

NUMBER 03 | SEPTEMBER - DECEMBER 2024

CHAMPAGNAT GLOBAL

MARIST GLOBAL NETWORK OF SCHOOLS



Index

We are Global

Editorial	02
Testimony	03
MYM	04

"It's Happening"

XXI International Week	06
AMC meets in Malawi	07

Interview

Br. Leonardo Yepes	09
The Correspondence	13

"In the School"

Internationalisation	14
VIII Leaders Meeting	15
Maristak 2024 Internship	16
Visit of Brazil to Spain	17
Transforming experiences	18
Project Learning	19

"So it was"

II Champagnat Global Meeting	20
Marist College Ipanema	21



EDITORIAL

Dear Marist of Champagnat!

A few days before the end of 2024, we conclude our purpose of making known and interacting with the different networks that animate the Institute. In this issue, therefore, we take a closer look at the **Marist Youth Ministry Network**.

Founded on the eve of the last **World Youth Day in Lisbon**, its mission is to go out to meet young people wherever they are: 'We are daring to penetrate perhaps unexplored environments, where the expectation of Christ is manifested in material and spiritual poverty'.

Marist Youth Ministry is a place where the personal and spiritual growth of young people is promoted; it is a place where they are helped to be **protagonists of their own history**.

Marcellin Champagnat loved young people and they were captivated by his enthusiasm and energy. Because of this, today we are part of this **great global family**.

As Marists, we feel committed to the young people who challenge us to reach out to them, to be open to their proposals, to continue to believe in them and to accompany them on their journey, among many other things.

We encourage you, dear reader, to participate in **Marist Youth Ministry**, to motivate young people 'to be leaven and to promote a welcoming, participative, evangelical, prophetic and fraternal Church'. May the footsteps of Champagnat and the first Brothers animate our commitment to the young people of today.





“Champagnat Global enables more active participation and joint construction of the educational mission in a global context, thus enhancing the coherence, impact and quality of our work”.

MARÍA CASANOVA

*Champagnat Foundation Innovation
Coordinator*

T E S T I M O N Y

Marist Youth Global Network

Our history as a Network began in 2019, when the Secretariat for Education and Evangelisation organised a **listening process** with various experts to get to know the multiple realities that the Marist world presents in terms of youth evangelisation.

In 2021 and 2022, following this listening and connection, a **global team** was formed to systematise the data obtained from the local and provincial Marist realities and to offer an **inspiring and guiding proposal** for those working in the evangelisation of young people, according to the document *In the Footsteps of Champagnat: The Marist Educational Mission*.

An itinerary of celebration was then drawn up to prepare for the **launch of the Marist Global Youth Network**, with local, provincial and regional meetings, culminating in July 2023, during the **Marist Youth Festival**. Made up of representatives from the regions, the purpose of the Network is to serve the evangelisation of children, adolescents and young people, especially the poorest, by animating the **programmes, activities and strategies of Marist Youth Ministry** among the regions of the Institute. Following the appointment of the General Government, its specific objectives for the next three years will be:



- **Create spaces** for children, adolescents and young people to connect, collaborate and dialogue about their realities as a Global Family, generating links and deepening their Marist identity.
- Promote the **experience of spirituality**, with Jesus as an example, favouring the maturing of faith and the construction of the life project of our children, adolescents and young people.
- To encourage **practices of listening, participation and accompaniment** of the children, adolescents and young people,

- making our safe spaces and attentive to their needs, favouring their protagonism.
- **Offer training opportunities** for animators to share, learn and adopt ideas and practices relevant to the needs of the children, adolescents and young people they serve.
- Support and **accompany the needs of the MYM** in each region, creating connections with other networks of the Institute.

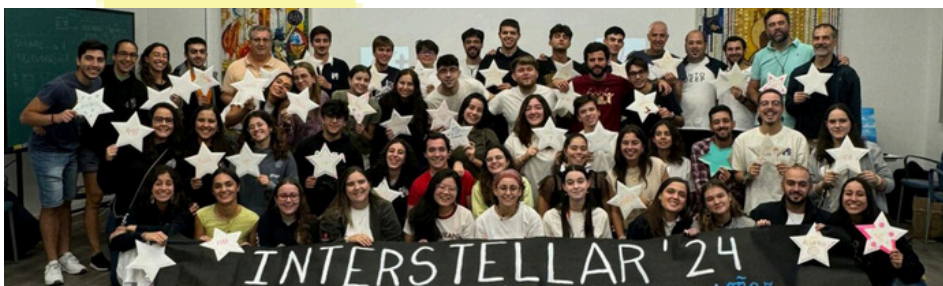


Among the next actions of the Network is the **Jubilee of Youth in July 2025**. For this celebration of the Church, a celebratory itinerary will be sent out with **proposals for local, provincial and regional meetings**, inspiring all Marist Units to become pilgrims of hope, as proposed by Pope Francis.

