

CHAMPAGNAT GLOBAL

l'Heritage 2025



SUMMARY

II MEETING OF CHAMPAGNAT GLOBAL

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INTRODUCTION

One of the main objectives of the 2nd Global Champagnat Meeting, held at the Hermitage from 7 to 11 March 2025, was to continue the collaborative development of the Global Champagnat itinerary. The aim is to ensure that the contributions of all participants are considered when designing the strategy and roadmap for the period 2026-2029.

To achieve this objective, a **four-stage structured work process was established**. Results are included in this document.



In the first instance, the aim was to integrate the participants and share the opportunities that **participation in the Marist Network of Schools**: Champagnat Global has provided so far, as well as the reasons that have limited the involvement of some members.

The second moment focused on reflecting on our identity in the light of the identity framework provided by the document, “**Following in the Footsteps of Marcellin Champagnat - Marist Educational Mission**”, and the guidelines that emerged from the **MIMAIII Mission Assembly**. In this sense, each Marist region identified the five priorities to be promoted in the Marist School.

The third moment, accompanied by experts, focused on **analysing the challenges facing the current school world and the demands this imposes on Marist Schools**, as well as the type of leadership needed in these new circumstances.

The fourth and final point of discussion focused on Champagnat Global. It was crucial to **evaluate how the network has strengthened our initiatives**, to review the progress of the current **roadmap in order to continue learning** and, above all, to **identify the key aspects to be considered in the future**, listening to the **aspirations** of the recipients so that the network responds to real and urgent needs.

OPPORTUNITIES THAT CHAMPAGNAT GLOBAL HAS ENABLED

The highlights of the opportunities offered by Champagnat Global according to the participants of the 2nd Champagnat Global meeting, are:

Global awareness of the Marist family: The network has strengthened the sense of belonging to the global Marist family and has facilitated the expansion of the global vision of the Marist reality, contributing to the understanding of different contexts and challenges and to the broadening of perspectives by connecting members from different parts of the world.

Strengthening the Marist brand: Champagnat Global has helped to strengthen the identity of the Marist family internationally, broadening its impact on education and global communities.

A sense of integration: The Champagnat Global network makes it feel that not only the brothers but all Champagnat Marists are an active part of this community. This strengthens the sense of belonging and recognition. Being involved in the network increases personal commitment to the Marist charism, which reinforces the sense of mission and purpose within the community.

Enriching the educational experience, facilitating both virtual and face-to-face international exchanges and promoting intercultural connection and mutual learning through online encounters and joint projects between students and educators.

Collaboration and training of teachers and access to valuable educational resources by fostering continuous professional development through training and the exchange of best practices among teachers and the promotion of educational innovation.

Connecting Marist people and teams: The network encourages identification and contact between a large number of people and teams linked to the Marist movement, fostering collaboration and creating a more united community.

Visibility of projects: It has given the opportunity to publicize significant projects, such as the Global Citizenship course, and various interesting groups in Agora.

Smooth and agile collaboration: Champagnat Global has enabled a less bureaucratic and more agile implementation of projects.



In short, Champagnat Global represents an invaluable opportunity for **learning, collaboration and the strengthening** of the global Marist educational community.

HURDLES FOR GOOD PARTICIPATION IN THE NETWORK

The most frequent barriers to participation in Champagnat Global reported by the participants in the 2nd Champagnat Global meeting are:

Time and work overload: Daily routine, multiple responsibilities and constant workload limit the time available to engage in networking.

Lack of dissemination and communication: Information about the network does not always reach those involved in a clear and timely manner, which prevents them from taking advantage of the opportunities made available.

Logistical barriers: challenges related to time zones, cultural differences, language barriers, make global participation difficult.

Access to resources and tools: In some places, teachers have limited access to the internet or other educational resources. This makes it difficult for them to participate. Lack of motivation due to lack of understanding of the benefits of the network and the fact that the network is not perceived as a useful tool.

Perception that the network adds more work: The network should offer more useful opportunities rather than generating additional work. Without a clear benefit and resources to facilitate the task, participation is seen as a burden.

Web design: The web platform is not optimal; its design and operation do not facilitate smooth user experience. Improving the interface and usability could help to engage more people. Lack of effective resources and functions: the Agora resource has not lived up to expectations, as it is seen as a poorly functional or insufficient tool.

