

CHAMPAGNAT GLOBAL

l'Hermitage 2025



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DAY 1: WE ARE A NETWORK

The 2nd Champagnat Global Meeting kicked off on Friday 7 March at the Hermitage (France). **Around 140 participants from all the world** had the opportunity to meet in one of the most special places for our Institution.

The Meeting has been prepared by **Br. José Sánchez Bravo** and **Br. Niño Mayor Pizarro**, directors of the Secretariat of Education and Evangelisation, as well as by **the team of Champagnat Global: Javier Llamas**, executive secretary of the network; **Luis Pérez**, digital volunteer and **Cristina Plaza**, head of communication and marketing.

The main aim of this meeting is to deepen the knowledge of and adherence to Champagnat Global on the part of the directors of Marist schools, who play a fundamental role in the promotion and involvement of educational communities in the development of the network.

It will also be very important to:

- Celebrate our vocation as followers of Jesus in the manner of Mary, following in the footsteps of Marcellin Champagnat.
- Fostering the experience of being a global family among the participants.
- Delving deeper into the roots that underpin the educational values of the Marist Mission.
- Sharing and collaborating in the Marist response of the school to the challenges facing the future of the planet and humanity.
- Continuing to develop the Champagnat Global itinerary collaboratively.

The community of brothers of Notre Dame de L'Hermitage welcomed the attendees, introducing each member residing in the house and offering a **warm welcome to 'Champagnat's house'**. In addition, Br. Gabriel Villa-Real, Provincial of the Hermitage, addressed a few words of welcome to the attendees. Next, Br. Ben Consigli, General Councillor, explained the **importance for schools of networking**, among other things. Finally, Br. Ernesto Sánchez, Superior General, addressed the attendees, emphasising the invitation of the Jubilee Year 2025 to 'be pilgrims of hope', as well as to '**look beyond**', and introduced the next General Chapter to be held in September in the Philippines: 'The Solidity of the Rock: from the New La Valla to the New Hermitage'. Brother Ernesto also explained some of the most relevant points that were presented at the **Synod of 2024** in which he took part.

The morning also focused on the **presentations by region** of each of the people attending the meeting as well as an explanation of some of the participants' **regional experiences** with Champagnat Global.

During the afternoon, the community of brothers residing at the Hermitage organised a **tour for the house**. Attendees had the opportunity to visit places such as Champagnat's room, the chapel where Marcellin's remains are kept and the museum dedicated to the founder.



DAY 2: WE ARE MARIST

The second day of the meeting was marked by a **visit to the Marist places** most emblematic of our Institution as well as by the work in international groups of participants where the priorities of each region have been shared based on the document *Marist Educational Mission: In the Footsteps of Champagnat*.

The participants had the opportunity to **get to know Rosey**, the village where Champagnat was born, to visit little Marcellin's room as well as the small and charming church that was built with Marist donations.

Another stop was **Marlhes**, where in the church there is a granite monument to Champagnat, stained glass windows made by the children and the font where Marcellin was baptised and where those present **renewed their baptismal vows**.

La Valla was another of the places visited by the participants, where they saw the famous La Valla table and other important parts of the house. There they experienced a very special moment singing to the Good Mother around the table.

The afternoon was marked by Danilo L. Farneda's lecture: *Contextualisation of the educational work and legacy of Marcellin Champagnat*. The speaker took us on a journey through the life of Marcellin and talked about some key points of his work.

The surprise came when Danilo himself managed to get Marcellin to come down from heaven so that he could be interviewed first hand and say a few words to those present.

The day ended with group work on the priorities of each region regarding the document *Marist Educational Mission: 'In the footsteps of Champagnat'*.





DAY 3: WE ARE SCHOOLS

The third day of the meeting was led by **Xavier Aragay and Jonquera Arnó**, president and director of Reimagine Education, an **educational transformation team** that, as their website states, dreams of 'a comprehensive and innovative education at the service of people'.

The morning began with a talk on the **challenges of education today**, highlighting issues such as the need to include Artificial Intelligence in schools, the current situation of school staff and the commitment to creating a clear and shared student exit profile.

The experts are committed to the idea of **changing perspective when it comes to teaching** and not just focusing on the transmission of knowledge but also on educating students.

Other highlights were the **connection with the charisma of the students** and the need to differentiate themselves from other projects, as well as the key elements for developing conscious leadership capable of inspiring and mobilising teams.

