

GLOBAL

NETWORK OF

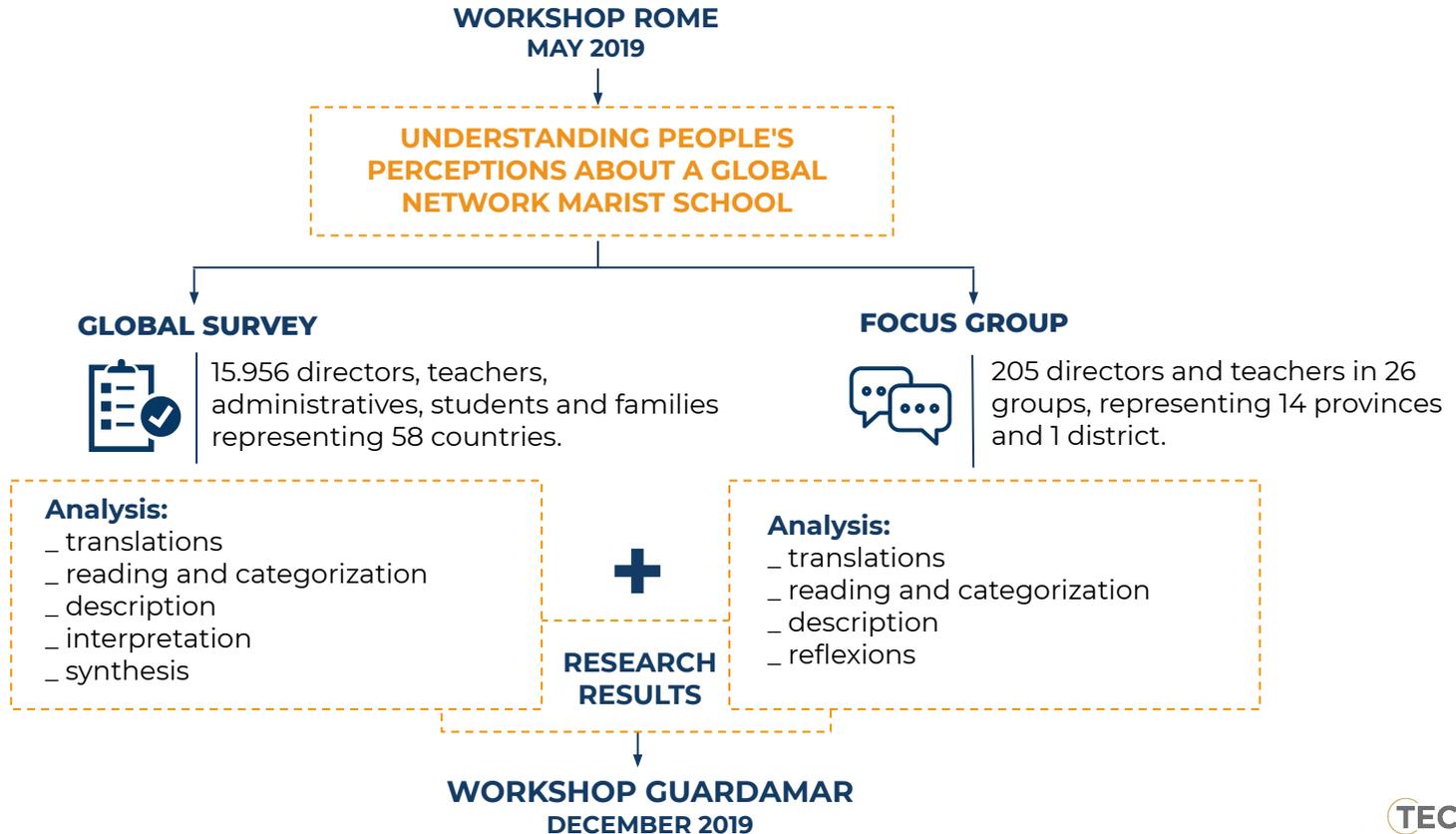
MARIST SCHOOLS

Global Survey

September - November 2019



RESEARCH PROCESS





RESPONDENT COUNTRIES

TOP 5

1 - MEXICO [6.026]

2 - SPAIN [2.597]

3 - AUSTRALIA [2.479]

4 - BRAZIL [1.311]

5 - PERU [1.153]

TOTAL 15.956
FROM 58 COUNTRIES

OVERVIEW



73% OF COUNTRIES WITH MARIST PRESENCE PARTICIPATED

Algeria, Argentina, Australia, Bangladesh, Belgium, Bolivia, Brazil, Cambodia, Cameron, Canada, Chile, China, Colombia, Costa Rica, Ivory Coast, Cuba, Democratic Republic of the Congo, Ecuador, El Salvador, Spain, Fiji, France , Germany, Greece, Guatemala, Honduras, Hong Kong, Hungary, India, Ireland, Japan, Lebanon, Liberia, Madagascar, Malaysia, Mexico, Mozambique, Netherlands, Nicaragua, Nigeria, Papua New Guinea, Paraguay, Peru, Philippines, Portugal, Puerto Rico, Singapore, Solomon Islands, South Africa, South Korea, Sri Lanka, England, USA, Vanuatu, Venezuela, Vietnam, Zambia and Zimbabwe.

PROTOCOL

Does your school belongs to any kind of school network?

