



Stronger together  
**CHAMPAGNAT GLOBAL**  
Mexico 2022

# FIRST FACE-TO-FACE MEETING - MEXICO 2022

**MARIST GLOBAL NETWORK OF SCHOOLS**



# CHAMPAGNAT GLOBAL

# Index

03	Program
04	November 28: <b>We are Marists</b>
06	November 29: <b>We are a Network</b>
08	November 30: <b>We are Global</b>
13	december 01: We are <b>Schools</b>
24	december 02: We are <b>Champagnat Global</b>
27	December 03 to 06: <b>Experiences school visits</b>




# Program

From **28th November to 6th December 2022**, the face-to-face meeting of members of the Marist Global Network of Schools: CHAMPAGNAT GLOBAL took place in Mexico City.

Seventy delegates participated, including representatives of the General Government, the regional education structures and teams, the various mission networks of the Institute (universities, publishing houses, solidarity, volunteers) and **representatives of each of the provinces or districts of the Institute**, responsible for the animation of the schools or potential **active promoters of Champagnat Global**.

The main objective of the meeting was to **build and define in a participative way the roadmap to be followed in Champagnat Global in the 2023-2025 phase**.

MEETING OF THE INTERNATIONAL MARIST SCHOOL COMMUNITY						 Stronger together CHAMPAGNAT GLOBAL Mexico 2022
THEME	MONDAY 28 NOV	TUESDAY 29 NOV	WEDNESDAY 30 NOV	THURSDAY 01 DEC	FRIDAY 02 DEC	03-06 DEC
07:30 BREAKFAST						EXPERIENCE SCHOOLS VISITS
THEMATIC	MARIST	NET	GLOBAL	SCHOOLS	CHAMPAGNAT GLOBAL	
PRAYER 09:00 - 09:15	PRAYER	PRAYER	PRAYER	PRAYER	PRAYER	
MORNING BLOCK I 9:15-10:30	-PRESENTATION PARTICIPANTS - EXPECTATIONS OF THE GATHERING - PRESENTATION OF THE MEETING	PROPHETIC NETWORKS AT THE SERVICE OF THE MISSION P. Daniel Villanueva, S.J.	GLOBAL EDUCATION FOR A BETTER WORLD CONFERENCE Fernando M. Reimers	THE SCHOOL. EDUCATIONAL TRENDS. MARIST SCHOOLS. HOMES OF LIGHT	WHERE DO WE WANT CHAMPAGNAT GLOBAL TO BE IN 2025?	
PAUSE						
MORNING BLOCK II 10:45 - 12:15	OPENING MESSAGE from Vicar Luis C. Gutiérrez INTEGRATION OF PARTICIPANTS. SHARE	EDChAMP I GLOBAL NETWORK EXPERIENCE	GLOBAL CITIZENSHIP IN MARIST PERSPECTIVE MOOC	CHAMPAGNAT GLOBAL INTEGRATION SCHOOL COMMUNITY	HOW DID WE ACHIEVE IT? HOW WILL WE KNOW THAT WE HAVE SUCCEEDED?	
PAUSE						
MORNING BLOCK III 12:45 - 14:00	CHAMPAGNAT GLOBAL OUR LIVING	EDChAMP II GLOBAL NETWORK EXPERIENCE	OPEN ACTIVITIES WE INVOLVE EVERYONE	FAIR SHARING OUR BEST SCHOOL PRACTICES	MANAGEMENT AND ANIMATION OF THE NETWORK	
LUNCH						
AFTERNOON BLOCK IV 16:30 - 18:00	PRESENTATION EDChAMP DYNAMIC PROPOSAL GENERATION GROUP CONTRIBUTIONS	AGORÁ REALITY EXPECTATIONS AND CHALLENGES	NETWORKING GROUP OUTING (CITY CENTRE WALK)	WORLD CAFE HOW CAN CHAMPAGNAT GLOBAL RESPOND?	SHIPPING CELEBRATION CULTURAL EVENT	
	18:00 Departure Acoxta 19:30 Eucharist 20:15 Festive dinner	20:00 DINNER	DINNER CUM	20:00 DINNER	CLOSING DINNER	



The logo designed for the event depicts a human pinwheel that can generate energy only through the sum of its parts.

The motto, "Together we are stronger", responds to the capacity we can achieve if we unite our diversity as a global school community.

The meeting was structured around the 4 essential elements that make up Champagnat Global: the network, the global, the Marist and the schools.

## November 28: WE ARE MARISTS

The first day was marked by the meeting of the participants who, being from so many different places, always felt united by the Marist spirit.



All the participants were able to feel embraced and supported by fraternal messages from Rome with the words of **Brother Ernesto, Superior General**, and in person with the words of **Brother Luis Carlos, Vicar General**, and of the **Brothers Provincial** of Mexico.

**Ben Consigli, General Councillor**, was also present and sent a message of congratulations and blessings for the meeting from Australia.







## CONFERENCE

The first working session of the participants revolved around the **most significant experience they had at Champagnat Global**.

For most of the members, participation in Champagnat Global has been limited to participation in pre-summits and summits. Very few have had the opportunity to participate in the groups on the digital platform AGORÁ. Some have heard about Champagnat Global for the first time at this meeting.



Most of the groups have noted a few **observations**, of which the following are worth highlighting:

- Champagnat Global, some managers know about it and others do not. **Those who know about it do not know what to do and how to promote it.**
- There is an insistence on the idea that the Global Network is **not known/participated in**. It needs to be promoted.
- **The network has not caught on at the teaching level.**
- We have **many tasks to do on a daily basis**, which sometimes discourages us from participating in a more global dimension.
- **We need to have "delegates"** who represent local actions and who are committed to spreading the word about the possibilities for others to act in the global network.
- We have to put people in touch with their needs and **projects in the simplest way**. Nothing complicated and bureaucratic.
- We can have many **discussion groups with little content and limited interaction**.
- **Focus on a few initiatives**, with greater intentionality and focus.
- **Define what joint projects** are possible.
- Networking is about creating a **change of mentality**.

# November 29: **WE ARE NETWORK**

On the second day, knowledge, reflections and experiences revolved around the theme and meaning of being a network.

The day had three special moments:

## CONFERENCE: **Prophetic Networks at the service of mission**

It was a privilege to have **Jesuit Father Daniel Villanueva**, a computer engineer, theologian and network specialist, who has really set the standard on what it means to work in a network from a religious and educational institution today. His intervention, available in the following recording, is not to be missed:



## CONFERENCIA

## Global network experience: EDCHAMP

With the help and guidance of **Mr. Josep Buetas**, the group was able to undergo a global network experience, sharing episodes on topics of interest that arose from proposals made by the assembly.