For those in Rome **between 28 July and 3 August**, a Marist Youth Meeting will be organised at the General House. More information will be sent to the provinces in the near future.

The Network does not build itself. It relies on **the minds, hands and hearts of many Marists of Champagnat** who believe in the vocation of young people. It is hoped that it can nurture the feeling of a Global Family, in which each reality, in its own way, points and walks towards the purpose of the Marist mission: To make Jesus Christ known and loved.

Marist Youth Global Network



“IT'S HAPPENING”

Don't miss all the news that is happening in Champagnat Global, the Marist global network of schools. This quarter was marked by the XXI International Week of Service in Solidarity and by the meeting of the Marist African Mission Commission which met in Malawi.

XXI International Week of Solidarity Service

From 26th to 30th August, I had the opportunity to visit **Argentina** for the XXI International Week of Solidarity Learning and Service together with more than 600 people, 90 of whom were Champagnat Marists from Mexico, Chile, Uruguay and Argentina itself.

This event was organised by CLAYSS (Centro Latinoamericano de Aprendizaje y Servicio Solidario) and during the week we **carried out various activities:**

- Monday 26 and Tuesday 27 September: 26 Marist educators from the Province of México Central visited different social works and Marist schools, with the aim of **sharing good practices and continuing to weave a network.**

- Wednesday 28 September: Meeting of people who carry out AYSS projects in Catholic institutions of higher education in the 5 continents. These institutions are grouped in the UNISERVITATE network. Meeting of the **Ibero-American Network of Solidarity Learning and Service**. VII Meeting of Solidarity Learning and Service in the Arts.



- Thursday 29 and Friday 30 September: 27th Congress on Solidarity Learning and Service at the Catholic University of Buenos Aires.



Solidarity Learning and Service (AYSS) is a transformative pedagogical approach that allows children, adolescents and young people to develop their knowledge and skills through community service practice.

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

Each of these spaces was marked by the joy of meeting and the **impetus given by shared hope and commitment**. AYSS is a way of managing educational processes by promoting three fundamental aspects of our Marist mission today: the continuous improvement of the quality of education and evangelisation, education in solidarity at different levels and the leading role of children and young people.

AYSS also has other major points of agreement with several points in our document 'Marist Educational Mission: In the Footsteps of Marcellin Champagnat': the **construction of Global Citizenship**, the use of methodologies that favour active participation, the desire that the education we offer be socially and culturally relevant in the long term,

promoting openness to the material and cultural needs of humanity, both locally and globally, involving our students in service actions that put them in contact with local situations of poverty, building an encounter, incorporating the Social Doctrine of the Church, etc.

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

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

Br. José Sánchez Bravo - Director of the Secretariat for Education and Evangelization



Marist African Mission Commission (AMC) meets in Malawi

From 7-12 November, the African Mission Commission (AMC) held its regular meeting in Malawi, bringing together **representatives from each administrative unit** to discuss, strategise and share ideas for advancing Marist mission throughout the African region.

The meeting highlighted the dedication of the Marist mission to uphold its values and commitments, particularly in education and evangelisation, in the midst of Africa's unique social and cultural landscape.



In attendance were representatives from each of the five Marist Provinces of Africa: Br Jumbe Francis from the Province of Southern Africa, Br Michel Longena from the Province of PACE, Br Roland Leonard Herinirina from the Province of Madagascar, Br Isaac Frimpong from the Province of West Africa, and Br Paul Angulu from the Province of Nigeria. Each of the participants had the opportunity to **present updates on their respective administrative units**, sharing both successes and challenges, and discussing ways to support each other in strengthening Marist initiatives.

Highlights from the Secretariat for Education and Evangelisation

Br Niño, Deputy Director of Marist Education and Evangelisation, joined the meeting to present the latest developments in the Secretariat. His presentation highlighted the role of the Secretariat in guiding and strengthening Marist education and evangelisation around the world, with special attention to the needs of Africa. He underlined the importance of the Marist International Mission Assembly and its seven key priorities, which serve as guiding pillars for Marist institutions around the world. He also highlighted the Marist Global Network, which connects Marist ministries, fostering a spirit of unity and collaboration on a global scale.