How do you imagine belonging to a Global Network of Marist Schools could improve your school?

What would be the best possible school network?

What are your expectations and feelings regarding a Global Network of Marist Schools?

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?

How do you think the Global Network of Marist Schools should work?

Age

Role

Country

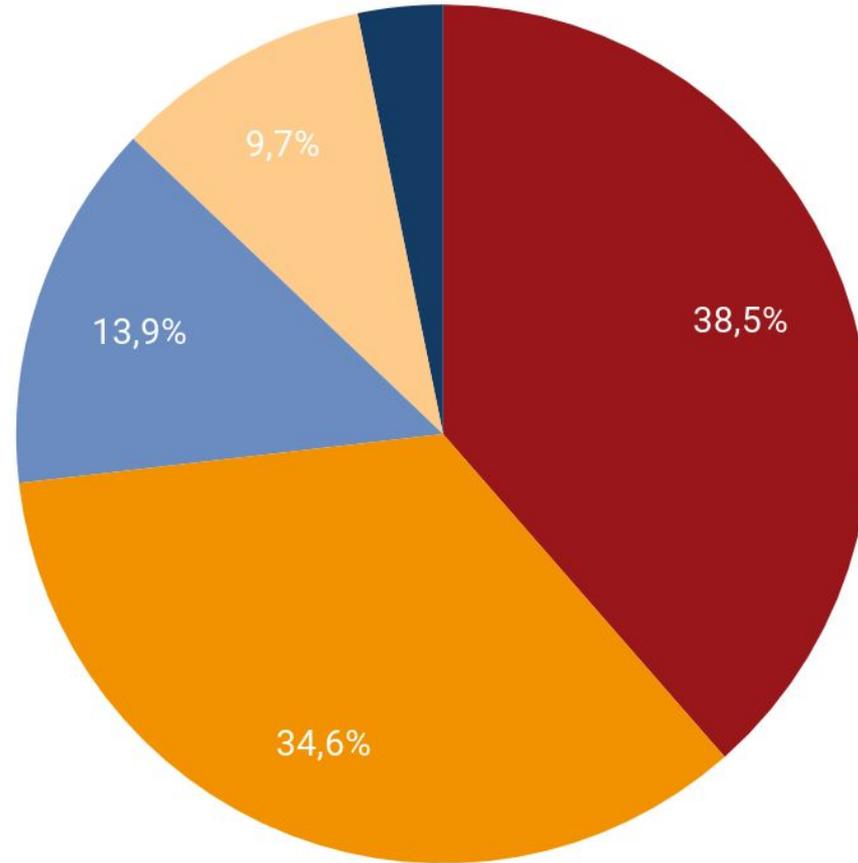
Time in a

Marist School

PROFILE

What is your role regarding the Marist school?

-  Students [6.148]
-  Teachers [5.526]
-  Family [2.216]
-  Others [1.550]
-  Directors [513]

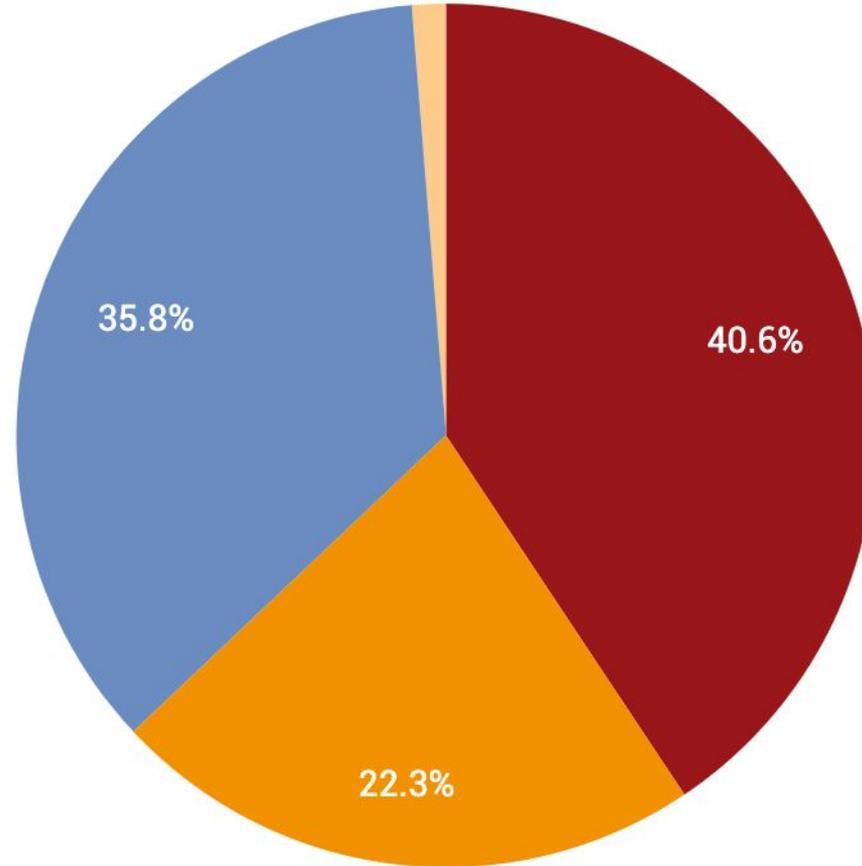




PROFILE

What is your age?