Participants also attended **Sunday Mass in the Hermitage Chapel**. Coordinated by the community of brothers in the house, they had the opportunity to share the mass with other regular parishioners.

In the afternoon Xavier and Jonquera continued the morning session focusing on the current **challenges facing the Marist school and the figure and role of the 21st century headteacher**.





DAY 4: WE ARE CHAMPAGNAT

The fourth day of the 2nd Champagnat Global Meeting was dedicated to **proposals and evaluations of the network**.

During the morning, participants met in **international groups** to evaluate the **roadmap 2023-2025 of Champagnat Global**.

They then attended **the talk by Ciara Beuster**, director of Educate Magis, the online platform that connects Jesuit schools around the world. Some of the points they discussed were the importance of networking and the **advantages and challenges** of doing so.

Ciara explained to the participants the whole trajectory of Educate Magis over the years, the different activities that schools carry out through it and the various features available on its website.

The afternoon was characterised by international group work where they dealt with **challenges, orientations and aspirations** that Champagnat Global should have for the next roadmap 2026-2029.

Summary of working groups:
[CLICK HERE](#)





DAY 5: WE ARE GLOBAL

During the morning, the participants had a session to work in international groups and make **commitments on a personal, provincial and regional level to Champagnat Global.**

These same commitments were taken to the chapel where the remains of Saint Marcellin Champagnat are located and placed on the altar as a **symbol of offering to him.**

This farewell ceremony, led by the brothers of the L'Hermitage community, included the **participation of Br. Ben Consigli, General Councillor, and Br. Ernesto Sánchez, Superior General**, who offered some emotional words of thanks and farewell.

All the participants were then given a **pitcher of water from the river Gier and some pieces of the rock of the Hermitage.** A symbolic gift from the community of brothers who live in the mother house.

And so we bring to a close the 2nd Global Champagnat Meeting.

All the material and information about the Meeting: [CLICK HERE](#)







END OF THE 2ND CHAMPAGNAT GLOBAL MEETING

‘One of the greatest gifts you can give a Marist is to go to the Hermitage.’ Perhaps this has been one of the most repeated phrases during these days. Almost 140 people from different parts of the world have put their agendas on hold for a few days to meet in our beloved mother house to connect, share and work.

The faces of the participants beaming with excitement were the centre of attention on the day they arrived. It didn't matter whether they had been before or were attending for the first time. From the reception area of the house you could see all those curious, excited glances as they took in every corner, the tiredness of the long journeys forgotten.

The Meeting was prepared by Brother José Sánchez Bravo and Brother Niño Mayor Pizarro, directors of the Secretariat of Education and Evangelisation, as well as by the Champagnat Global team: Javier Llamas, executive secretary of the network; Luis Pérez, digital volunteer and Cristina Plaza, head of communication and marketing.

The aim was to deepen the knowledge of and adherence to Champagnat Global on the part of the directors of the Marist schools, who play a fundamental role in the promotion and involvement of the educational communities in the development of the network.

Other objectives to be highlighted were also:

- Celebrating our vocation as followers of Jesus in the manner of Mary, following in the footsteps of Marcellin Champagnat.
- To foster the experience of being a global family among the participants.
- To deepen the roots that underlie the educational values of the Marist Mission.
- To share and collaborate in the Marist school's response to the challenges facing the future of the planet and of humanity.
- To continue collaboratively developing the Global Champagnat itinerary.

We started the 2nd Global Champagnat Meeting with the presentations of each of the participants, in this way, we were putting a face to the different works of the Marist mission throughout the world: South America, Arco Norte, Europe, Africa, Asia and Oceania. Brother Gabriel Villa-Real, Provincial of the Province of the Hermitage, offered a few words of welcome, as did the community of brothers currently residing at the mother house: 'You are in the house of Champagnat, you are at home'.

Brother Ben Consigli, General Councillor, emphasised some important aspects of Champagnat Global and we closed the session with the intervention of Brother Ernesto Sánchez, Superior General, who, in addition to inviting us to be 'pilgrims of hope', also called us to 'look beyond' as Champagnat would do.

All the Marist mission networks: RIMES, Publishing, Youth Ministry and Solidarity had representatives at the meeting as well as FMSI, the Marist Foundation created by the General Administration. So the participants had the opportunity to learn more about all of them.