Key recommendations from FMSI

The director of the Fondazione Marista per la Solidarietà Internazionale (FMSI), Mr Andrea, provided valuable insights during the meeting. His presentation included an update on the Universal Periodic Review (UPR) submissions of several African countries and offered specific recommendations for upcoming provincial strategic plans. These recommendations focused on improving advocacy, children's rights and community development projects, underlining FMSI's commitment to the Marist mission and its role in improving vulnerable communities across Africa.

Strengthening Marist Mission in Africa

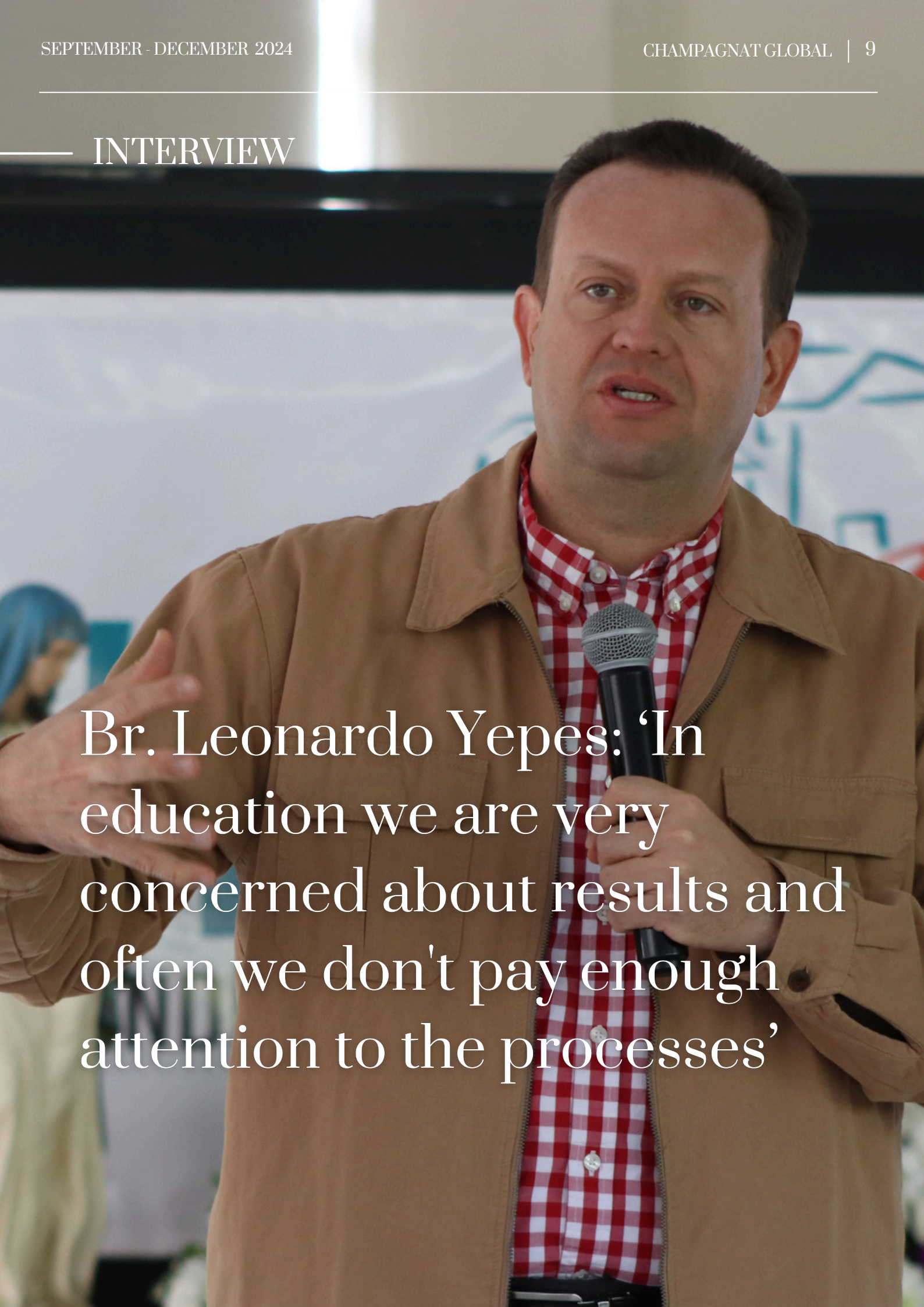
The AMC meeting in Malawi proved to be a pivotal moment for Marist mission in Africa, with members exploring ways of fostering community, resilience and servant leadership in Marist schools and programmes. Addressing regional challenges was a priority, and discussions revolved around solutions to support sustainable growth and greater impact of Marist initiatives.