-  Less than 25 years [6.483]
-  Between 25 - 40 years [3.564]
-  Between 40 - 65 years [5.707]
-  More than 65 years [202]

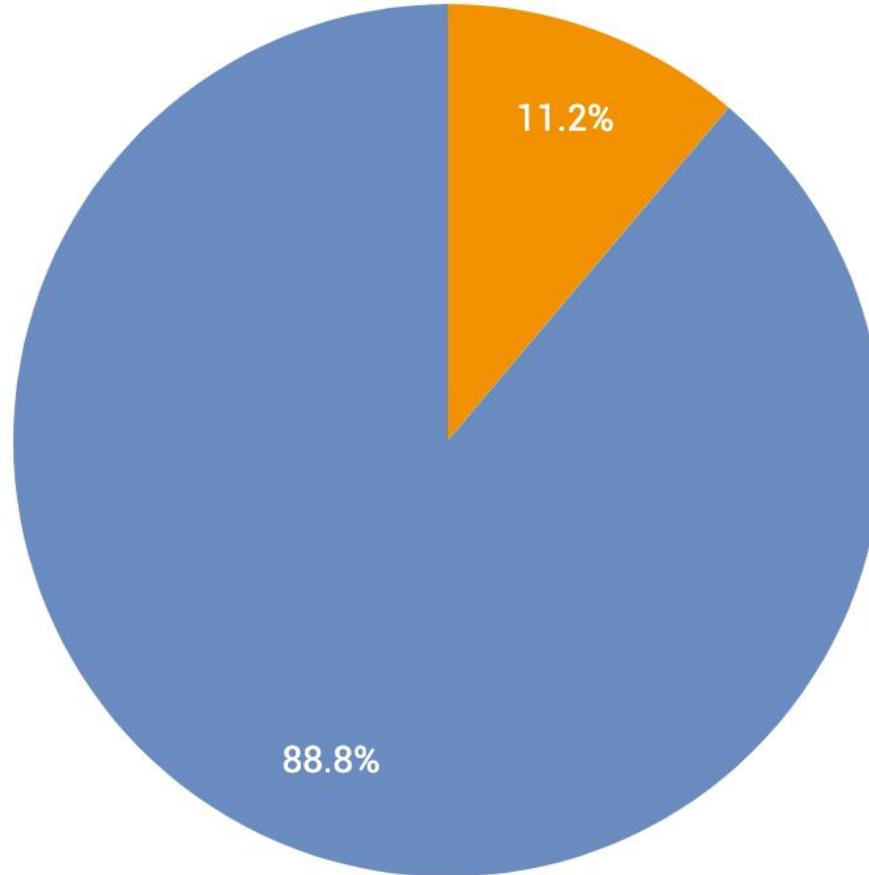




PROFILE

How long have you been working in / studying in / part of a Marist school?

- More than 1 year [14.113]
- Less than 1 years [1.777]



DIRECTORS



TOTAL
513
RESPONDENTS

3%
OF THE RESEARCH

AGE

Less than 25 years



Between 25 - 40 years



Between 40 - 65 years



More than 65 years



FROM

Argentina [01], Australia [19], Bolivia [11], Brazil [40], Canada [02], Chile [80], Colombia [20], Costa Rica [02], Ivory Coast [01], Democratic Republic of the Congo [01], Ecuador [05], El Salvador [07], France [04], Greece [08], Guatemala [11], Hungary [02], India [01], Liberia [01], Mexico [136], Nicaragua [02], Papua New Guinea [01], Peru [53], Philippines [05], Portugal [02], Puerto Rico [04], Singapore [03], South Africa [06], Spain [78], Sri Lanka [02], USA [04].





TEACHERS



TOTAL
5.526
RESPONDENTS

34%
OF THE RESEARCH

AGE

Less than 25 years



Between 25 - 40 years



Between 40 - 65 years



More than 65 years



FROM

Algeria [01], Australia [997], Bolivia [88], Brazil [548], Chile [149], China [01], Colombia [115], Costa Rica [43], Ecuador [13], El Salvador [106], France [20], Greece [41], Guatemala [115], Honduras [01], Hungary [11], Ireland [02], Lebanon [38], Madagascar [01], Mexico [1.393], Mozambique [01], Netherlands [01], Nicaragua [10], Papua New Guinea [08], Peru [452], Philippines [193], Portugal [14], Puerto Rico [79], Singapore [15], South Africa [48], Spain [984], Sri Lanka [07], USA [08], Vanuatu [05].



STUDENTS



TOTAL
6.148
RESPONDENTS

38%
OF THE RESEARCH

AGE

Less than 25 years



Between 25 - 40 years



Between 40 - 65 years



More than 65 years



FROM

Argentina [08], Australia [1.084], Bangladesh [01], Belgium [01], Brazil [295], Canada [01], Chile [02], China [04], Colombia [38], El Salvador [53], Fiji [01], France [04], Germany [01], Greece [65], Guatemala [02], Hong Kong [02], Hungary [17], Japan [02], Mexico [2.744], Mozambique [01], Papua New Guinea [03], Paraguay [01], Peru [427], Philippines [393], Portugal [02], South Africa [24], South Korea [01], Spain [925], Sri Lanka [03], England [01], USA [07], Vanuatu [01], Zambia [01] and Zimbabwe [02].