The numerous contributions of the participants were synthesised in the following themes:

Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6
We are Marists	Management of works/networks	Pedagogical practices	Children's protagonism	Inclusive education	Evangelization Pastoral
Theme 7	Theme 8	Theme 9	Theme 10	Theme 11	Theme 12
Marist and Professional Development of Teachers	Technology and Education	Solidarity	Children and Spirituality	Marist Leadership	Safe Guarding Children's Rights

Each of the attendees participated freely in one of the groups that dealt with the topics that were chosen by all, living the experience of what the Agorá digital platform is intended to be: a space for meeting on topics of common interest and that can enrich us mutually.



## Experience of living AGORÁ. Reality, expectations and challenges

Having had a magnificent experience of a global meeting around themes of common interest provided an opportune moment to address what has been the experience of Agorá in Champagnat Global. In response to what we would like to see grow in our meeting platform and what we could learn from the experience, we highlighted the following aspects:

- **What would we like to see grow? Suggestions:**
  - **Its usefulness and its necessity.** That it is truly a necessity. That it really feels like a resource, not a burden.
  - **Communication should reach the schools.** Make a formal strategy to raise awareness of Agorá at local and provincial levels.
  - **Nurturing groups with good practices and project initiatives.**
  - **Encourage virtual exchange between schools:** pupils, teachers and management.
  - **Interactivity.** Possibility of tools that allow us to communicate in real time.

- **Access to the agile platform** from social networks.
- It should be **user-friendly and not make it difficult for people to log in** (with a clear objective, easy to use). People prefer something more dynamic, something immediate, something that gives a clear message.
- Community oriented, **friendly, inspiring**, more than a "workplace".
- Interactive map: **add some meaningful information about the school** (main projects, interests...).  
Suggestion: schools can edit their information.

## Learning:

- **Networks work.** They are created, but spontaneously. They **arise from a NEED**. It is necessary that our network arises from needs and responds to them.
- It should not be burdensome, it should be **simple and intuitive**.
- A very important learning is the **harmony we have on shared problems in the different Marist schools**. These are very important to mobilize shared solutions (e.g. curricular challenges, training of educators).
- The themes expressed in the morning's work can be turned into project work that leads to proposing solutions, putting them into practice, experimenting and validating them for subsequent massification (design thinking).

## Novembre 30: **WE ARE GLOBAL**

After an introductory day of getting to know each other and a second day of experiencing the network together, the next phase of the meeting focused on another of the fundamental aspects of our network: its global reach.

We were fortunate to be joined online by the renowned Professor of International Education and Director of the Global Initiative on Educational Innovation at Harvard University (USA), **Dr. Fernando Reimers**.



**CONFERENCE**  
**GLOBAL EDUCATION FOR A BETTER WORLD**  
**DR. FERNANDO M. REIMERS**  
**30 November**  
09h15: Mexico City  
12h15: Brasilia  
16h15: Rome  
[www.champagnat.global](http://www.champagnat.global)  
#ChampagnatGlobal  
#StrongerTogetherFMS



## CONFERENCE

His interesting lecture: **Global Education to Improve the World**, inspired the dynamics of the day that would have two central moments:



## A. Global citizenship in Marist perspective: Criteria, activities and plans.

After a brief motivation given by Brother Carlos Alberto Rojas (Beto) on why global citizenship is a strategic option in Champagnat Global, groups shared around four questions, the most important of which are summarised below:

### What do we find inspiring?

- **Global transformation from the local**
- **We are not starting from scratch**, there are experiences to draw on.
- **The institute already has experiences that need to be enhanced.**
- **Concrete actions, interconnected**
- This must be natural because **Marists were global from the beginning**. It is Marist's practice from the global beginnings.
- Possibility to work together, **co-creation**
- There are networks that already exist, **it is possible!**
- It is not something that cannot be done. **This meeting is a network.**
- **Networks are people**. Without people who want to network, there is no network.

### Do you know of any experience?

- **UNICEF**: centres to be a reference point for children and young people. 4 provinces are working.
- **KCS Network**, (Keeping Children Safe) safe centres (Iberian, Mediterranean and L'Hermitage provinces)
- **Bethania**: to address the accompaniment of victims of sexual abuse (Compostela, Ibérica and Mediterránea).
- **Volunteering with teachers helps to take** a broader and closer look at global citizenship. It helps to make the teaching process more meaningful. Their teaching style is more social, dynamic and experiential.
- **Mexico**: Working in communities and involving youth/students in problem solving; **Student assemblies and collaborative work based on the SDGs.**
- **Mexico - KNOTION Project - Interdisciplinary learning.**
- **Brazil** - promote **exchange experiences between students**, which are not exclusively academic, in the South American region; Why not open up at local, national, regional and international level?
- **Mediterranea** - social education scheme involving all secondary school students in work in their own city; **social works and schools are working together.**

### What possibilities do you think we have to push it forward as a network?

- **Volunteering.**
- Virtual **exchange** between **schools/universities.**
- **Start thinking globally, be creative**, what projects we can work on and involve everyone in the overall work.
- **Curricular complementation.**
- Face-to-face **exchange of students between Marist schools.**
- **Virtual volunteering.**
- **Universities generating knowledge and publishers disseminating it.**

Within the framework of this block, an opportunity was taken to present one of the initiatives proposed by Champagnat Global to encourage reflection on the experience of global citizenship in the Marist way: the Marist MOOC (Massive open online course) on global citizenship.



Br Jeff Crow, one of the main architects of the course, **presented the trial version**, inviting the members of the meeting to take the course and make any suggestions they consider appropriate so that the final development can soon be completed and launched to the whole school community.

[JOIN AGORÀ](#)
[LOG IN](#)

[HOME](#)
[NETWORK](#)
[AGORÀ \(BETA\)](#)
[MEXICO 2022](#)
[RESOURCES](#)
[NEWS](#)
[CONTACT US](#)
[ENGLISH](#)

## MARIST GLOBAL CITIZENSHIP COURSE

September 27, 2022

We are a Global Marist Family that lives up to our name with formation processes in schools that enhance learning to be (develop a well-rounded personality, autonomy, potential) and learning to live together<sup>(1)</sup>. Using the paradigms of integral ecology, human rights and intercultural living, we want to provide pathways towards socio-emotional competences and critical environmental and social awareness.