The AMC members also visited Marist schools and the International Community near Lilongwe, where they witnessed first-hand the positive influence of Marist education in Malawi. These visits brought encouragement and solidarity to the brothers and partners, reminding them of the continued support of the wider Marist family. Encounters such as these foster a sense of unity and inspiration, strengthening the impact of the Marist mission throughout the region.

Br. Roland Léonard Herinina, FMS / Br. Paul Angulu, FMS



INTERVIEW

A man with short dark hair, wearing a tan jacket over a red and white checkered shirt, is speaking into a black microphone. He is gesturing with his right hand. The background is a blurred white wall with some blue and red elements.

Br. Leonardo Yepes: ‘In education we are very concerned about results and often we don't pay enough attention to the processes’

The Champagnat Global team had the opportunity to chat with Br. Leonardo Yepes, Provincial Councillor and Education Coordinator in Colombia.

What were your beginnings and trajectory in the Marist Institute like?

I came to know the Marist Brothers when I began to study in the sixth grade and I was 11 years old at the San Luis Gonzaga school in Ibagué in Colombia, which today is called Champagnat school. In this school I had the opportunity to get to know all the Marist spirituality and being in the tenth grade when I was 15 years old, one of the teachers invited me to be part of the pastoral movements, especially Friends on the Move. In this environment of the pastoral movements, I had the opportunity to meet young brothers, pastoral agents, people who worked for the good of this world. That is where my vocation as a brother was born and when I finished my baccalaureate I joined the Marist community. I did my postulancy in 1995 in the city of Manizales, then my novitiate, then my scholasticate as a young brother. I have been in various communities in Colombia, especially in the cities of Pasto, Manizales and Bogotá, working as an educator, as a person who tries to make this world a little better through the small and simple contributions that I can make as a person and as a brother.



Why is the importance of leadership today based on the training of children and young people?

We live in a world that has many problems, especially the exclusion of certain sectors of society. If you are not born into a world that has opportunities, you are practically condemned to live under conditions that are not humane.

Leadership in our children and young people wants to be precisely that, to empower them with good causes to transform this world, that we reach out and contribute to it, that we say that what we do as people can improve this reality; therefore, leadership is that each human being becomes aware of the world in which they are and can, from their situation and from their reality, improve and contribute so that this world changes.



We live in a world that has many problems, especially the exclusion of certain sectors of society, if you are not born into a world that has opportunities, you are practically condemned to live under conditions that are not humane’ - H. Leonardo Yepes, ‘We live in a world that has many problems, especially the exclusion of certain sectors of society. that are not human’ - Br. Leonardo Yepes

How can teachers influence and improve the education of their pupils?

The teacher is the centre of gravity of the educational act; if a teacher is aware of the work he is doing, if he is constantly training and contributing to the lives of these children and young people, he will certainly bear fruit in these children and young people who will later become adults, so that this society will be different. For this reason, the formation of teachers, the work they do, the constant accompaniment of their work is an option not only for the Marists but for the whole educational world.



How can teacher training be approached to improve educational outcomes for students?

In education we are very concerned with results and often do not pay enough attention to processes. The goal is the path. Teachers should be really concerned about the educational processes. Consequently, the results that are obtained will be good, so when we accompany the education of children and young people in the school world, we must ensure that the work that is done with them is a mediation, a dynamisation of all the potential that they bring. When this is properly accompanied, the results will certainly be optimal.



Why is globality and connection between Marist schools around the world important?

We live in a hyper-connected world, we must take advantage of the possibilities that technology, communications and all the systems that we currently have are using for the good of our Marist schools. The Marist mission is spread in many parts of the world, taking advantage of this richness that develops in so many places, in so many cultures, in so many countries, is fundamental; we must agree on everything that, being together, working in a network and working in connection, we can achieve only from there, feeling part of a body and of a global family.

What are the La Valla a L'Hermitage workshops about, who are they for and what is their added value?