FAMILY



TOTAL
2.216
RESPONDENTS

14%
OF THE RESEARCH

AGE

Less than 25 years



Between 25 - 40 years



Between 40 - 65 years



More than 65 years



FROM

Australia [145], Belgium [1], Bolivia [08], Brazil [93], Canada [01], Chile [02], Colombia [91], Costa Rica [01], El Salvador [02], France [02], Greece [02], Hong Kong [01], Lebanon [02], Malaysia [01], Mexico [1.253], Mozambique, Netherlands [02], Papua New Guinea [01], Peru [64], Philippines [14], Portugal [01], South Africa [13], Spain [509], USA [02], Venezuela [01].





OTHERS



TOTAL
1.550
RESPONDENTS

9.7%
OF THE RESEARCH

AGE

Less than 25 years



Between 25 - 40 years



Between 40 - 65 years



More than 65 years



FROM

Argentina [01], Australia [222], Bangladesh [01], Bolivia [18], Brazil [324], Cambodia [01], Cameroon [01], Canada [01], Chile [38], Colombia [25], Costa Rica [04], Cuba [02], El Salvador [10], France [08], Greece [10], Guatemala [11], Honduras [01], Hong Kong [01], Ireland [02], Lebanon [06], Liberia [02], Madagascar [01], Mexico [473], Nicaragua [05], Nigeria [02], Papua New Guinea [03], Peru [74], Philippines [199], Portugal [02], Puerto Rico [06], Singapore [02], Solomon Islands [01], South Africa [21], Spain [90], Sri Lanka [04], USA [21], Vanuatu [01], Vietnam [01], Zimbabwe [01].



Q1

**Does your school belongs to
any kind of school network?**



80% of the respondents think they are already part of a Marist Network - most of these respondents were Brazilian or Australian.

40% of spanish respondents say they are part of the Marist Network organized in provinces. In contrast, only 30% of Mexican respondents mentioned the existance of a Marist network. Mexican students cited networks such as EDEPREM - sports competitions, EQUIPREM - scientific competitions and FIMP.

In Peru, 84% of respondents declared themselves part of a network. Peruvian students cited "Marist Network" and ADECORE (Asociación Deportiva de Colegios Católicos Religiosos) as recognized networks.

Most cited networks: CEDEP - Diocese of Parramatta - Australia, Kristau Eskola Asociación de Colegios Cristianos - Spain, Unidades Sociais - Brazil, FEM XARXA - Moviment Educatiu en Xarxa - Spain, ADECORE - Asociación Desportiva de Colegios Católicos - Peru.



In general, people recognize themselves as part of something larger, common, but not everyone is clear about what unites them today.



Q2

**How do you imagine
belonging to a Global
Network of Marist Schools
could improve your school?**



BROADER VISION OF MARIST COMMUNITY



Directors 25-40, 40-65, 65+

Teachers -25, 25-40

Family

Students

There is the understanding that **a global network must inform and communicate** things. The network will **give a systemic and global perspective of the Marist world** by sharing information about schools from different contexts and with different characteristics. This way schools will be able to know from each other about experiences, best practices and methodologies used by their peers in teaching and management.

Access to this kind of information would increase the quality of schools and enable a **continuous connection between them**, which will be an opportunity to have their practices recycled periodically. It would also be **possible to perform comparative analysis and do benchmarking**. As a result, they hope to increase competitiveness of schools and consolidate Marist identity.

Ideas:

// Give a global vision of Marist schools to the whole Marist community (teachers / managers / students / parents / alumni).

// Enable a continuous connection between schools.



NEW TRAINING EXPERIENCES



Directors 25-40, 40-65, 65+
Teachers -25, 25-40
Family
Students

It is believed that the network will reduce barriers and distances and bring together Marist schools all over the world **making new formative experiences available for students, teachers and collaborators, both presential and remote.**

Exchange between students and teachers from different schools would bring **cultural enrichment for individuals and the institution**, and open space for scholarships, international internships and volunteering experiences. Specially planned programs would be possible according to the potential of the schools.

Ideas:

// Enrichment of the development processes of the human capital of Marist schools.

// Teaching internships at "model" schools, training and courses offered by professionals from different institutions.

// International internship programme for managers and teachers from all over the world.



INTERNATIONAL STANDARD TRAINING FOR ACADEMIC STAFF



Growth towards an **international standard of Marist educators**, with continuous, international and differentiated formation. The network would put teachers from different schools in **direct contact**, through an **information exchange platform** where they can **access different content in a unique database**. This initiative would enrich teachers' development and improvement of teaching practices with the support from peers.

The network could also **give international visibility** to the work done by teachers, giving **recognition and appreciation** of their skills, thus contributing to their motivation. **Recognition may increase the attractiveness** of new teachers and the motivation of those already in Marist schools.

Ideas:

// Increase and improve repertoire of teachers.

// Give visibility to good teachers.

// Digital environment for the dissemination of teaching materials and innovative proposals that can be used by different Marist teachers.



INNOVATE IN EVANGELIZING EDUCATION



The **network as an aid to the construction of pedagogical approaches based on Christian values that provide tools for teaching practice.** A desire for unity in the evangelizing approach throughout the school network is identified, representing a desire for more instruction in the application of Marist pedagogical principles when in contact with students, **providing consistent and cohesive training for teachers in accordance with a common ethos.** Directors and teachers agree that it is necessary to look for innovations to bring students closer to religion, and the results are expected to popularize and maintain Marist values.