(1) The Marist document on Education, in the Footsteps of Marcellin Champagnat, in Ch 6 on Schools, adopted the Report to UNESCO of the International Commission for Education in the 21st Century, Learning: The Treasure Within (1996). These are the third and fourth pillars.

[TAKE THE COURSE](#)

Introduction to the course

TOPIC 1 – Global citizens

TOPIC 2 – Bridge-builders in an interconnected world

TOPIC 3 – Our Common Home / Integral ecology

TOPIC 4 – Messengers of Peace

TOPIC 5 – Child Rights / Change Agents

TOPIC 6 – Global Spirituality

### Acceso

Username

Password

☐ Remember Me

[LOG IN](#) [Register](#)

Search for...

### Calendario

February 2023

M	T	W	T	F	S	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

\* Jan

[Switch back to Luis](#)

[Home](#)
[Map](#)
[Network Itinerary](#)
[News](#)
[Contact Us](#)



## B. Open activities: those that seek to involve everyone.

In keeping with the theme of globality, the next dynamic addressed focused on the analysis of the activities that are being carried out at the international level in Champagnat Global, known as the Open Network. After a brief presentation by Br Mark Omede on how these activities are working, the different groups analysed the current initiatives: (Map of Schools - Champagnat Global Website - Newsletter - Webinars - MOOC'S ...) determining the achievements made and the challenges to be faced, as well as suggesting new proposals:

Open network	ACHIEVEMENTS	CHALLENGES
MAP OF SCHOOLS	<ul style="list-style-type: none"> <li>• Very good resource, <b>makes global network visible.</b></li> <li>• The whole Marist world is represented and we recognise ourselves in it.</li> <li>• <b>It has succeeded in connecting us. Generating global identity and belonging.</b></li> <li>• <b>It has helped us to know</b> where we are. <b>Marist Mission of the Institute.</b></li> <li>• It is a great <b>opportunity to work on global citizenship.</b></li> <li>• It is a way for families to get to know (Marketing).</li> <li>• Bringing teachers and principals together, to share good practice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Make it known that the interactive map</b> exists (none of the group was aware of the interactive).</li> <li>• Update it with information from each school.</li> <li>• Update it with projects of each school; put up the <b>website of each school.</b></li> <li>• It is not enough to have just names of schools, it is <b>important to have the leadership of those schools.</b> (mail, telephone numbers, etc.).</li> <li>• <b>Make the uploading of</b> information from each school <b>interactive</b> in order to be permanently updated.</li> </ul>
WEB	<ul style="list-style-type: none"> <li>• It gives a <b>clear vision of who we are.</b></li> <li>• <b>It identifies</b> and generates interest groups.</li> <li>• Allows <b>secure and easy connection between network members.</b></li> <li>• It is a global training space that we already have!!!</li> <li>• Good for the user's manual or practical guide.</li> <li>• It is <b>simple</b></li> <li>• Creating a space that encourages networking.</li> <li>• <b>Structure development.</b></li> <li>• Information on schools; in the languages of the Institute;</li> <li>• The very existence of the web <b>attractive presentation of schools</b></li> <li>• Which is <b>effective</b> after one year.</li> <li>• Bringing teachers and principals together, to share good practice.</li> <li>• Useful tool <b>with opportunities for growth.</b></li> <li>• <b>It has succeeded in connecting us.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To make it known</b> is not spread in our works. To seek common objectives.</li> <li>• <b>Connect with the communication officers in each province</b> to disseminate and use in the communications that are sent out.</li> <li>• <b>Articulate with the different communication channels of our local networks.</b></li> <li>• <b>Encourage</b> those of us with <b>sectoral responsibilities</b> in our networks to use Agora for our meetings and work.</li> <li>• To be a <b>complement to</b> <b>www.champagnat.org</b></li> <li>• Have a <b>single entry (connection) for everything Marist.</b></li> <li>• Define a <b>communication strategy (joint vision)</b> that integrates all that is Marist.</li> <li>• <b>Connecting with social networks.</b></li> </ul>

		<ul style="list-style-type: none"> <li>• Look for a different way to PDF, more similar to what newspapers use today in electronic format. See headlines and not the whole document, use keyword searches. Users can register by topics of interest (keywords).</li> <li>• Think about the addressees and it has to be gradual to include them (parents and then pupils).</li> </ul>
NEWSLETTER	<ul style="list-style-type: none"> <li>• Sharing information and accessing people who do not usually reach or enter the web.</li> <li>• There has been a <b>monthly publication</b>.</li> <li>• <b>Reports on Institute events</b></li> <li>• <b>Good approach</b></li> <li>• <b>Attractive design; good content.</b></li> <li>• It provides information and generates alignment by being better informed.</li> <li>• Making Marist life visible</li> <li>• <b>Publication record.</b></li> <li>• News dissemination.</li> <li>• It's a good idea and keeps <b>the memory</b> of what we do <b>alive</b>.</li> <li>• As <b>reporting and souvenir material</b> is very good.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take care to ensure proper articulation with other communication channels so as not to saturate</b>, especially between Champagnat global and Champagnat.org.</li> <li>• Ideally, we should <b>have a reference site</b>, otherwise the channels will be confused.</li> <li>• Reduce <b>publications</b>: 1 per month is too much (1 time per quarter)</li> <li>• Visitor statistics</li> <li>• <b>Giving students a voice.</b></li> <li>• <b>Promote dissemination at the local level.</b></li> <li>• Look for a different way to PDF, more similar to what newspapers use today in electronic format. See headlines and not the whole document, use keyword searches. Users can register by topics of interest (keywords).</li> <li>• <b>Is this Newsletter necessary? It is overdue.</b></li> <li>• Ensure <b>that schools feel part of the project.</b></li> <li>• Rethink. <b>Young people are in other things.</b></li> </ul>
WEBINARS	<ul style="list-style-type: none"> <li>• They are made <b>visible</b> on the platform for <b>deferred</b> viewing.</li> <li>• Very <b>good</b> and of high <b>quality</b>.</li> <li>• A high level of reflection.</li> <li>• <b>Very positive cost-benefit.</b></li> <li>• <b>Broad</b> reach in the <b>dissemination of ideas</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take advantage of</b> webinars in each province, region and share them.</li> <li>• <b>Generate common webinars for training</b> in different areas.</li> <li>• Generate a culture of co-creation and collaboration 1 per month.</li> <li>• <b>Schedule them throughout the year</b> and disseminate them; <b>Develop a billboard (schedule)</b> of global or local events that are open to other audiences.</li> <li>• <b>Diversify for other school stakeholders</b>: parents, students, etc</li> </ul>



## MOOC'S

- An excellent tool that **facilitates networking and connecting people**.
- The piloting being **done**.
- The **possibility of training many** with little

- **Do not multiply the number of courses**, and arrange them in good time so that they do not overlap with those of the provinces or regions.
- **To certify the training** provided.
- Do not spread the **MOOCs** over several, but **concentrate them on topics that are important and powerful**.
- Allowing **registrants** to know who is making them - enables **exchange**.
- **Promote online meetings for participants to share**, dialogue and discuss (by region - easy scheduling)
- **Involve the collegial structures in** order to know who does what.
- **Less is more**.
- **Define the specific target audience** for each MOOC.