In the year 2022, a group of brothers from Ecuador, Colombia and Venezuela got together and designed a training plan for our educators in Marist schools. We wanted to call this formation plan "From La Valla to the Hermitage, paths of Marist education", because we evoke the step that Marcellin Champagnat took from his house, where he started at La Valla, to the origins of the Institute, to the great house of the Hermitage, to walk along these paths, to walk beside the river Gier, to walk through these mountains and to arrive at the great work of the Hermitage allowed Marcellin to open his mind and to understand that his work was dedicated not only to the rural world and to his geographical sector, but to all the dioceses of the world.



How have these workshops been received in the Marist world and what is the evaluation of the participants?

In Ecuador as well as in Colombia and Venezuela, the response has been very good; all our teachers have participated in four workshops to date, and we still have two more to go, which will take place in the year 2025. They have taken on the Marist charism as part of their life and of course they develop it in their work and in their pedagogical practice. Moreover, the fact that it is the brothers who are the dynamisers of these workshops gives them a plus because they have the opportunity to meet other brothers who generally do not live in their cities or in their schools. Hearing their voices, listening to their approaches, encourages and vitalises the mission that he carries out.



What are the main problems facing educational institutions today?

Education is not oblivious to all the problems that we face in our world. We live in a world that is fragmented and exclusive. How can we respond to these situations? The school as such is a socialising entity par excellence. From there we can generate awareness and the formation of a human being who is capable of living in this world as a global citizen, a global citizen who responds precisely to these global problems. There are great challenges that we face today as educators: migration. The use of artificial intelligence. Understanding how the brain handles information, how it processes it and how we learn, and how do we connect properly with this world and how do you contribute? By being human so that other humans can achieve their goal, their personal fulfilment.



THE CORRESPONDENCE

VALENCIA
#COUNTSONME

Pablo José García Guerrero

How to write, in six or seven paragraphs, what has been happening in Valencia since the last days of October? Being direct and knowing that if you are going to continue reading this article it is because you want to know a direct testimony and not just what we have been receiving day after day in RRSS, which in some cases you no longer know if the message is more or less faithful to reality or has more intentions.

We can use all the adjectives we can think of that are synonymous with 'terrible', but if there is one idea that must be conveyed, it is that beyond the 15x7 centimetre screens that we have in our hands almost all day long, there is an environment that cannot be seen through them. Mud, destruction and despair do not fit on our mobiles. They can neither be smelled nor stepped on.

The testimony you are reading is from Algemesí, a municipality with more than 25,000 inhabitants, all of whom, without exception, have been affected by the DANA. Directly or through relatives, through their homes, their vehicles or their jobs. And like Algemesí, up to a total of 75 municipalities in which the situation is identical.

And what have we found ten days after the flooding? Streets that are still muddy and where you can't distinguish the pavement from the road. Furniture on the doorsteps of houses where water is still being drained away. Shops that you wonder whether they will be able to reopen or not and that are absolutely necessary for life, such as pharmacies or grocery shops. You encounter strong smells and slippery footsteps. You find people who have been sleeping in the municipal pavilion for days and spend the rest of the day, from dawn to dusk, cleaning their houses and those of their neighbours.

And what else do you find? Solidarity, gratitude. The volunteer comes to help and to give of himself, but

You also carry in your heart the illusion and hope of those who today only have each other, whose priorities and plans in life have changed in the blink of an eye. And you find yourself in the most absurd paradox of a volunteer: you go to bring illusion and hope and you return home more comforted than you have been able to give.

They do ask one very important thing of us: that we don't forget them. Life, today, changes very fast on the screens we mentioned at the beginning. What is fashionable today is no longer fashionable next week. Valencia will take months to begin to recover normality. Not all of it, but to begin to recover it. And the Valencians will also have to get on with their lives, their jobs, their studies (oh, how the kids are eager to go back to school now that they can't. How different from when they could go to school all the time, when they could go to school all the time). How different from when they could go every day). And volunteers will continue to be needed.

So, if you have read this far, THANK YOU: THANK YOU and stay with this last message: LET'S NOT FORGET THEM, winter is coming, Christmas is coming... let's not forget them and let's continue being supportive in any way we can.

I don't want to finish without mentioning the DANA Valencia Emergency Aid Centralisation team (Provincial Solidarity Team of Maristas Mediterránea) for the service they are providing. Ignacio, José Antonio, Brothers Chano and Javier Grajera and the rest of the team, I can't name them all, but they were there all day long with the best of smiles. Of course, in them it becomes real that the measure of love is to love without measure, given all that they have done so far.

