etc. In addition, they will have the opportunity to teach simple words of the Spanish language. This takes place in the **daily meeting that the students have in the school yard** before the start of classes. In this space, prayer is shared and general information is given. The accompanying teacher will also have the opportunity to teach Spanish to the upper secondary school classes. Some students of the school already greet each other in Spanish with effort, but very happily saying “Hi!”

During the first week we participated in something that is very familiar to the Marists: **solidarity activities**. In this case the objective is to prepare food for those in need.



The teachers at St Henry's were thrilled to learn that Marist students in Chile also carry out similar activities in hospices for the homeless, in homes for the elderly and in vulnerable sectors. It is exciting to know how the spirit of Champagnat is alive all over the world.

**Fiorella Pilloti (Villa Alemana):** ‘It is a unique experience, everyone has been very kind and nice, so far it has been a very good experience’.

**Ángeles Bravo (Villa Alemana):** ‘The people and my family have proved to be very kind, welcoming and respectful. The places I have visited so far are beautiful’.

**Isidora Rebolledo (Rancagua):** ‘I have had a very good experience, my family is concerned and kind, and they respect my space, just as I respect theirs’.



**Luciana Elgueta (Villa Alemana):** ‘It has been an enriching and fun experience. Everyone has been nice and very welcoming to us. I think we have all learnt a lot of things and I hope it continues to be like this’.

**Fernanda Díaz (Rancagua):** ‘I have had an excellent time. Everyone here is very kind and understanding and the family is very attentive to me. It has been a very good experience’.

*Caroline Wittenberg – accompanying teacher on exchange*

## Project “Comedia sin Fronteras” in La Pintana (Chile)



The Marist School La Pintana invites us to get to know the initiative that they are developing together with the Marist School of Badalona (Spain) as part of the Global Champagnat Network and the Centre for Marist Studies of our Sector.

What happens if you bring together a group of young people from Badalona and Chile? That's what we will discover in the **project “Comedia sin Fronteras”**, promoted by the Marist School of La Pintana, Maristas Badalona and CEDEM Maristas.

The exciting project will bring together **16-year-old students from Badalona (Spain) and Chile**, who together will create an online audiovisual production between students from both countries, addressing various social issues through theatrical scenes, with the aim of valuing and recognising linguistic and cultural convergence and divergence through artistic expression.

The initiative, promoted by teachers Marcela Peña, Génesis Reyes, Lorena García and Mónica González, will initially



focus on issues related to linguistic diversity, exploring topics such as anecdotes on public transport, school experiences, family relationships, dating, social networks, social icons, politics, sports, gastronomy, fashion and aesthetic references, among others.

This week our first students had the **experience of meeting with a group of Spanish students**, after overcoming the challenges of connecting and communicating with their peers, who are mainly fluent in Catalan, the execution of the project began and the first steps for the Stand up comedy that they must build together and present in their schools.

This project not only **promotes creativity and artistic expression** among students, but also fosters cultural and linguistic exchange between young people from different parts of the world. Through collaboration in the creation of audiovisual content, participants are expected to strengthen their communication skills and intercultural understanding. We are very proud of these initiatives that promote dialogue and collaboration between students from different countries, reaffirming its commitment to global education and cultural exchange.

*Josefa Reyes – Marist College La Pintana.*



## Marist centenary celebration at the Liceo Salvadoreño school (El Salvador): A century of history and commitment

On a morning full of joy and devotion, the Eucharist was celebrated on the occasion of 100 years of Marist presence in the **Liceo Salvadoreño** (El Salvador). This moving ceremony brought together all the graduating classes of the different Marist educational centres of El Salvador, including the Liceo Salvadoreño as host, the Instituto Católico de Oriente, the Colegio Champagnat, the Colegio Marista San Alfonso, the Liceo San Luis, the Instituto Católico Técnico Vocacional Jesús Obrero, the Centro Escolar Católico Marista and the Centro Escolar Católico Marcelino Champagnat.



The Eucharist, presided over by Cardinal Gregorio Rosa Chávez, was attended by Marist Brothers, directors of the different schools, teachers, students and parents. It was a celebration that united everyone in a single family, commemorating **100 years of history and the legacy of Saint Marcellin Champagnat**.

During the mass, those present shared moments of reflection, gratitude and faith, strengthening their community bonds and reaffirming their commitment to Marist education and values.

The immense legacy of Saint Marcellin Champagnat and his dedication to the education and integral formation of young people were recalled. In addition, the achievements and growth of the Marist community over the past 100 years were highlighted, inspiring all to follow his example of service and love of neighbour.

The celebration continued the following day with a big party, where Marist Brothers, administrative and maintenance staff of the Liceo Salvadoreño, **directors of the different schools and special guests** gathered to share and celebrate together. During this event, recognition was given to people for their outstanding work and their time dedicated to the institution.