Ideas:

- // Initiatives that lead students to experience religious cultural experiences beyond the classroom.
- // Use of technology to approach religious contents.
- // Coordinate youth evangelization initiatives to increase interest in religion.



STRENGTHEN BRAND PERCEPTION



Directors 25-40, 40-65
Teachers -25, 25-40
Family

The establishment of a global network of Marist schools would result in **brand awareness** (this indicates how much a brand is remembered and recognized by people). Marist institutions would also be **favoured in the context of the private education sector**, attracting new families and giving parents more credibility and confidence when deciding on their children's school.

In addition, there would be **increased bargaining power with suppliers**, increasing the competitive advantage of Marist schools at national and global levels.

As a **worldwide marketing tool**, it will give more visibility and renown to the Marist charism, and can differentiate schools from other non-Marist schools. In some statements, the desire for sharing the same brand in tangible symbols, such as teaching materials, equipment and uniforms, was made explicit.

The existence of a network would contribute to the Marist brand, positively impacting the image of Marist schools.



RECEIVE AND OFFER HELP SHARING RESOURCES



It is believed that a network would promote closer collaboration between schools, regions and countries. Students would be given **the notion of global citizenship by exposing themselves to different world cultures**, views and perspectives. To teachers, it would provide opportunities for exchange and teaching internships to expand the repertoire and deepen in new methods. To schools, it would provide learning by example, by knowing the successes and errors of their peers.

The **establishment of sister schools would allow resource sharing across countries and facilitate the engagement of people interested in providing support to resource-constrained schools**. They believe the network could help build compassion in students for those marginalized by poverty or lack of opportunity.

Ideas:

// Sister schools

// Meetings, projects and partnerships to approach ties between network members to facilitate sharing of resources.

// Platform where schools could say what they need and what they can give.



EXPANDED ACQUAINTANCESHIP



It is understood that it is important to promote the **breaking of geographic barriers at national and international level** among students, teachers and administrators through exchange and internship programs, guided tours and activities such as camps.

The **systematization of meetings** between schools is proposed, such as sports meetings, artistic meetings, academic meetings, pastoral meetings. Also mentioned was the establishment of shared experiences between regions and countries, with exchange between units in complementary activities to those in the classroom.

The increased coexistence among students, teachers and administrative staff brings gain for individuals and for the network.



CROSS-SCHOOL PROJECTS



Directors 65+
Teachers 25-40, 40-65
Family
Students

They believe that a network would make it possible to offer students **experiences in projects beyond the classroom**, giving them a greater awareness of the world, other cultures and positive values such as tolerance, respect and solidarity. A **network of Marist schools would facilitate joint projects, partnerships and immersions** that would help build a community spirit among students, teachers, families, managers and society. The Marist schools network would promote social projects to engage students in actions to **solve local and global problems**.

Students should know their role in the world, making them aware of local and global issues.

Ideas:

// Promote social impact projects co-developed among schools.

// Experiential learning for students.



STANDARDIZATION OF PEDAGOGICAL GUIDELINES



They believe that the **educational philosophy should be unified**, so that schools follow the same vision of education based on **respect for the diversity, cultures and specificities of each region**.

Teachers expect guidelines and references to devise strategies for operationalizing the goals of Marist work, especially for achieving more inclusive teaching. The **cohesion of Marist centers' objectives and curricula would facilitate the transmission and adaptation of proposals transferred from one center to another** and increase the sense of belonging to the global family and community.

Standardization of procedures, criteria and objectives would increase quality of schools..



SHOULD BE LOCAL



Some directors are skeptical about the establishment of a worldwide network, as they believe that strengthened networks must be formed first within the country itself, the province, the region, and only then at the global level. Some believe they already operate in a global network of Marist schools.

The **consensus is that the particularities of each local context must be respected** in the production of a global Marist culture.

It is essential to respect the particularities of each local context in the production of a global Marist culture.

HOW A GLOBAL NETWORK COULD IMPROVE:

// Provide information and a broader vision of Marist world
_ teachers think they can benefit from knowing good practices
_ directors want to do benchmarking

// Remote and presential training experiences for teachers and students

// Establish an international standard training for marist academic staff
_ continued and international
_ directors think this may attract teachers
_ teachers want differentiation and certification
_ families believe this would increase motivation for teachers

// innovate in evangelizing education
_ exchange pedagogical approaches to teach marist values
_ families and directores think students need to find religion more interesting

// Strengthen brand perception
_ a new positioning will strengthen and differentiate
_ more competitiveness of the marist institutions

// Receive and offer help sharing resources
_ interchange, internship to exchange experiences
_ didactic-pedagogical material exchange

// meetings between national and international schools
_ address extra curricular subjects: arts, dance, music
_ awards, competitions

// increase the feeling of belonging

// amplify student consciousness about the world

// Indications of Marist pedagogical guidelines
_ teachers want new materials to improve their practice
_ directors think this would increase quality of schools



Q3

What would be the best possible school network?