Better integration of the network into the daily practice of schools is necessary for it to have a real and positive impact. Communication with the grassroots (teachers, parents, communities) needs to be improved, as in many cases the network does not reach the key people in the day-to-day life of schools. There is a need to better explain the processes and make the network more accessible to all members of the education community.

Confusion between structures: It is unclear how provinces, regions and networks are connected. This can lead to duplication of processes and lack of alignment between different agencies.

Lack of anticipation. Activities are not introduced sufficiently in advance, which complicates planning and the integration of activities into school agendas.

CONTENTS FOUND IN THE DOCUMENTS, MARIST EDUCATIONAL MISSION AND MIMA III THAT NEED TO BE PROMOTED IN THE SCHOOLS IN YOUR REGION AT THIS POINT IN TIME

OCEANIA



- **Educational innovation and academic excellence.** Commitment to educational excellence, guaranteeing high academic standards.
- **Student safety and well-being.** Strengthen safeguarding and protection protocols, ensuring safe environments for all students.
- **Spirituality and community.** Quality religious formation across all portfolios and ministries, staff, students, families and school boards.
- **Social commitment and justice.** Promote social responsibility, fostering personal and community solidarity with special attention to *laudato si*.



ASIA



- **Evangelisation and training in values.** Focus on cultivating spirituality and values among students, teachers, staff and school leaders. Promote formative education for its important role in evangelisation, forming whole people and fostering general well-being.
- **Leadership and community.** Focus on the development of Marist leadership (servant and prophetic leadership) at all levels of communities and schools (e.g. administrators, faculty, staff and students,). At the regional level, create opportunities for leadership training, mentoring and participatory governance structures that promote shared commitment to service.
- **Ecology and sustainability.** Focus on promoting green projects and initiatives at both school and regional level. Ensure that regional strategies are adapted to local needs and tailor green initiatives to the unique contexts of different schools or communities for successful and sustainable implementation.

- **Education and technology.** Focus on the strategic integration of technology in education to achieve educational goals and promote sustainability and social justice, harnessing it as an enabler for better learning and positive social and environmental change.
- **Fostering family relationships and well-being.** Focus on promoting healthy family relationships to ensure the safety and overall well-being of pupils (children and young people), teachers, staff and school administrators. Promote strong family-school links, identify sources of mental health problems (including lack of spiritual support, prevalence of dysfunctional families and excessive screen time), form support groups and strengthen religious education, after-school and sports programmes in schools.



AFRICA



- **Quality education and professional development.** To offer a holistic education that incorporates knowledge, skills and values, rooted in faith and cultural ethos. Continuous professional growth for teachers and brothers through training and qualifications to ensure high educational standards.
- **Student safety and welfare.** Prioritise a safe and inclusive environment with child protection policies, preventive discipline and holistic learning. Physical and emotional safety for students and families, fostering trust and engagement through active parental involvement and youth wellness initiatives.
- **Accompaniment and spiritual formation.** It focuses on fostering spirituality through counselling, open dialogue and moral education. It fosters love, empathy, ethical growth and a supportive environment in which students feel spiritually connected and morally grounded.
- **Collaboration with the family and the community.** Strengthening ties with families and local communities through scholarships, social projects and collaborative events. Ensure affordability for staff members' children, maintain relationships with traditional and local authorities, and promote collective responsibility for student development.

- **Values-based leadership and empowerment.** Cultivate identity ownership and leadership through programmes such as prefect systems and youth ministry (MYM). Empower students and staff through inclusive decision-making and civic engagement opportunities.



EUROPE



- **Marist and identity.** Agents of Marist mission, with youth ministry very much in mind.
- **Educational innovation and Artificial Intelligence.** Defining together and agreeing on what we mean by what we offer.
- **Mental health** and participation of students, teachers and families.
- **Inclusion.** It has been mentioned that training should be well differentiated, organised according to the target group. Taking into account the need to continue working on children's rights.



AMERICA SOUTH



- **Educational Innovation, Technology and Digital Citizenship.** Encourage innovative educational methods that integrate technology in an ethical and responsible way, promoting digital citizenship among students.
- **Well-being and Mental Health.** Prioritise initiatives that promote the holistic well-being and mental health of students and educators, creating safe and welcoming school environments.
- **Integral Ecology and Social Commitment.** Encourage environmental awareness and social commitment, preparing young people to become agents of change in their communities.
- **Leadership, Vocation and Training.** Develop programmes that stimulate leadership and vocational discovery among students, as well as invest in continuous training for educators.
- **Networking and Collaboration.** Strengthening collaboration between schools and communities, promoting networking as a strategy to address common challenges and share good practices.