## OTHER

- **Enhancing Edelvives and FTD's free content**: Linking
- **Develop a directory of experts** within our schools and provinces.

- Think about the conditions/implications for who leads, coordinates and promotes this whole platform.

# Decembre 01: **WE ARE SCHOOLS**

The essential element in Champagnat Global is the schools and that is why one of the days of the meeting focused on this important topic.

To inspire the day, four **Marist women** from different parts of the world:

**Prof. Pam Mills**: Head of Ethics and Pastoral Care at Sacred Heart Marist College, Johannesburg, South Africa. **Prof. Kate Fogarty**: Principal of Marist College of the Assumption, Kilmore (Australia). **Prof. Michelle Jordão**: Mission Area Advisor, UMBRASIL (Brazil). and **Noemi B. Silva**, PhD: Consultant and University Professor, Koronadal City, South Cotabato (Philippines).

They enlightened us on how to integrate the Marist call to be homes of light with current trends in education, understanding them as responses to the needs of humanity. What trends exist today in their contexts? How do they adapt to them? How can our Marist values inspire and enrich these trends or even create new trends? Schools, as homes of light, radiating and inspiring, what possibilities do they want to seize? How prophetic do they want to be in today's world? How transformative?



## **CONFERENCE**

Based on an enriching reflection on the new educational trends in today's world, three key moments to be developed during the day were proposed:

- The **integration of Champagnat Global with the interests of the school community (with the presence of families and students from Marist schools in Mexico).**
- Possible **responses that are taking place** in our school community (**Good Practice Fair**)
- **How can Champagnat Global respond to the school of the future and its interests (World Café).**

### **Integration Champagnat Global-school community (Interests-concerns) (With the presence of families and students from Marist schools in Mexico)**

**By roles:** (parents, students, principals, educators, mission networks, provincial education coordinators, regional structures...) was shared on the basis of two questions:



***What other trend or call of importance do I think is being made to the Marist school today?***

#### **TRENDS:**

- **Internationality - interculturality**

Openness to learning, we all learn from each other, even where we do not imagine it. Internships for teachers, managers and students. Instead of contracting external speakers to give us lectures, we should ask the members of the Marist Network who can give them. Form our students in global citizenship based on Marist values. Create relationships to know who I can connect with to visit and learn about their projects, for example, on Marist identity, mathematics and others. Be careful not to multiply communication tools or platforms; be clear about how to integrate what already exists, platforms or tools for schools, provinces, regions, networks, etc.

- **Integration-collaboration**

Solidarity education to go beyond formal education (forming good Christians and citizens). Projects to reach out to poor students, going back to the origins of the Marist Mission. We must recognize that we are all important, small schools and big schools, we can all learn from each other and all have the same opportunities.

- **Pedagogy**

Digital culture. To train students as protagonists. Use active methodologies applied to education and training. To train universal pupils, to train them in global citizenship, pupils where the world is their territory, training them in the value of democracy.





## *What would we like to see grow in the Marist school?*

### STUDENTS:

- **Divide subjects into strands** to give pupils a choice of subjects according to their tastes or interests.
- **Change the grading system** in Marist schools to one that better accommodates the ways of learning in today's world.
- **Implement exchanges.** Inform about their existence.
- **Expand communication between schools** to improve coexistence at the **international level**.
- **To develop activities related to our tastes and needs.**
- **Reorganisation of timetables** (timetable of the school day).



### PARENTS:

- **Formation of parents in Marist education:** Family life with values, involving parents 100% and Marist education for parents. We should all know: What does it mean to be a Marist dad? Encourage social responsibility and service. Improve by seeking active feedback from parents.
- **Unified education systems:** That things do NOT depend on the philosophy of each director. Encourage continuity in the levels: Primary, Secondary, High School. Including bilingual programmes or a good level of English. That exchanges can be made, that the same expectations are met and that teachers have the same levels. Take advantage of global infrastructure, global exchange of ideas. For example: Marist global day (improve it and/or make it known).
- **Promote schools as open spaces and allow pupils to stay longer in schools.** NO renting of school spaces. Improve extra-curricular activities (sports, entrepreneurship, social, etc.) and make them more accredited. Replicate good practices, for example: Knotion.



## EDUCATORS:

- **How to engage students in educational processes**, but also look at how to engage resilience and autonomy in them.
- Health and wellbeing to enable better learning. It is necessary to take into account new trends and new challenges that help to **strengthen the curriculum in order to re-signify the learning that allows us to transform structures**. We need to look for integral care, we need to look for new practices of damage restoration (sexual harassment).
- It is necessary to work on the **project of life, self-knowledge and technology**. Search for how. Indication and technology can help to solve concrete problems from an educational methodology that solves.
- **Teacher care** to accompany processes. **Skills for life**. That our schools should be experts in teaching life. We need to educate for life, for relationships, for growth with awareness.
- Talk about consumerism. It is important not to forget what our mission is and how we **help those who have the least and make them sustainable**.



## DIRECTORS:

- Now, the educational community is calling on schools to **update the methodology applied in the classroom, in order to adapt it to the new needs** and concerns of today's generations.
- In the future we would like to see a Marist school where **students** continue to feel **loved and at the same time enjoy themselves** in the classroom/college using an **educational methodology - shared by all Marist schools around the world - that is project-based, flexible, responsive to the different learning paces of students, and international: where students and teachers from different countries naturally engage in joint online and/or face-to-face activities (exchanges)**.





## COORDINATORS:

- **Rights:** Diversity, child inclusion, care.
- **Empowering students:** children's protagonism in educational processes.
- **Meaningful evangelisation** for today.