CULTURAL EXCHANGE



Directors 25-40, 40-65, 65+
Teachers -25, 25=40. 40-65. +65
Family
Students

The research respondents understand the value of cultural exchange for students, teachers and managers. Cultural exchange are considered as **an intense way to learn and live other cultures**, so they advocate exchange as a way of opening students' horizons to cultural differences. For teachers, exchange is a way to deepen their knowledge to apply them in the classroom. Managers could also travel and visit international schools to improve their practices.

“A global approach so that students and teachers who have never lived outside their surroundings can experience the world through immersion and evangelism.”

Ideas:

- // offer international internships for students
- // provide opportunities for international conferences
- // offer scholarships
- // enable international internships for teachers
- // organize international sports and science championships
- // offer summer courses



“A network that enables our children to experience at the academy - a safe place to stay - an up-to-date and relevant environment from the perspective of culture, engagement, technology and risk.”

COMMUNICATION THROUGH TECHNOLOGY



Technology is considered as a way to facilitate communication between schools. The research respondents would like to have an online network that enables discussions on specific topics and events in schools around the world. They understand that an **online platform** would bring schools closer together. Even so, they value face-to-face contact: while asking for a digital platform, they emphasize the great value of periodic face-to-face meetings.

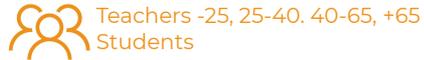
Ideas:

- // schools connected via an online platform
- // use of social networks
- // online channels to discuss important topics
- // online teacher / student training
- // news channel

“A technology platform where we could interact with other managers, learn about other schools and access courses, seminars, etc. ”



CONTINUOUS INTERACTION BETWEEN SCHOOLS



The research respondents believe that a Marist network should enable **continuous contact between schools** for information sharing and joint activities. They would like schools to interact closely, promoting guided tours, developing joint projects and establishing partnerships.

Ideias:

- // periodic face-to-face meetings
- // establish partnerships between schools
- // organize conferences and visits
- // have student feedbacks, ideas and suggestions

“A network where all school levels are interconnected and where different areas share knowledge, encouraging global growth.”



SHARING EXPERIENCES



Directors 25-40, 40-65, 65+
Family

The research respondents would like very much to know what happens in other schools, **to learn from their experiences, their mistakes and successes**. They believe that the experience of some may be the learning of others. They want to communicate with other schools in the network, to share ideas, resources, experiences, methodologies and processes.

“A school network where we can share not only experiences, but also teaching resources, planning, materials, etc. ”

The school network should provide spaces for reflection through meetings, seminars and conferences, and provide support materials in all areas.

RESPECT FOR CULTURAL AND LOCAL PARTICULARITIES



The research respondents believe that to establish a network it is necessary to define standards, **create unique guidelines and have common goals.** However, they understand that many schools have strong cultural characteristics that must be respected.

“A network with global directions, but respecting the cultural, regional and time of each people. ”

“Even being a network, the school cannot be disconnected from the reality of where it is inserted. It is necessary to act locally, based on the reality of each school. ”

Ideas:

- // define guidelines, but ensure the autonomy of schools
- // respect people's differences in culture and religion
- // have common actions and values, but respecting individualities

“A network that can understand the particularities of each region and, at the same time, have sufficient flexibility to extend best practices between them. It is not about imposing, but about proposing, advising, providing and monitoring.”

EDUCATION FOR LIFE



Directors 25-40
Teachers -25, 25-40
Family
Students

The respondents believe that the network should offer qualified education that is not limited to the school program, but also offers the opportunity for the student to improve as a person, with moral values and principles. **Social activities, arts, music, ethics are seen as important learning.** Cultural exchange is seen as one way of providing life experiences for students beyond the classroom.

Ideas:

- // offer activities for communication development, creativity, collaboration and critical, artistic and cultural thinking
- // provide a support network for social transformation through education, technology and political-social engagement

“The best school network would be one that respects its students and professionals, welcomes individualities and focuses on teaching for life.”



THE FAMILY AND THE COMMUNITY ON THE NETWORK



The respondents understand the network as a living organism that must contribute to the environment in which it is inserted, and must also learn from it. They would like to involve family and community in this interaction. They mainly mention **family involvement**, but refer to social projects that bring benefits to the local community.

“A network that is open to learning and developing within the community in which it operates.”

Ideas:

- // Involve the whole Marist community: students, teachers, administrators, parents and alumni
- // Offer projects that bring opportunities for students and families from all areas of the community
- // Offer activities to exchange experiences between teachers, principals, students and their families to enable more and better learning
- // Interact with neighborhood communities, building projects primarily for the most needy



LADDERED ORGANIZATION



Directors 40-65, 65+
Teachers 65+

The respondents understand that the network would be stronger starting with physically nearest schools, which have the same language. They believe that **efficient communication** between schools would not be fully horizontal, but should happen in a cascading format: local, then regional, national international groups.

“*A structure that connects schools: regional, national, continental and global.*”

Interaction could start at a national level and be broadened globally, by connecting countries that are close (territorial and cultural). And then on a larger scale.



COMMONS GUIDELINES



The respondents mention the need for **unification of language, methodologies and processes in the schools of the network.** The understanding is essential to have common goals between the schools. However, they emphasize that it is necessary to standardize without forgetting the local peculiarities, according to culture and region.

Common guidelines are important for a unified network language.