Hand in hand with the brothers of the community, we travelled back 200 years, and not only through the models in the Champagnat museum. We listened to the Gier in Marcellin's room as we recalled some words from his spiritual testament: 'I hope it will be said of you, "See how the brothers love one another"'. We touched the very rock on which the first brothers set to work to build this marvellous place and we let ourselves be carried away by the melody of guitars and Marian songs.

We had the wonderful opportunity to get to know not only every part of this house but also all the Marist sites, again with the help of the brothers. We literally stepped on the origin of our beloved institution in Rosey, we renewed our baptismal vows in the same font where Marcellin was baptised and we touched his granite statue in Marllhes to give it

shape as wanted its sculptor. We sat at the table in La Valla, where some of the most important decisions of the Institution were made, and around it, we sang to the Buena Madre who had arrived from Mexico.

Music has been with us every day. Proof of this is to see Bro. Eladio with guitar in hand, as was Br. Miguel who also added the microphone, together with Br. Dem and, of course, accompanied by Br. Antonio with a half-moon tambourine and Br. Rafael with his drum, debuting with some great Marist songs such as 'Tú serás hoy Champagnat' or 'Buena Madre' while we all sang in chorus and some participants launched into a dance.

In the same vein, we were also able to enjoy some traditional dances and songs from Mexico and Brazil that the participants from those countries had prepared themselves. Moments that encouraged everyone else to learn more about other cultures, moments of sharing.

Once our experience of the most emblematic places was over, we had the opportunity to enjoy a talk given by Dr Danilo L. Farnela on the Contextualisation of the educational work and legacy of Marcellin de Champagnat. A conference full of surprises, so much so that Champagnat himself came down from heaven for a little while to answer some questions and say a few words to us.

It wasn't the only one. Xavier Aragay and Jonquera Arnó, president and director of Reimagine Education, dedicated one of the days to talking about the challenges of education today, the challenges of the Marist school and the figure of the director during the 21st century. These sessions highlighted the ideas of changing perspective when teaching as well as developing conscious leadership capable of inspiring and mobilising teams.

Ciara Beuster, director of Educate Magis (the online platform that connects Jesuit schools around the world) was also present at this meeting to discuss the importance of networking as well as its advantages and challenges.

Several hours were also spent working in regional and international groups on various topics such as the challenges, aspirations or aspects to be promoted in the network.



On Sunday we moved to the chapel where the remains of Marcellin are located to celebrate the Eucharist together with the regular parishioners. In the same place, we held the farewell ceremony. The regional coordinators presented to Champagnat their commitments to the network as a result of this meeting, and Br Ben and Br Ernesto said some emotional words of thanks and farewell. Then the participants were given a jar of water from the Gier and some pieces of rock from the Hermitage, symbolising the Marian spirituality of each one of us.

On behalf of the whole Champagnat Global team, we would like to thank Br Ernesto and Br Ben for their company, participation and contributions throughout the meeting. To our interpreters: Br Luis Sobrado, Br Toni Torrelles and Bruno Socher, for their effort and dedication throughout these days. To all the people in the house who have helped us so much with the logistics as well as with all the needs that arose, with special mention to Virgine and Florence. To the community of brothers at the Hermitage for preparing and organising all the ceremonies we have had, for showing us the Marist places with that affection and Marian commitment that characterises them so much and for making us feel at home. Finally, we would like to thank each and every one of the participants who have set aside time in their diaries to dedicate to us these days, because without you this meeting would not have been possible.

**WE CONTINUE TO BUILD A
GLOBAL FAMILY!**

CONTRIBUTIONS AND CONCLUSIONS



On its 200th anniversary, L'Hermitage hosted the second meeting of the Marist Global Network of Schools: Champagnat Global, with the participation of almost 150 education leaders from 40 countries.

The work carried out over these days will be the basis for continuing, in a collaborative way, to set the course of the network in the coming years.

We share and invite you to read the document that gathers the contributions of the different meetings held and that will be very useful when designing the roadmap for the period 2026-29.

In line with the Marist Educational Mission documents and the conclusions of the MIMAIII mission assembly, the Marist regions agree that there are emerging elements that should be promoted in our schools, such as:

- Educational innovation.
- Well-being and mental health.
- Leadership and leadership training and youth empowerment.
- Ecology and sustainability.