NORTHERN ARCH



- **Educational innovation. Implementation of innovative programmes in teaching and learning. Technological culture:** Responsible use of artificial intelligence and ICT in education.
- **Protection, well-being and mental health. Safe spaces and child protection:** Creating safe environments for children and youth. Comprehensive care: Developing mental health and emotional well-being strategies for students and teachers. Diversity and inclusion: Ensuring that all educational communities are spaces of respect and integration. Family support: Strengthening links with families for harmonious growth.
- **Sustainability and social responsibility.** Ecological awareness and implementation of programmes that promote respect and care for the environment. Social impact projects: Initiatives that promote justice and equity in communities. Care for the common home: Concrete actions to reduce the environmental impact of institutions. Sustainable education: Incorporation of sustainability in curricula. Linking with society: Promoting alliances with organisations that share Marist values in the protection of the planet and human development.
- **Leadership training. Youth leadership:** Empowering student leadership in decision-making. **Teacher training:** Continuous training of educators to face current challenges. **Networking and linking:** Connecting with alumni and other Marist communities to share learning. **Management development:** Preparing school leaders with strategic vision and educational commitment. **Participation and collaborative work:** Implementation of spaces for cooperation and dialogue in the educational community.

WHAT ARE THE FIVE KEY CHALLENGES YOU THINK MARIST SCHOOLS FACE?

The **key challenges facing the Marist School**, according to the contributions of the members of the international groups, can be grouped into several key areas including **economics, pedagogy, Marist identity and adaptation to change**. The following is a summary of the main challenges mentioned:



- **Sustainability:** Ensure sustainability from both a charismatic and economic point of view, ensuring the viability of schools and their ability to transform in the long term.
- **Educational innovation and technology:** The need to connect Marist education with modern technological tools without losing the holistic approach and the fundamental values of Marist integral education.
- **Visionary leadership:** Need for clear and visionary leadership to guide change, ensuring that transformations are implemented effectively and in a timely manner.
- **Inclusive educational transformation:** Working to make the school inclusive, responsive to the needs of all students, and maintaining a growth mindset that builds on diversity.
- **Comprehensive care of the educational community:** The commitment to care for teachers, students and families, promoting the mental health and well-being of all members of the educational community.
- **Teacher training and support:** Invest in continuous training and support for teachers to ensure that they can lead the transformation process with the necessary commitment and tools.
- **Involving families:** The importance of strengthening the relationship with families, involving them in the process of educational transformation and in building a strong educational community.

- **Maintaining Marist values in a changing world:** The challenge of preserving Marist identity and values in an increasingly secularised and diverse environment. Ensuring that the education offered is not seen as a commodity, but as a true gift for life.
- **Diversity of regional contexts:** Marist schools face different challenges depending on their region, which calls for a strategy to move forward without leaving any community behind.



In short, the challenges include balancing Marist identity and values with the demands of modernity and diversity, ensuring sustainability and the well-being of the educational community while managing resources and change.

HOW TO LINK OUR CHARISMA TO THESE CHALLENGES?



Making the **Marist charism the central axis** guiding the educational challenges. We are an organization with a purpose and it is important that people are aligned with that purpose.

Keeping the Marist identity clear and crucially integrating it into all aspects of school life and ensuring that formation programs maintain the essence of Marist education.

Innovating and adapting to current times and promoting the integration of vulnerable students. Marist mottos must be lived authentically in daily practice, promoting holistic education.

Facilitating a **solid formation of Marist educational leaders that connects them to the educational mission** and evangelization. Decisions should reflect Marist values, being faithful to the mission and charism.

With a **pedagogy of presence** that is part of the teaching-learning process, allowing students to be the protagonists of their learning.

Encouraging greater commitment and evangelisation of parents and guardians, collaborating with them to strengthen their involvement in the educational mission.

Working **globally to share resources and programmes** that can benefit others.



WHAT ARE THE FIVE PRIORITY AREAS WHERE MANAGEMENT SHOULD FOCUS ITS LEADERSHIP IN THE EDUCATION COMMUNITY?