## REGIONAL STRUCTURES:

- **Marist identity of our works**, where there is a growth as a family, formation of teachers, directors, parents and students, heirs of the Marist mission, based on Marist values and recognising ourselves as Marist in order to connect with each other.
- Where our schools are **places of experience of Marist identity**, where it is proclaimed by life, by witness.
- It is about **belonging, identity and witness**.

## MISSION NETWORKS:

- **Multiculturalism and interculturalism.**

The reality we serve is very diverse in each of the countries we serve. It is necessary to consider this when thinking about networks and training for global citizenship. Educating students from an intercultural perspective.

- **Inclusion.**

Recognise the diversity and plurality of our students and the concerns they bring: gender identity, etc.

- **New pedagogical models.**

Encourage active methodologies. To balance the use of these methodologies, from the different pedagogical approaches. Use of new technologies. Considering: how are we going to balance the use of technologies in traditional schools, how to move towards more participatory models?

Hybrid models of learning, where training continues beyond formal, face-to-face spaces.

Technology for learning. Moving beyond traditional education models. The trend would be to find new ways of delivering learning experiences. Traditional models do not respond to today's needs. The use of social networks in favour of and as an active learning methodology.

- **Marist Spirituality.**

To take up and revitalise our Marist mission to which we have been called.

Extending an authentic experience of Marist spirituality. Spirituality should touch all areas of school life. Interiority.

- **Comprehensive education.**

To educate from an integral education considering that we are mind, body and spirit.

- **Children and youth protagonism.**

Empowering and putting students at the centre.

- **Continuous training.**

Think of broader training models for teachers and all those who are part of the works, not limited to a course or diploma, but a broad and continuous training process.

- **New networks.**

Integrate ourselves into other networks that go beyond the Marist world.

Strengthen existing networks.

## Possible responses that are taking place in our school community (Good Practice Fair)

As a first response to what we would like to see grow in our schools it was considered to share some of the good practices that are already being developed in Marist Schools and a creative way of doing this would be through the realisation of a fair whose proposals were as follows:



### DIPLOMA IN MARIST EDUCATIONAL LEADERSHIP

Province: Norandina  
Country: Colombia



### SPIRITUAL COMPETENCE. FORMATION IN AND FOR CHRISTIAN SPIRITUALITY

Province: Western Mexico  
Country: Mexico



### FORMATION IN MARIST IDENTITY AND DEEPENING

Marist Europe Region  
Country: Spain



### COMMUNICATION WITHOUT BARRIERS

Province: Santa María de los Andes  
Country: Peru



### MICROSOFT EDUCATION

Province: Brasil Centro-Norte  
Country: Brazil



### EQUAL ACCESS TO QUALITY EDUCATION

Province: Nigeria  
Country: Nigeria



### MARIST VOLUNTEERS: EDUCATIONAL AND TRANSFORMING MEANING

Province: Marist Global Volunteer Network - Global



### EARLY CHILDHOOD EDUCATION GUIDELINES

Province: Brasil Sul-Amazônia  
Country: Brazil





## MARIST EDUCATION SYSTEM

Province: FTD Educação  
(editorial)  
Country: Brazil



## WEAVING: STRENGTH AND HARMONY

Province: Central Mexico  
Country: Mexico



## MARIST STUDENT LEADERSHIP PROGRAMME

Province: West Central Europe  
Country: Ireland/Scotland



## THE "M" POWER

Province: Southern Africa  
Country: South Africa



## SERVICE LEARNING - PUCRS

Province: Brasil Sul-Amazônia  
Country: Brazil



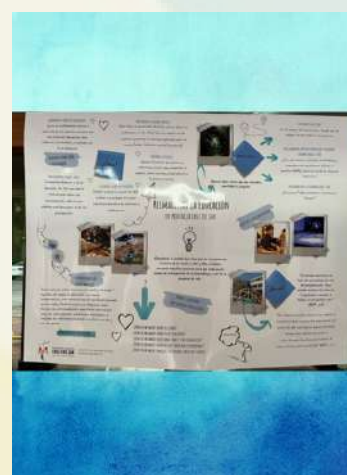
## STUDENT EXIT PROFILE

Province: Mediterranean  
Country: Spain



## WE VISIT ALL THE STUDENTS' FAMILIES

Province: Marist District of Asia  
Country: Bangladesh



## RE-IMAGINING EDUCATION

Province: Cruz del Sur  
Country: Argentina



## MARIST SCHOOLS AUSTRALIA

Province: Australia  
Country: Australia



## INTERIORITY PROGRAMME

Province: Central America  
Country: Various countries





## LEADERS' PLAN FOR MISSION

Province: Ibérica  
Country: Madrid



## GUARDIANS OF CHARISMA

Province: USA  
United States



## MARIST EDUCATIONAL MODEL IN COMPOSTELA

Province: Compostela - Country: Spain



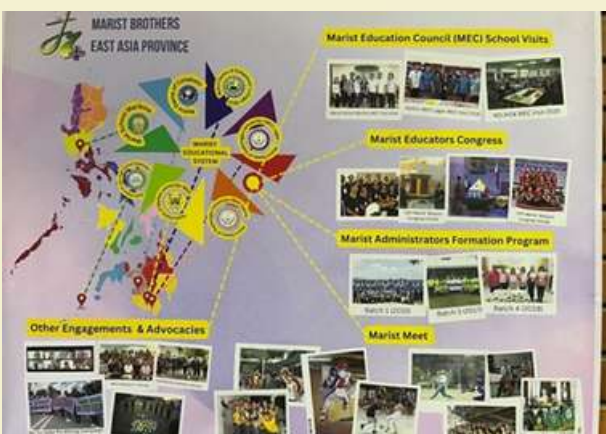
## PROJECT BASED LEARNING

Province: L' Hermitage - Country: Spain



## FLOW: RAISING HAPPY, HEALTHY CHILDREN

EDELVIVES (publishing house)  
Country: Spain



## MARIST EDUCATION SYSTEM

Province: East Asia  
Country: Philippines



## How can Champagnat Global respond to the school of the future and its interests (World Café).

A good way of responding to the interests raised at the meeting of the different groups of the international school community was to organise a "World" café, where all members tried to respond to 7 formulations that summarised what we would like to see grow in the Marist School:

### AN INTEGRAL ECOLOGY - COMMON HOME:

- Creating a group within the Agora - Sharing best, good and any practices
- Laudato Sí Platform (Vatican)
- Start with the CIMM (Marist International Mission Commission) document.
- SDG curriculum
- Invitation (Families, Schools)
- It must be transversal and touch on the different areas of the educational project.
- Ecodelegate.
- Joint activities
- Schools - social work
- Pupils - target groups
- Strategic plan for sustainability-oriented investments
- Impact on local area .... neighbourhood environment



### STUDENTS' ENGAGEMENT WITH THEIR LEARNING:

- -Projects according to their interests.
- -Giving a sense of purpose linked to the community
- -Choice of the problem to be solved by AGORA - Children
- -Connection between students.
- -Vocational orientation programmes and workshops.
- -International Marist Learning Week (Children linking up with children from another Marist school).
- -Service Learning (some examples in the newsletter).
- -Young Marist graduates speaking to current students.
- -Chat in AGORA with other Marist students.
- -Online visit to and participation in a classroom in another country.