With regard to schools in general and the Marist school in particular, the participants identified a series of challenges, including:

- Sustainability, both charismatic and economic.
- Innovation and adaptation of education and technology, without compromising the fundamental values and principles of Marist education.
- Visionary leadership, ensuring effective transformations in a timely manner.
- Inclusive educational transformation, responding to diversity.
- Comprehensive care of the educational community: mental health and emotional well-being.

With regard to CHAMPAGNAT GLOBAL, there is agreement that the main strength generated by the network has been the promotion of a sense of global belonging and the strengthening of the Marist identity, but its success will depend on improving its structure, optimising digital tools and guaranteeing the active participation of all regions.

Champagnat Global: “A place where we all belong”



SPEAKER

CONTEXTUALISATION OF THE EDUCATIONAL WORK AND LEGACY OF CHAMPAGNAT

Danilo L. Farneda

He has a degree in Education Sciences from the University of the Republic of Uruguay and a doctorate in Education Sciences, specialising in Pastoral Theology and Catechetics, from the Salesian Pontifical University in Rome.

He has had a rich career as a teacher and director of educational centres in Argentina, Uruguay and Spain.

For the last 22 years he has worked with the congregation of the Sisters Hospitallers of the Sacred Heart of Jesus as coordinator of the service to attend to the spiritual and religious needs of people affected by mental illness.

He is a member of the Champagnat Movement of the Marist Family, integrated into the Marist fraternity 'Virgen de la Victoria', in Malaga, Spain.

Two years ago he made the promise as a MARIST LAY PERSON linked to the Mediterranean Province.



If you had to choose one Marist place in the area, which would it be and why?

What we have experienced in 'Champagnat Global - Hermitage 2025' has brought us into contact with the scenario of fundamental processes in the initial configuration of the Marist educational and evangelising charism. Rosey, La Valla, the Hermitage... continue to be emblematic spaces, living parables where we can rediscover the original lifeblood that continues to drive Marist thought and life. When it comes to choosing 'a place', I choose the Hermitage, because it was here that the founding journey developed most fully.

The rock and the river, the construction of the house in fraternal commitment, Marcellin's room, the 'Champagnat space' with its inexhaustible source of information and emotion, and the chapel, presided over by Mary, with the heart that housed the mission of the brothers and in which we Marists from all over the world now meet.

The golden urn bursts with the colours that filter through the stained glass windows and attracts our gaze. It contains the remains of Marcellin. It is charged with sacramental density, before which every Marist falls silent, contemplates, enters into intimate dialogue with that priest, a rough 19th-century mountaineer, who inspires his steps today.

What was the educational situation like in Champagnat's day and how did it influence him to found the Institution?

France was in a post-Revolutionary reconstruction phase. Profound changes were needed to guarantee a new social status, in a climate of progress and peace. For this dream to be possible, it was urgent to construct a new profile of citizen, who would not be a victim of the manipulation of tyrants. Political and social power, the nascent industrialisation, the Church all coincided, although with different emphases, in a fundamental resource to be restructured and generalised: popular schooling.

There was a lack of schools, a lack of good teachers and, above all, a lack of sufficient popular support to make it an effective tool in achieving the change that the leaders desired. The situation was unsustainable in the numerous villages and hamlets of the Central Highlands and Brittany.

What was the profile of the educator like then and what aspects did Champagnat want to change?

The teachers of the early 19th century were a faithful reflection of an impoverished and impoverishing context. The vast majority of teachers lacked the basic moral and professional conditions to educate. They barely managed to instruct and education was very utopian. As a child, Marcellin Champagnat experienced these deficiencies first-hand. In fact, he was made to leave school after his first day of class.

Once ordained as a priest, his experience at the school in Marlhes, the dreams of dedication shared with fellow seminarians committed to the founding of the Society of Mary, his pastoral experience in La Valla, confirmed with irresistible force his choice: We need competent and good educators! Marcellin, without having the means that 'human prudence' demands, set in motion the realisation of the commitment he had made to his companions in the Society of Mary: to found a new congregation of Little Brothers that would provide simple rural town councils with the quality of teaching, in its moral-religious and pedagogical dimension, that the De La Salle Brothers provided in the cities. (Brothers of the Christian Schools)

What was the teaching method of the Little Brothers of Mary?

During the founding stage, two methods were most widespread: the mutual method, born in England, whereby the teacher multiplied his task through monitors, and the simultaneous method, practised by the De La Salle Brothers in their schools, which required textbooks for each student. The first was chosen and defended as a political weapon by the liberal school of thought; the second by the conservatives. The political imprint that accompanied the practice of each method gave rise to a secular struggle between liberals and conservatives.