IN THE SCHOOL

Internationalisation and socio-emotional learning: immersive experiences of students from Colegio Marista Medianeira (Brazil) in Buenos Aires

Internationalisation is increasingly fundamental in contemporary education. In August 2024, 2nd year Baccalaureate students from Colegio Marista Medianeira took part in an immersion trip to Buenos Aires, Argentina, where they were able to face the challenges and enjoy the benefits of communicating in a different language, as well as engaging with a new culture.



During the trip, the students visited the Colegio Marista Champagnat in Buenos Aires and interacted with other students and educators, which provided a rich cultural and linguistic exchange, especially in English. This experience broadened their cultural horizons and highlighted the importance of socio-emotional learning.

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



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

'The trip was a great cultural and linguistic immersion. It is very interesting to realise how important it is to speak other languages nowadays, and how it opens so many doors. In Buenos Aires, **we spoke Spanish, English and sometimes Portuguese.** But when we were talking to teenagers our age at Champagnat School, we only spoke English. Those who were there and didn't know how to speak English needed a little help to communicate. Another thing I noticed is that their accent is very different from ours, which makes things a bit difficult. But in the end, we always

We understood, because English is really a universal language, and just by knowing how to speak English, we managed to make friends there, and now we have international friends! In other words, knowing how to speak other languages provides new friendships, study opportunities and many other things. It was wonderful, a great feeling of independence to be able to manage on my own in another country because I know how to speak another language,' said student Laura Valentini.



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

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

As for the food, student Lucas Costi tells us a bit about what it was like: 'All the meals were very varied. I am used to a specific type of seasoning in our country,

but all the meals there, both dinners and lunches, are different, with elements of the local culture very much present. The biggest differences for me were the meats, which are very good and tender. I was also surprised by the number of pasta options in the restaurants, along with the sauces. Vegetables, fruits and greens were also present, such as juicy lettuces and very tasty tomatoes’.

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



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

For the school’s Principal, Cheila Milczarek, who accompanied the students on the trip, this was another moment of preparation for the world. ‘Hopefully there will be more experiences like this one, which will bring deep and meaningful learning to all students.

By facing linguistic and cultural challenges, they not only improved their communication skills, but also developed fundamental socio-emotional competences, such as empathy, autonomy and financial management’, she concluded.

Juceliane Faccioli - Internationalisation Advisor Marista Medianeira College

VIII Meeting of Marist Leaders 2024 in Peru: ‘Coexistence and leadership for a better world’

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, the 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 to 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 Br. Marlon Poicon’s presentation on ‘Marcellin Champagnat’s Leadership Principles and Young People’, which provided an inspiring framework for all in attendance.

Workshops were a fundamental part of the meeting, including 'Developing leadership skills', led by Lic.Álvaro Salazar; 'Improving school coexistence - Conflict management techniques', given by psychologist Rubén Arroyo; and 'Global citizenship and human rights', led by Dr. Carol Rodríguez.

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

The experiences of the participants 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 the environment in which they develop, and I must 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 gathering was not just an event on the calendar, but a true platform for transformation. Each student returned to their school with new learning 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.

Ytalo Orrego Reyes: Executive Secretary of Mission : Coordinator of the Formative Area : Community of Marist Animation of Peru (CAMP)

**Maristak 2024
Internship: Chilean
experience in Durango
(Spain)**

With the slogan 'Discovering new pedagogical routes', 18 teachers from the **Marist 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**, and then continued in the city of Barcelona until Wednesday 2 October.

The Chilean delegation is composed 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 Sectoral 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, presented 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.

*Joaquín Meli U. - Head of Communications
Santa María de los Andes Province*

Brazil's visit to Spain: the value of Marist hospitality

Colegio Marista Rosario (Brazil) visited **Colegio Chamberí** (Spain)

The visit to Colegio Champagnat de Chamberí (Madrid, Spain) was one of the most significant activities of the exchange programme. I can illustrate it with the following words of the students: 'We were well received at Colegio Aristos, but we felt even more welcomed at Colegio Champagnat de Chamberí', 'We recognised many similar characteristics to our school in their way of being, even though they speak a different language'.

I would like to highlight here the recognition by our group of the value of welcome, so characteristic of the Marists, which was very present in the way the school organised itself to receive us.