### TRAINING FOR GLOBAL CITIZENSHIP:

- Defining Marist global citizenship
- Our DNA: good Christians and citizens
- Builders of: respect, justice, global peace/spirituality and equality embodied in the Gospel.
- UNICEF: focal points.
- Promote student experiences... volunteering (international, provincial, local).
- Common House + SDGs, no one is left out.
- Culture of encounter.
- Simplicity and interculturality.
- European ERASMUS.
- Our position on gender/identity laws.
- MUNER ("Young person participating in a Model United Nations Conference" - students to talk about an issue, but they have to represent a country (not to-face).
- Create a group on AGORA on this topic .... Good practice.



## YOUTH PARTICIPATION:

- School exchange; (process).
- Thematic forums; (groups).
- Listening groups; (leaders).
- International Student Council.
- Ensure participation in consultative and deliberative spaces.
- International events: cultural and sporting.
- International pastoral and volunteer programmes.
- Search for intersection points.
- Encourage active and participatory methodologies.
- Champagnat Global for Youth.
- Connecting Champagnat Global with the Stand Up, Speak Up & Act Programme.



## SOLIDARITY AND EQUAL OPPORTUNITIES:

- Donation of equipment.
- Share and donate to grow.
- Materials.
- Refurbishment of computers/computer refurbishment.
- Marist advocacy in local policies.
- Open the school to the community.
- To offer the same quality educational proposal for/and in all Marist Schools.
- Structures.
- Training courses: training module on solidarity and human rights.
- Inclusion and diversity training module.
- Culture of solidarity.
- Local projects (APS): sharing BBPP experience .... "Communicate"
- Immediate responses to emergent situations. Example: war, floods, pandemic, etc.
- Moving with the Champagnat Global NETWORK.
- Create a foundation.
- Fundraising.



## MARIST FORMATION AND DEVELOPMENT OF EDUCATORS:

- To learn about enriching experiences at a global level.
- Basic courses to achieve the same language in Marist identity.
- To make a new identity emerge... to make it visible.
- Transforming the educational space.
- Bringing the real world into the curriculum.
- Accompanying the path to interiority.
- Helping to professionalise the mission's agents.
- Working internationally on the "institutional competencies" of future
- Life and career plans for teachers.
- DNA: Marist - RED - Profe. - Identitarians - Formation.
- Facilitating training periods and exchanges of various kinds for teachers.
- Include in the formation the different areas of the Marist Mission (Pastoral Ministry, Pedagogy).
- Partnerships:
- Marist publishers and universities.
- Paradigms and premises of the Marist curriculum for the Global Network.
- Leadership training - Guidelines for Mission - Research - Life
- New document Marist Educational Mission ..... opportunity to define DNA.





- Involving educators in decision-making, having a voice in forums
- Parent-teacher thematic forums.
- Make online possibilities/guidance available to all.

## DEVELOPING LEADERS - LEARNERS - FOR A BETTER WORLD:

- Assemblies and congresses with students: voice and vote/rights.
- Exchange for classes and international exchange.
- Test and participate in non-Marist global social networks.
- Connecting with the heart of solidarity.
- Active participation in sports and pastoral care.
- Pupils - trainers.
- Students - animators CAT.
- Consider alumni forums.
- We ask for help in the face of problems.
- Bringing "what's happening in the world" news to the classroom.
- The role of the teacher and manager.
- Active and participatory methodologies that enable them to acquire leadership skills.
- Cooperative Learning.
- A.B.P. (problems).
- Delegating functions.
- Participation in the drafting of standards with the legal
- Participation in the development of proposals and investments.
- National meetings of the councils of conviviality.
- Access to information.
- Presence in decision-making bodies.
- Youth empowerment / protagonism.
- "Empowered student councils".
- Leadership training actions.
- The 2030 agenda.
- National models united.
- Solidarity training - ethical values (service, solidarity).
- Promote volunteering among themselves and students in need (inside and/or outside).
- Strategy for knowing.
- Curriculum: problem solving .... critical skills.
- Training in emerging problems and entrepreneurship.



## A CULTURE OF INNOVATION

- Conference: educational innovation.
- Ecology.
- Solidarity.
- Research and innovation: create a global Human Development department.
- Establishment of a commission.
- Articulate with universities, research centres that develop programmes and strengthen them to make them their own.
- Good practice fair.
- Identify the problems.
- School open to flexible innovation and change.
- Discernment exercises.



- Management models and management models.
- Toolbox of the "innovative teacher".
- Stepping outside the box.
- Creativity.
- Design thinking.
- Parent-to-parent learning in the centre - inter-centre.

## December 02: WE ARE CHAMPAGNAT GLOBAL

The closing day was very important in gathering the conclusions of the meeting and above all in outlining the guidelines of the roadmap to be followed in Champagnat Global in the stage: 2023-2025.

In the first block we worked on the strengths we have to develop Champagnat Global:

### STRENGTHS

What strengths do we have for the development of Champagnat Global?

- **Shared identity:** Many people identify with the charisma.
- **Sharing good material and human resources.**
- **Internationality.** Being present almost everywhere in the world.
- **Diversity** with a common identity.
- **Experience** in education, a valuable Marist heritage.
- **Organisational structure.** Organisational capacity.
- **Commitment** to our educational and evangelising mission.

The group then focused on identifying the opportunities that the development of Champagnat Global can offer us:

### OPPORTUNITIES

What opportunities do we have for the development of Champagnat Global?