OCEANIA



- To drive improvement in **student performance**.
- To promote the improvement of **the training of students, teachers and leaders**.
- Mission **training at government** level.
- **Induction** processes to provide clarity on the **role and mission of a Marist leader**.
- Collaboratively develop **key accountability measures**.



ASIA



- **Transformative leadership:** Leaders must inspire and motivate teachers, parents and students, while promoting change that considers diverse backgrounds.
- **Identity formation:** education should help students and the community to remain rooted in their identity, particularly in the Marist tradition.
- **Collaborative leadership:** leadership should not be top-down, but clearly understood, encouraging commitment rather than mere compliance.
- **Relevance and innovation:** Leaders must look beyond innovation and focus on making education relevant to real-world needs.
- **Presence and engagement:** strengthening the pedagogy of presence ensures that education responds to the needs of society rather than isolating itself.



AFRICA



- **Integration of technology** in the teaching and learning process.
- **Continuous training** of human resources.
- Strengthening stakeholder **participation**.
- **Values-based leadership:** staff and students.
- Strengthening **financial sustainability**.

EUROPE



- **Caring for people** (teams that work and get involved)
- To ensure the **viability and vitality of our works**, with Marist mission agents accompanying students and families.
- Adjusting **educational innovation** to the use of tools that scientifically speak of what they can contribute and start from the exit-profile of the students.
- Developing a clear narrative of what kind of change we want to bring about, where **we are going and what steps we need to take**.
- **Building bridges**: this is a great challenge for management teams, and for principals today.



AMERICA SOUTH



- Network management.
- Strategic thinking.
- Care for people.
- Spirituality of identity.
- Curriculum.



NORTH ARC



- Educational, technological and pedagogical innovation
- Accompaniment and holistic wellbeing
- Governance and co-responsibility
- Student's graduation profile
- Training



WHAT LEADERSHIP STYLE WILL YOU NEED TO NURTURE AND DEVELOP IN ORDER TO MOVE FORWARD AND RESPOND TO THE IDENTIFIED CHALLENGES?



OCEANIA



- **Faith-filled** people who are thoughtful and pious.
- **Witness-leaders** who are empathetic and relational.
- **Instructional-ducational leader:** must be an excellent educator.
- **Strategic leaders:** clear vision and direction.
- **Community leader** who can engage parents and families.



ASIA



- Leading by example (witnessing to the desired values and behaviors)
- Being authentic (being genuine, ethical and putting the welfare of others first)
- Active listening (interacting with others with empathy and understanding)
- Visionary leadership: having a clear direction for the future of the organization.
- Guiding people towards a common goal: ensuring collective alignment and progress.
- Imagining the future
- Challenging systems and structures

AFRICA



The pedagogy of presence ensures that education responds to the needs of society rather than isolating itself.



- Transformational leadership style: **inspire and motivate**

EUROPE



- **Participatory leadership:** it is essential to involve students, teachers and families
- A leadership that **looks beyond**, listening to the present and to those it accompanies.
- **A leadership that trusts** (knows how to delegate), that generates trust, works with generosity, provides autonomy, evaluates and appreciates the work done.
- **A servant leader, prophetic, qualified** and HAPPY to know that he/she is doing what God wants of him, of her.
- **Leadership that addresses the need to detect new leaders**, train them and accompany them.

AMERICA SOUTH



- Vision for the future.
- Data-driven performance.
- Empathy.
- Identity and charism

NORTH ARC



- Collaborative
- Democratic
- Transformational
- Inspiring
- Helpful

HOW HAS THE NETWORK STRENGTHENED US?

The following is a summary of the key points of how the network has impacted the Marist school community, highlighting the following strengths:



- It has generated a greater **awareness of belonging to a Marist "global family"**, which has allowed for a broader vision and **strengthened Marist identity**, both locally and globally. The network has helped to "break down walls" and has reinforced the idea of a global community, with a greater awareness that all members of the network, regardless of their location, belong to a united Marist family.
- The network has strengthened us by offering **flexibility to share globally, opening up opportunities and making common projects visible** through its logo, website and map... It has allowed us to adopt a global and broad vision, highlighting the importance of interconnectivity and synergies between members. As a result of the network there have been **new regional networking** in different areas.
- The network **has promoted the exchange of experiences** between schools, which has enriched the members of the network. Initiatives such as exchanges between students from different countries have been very positive. It has enabled schools to **share local initiatives at a global level and has facilitated intercultural collaboration**.