Before our visit, Rafael contacted the school to arrange a date and time for the visit. Shortly afterwards, the teacher Marta, who works with the music component, contacted us to organise the meeting, as, according to her, she is 'passionate about Brazilian culture and speaks Portuguese'. Based on her suggestions, we organised the activities.

We were welcomed by the pedagogical coordinator, the music teacher Marta and a group of pupils. As soon as we arrived, we noticed the similarities, which is very significant when you are in a foreign country.



There were exchanges about expressions of the different languages, similar words with very different meanings, which provoked a lot of **laughter and connection** between everyone. Music was also an instrument of exchange, even to discover the power and importance of Brazilian music in Spain.



It was a very interesting identification experience. The students left in high spirits, and it was even difficult for them to say goodbye, as they would like to continue this approach.

Recognising ourselves as part of this big Marist family was very special for all of us, and I am sure that we will carry this experience in our hearts forever.

Suzana Diemer - educational counsellor of Colegio Marista Rosario

Transforming experiences: innovation at Colegio Zorrilla (Uruguay)

In the second semester, at Colegio Zorrilla (Mdeo. Uruguay), we carried out the second edition of the year of the Exploration Laboratories in 3rd and 4th year of primary school.

This is an innovative experience that favours an active role of the student and interlevel learning. Some of the key elements that underpin the proposal are **problem solving and enquiry in the construction of learning**; cooperative work that promotes peer learning; self-knowledge and self-regulation that strengthen autonomy; metacognition processes; interest and motivation.

The children are offered five proposals that are designed around a dimension or area of knowledge, in dialogue with the curricular design; and they are given the opportunity to decide and choose, based on their interests, which one they will work on during five full days.

During these days, each teacher transforms the classroom, designing different simultaneous spaces with a pedagogical intention, using different materials and proposing challenges that invite them to explore, to dialogue and to do.

Each laboratory day has an **initial meeting in which previous ideas, expectations and hypotheses are gathered** and the available spaces are presented. Then comes the time for exploration, manipulation and exchange between peers. At the end, there is another meeting to bring the experience to a metacognitive close, to institutionalise ideas, to visualise conceptual progression, progress and pending aspects.



To close the cycle, on the one hand, a collective instance is generated in which boys and girls from each laboratory communicate and share with the rest of their classmates what the significant aspects of the process were: progression of ideas, trigger questions, ideas achieved, discoveries, products produced, etc. On the other hand, an evaluation proposal is presented within each laboratory, where evidence of the learning experience of each member is collected.

Based on this experience, the school transforms its times and spaces,

offering new scenarios that place students at the centre, giving them a leading role and connecting us with motivation, interest and motivation to learn.

Inés May - education referent - Cruz del Sur province, Ximena Alvariño - Director of Initial and Primary Education at Colegio Zorrilla and Ana Elena Gutiérrez - Deputy Director of Initial and Primary Education at Colegio Zorrilla.

Project Based Learning: pupils at San José del Parque School (Spain)



For years now, lecture classes in which students were limited to listening to the teacher and then studying, memorising and repeating in the exam have been replaced by active methodologies where the protagonist is the student, such as project-based learning (PBL).

Thanks to this project-based methodology, our students at **Colegio San José del Parque** (Madrid, Spain) participate in learning through curiosity and enquiry with the intention that the children do not memorise, but internalise the content.

In addition, we ensure that throughout their school years **they acquire important and necessary skills for their future**, such as teamwork, emotional management, public speaking, leadership and entrepreneurship.

We want them to feel an interest in their environment, to question the reasons for things and, with the help of adults, to become

able to discover it, understand it and explain it to their peers.



If we achieve this, the explanation of a concept among them, we ensure that they have understood it, that they have it firmly established and are able to transfer it to everyday life.

With this methodology we also facilitate the acquisition of transversal skills such as critical thinking, problem solving, persistence and care for the environment.

At San José del Parque we have been working on projects for years as part of our pedagogical innovation and the results have been extraordinary. We started in Infants and have continued in upper grades.

Our experience with this methodology is very positive and we have found that it favours the motivation of our students by involving them in the classroom and dealing with topics that are close to their reality and of interest to them.

How do we carry out PBL?

The projects last approximately six weeks. They begin with several motivational sessions on the topic to be worked on where the tutor establishes the cognitive bases of the project and encourages curiosity. The starting point is always the child's own knowledge and each student continues the investigation at home together with his or her family or in working groups.