Ideas:

- // define similar guidelines and structure in all schools
- // set common goals
- // keep a unified language



EXPECTED CHARACTERISTICS

- // **Cultural exchange** for students, teachers and managers as a way of deepening knowledge and broadening culture.
- // **Technology used to facilitate communication** between schools through an online platform with discussion spaces and video conferences.
- // Contact and **continuous interaction between schools** for information sharing and joint activities.
- // **Sharing experiences** and resources between schools.
- // **Respect for cultural and local particularities.**
- // Qualified **education model**, focusing not only the school program, but on experiences that prepare students for life.
- // **Laddered organization**, starting locally, regionally, and then internationally.
- // **Guidelines** common to all schools.



Q4

**What are your expectations
and feelings regarding a Global
Network of Marist Schools?**



CONNECTION OPPORTUNITIES



Directors 25-40, 40-65, 65+
Teachers -25, 25-40, 40-65, +65
Family
Students

It is noticed that the network is expected to provide means for people from different countries to connect. These means may be **online**, but do not dispense the need for **face-to-face meetings**. Possibilities should include all network members, students, teachers and staff. The desire for connection goes far beyond the **functional** scope, it also covers **personal life**. The benefit of these connections is understood as improvement in their areas and personal growth.

“*May all students be able to connect and live the experience of exchange, including those with no economic resources to do.*”

Ideas:

- // academic and cultural exchanges, travel, visits to other schools
- // conferences, forums, meetings, workshops
- // camps, sporting events
- // magazines, newsletters, interactive website
- // database with teaching materials



“ I don't know if we will have enough time to develop this project. I think it would be very positive, but maybe instead of doing it at a higher level, start with small actions, such as being able to bring together teachers of subject 'x' so that they can talk about the different methodologies and activities that worked for them... I think this could be more useful than simply reading an activity from a web page. If we share face to face, the experience would be much better. ”



FOCUS ON EDUCATION



Directors 25-40, 40-65, 65+
Teachers -25, 25-40, 40-65, +65
Family
Students

To the research respondents, the school networking should focus on **youth education**, which should address much more than academic education. The network should prepare young people to **face the future through spiritual, human, interpersonal and especially cultural development**. And there is a consensus among the respondents that there must be innovation in the educational model, and they believe that this innovation can be achieved through connection.

“The network must understand the increasingly global world, to prepare our young people for the future, empowering them with a different view of their skills and potential.”

Professor, Portugal

Education must consider the training of young people in the professional and citizenship fields.

What are your expectations and feelings regarding a Global Network of Marist Schools?



“*My expectation is to learn beyond the classroom. I expect that students not only learn to pass the entrance exam to the university, but learn to be better people. The world would become better without social, gender, ethnic and economic inequalities.*”

Estudante, Brasil



IMPACT ON THE EXTERNAL COMMUNITY



Directors 25-40, 40-65, 65+
Teachers -25, 25-40, 40-65, +65
Family
Students

The research respondents are concerned about the school network's work with and in favor of the external community, aiming to **benefit vulnerable populations**. The network should strengthen the Marist identity in the world, allowing Marists to be recognized everywhere for their brand, which should reflect the Marist essence in the attitudes of each member.

“ I believe in a network that will promote the education of millions of children that still do not have access to school. A tool that enables us to be effective in combating the injustices of the world. ”

Teacher, Espanha

The network should make the Marist brand globally competitive and internationally recognized for providing quality education.



APPRECIATION OF TEACHERS



Directors 25-40, 40-65, 65+
Teachers -25, 25-40, 40-65, +65

Teachers demonstrate the desire for **professional growth** through **continuing education**. Directors also understand that it is positive for the school network to invest in the academic staff. In addition, teachers expect the network to provide support for their personal lives including benefits for the family to enjoy as well. They believe that training combined with the connection between teachers from different countries will improve their role as an educator by learning new ways to enable educating.

Ideas:

- // joint training with professionals from different countries
- // language learning
- // workshops in specific areas of knowledge

“*The expectation is to have appreciation of the work done by the educators.*”

Teacher, Brazil



STRENGTHENING THE MARIST ESSENCE



The Marist essence represented by the values and mission of Champagnat must **guide all the actions of the network**. It is noticed that the values are very present in the speeches mainly of directors and teachers. They truly expect to put the Marist values into practice. The most mentioned value was the Family Spirit, which demonstrates that it should be much more than a group of schools with a common goal, but should represent a life reference for all members.

“ You can find us anywhere in the world with a great sense of belonging to this great Marist family. ”

Family, Mexico

Highlights:

- // the network as an extension of people's homes
- // live as a global family
- // educate with love



“
...the Global Network of Marist Schools must present a
"characteristic seal" whereby a school can be identified
anywhere it is. When you know one, you recognize any other, but
understand the cultural identity of each place. This
"characteristic seal" must be reflected especially in the charism.
A seal that must be identified in terms of presence, respect,
proximity, especially to the most neglected.”

Teacher, Chile



AN EMBRACING NETWORK



Students that are finishing high school expressed good expectations regarding the development of a school network. They understand that **alumni, as a part of the Marist community, should be included in the network activities.** They expect to find in schools a pleasant, welcoming and safe environment that favors freedom of expression.

Students are expected to be able to share academic learning with other students, including alumni.