Although the Champagnat Global network has made significant progress, such as strengthening the global Marist identity and promoting international exchanges, it still faces challenges related to visibility, participation and optimization of available tools. A more coordinated and dynamic approach is needed to maximize its potential. Although a great achievement, the implementation of these ideas needs more time and resources to be consolidated as an efficient and accessible tool for all members of the educational community.

DO YOU THINK THAT THE RESULTS PROPOSED IN MEXICO FOR THE 2023-25 ROADMAP HAVE BEEN ACHIEVED? WHY?

The analysis of the implementation of the 2023-25 Mexico roadmap shows **limited progress** in several key aspects of the Champagnat Global network.

Awareness of and participation of in the network: The network is known, but **school participation is low**, mainly due to lack of time, lack of knowledge and poor communication. Although some educators have access, the impact remains low. There is a need for **an improved dissemination strategy** and more effective follow-up to ensure greater involvement.



How Agora works: Agora, the sharing and development platform, works, but it is not efficient to use. Although it is well known, some users find it difficult to access or use. The courses available are good, but the groups are not optimised and the platform lacks an animating structure to encourage active use and collaboration.

Visible impact of projects: Although some projects with limited results are mentioned, such as Global Champagnat Week, there are no projects with significant or visible impact on a large scale. There is a lack of clarity on the direction of projects and how they are coordinated at global and regional levels.

Organisational and animation structure: There is a basic organizational structure linked to the Secretariat for Education and Evangelization, but at regional and provincial level it is weak. The network needs more active animation to facilitate communication and professional development, especially on how to use the platform and contribute to projects.



In summary, although some progress has been made, the proposed results have not been fully achieved. **The network needs improvement in communication, active participation of schools and optimization of the Agora platform**, as well as a clearer focus for projects and a **more effective animation structure**.

ASPECTS TO CONSIDER FOR THE FUTURE?

The future of Champagnat Global must focus on **interconnected and structured planning between networks, regions and provinces, ensuring efficient governance and effective collaboration.**

It is essential to **clearly define the objectives**, the priority lines of work, and to **create synergies to optimize resources**. In addition, it is **proposed to strengthen the structure of the network**, to generate a greater connection between educators, young people and managers around the world, and to design strategies to lead a significant educational transformation.



To improve participation in the network, it is suggested to create **easy-to-access and user-friendly platforms**, with an emphasis on digital inclusion and technological integration.

In terms of **communication**, a **strategy is proposed that facilitates the connection between schools**, promotes the **dissemination of Champagnat Global's actions**, and enables collaboration and the sharing of experiences. The creation of thematic groups, the offer of professional development courses and the use of accessible digital tools are some of the key ideas.

Challenges such as the **lack of technological resources in some regions and work overload for teachers** are also highlighted.

Ongoing training, policy alignment and the definition of clear goals are also crucial to ensure the relevance of global initiatives and the sustainability of the network.



In conclusion, the success of Champagnat Global depends on a **clear vision, effective communication**, adequate training for educators and **the creation of easily accessible platforms** that foster global collaboration, while taking into account the diversity of contexts and needs in the network. To address this, a **governance structure with representatives from each region is proposed**, allowing for a more equitable distribution of resources and support. It is also recommended to ensure accessibility and sustainability, adapt to the local realities of each school and offering alternatives for those who do not have access to advanced technology.

MAIN ASPIRATIONS (DESIRED OUTCOMES) FOR THE NETWORK IN THE NEXT ROADMAP 2026-2029?

The **desired outcomes** for the Global Champagnat Network in the next roadmap (2026-2029) focus on several key areas that seek to **strengthen the global and regional identity** of the Marist network, **improve collaboration** and **increase the participation of all members**. The main desired outcomes are highlighted below:

Strengthening Marist Identity: Commitment to Marist values is fundamental, ensuring that actions and projects are aligned with the identity of the institution.



Facilitation of Collaboration and Training: Promote the exchange of experiences and training resources between provinces. Through interprovincial events and meetings, raise awareness of this network resource among educational communities.

Platform development: Improve the digital platform by optimising the website with a platform that is intuitive and accessible to all, increasing the participation of members. At the same time, to unify the use of the platform in all Marist educational centres and ensure the active participation of all those involved.