Once they have done their research, they present and explain it to their friends with the help of their tutor. From infancy, a fundamental area of every child's development is language and communication. By presenting what they have researched and learnt in class, as well as reinforcing their knowledge, they are learning to speak in public and to present their ideas.

In this way, with the different lines of research during two or three weeks, the children expand their knowledge and vocabulary in a dynamic and natural way, favouring the integral development of our pupils.

Finally, they carry out a week of project closure with very special complementary activities all related to the centre of interest that we have worked on.

Ana Álvarez de Rementería - head of communication at San José del Parque School



In these videos, we show you some of the activities that 5 year old pupils have done to work on the five continents project in Primary School.



My School Project



Arts Project



Food project



5 continents

II Champagnat Global face-to-face meeting

The 2nd face-to-face meeting of Champagnat Global will take place in L'Hermitage (France) **from 7th to 11th March 2025**.

The meeting aims, in particular, to deepen the knowledge and commitment to Champagnat Global on the part of the Marist school principals who play a fundamental role in the promotion and involvement of the educational communities in the development of the Marist global network of schools.

The meeting is also intended to

- Celebrate our vocation as followers of Jesus in the way of Mary, in the footsteps of Marcellin Champagnat.
- To foster the experience of being a global family among the participants.
- To deepen the roots of the educational values of the Marist Mission.
- To share and collaborate in the response of the Marist school to the challenges that the future of the planet and of humanity present us with.



L'Hermitage 2025

A group of around 150 participants will be present, comprising representatives of the General Government, the Global Champagnat team and advisory committee, the education structures and teams of each administrative unit, especially school principals and representatives of the various mission networks of the Institute (universities, publishing houses, solidarity, voluntary service, Marist youth).

Logo and Motto

As a logo we wanted to unite the globality of the Marist educational work represented by the design of Champagnat Global,

with the image that identifies L'Hermitage and which, at this time of celebration of the bicentenary of its construction, has been the reason for gathering in the place that remains the rock on which our educational style is carved and the river that continues to be the source of life for our mission.

'Global Champagnat, a place where we all belong'. It is the motto with which the Marist global network of schools was born and it resonates with great relevance as we gather together, around our origins, as a global family, united around the same identity.



Marist College Ipanema

The **Marist College Ipanema** is located in the south of Brazil, in the city of Porto Alegre, on the shores of Lake Guaíba, the city's postcard.

In the physical space now occupied by the school, a few years ago there was the headquarters of the Marist Alumni Association of Porto Alegre. Over time, this organisation decided to give back to society a little of the integral education they had received, opting to open two schools in the city, one of them on the site of the association's headquarters. After 10 years of operation, the association redefined its priorities and decided to stop running schools. Thus, the Ir. José Otão School, managed by the Porto Alegre Alumni Association, became part of the Marist Network as Marista Ipanema School.

Marista Ipanema started in 2007 with approximately 40 teachers and 270 students. Today, the school has more than 1600 students in the different segments of basic education, from 2 to 18 years of age. More than 280 educators are involved in the mission on different fronts. Between 2019 and 2022, the infrastructure was restructured to make it more spacious, welcoming, pedagogically sound and reflective of the Marist approach.

In addition to regular classes, many workshops and extracurricular activities are offered. In the community, the school has a strong identity through its sporting, cultural, academic and pastoral activities. It also has a strong vocation for innovative projects, whether they are digitally connected or involve active and innovative methodologies.





One of the most important projects is internationalisation. It takes into account aspects of language teaching, curriculum revision and teacher training. However, it emphasises the development of global citizenship competences, able to think interculturally and act locally. One of the milestones of this project has been the International Fair ‘Marists around the World’.

This project brings together experiences, debates and constructions with the aim of broadening the cultural horizons of the educational community. The novelty of the 2025 edition of the International Fair is a special invitation for young Marists from any region of the world to join us in an exchange of Marist student leaders, living, learning and strengthening the mission of Father Champagnat. You and your community are invited now!

Marist College Ipanema manages to integrate the innovation of a young school and a distinct physical space, with the tradition and commitment to educate well, the legacy of our founder.



Check the information of the International Fair of Ipanema [HERE](#)

BRAZIL

FERNANDO DEGRANDIS,
VICE-PRINCIPAL FOR EDUCATION
MARIST COLLEGE IPANEMA

A place where we all belong



CHAMPAGNAT GLOBAL

+34 638 208 497

champagnatglobal@fms.it

www.champagnatglobal.com