- **Sharing** resources. Inspiration to be better at sharing experiences
- **Growth.**
- **Training**
- **Mobility. Exchange of knowledge.** Possibility of getting to know each other.
- The ability to **connect.** Enabling connections between educators.
- Use of **technologies.**
- **Best practices.**
- **Strengthening the local** through the global. Overcoming the local vision.
- The **richness of the diversity** of the places where we are.
- **Representatividad** como institución. Visibilidad institucional, fuerza de nuestra identidad. Oportunidad de ser referentes ante la sociedad.
- Las situaciones de **dificultad** se enfrentan mejor **unidos.**
- Oportunidad de **Marketing.**



Another very significant moment in the analysis was the exercise of imagining where we would like to see Champagnat Global in 2025, expressed in the form of aspirations:

## ASPIRATIONS

- Where would you like Champagnat Global to be in 2025?
- Level of knowledge of the network, of what is happening.
- Level of participation.

- That the **network** is **known**, **alive** and most **schools** are actively **involved**.
- **Agorá** is **fully operational**. Agorá is consolidated and is the **meeting point** for the **regions** and those **responsible for education** in the provinces.
- Make **interconnection between schools** a **reality**.
- **Management of animation** and global collaboration. The network has its **own management structure**.
- There is an **exchange of best practices**.
- **Collaborative training processes** exist across regions and globally.
- Expansion of educational innovation.
- There is **connection and joint work of the Education Coordinators**.
- **Educators** are **networked** to share learning.
- **Students** have found a **use** for the network.
- We are **sharing success stories** for the whole network.
- **We share resources** of all kinds with those members of the network who need them most.
- There is a fluid connection and it materialises in **joint projects**, volunteering, access to training, **student and teacher exchanges**.
- There are **reference teams** that **animate and accompany** the processes.
- **The network is present in international organisations** that are relevant to our mission (Education, Evangelisation, Rights, etc.).
- Able to **respond to emerging needs**.
- By 2025 there are more **women in strategic** leadership positions in our network.
- Our network's **projects** have a **social impact**, transforming the most vulnerable communities in particular.
- Marist communities around the world know that they are part of the network of schools.
- There are concrete results from one or two projects
- The **platform** functions as a user-friendly **repository of good practices**.
- It is a network that helps to respond quickly to emergencies.
- **Mapped projects** with network potential.

In order to carry out this important analysis, the results expected for Champagnat Global to respond to the aspirations established were defined.

## RESULTS

- How will we know that we have succeeded, and can you define clear outcomes for 2023-2024-2025?

### THE NETWORK IS KNOWN AND SCHOOLS ARE PARTICIPATING

- The **network** is **known** and **schools** are **active**.
- **Campaign** aimed at **provincial school coordinators** to make them aware of Champagnat Global.
- 100 % i.e. **each school has a liaison person** promoting in each **global Champagnat school**. For example, to receive the Bulletin.

## AGORA IS FUNCTIONING AS A SPACE FOR EXCHANGE AND DEVELOPMENT

- **Ágora functions** as a space for exchange and development.
- **The number of visitors to Agora is growing every year in number and diversity of places.**
- Percentage of provincial education teams using Agorá as a space for exchange and meeting.  
2023 20% 2024 40% 2025 50%
- The existing **groups in Agora are active with a coordinator.**  
80% 2024 90% 2025 100%
- Percentage of provinces involved in each cluster  
a. 2023 10% b. 2024 20% c. 2025 30% 2023 10% b. 2024 20% c. 2025 30% d. 2025 30% e.  
2025 30% f. 2025
- Identification of at least **one space for exchange of good practices** per province, virtual or face-to-face.

## WE HAVE A PROJECT WITH VISIBLE IMPACT

- There are **projects with visible impact.**
- **Two ongoing projects with global impact.**
- An **external institution recognises one of our global projects** or an international network wants to participate in one of them.

## THE NETWORK HAS AN ORGANISATIONAL AND ANIMATION STRUCTURE

- **The network has a structure that can organise events,** processes and training.
- There is a **team with representation from all regions** that ensures diversity and participation (gender, age, roles) and coordinates with the other regions and provinces.
- **A team work plan is in place and a 3-year budget is available** and regularly evaluated.

Subsequently, the members of the meeting met by region (Africa - North Arc - South America - Europe - Asia - Oceania) in order to share what can be done at regional level and to provide suggestions for the animation and management of the network:

## What are we going to do in the Region and can you define outcomes for 2023-2024-2025?

The highlights collected from the various regions were:

- **Support the Champagnat Global Marist network.**
- **Commitment** to publicise and **disseminate the Network** in our Region.
- **Incorporate** the points of the Global Network into the **Region's Strategic Plan.**
- As a region, **work in network logic.**
- Identify the **region's projects as part of the network's target projects.**
- From the education coordinators, **enable networking among teachers.**
- **Ensuring communication.**
- **Connecting teachers** from Global Network schools.
- Raise awareness among **all provincial coordinators.**
- **Gather all school principals online and show them Champagnat Global.**
- **Create interest in all schools** at the level of teachers and pupils.

## The main suggestion for the animation and management of the network was:

- **Continue the articulation of the Education Secretariat with the provincial education coordinators.**



# December 03 to 06: EXPERIENCE SCHOOL VISITS

The essence of Champagnat Global is the school and that is why its research and reflection can never be detached from the daily life of the school. This is the reason why the meeting of the Marist Global Network of Schools (Mexico-2022) had a **second very important moment** dedicated to the **visit of some of the schools of the two Marist Provinces of Mexico**.

The participants were divided into 3 groups and had a wonderful experience of getting closer to the school, which is briefly described below:

## Experience of visiting the Marist works of Querétaro, Celaya and Irapuato (Marist Province of Central Mexico)

The group had the opportunity to visit the Querétaro Marist Institute. They were welcomed by the management and by the students of the different school stages, sharing a moment of depth around the question of how to dream the world and how to realise that dream as Marists.

The group was also received by the authorities and students of the Marist University of Querétaro and was able to visit the facilities and learn about the functioning of the University.

On the second day of the visit, the group went to the Marist school in Celaya, enjoying an enriching sharing with some of the students of the school and then to the school in Irapuato where they toured the facilities of the school visiting the most representative spaces. In the interiority room, the different children's and youth movements of the school were presented.