Organizational Structure and Sustainability: The future of the network must include a clearer organizational structure, with delegates per by region to promote dialogue and alignment of local needs with global objectives.

Ensure the **financial sustainability** of the network through sponsorship and institutional support.

Social Inclusion and Equity: The network should act as a tool for social inclusion, promoting equal access to resources and ensuring that all members operate at the same level.

Leadership and Formation of Future Leaders: Emphasize the formation of Marist leaders through an inter-provincial partnership focused on staff development and leadership succession, ensuring that the future of the Marist network and schools is guaranteed with leaders committed to the Marist mission.

Action on Children's Rights: In line with Marist values, it is recommended that emphasis be placed on the protection and empowerment of children's rights, using the network to promote local initiatives to ensure their well-being.



Conclusion: The **roadmap 2026-2029** is oriented towards a more **inclusive, structured and sustainable Champagnat Global network aligned with Marist values, fostering collaboration, sharing of experiences and ongoing formation**, to strengthen the educational and spiritual mission globally.

HOW CAN WE ENGAGE IN STRENGTHENING CHAMPAGNAT GLOBAL AT THE REGIONAL LEVEL?



NORTHERN ARCH

- Work with Champagnat Global as a tool to **promote the culture of encounter**, rather than as an obligation.
- Use Champagnat Global as a **training platform**.
- Use it as a platform to **promote regionality** without losing globality.
- To encourage **networking between schools** in the region and to be a tool to give it **visibility**.
- Use the platform to reflect what is being done in the region.
- Generate **interactions between educational centres** in the region.



AMERICA SOUTH

- Propose that the Network of Schools of the South America Region act as a link responsible for animating, empowering and **connecting the Region with Global Champagnat**.
- **Articulate the possibilities and opportunities of Champagnat Global** with the Strategic Plans of the Region and the Provinces.



AFRICA

- **Creating awareness among Brothers, staff and students** through workshops, the Champagnat Global Map in our schools and other resources.
- Promote **collaboration between Provinces in the region** through leadership meetings and exchange visits (per school) to neighbouring countries.



EUROPE



ASIA



OCEANIA
(Star of the sea)

- Continue to **accompany the groups** that already exist on the web.
- This network is something strategic, **let's support it provincially and regionally.**
- **Accompany the commission for Erasmus +.** There are four representatives per province and there can be one from the district. It wants to be a meeting platform for networking.
- **For European groups,** for different dimensions of the mission, **make use of the tool.**
- **Educational slogan, link it with the Champagnat Network:** incorporate logo. Create a group where this topic is discussed on the web...
- Talk on this subject in a meeting with Eric (L'Hermitage) and H Bro. Román (Compostela, Ibérica y Mediterránea).
- **In all training courses,** expose participants to Champagnat Global.
- **Promote the Champagnat Global logo.** Include in educational slogan covers, documents and other elements.
- Raising **awareness and visibility.**
- **Share with the Marist Board of Education** and its member schools, sectors, Administrative Units the experience and information on Champagnat Global.
- **Ensure that** Champagnat Global is seamlessly **integrated into AUs' strategic plans** and schools' induction programs.
- Strengthen the local network and establish a **link with Champagnat Global.**
- Strategically raise the profile of Champagnat Global including the **provision of a physical map to each school.**
- Make **existing programmes/courses/presentations available** through the platform.
- Develop clear instructions with a short **video or instructional zoom.** Follow up with a user guide in English on one A4 page.
- Clarify the **use of the platform.**
- Use the platform to **develop collaboration between schools** in the Star of the Sea Province/Oceania Region.

CONCLUSIONS

Each of the participants in the meeting will surely have personal and enriching conclusions about the experience and its impact on their future plans. On the other hand, all the information compiled in this document will be of great value to those who have the responsibility of designing the roadmap for the coming years.

By way of synthesis and following the sequence of the meeting, the following conclusions stand out:



NETWORK

Champagnat Global has provided various opportunities, among them we can highlight:

Global awareness of the Marist family: Strengthening the sense of belonging and broadening the global vision of Marist reality, connecting members from all over the world.

Strengthening the Marist brand: Reinforcing the Marist identity at an international level, expanding its educational and social impact.

Sense of belonging: Promotes a sense of inclusion in the Marist community, increasing commitment to the Marist charism.

Educational enrichment: Facilitates international exchanges and mutual learning between students and educators.