Champagnat, with his ideological freedom and ability to adapt to children from a rural environment, who were his favourites, took the middle ground and proposed the mixed method to his brothers. He implemented adaptive responses to the circumstances, opting decisively for a methodology anchored in reality, facilitating learning processes and centred on the evangelising core. We cannot forget that the re-Christianisation of France was the apostolic dream of the Church. Thus, for Marcellin, education and salvation went hand in hand. The ultimate purpose of the individual, their temporal and eternal fulfilment, guided the pedagogical and didactic vision developed in the schools of the Little Brothers of Mary. They overcame the equation 'schooling equals catechising', to decisively promote the education of the good Christian and the virtuous citizen.



What would Champagnat say to all the schools that currently form part of the Marist network throughout the world?

At the heart of the charism there are options that are timeless. They provide answers to the need for humanisation in all circumstances. A proposal based on the person and the message of Jesus of Nazareth. Champagnat continues today to call for educators who are good professionals and better people. Witnesses of a life guided by Gospel values.

Ethics and pedagogical-didactic training will make the Marist educator an efficient mediator in the processes of integral growth of the student body.

Today Marcellin continues to tell us: We need good educators, both male and female!

Faced with the challenge presented by the diversity of creeds, both in the recipients of the Marist educational mission and in educators, Marcellin invites us to a dialogue that integrates diversity without diluting our own identity.

At the heart of every Marist educational community there must be a core group of lay people and, as far as possible, brothers, who sustain this dialogue with diversity through lives that bear witness to the following of Jesus of Nazareth and walk the path of charismatic fidelity hand in hand with Mary, our Good Mother.

SPEAKERS

CHALLENGES IN EDUCATION

Xavier Aragay

He is well known as the founder and president of Reimagine Education. He has more than 45 years of experience in leadership and management of change and educational innovation in universities, schools and school networks.

He is the founder of the Universitat Oberta de Catalunya (UOC) and was its Managing Director from 1994 to 2005.

He was also the General Director of the Fundació Jesuïtes Educació (FJE) from 2009 to 2016, where he designed and led the educational transformation project Horizonte 2020.

He has published the book Reimagining Education: 21 Keys to Transforming the School (Paidós Educació).

Jonquera Arnó

She is the director of Reimagine Education, with more than 30 years' experience as an educator and facilitator in processes of personal growth and learning for educational teams and organisations.

She was a member of the team that led the HORIZON 2020 project, and co-author of the collection of nine notebooks 'Transforming Education' directed by Xavier Aragay, which captures the experience of transformation that took place in the eight Jesuit schools in Catalonia.





General assessment of the current state of the education system

In a world that is clearly moving towards disruption and change, the fundamental challenge for education is to learn to build educational futures that are different from the current ones and that allow us to move towards a more comprehensive education of the person, in which learning and human development are enhanced and integrated, in order to be prepared for the challenges of the future. It is not just a question of incorporating new tools or methodologies, but of redefining the purpose of education to enhance the growth of each person and their impact on society. To this end, it will be essential to establish a student exit profile that is known and promoted by the entire educational community.

Are new technologies important in the classroom and why?

Without a doubt, technology already mediates the process of teaching and learning for students, and with the emergence of generative Artificial Intelligence, this phenomenon is going to be accentuated. For this reason, it is essential to integrate educational models and technology in the promotion of innovation and transformation in our schools. AI is, above all, an opportunity to move towards a more personalised and flexible teaching and learning process.

Three challenges facing education today and how to address them

The fundamental challenge of primary, secondary and higher education is to profoundly transform the learning experience of students in order to achieve the desired learning outcomes, in accordance with the educational model of the institution. To make this change a reality, we are going to need a significant transformation of leadership and a new way of accompanying the people and teams in our centre.

What is the profile of the headteacher in the 21st century?

The headteacher of a 21st-century educational centre must have a conscious leadership, based on example and inspiring innovation and transformation of the institution to fulfil its educational mission, beyond the day-to-day problems and incidents. To do this, they must promote a human and cross-disciplinary profile for the institution's students, reimagine the educational model and direct all efforts towards its achievement, in an integrated and learning educational community.