## Experience of visiting the Marist works in Mexico City and Toluca (Marist Province of Central Mexico)

A second group had the opportunity to visit the Mexico Institute in Toluca on 5th December. Welcomed by educators and students, they discussed what we would say and ask of Marcellin today, all emphasising the certainty that Marcellin would be happy to see how his project has built a global and extended family. The visit continued by learning about an innovation programme that the school is carrying out, through the incorporation of a technological platform KNOTION, which allows each student, either individually or through collaborative work teams, to develop a personalised and diverse learning path, based on challenges to be completed.

On Tuesday 6 December, the visit concentrated on the Miravalles School. This Marist school that lives its insertion in a marginalised colony or neighbourhood finds in the work of the community the key to the organisation and improvement of its quality of life. The group witnessed a school that is inclusive in many ways, especially open to students with disabilities who have found in Miravalles a family space that welcomes and cares for them.

Finally, the tour ended at the Instituto Mexico Secundaria in the heart of Mexico City, where we met with teachers and students, sharing experiences of learning and teaching in times of pandemic, and what unites us in the Marist Mission. After lunch, we continued to share games and recreational activities that helped us to get to know more about the school, and also to get to know each other in those common themes that make us a great Marist global family.





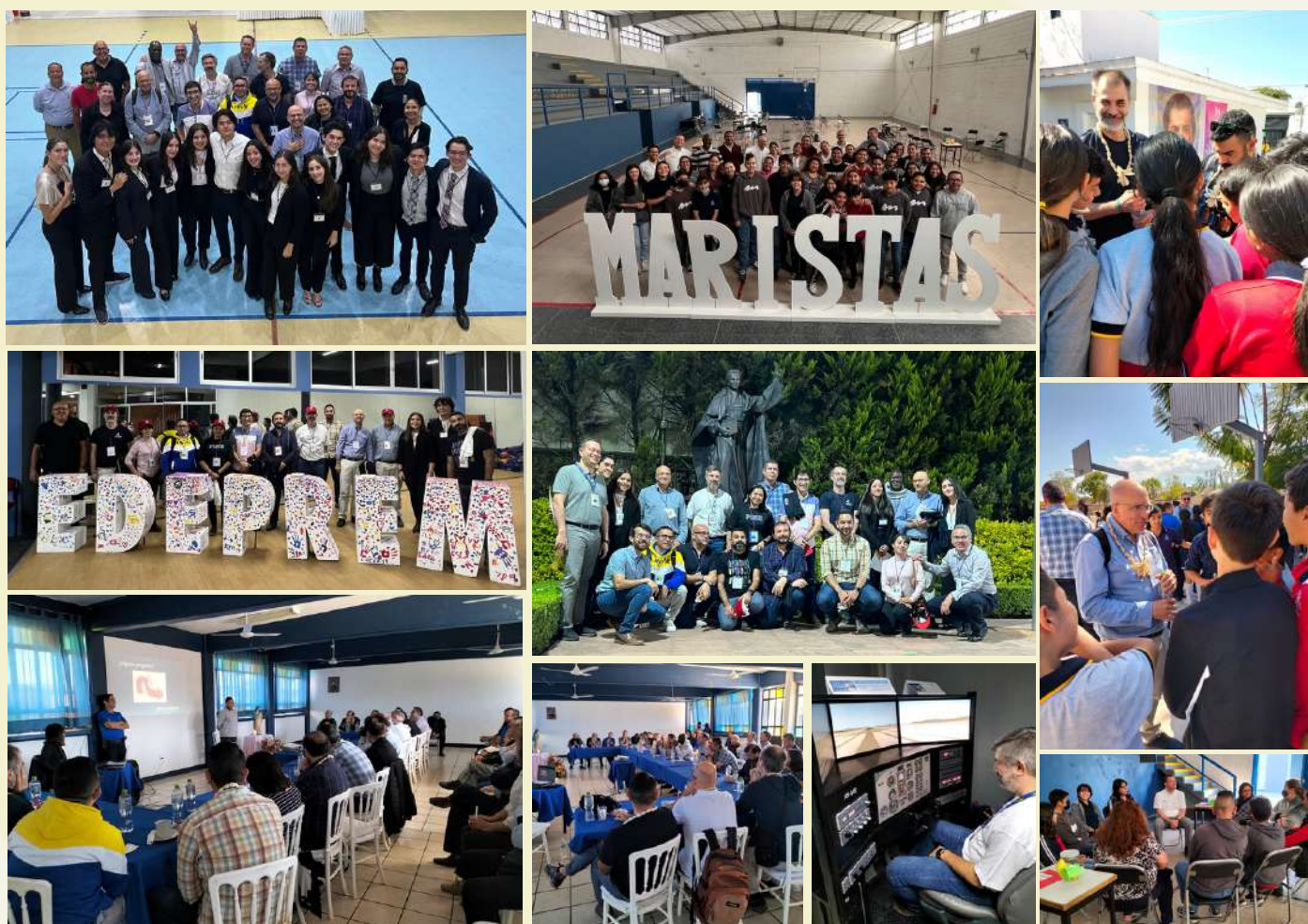
## Experience of visiting the Marist works of Cocula and Guadalajara (Marist Province of Western Mexico)

Those who visited some of the works of the Province of Western Mexico started their tour in a school located in a small town near Guadalajara called Cocula. In addition to the welcome and closeness of all the students, the visiting group was very impressed by the Montagne Programme where the school tries to incorporate and accompany children without any possibilities, helping them in their professional, human and spiritual growth.

The visit continued with a visit to the Cervantes Costa Rica school in Guadalajara, a Marist educational space of excellence where the students demonstrated through their leadership and protagonism that the integral formation they receive prepares them to face their future with the right tools.

On the second day, the group was received at the facilities of the Cervantes School and the Marist University located in Loma Bonita (Guadalajara), and it was very interesting to learn how the Marist philosophy is responding to higher education. Finally, the group was divided into two parts with the aim of getting to know two very important works because they respond to highly vulnerable realities:

On the one hand, it was pleasing to share with the students of the Champagnat School located in a very deprived neighbourhood on the outskirts of the city of Guadalajara, where it is striking how the students and their mothers are empowered to be the subjects of their own history. And on the other hand, those who visited the Marist Children and Youth Centre located in Villas de Guadalupe, in a marginalised area of Guadalajara, learned about the harsh reality of children who find themselves in a situation of poverty and marginalisation that does not allow them to attend public schools and thanks to the Marist centre they can be cared for.







*Inclusion, excellence, innovation, family spirit, youth protagonism, empowerment of women... these are some of the words that sum up a wonderful experience of encounter with our school reality.*