Teacher collaboration and training: Encourages continuous professional development and educational innovation.

Connection between individuals and teams: Facilitates collaboration and strengthens the global Marist community.

Visibility of projects: Gives visibility to significant initiatives and facilitates access to interest groups.

Agile collaboration: Allows projects to be implemented in an agile way and with less bureaucracy.

However, there **are also challenges and barriers** that limit the effectiveness of the network. Factors such as **lack of time, work overload, and logistical problems such as cultural differences and language barriers** make active participation difficult in some regions. In addition, the **lack of adequate dissemination and limited access to technological** resources prevent many members from taking full advantage of the opportunities that Champagnat Global offers.

MARIST

Although each region has identified elements of our identity that require greater momentum in their schools, there are common elements that must be considered when interacting and supporting each other globally in Champagnat Global. The most recurrent are:

Educational innovation: Both in terms of pedagogical methods and the integration of new technologies.

Wellbeing and mental health: With an emphasis on creating safe and healthy environments for students and staff, promoting holistic wellbeing and attention to mental health.

Leadership and leadership training: Promoting the development of leadership among students and educational staff, based on Marist values. There is also a strong emphasis on continuous training programmes for educators and the empowerment of young people in decision-making.

Ecology and sustainability: Fostering ecological awareness and the implementation of sustainable projects that protect the environment and promote environmental justice.

Spirituality and values: Emphasising the importance of fostering an integral formation that includes the spiritual and ethical aspect.

SCHOOLS

According to the participants' analysis, Marist schools face five key challenges:

Sustainability: This challenge encompasses both charismatic and economic sustainability. It is essential to ensure that Marist schools can sustain themselves in the long term, both in terms of financial resources and in coherence with their Marist identity and mission.

Educational innovation and technology: Integrating modern technological tools without losing the holistic approach of Marist education is a major challenge. Schools must adapt to the current context, incorporating innovations that foster learning without compromising the fundamental values and principles of Marist education.

Visionary leadership: Clear and visionary leadership is needed, capable of guiding the process of educational transformation, ensuring that transformations in schools are implemented effectively and in a timely manner, promoting change in the educational community.

Inclusive educational transformation: Marist schools must ensure that their educational provision is inclusive and responds to the diverse needs of students, without losing sight of the concept of diversity.

Comprehensive care of the educational community: This challenge advocates for the integral well-being of all members of the school community, including mental health and emotional well-being. Caring for students, teachers and families is crucial to maintaining a harmonious and quality school environment.

CHAMPAGNAT GLOBAL

The network's **main strengths** at this time are related to:



Strengthened Marist identity: The network has promoted a sense of global belonging and a broader vision of the Marist community.

Interconnection and collaboration: It has allowed for the flexibility to share resources globally, making common projects visible and facilitating intercultural exchanges and experiences between schools.

Greater global awareness: The network has broken down barriers and fostered a more united community, although participation still needs to improve.

The **current** challenges for the network are as follows:



Limited participation: The network is well known, but participation remains low due to lack of time, lack of knowledge and communication problems.

Agora platform: Although functional, the platform is not completely efficient and its use is not optimised. Existing groups and courses need improvement to be more collaborative.

Visibility of projects: Although some projects have been implemented, their impact is limited and coordination of these remains a weakness.

Weak organisational structure: The network lacks more active animation, especially in the regions, which affects participation and professional development.

Aspirations (Desired outcomes).
Future of the network (2026-2029):



Strengthening of the Marist identity: The aim is to ensure that all projects and actions are aligned with Marist values and principles. The Marist charism must be the guiding principle for meeting current challenges.

Improvements needed in the platform and communication: The lack of adequate dissemination and an insufficiently optimised platform make it difficult to take advantage of available resources. It is essential to improve usability and foster more effective communication to increase participation and the positive impact on the Marist educational community.

Clearer and more sustainable organizational structure: Greater clarity in the organization is required, with regional delegates managing and aligning local needs with global objectives.

Social inclusion and equity: Ensuring that all members have access to the necessary resources and tools, regardless of their context.

Leadership and continuous training: Prioritise the training of future leaders within the network to ensure sustainability and commitment to the Marist mission.



In short, the **success of Champagnat Global** in the coming years will depend on **strengthening the Marist identity, improving the structure of the network, optimising digital tools** and ensuring the **active participation of all regions**.

CHAMPAGNAT GLOBAL