Tell us a little about the methodology you have developed (RIEDUSIS)

In the years remaining until 2030, we are going to experience very significant changes in education, which will require us to follow a path of innovation and change. The team that I lead, which is called REIMAGINE EDUCATION, has created a methodology to support management teams on this path of change. This methodology guides, supports and orients these teams to make change happen.

Choose the two keys that you consider most important from your book: ‘Reimagining Education, 21 Keys to Transforming the School’

I think that the most important key that any manager who wants to transform education should take into account is TO GEAR UP. To gear up for a new journey that dreams of profoundly changing the school and the process of teaching and learning. This requires a new look at the institution, at the educational community, at the students and at the teams to lead and accompany this transformation.

How can we implement the practice of reflection in schools?

Schools are excessively focused on action and devote little time to reflective practice, and this is probably one of the major changes that we are going to have to bring about in the coming years. Seeking out spaces for reflection, debate, meta-understanding and reflective practice is fundamental to establishing a comprehensive education, and therefore it will be necessary to promote experiences in each centre that help us to bring this about.

What do you think the educational trend will be over the next few years?

We have identified seven educational trends that will mark the transformation of education in 2025:

- AI is being incorporated into educational institutions as a disruptive force of transformation that progressively affects both the teaching-learning and assessment process, as well as educational planning and management.
- Emphasis on life skills and competences (beyond soft skills), with a progressive focus on the transversal human profile of the student's output. These are fundamental for functioning in an uncertain and changing world.
- Progress in the coherent implementation of active methodologies in the teaching and learning process to give prominence to the students. Cooperative work and project work take on an essential role by integrating socio-emotional and cognitive dimensions for a more authentic and experiential education.
- A commitment to learning that incorporates interdisciplinarity and transdisciplinarity, combined with the resolution of complex challenges and problems in the environment. Problem solving and social innovation become the axes of the curriculum, preparing students to actively contribute to the transformation of the environment.
- The well-being of the educational community as a collective priority and fundamental pillar that ensures an educational environment and atmosphere at all times and in all spaces. Institutions are progressively adopting strategies of accompaniment, self-regulation and self-care to ensure safe, inclusive and motivating environments.
- Effective inclusion in activities, subjects and projects of approaches and topics related to sustainability. This translates into educational programmes that are increasingly sensitive to this collective issue.
- Boosting the digital skills of all members of the educational community to have competent people in this area.

For us, these trends are not just predictions, but key elements that should form part of our educational project or action plan to transform education. The fundamental problem is how we visualise where we want to be in, for example, five years' time and how we build our path to get there. And this is where we can help you with our experience and methodology of the path of transformation. The future of education is being built today.

SPEAKER

KEY POINTS IN THE DEVELOPMENT OF A SCHOOL NETWORK

Ciara Beuster

She studied with the Jesuits and maintained the connection with the institution through the youth organisations.

After completing a degree in Psychology and a Master's degree in Intercultural Education, Ciara joined the Educate Magis team in 2014.

Her first position at Educate Magis (the online platform that connects Jesuit schools around the world) was as community facilitator.

She later worked as Global Citizenship Coordinator for several years before taking on a new role as Associate Director of Global Community in 2022.

Ciara has worked, studied and lived in several countries, establishing strong intercultural relationships. As part of her work with EducateMagis, she has participated in international meetings in Europe, South America, North America and India.





Why is it important for schools to network?

Networking is important for schools for several reasons, as it can greatly enhance the learning environment and provide a variety of new opportunities and perspectives for students, teachers, and the broader school community. Here are a few of the reasons:

1. **Collaborative Learning**: Networking allows schools to connect with other educational institutions, fostering collaboration between students and teachers. This can lead to joint projects, and access to different teaching methods and perspectives which can enrich the educational experience.
2. **Access to Resources**: Networking enables schools to share educational resources, tools, and materials. This can be particularly beneficial for underfunded schools that may lack certain resources. Sharing knowledge and materials can also help teachers stay updated on the latest trends and technologies in education.
3. **Professional Development**: Teachers can benefit from networking with peers in other schools or districts. This helps them stay informed about new teaching strategies, curriculum developments, and educational technologies. Networking can also create opportunities for mentoring and collaboration among educators.
4. **Opportunities for Students**: Students benefit from networking by gaining access to other worldviews, cultures and religions. It helps students to broaden their horizons and understanding of the world as well as their responsibilities as global citizens.
5. **Innovation**: Through networking, schools can share innovative ideas and best practices, whether it's in the form of technology integration, curriculum design, or special education strategies. This can drive continuous improvement in the educational system.
6. **Increased Support**: Networking can bring in external support from educational foundations, universities, or nonprofit organizations that might offer grants, volunteer programs, or specialized programs. This support can make a significant difference in the quality of education provided.