**Brother Provincial Hipólito Pérez** made a toast, expressing his gratitude for the past and the present of the institution, and asking for more blessings for the future to continue the Marist mission. This toast symbolised the gratitude and hope that all present have in the continuation of the educational and evangelising work begun by Saint Marcellin Champagnat.



The commemoration of this centenary not only celebrated the past, but also looked to the future with hope and determination, renewing the commitment of all present to the values and vision of St. Marcellin Champagnat.

*Communications Office – Central America*





# Welcome Br Diego Leonardo Zawadzky!

Br Diego Leonardo Zawadzky Zapata (Province of Norandina), has been appointed by the General Council as the new **Deputy Director of the Secretary of Solidarity - CMI**. He will work alongside Br Ángel Diego García Otaola, Director of the Secretariat since September 2019.

Br Diego Zawadzky was born in Bogotá (Colombia) and studied at Champagnat College in the same city. His Marist vocation went hand in hand with his experience in the Remar Movement. He has been a teacher in different schools in

Ecuador and Colombia and a formator at all stages. He was linked to the Ad Gentes project, forming part of the Marist District of Asia, on mission for six years in Phnom Penh, Cambodia and after his return to Norandina he lived in the insertion community (Medellín, Colombia) before becoming director of the schools San José (Armenia) and Los Naranjos IED (Bogotá). He has been Provincial Councillor since 2021, assigned to animate the Marist mission and life in Venezuela. As FMS explains: 'He considers himself cheerful, responsible and goal-oriented in his



## *Secretary of Solidarity - CMI*

in his mission. As a good Colombian, he loves coffee, enjoys dancing and is passionate about climbing peaks on his bicycle.

Br. Valdicer Fachi of the Brasil Sul-Amazônia Province concludes his work as Director of the Department of Collaboration for the International Mission (January 2018 - January 2024) and as Deputy Director of the Solidarity Secretariat (January 2024 - August 2024). As he points out in his career path Valdicer highlights two significant experiences during these years at the General House in Rome:

life in an International and Intercultural Community and the life of mission as a secondary agent in the mission of God and accomplice of the Spirit.

In addition, 'having a community as a "safe haven" for comfort, personal growth, cultivation of spirituality and friendship are fundamental elements that I value highly,' he says. 'Thanks to the wonderful community partners I have had over the years,' he adds.





# San José School in Pergamino

100 years of making Jesus known and loved

The centenary history of «San José» School began when, in 1924, a group of Marist Brothers from the Spanish province of León founded a Primary School in the city.

The first school was established at 526 Dorrego Street and taught only boys from 1st to 4th grade. Its first director was Br. Protasio, one of the co-founders.

In 1928, it was moved to 11 de septiembre 580, a building that had an exit on Gral. Paz Street and that received new annexes of adjoining land. That year the school already had a Commercial Secondary School which, in 1935, under the direction of Br. Veremundo, was transformed into a High School.

In 1930, the **Association of Marist Alumni** was founded, made up of young people who wished to imbue their professional and professional positions with the principles and values acquired during their Marist and Christian formation.

Until 1945, the College continued to grow. But the aftermath of the Spanish Civil War impacted on the continuity of its mission for reasons beyond the control of the Brothers and the educational community. San José was closed. Its last director at the time was Br. Jesús Plácido, who had the ungrateful task of informing the city.

On 2 February 1946, with deep emotion and sadness, the farewell ceremony for the Brothers took place.







It would be 20 years before the Marist presence returned to the classrooms of Pergamino. It was at that same ceremony that the purpose of working for the return of the brothers to Pergamino was born, a purpose that had not been abandoned for almost 20 years.

As time went by, in 1963 the Association of Former Students of Colegio San José re-emerged with greater strength and set about working for the **reinstatement of the school in the city**. The following year, after many negotiations, the alumni succeeded in getting the brothers to decide to re-establish the school after almost two decades of absence.

And finally, on 27 February 1965, the first brothers arrived and set to work as bricklayers, painters and electricians transforming the old house into a school building. In 1981, the parents acquired a 7-hectare plot of land adjoining the school for the construction of a sports field.

In November 1982, the new building was officially inaugurated with many ceremonies and ceremonies.

Five years later, in 1986, work began to provide the Kindergarten with a new building on the Champagnat Avenue site next to the building occupied by the Primary and Secondary School. The growth of the work made it possible, since 1981, to open new and spacious facilities in what was once the sports field, offering our pupils a beautiful and healthy natural environment for their schooling.

Today the educational community, taking on the historical legacy received and moved by the same passion that animated the founding brothers, continues to dedicate itself to the integral formation of the pupils, with special attention to the most vulnerable.

As part of these aims, in 2000 the Marist Missionary Centre “Our Good Mother” was created, which for 23 years has been opening its doors to the families of the neighbouring districts of the school.



May the Lord bless the Marist Family of Pergamino, may Mary, Our Good Mother, protect us and may Saint Marcellin continue to enlighten our journey.

ARGENTINA

COMMUNICATION TEAM  
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