Overall, networking fosters collaboration, supports growth, and enhances the educational experience for both students and staff.

Three values that are essential when forming a network

I would say three of the most important values when forming a network are patience, perseverance and respect. Let me elaborate.. sometimes forming a network and beginning to network take time. At times, it can be easier to do things alone. But I think in order to enjoy a richer and deeper experience it is better to do things together. As my favourite African proverb says – “If you want to go fast, go alone. If you want to go far, go together”. Therefore, I think patience is important. In the similar vein, I think perseverance is important. If things don’t seem to work the first time, don’t give up! And I think, when working with others, respect is always important. Respect others’ opinions and ways of working, even if they are different to yours.

What is the biggest challenge in networking, and how can we overcome it?

I think some of the biggest challenges in networking across different countries and continents are to do with languages and time-zones. Thankfully, we have more and more technologies (for example translation tools and international meeting scheduling tools) to help with this. The other challenge is a change in mindset. However, I think once people see and feel the benefits of networking, their mindset becomes more open towards it.

What are the advantages for a Marist teacher to join a network of schools?

There are many advantages for a Marist teacher to join a network of schools, but I think perhaps the most significant ones are in relation to the global aspect of the network. Having schools in so many countries across the world opens up incredible opportunities both for teachers and students.

What do you consider to be the keys to the development of a school network?

I think it is important to have people who are passionate about networking, who have a vision and who understand the challenges and opportunities and find ways to encourage, motivate and support everyone involved in the process. After this I think it is important to invest time and resources into the development and to be patient with the process and celebrate the successes along the way!

TESTIMONIALS



AFRICA

'This meeting has been really good and wonderful for connecting with people from different regions and learning how Champagnat Global can benefit all of us'.

Br. Isaac Frimpong, West Africa

AMÉRICA SUR

'As well as allowing us to immerse ourselves in the origins of the Institute and in a deep connection with the Marist charism at the Hermitage and in sacred places, this moment favoured the meeting with schools from all over the world, revealing the infinite possibilities of connecting this global network even more to continue Champagnat's dream'.

Caroline Costa, Brasil Centro-Sul

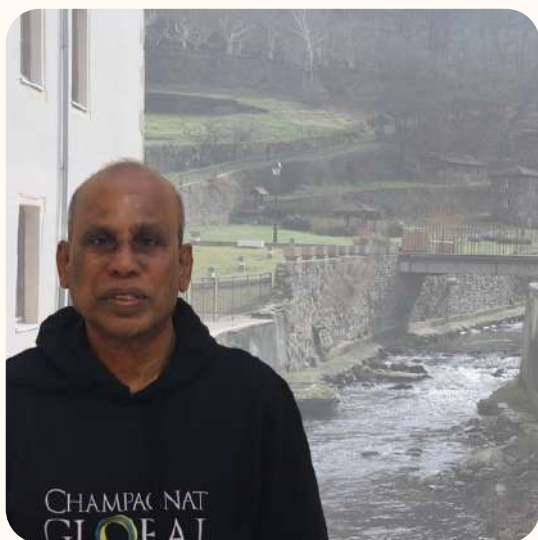


ARCO NORTE

'It has been exciting to see how Champagnat Global is born and grows strong. After several years of work, 140 educators from all over the world are dreaming, building together and looking ahead to the future as Marist educators. I am happy to see how our project points to the future of vitality, of life, of mission and of the Marist charism throughout the world'.

Br. Carlos Alberto Rojas, Norandina





ASIA

'I would describe the 2nd Champagnat Global Meeting as very inspiring, encouraging and motivating'.

Br. Michael de Wass, Distrito Marista de Asia

EUROPE

'The Meeting has served to create an image of a Global Family, of a special link to a specific charisma and also marks a route of brotherhood and fraternisation at different levels, not only educational but also spiritual'.

Raúl Herráez, Compostela



OCEANIA

'The Global Champagnat Meeting was an opportunity to meet the whole international Marist family and share a spiritual heart. It was very inspiring'.

Darren McGregor, Star of the Sea





A place where we all belong



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