EXPECTATIONS AND FEELINGS

- // Be **transparent** and have clear processes and objectives .
- // Be **implemented gradually**, starting with **local changes** and gradually expanding to the **global level**.
- // **Recognize** what is already relevant in each center to reproduce the positive results in the network.
- // **Understand and respect the peculiarities** of each location that should not be overlooked in a standardization process.
- // Not generate more work for teachers.
- // To have a common network goal understood and followed by all schools.

Highlights:

- // appreciation of teachers
- // transparency
- // clarity of objectives
- // gradual implementation
- // local recognition
- // inclusion and equality
- // no work overload
- // homogenize considering the differences



Q5

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



PHYSICAL STRUCTURE

This topic is related to the **infrastructure available at the school and in the city**. It involves both the physical spaces of the school such as classrooms, sports fields and laboratories, as well as the structure offered by the city, such as public transportation, airports, squares and hospitals.

These structures can serve as headquarters for the network, meeting spaces and to promote inter school sports.

“Everything is possible if we can access the network”
Professor, Chile

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



STRUCTURES TO PROMOTE EXCHANGE PROGRAMS

These structures are related to the **infrastructure available** at school and in the city that **may favor and/or facilitate exchange programs**. It involves the spaces that some schools have to receive people from other countries and how well the city is prepared to receive exchange students, teachers and employees.

It is not common to all countries, but some respondents cited that parents can receive students from other countries in their homes and teachers could also receive outside teachers.

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



STRUCTURES TO PROMOTE CULTURE

This topic is associated with the **cultural options offered by the city**. It also involves **school programs focused on cultural promotion**.

Among the most cited points are theaters, cinemas, museums and parks. Also, sightseeing, concerts and exhibitions.



AVAILABLE HUMAN RESOURCES

Many schools cited the **availability of people to promote and/or organize the network**. This implies the available time of **teachers and staff**, but also the involvement of **students**. The participation of the students in the network development and structuring is important for schools. For teachers, many schools considered important the previous network expertise and experience, as some groups are already organized in this way.

Parents were also considered resources for the network development, they could act through committees, volunteering and teamwork.

“The existing school network will enable schools in the region to come together and support any fundraising activity for the expansion and aid of the growing global Marist family.” Student, Australia ”

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



MEANS OF COMMUNICATION AND SOCIAL MEDIA

A **list of possible platforms to improve the network development** was cited by the survey participants. These platforms are available but not necessarily already used by schools.

All schools have cited the Internet to bring people closer. Among the mentioned platforms are Facebook, Skype, Google Classroom, Blogs, Institutional Email, Moodle and the school's own website.

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



TECHNOLOGICAL STRUCTURE

Technology must play a key role in the network planning and development. **All schools cited the importance of technology for the development of a global network.**

One way to get schools closer is through **videoconferences**. In addition, many schools cited that the IT sector inside the school experience and capacity can help in this process, as well as the use of information and communication technologies (ICTs).

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?



SCHOOL PROGRAMS, PEDAGOGIES AND EVENTS

Several schools have mentioned that **Marist pedagogy is an important structure for the development of the network.** As well as charity and the development of Christian values.

In addition, programs and events that already occur could be used as an example for the development of the global network.

How can the existing structures in your city/region/province contribute to the development and functioning of the Global Network of Marist Schools?

CITED PROGRAMS AND EVENTS

AUSTRALIA

Marist Association
CEWA - Catholic education of Australia
Maris Connect (*event that connects Marists schools in the same region*)
REMAR program (*for youth*)

SOUTH AFRICA

Athletic events
Grade 7 Marist Festival
Kagan Methods

BOLIVIA

Marist Leadership Program

BRAZIL

CMC - (*training*)
Marist Youth Commission
DEAS
DERC (*schools network*)
Marist Festival of Robotics
Marist Youth Ministry
Tessitura Project
Brazil South Amazon Province
Marist Province Brazil Center
Southern Amazon Network
UMBRASIL

CHILE

Chile Marist Network

COLOMBIA

Marist Youth Ministry

COSTA RICA

Provincial Commissions

EQUADOR

REMAR program

SPAIN

CEFORE
Christian Schools Foundation
Educate Plan
Best Practice Awards
Galicia's Innovative Programs
SED

PHILIPPINES

MES (*educational Marist System*)
International Marist School
Network

IRELAND

Conselho Missão
Programa Líderes marista

MEXICO

Festas atléticas
Franco Instituto Mexicano
Marista mundial
Pastoral
Programa e-vaum
Psicologia educacional
Rede Servoescolar

PERU

Pastoral



Q6

How do you think the Global Network of Marist Schools should work?



NETWORK MODEL



Directors 25-40, 40-65, 65+
Teachers -25, 25-40, 40-65, 65+
Family
Students

Part of the respondents understand that the network model should be **centralized by a small coordination group** in a cascading approach. In this case, nominated committees at each location are responsible for permanently passing on information and guidance through digital media to engage people and make things happen at a local level.

On the other hand, part of the respondents propose an open and **decentralized network**, in which directors and teachers from different schools are connected. In this case, the network does not impose a vision because it is built with its participants. The proposal is to start with mapping best practices and needs. Then this mapping spills over to the regional level and finally globally.

Network features

- // Initiate the process in countries with largest number of provinces
- // Frequent meetings from education managers
- // Mapping best practices and local needs
- // Local groups involving all hierarchical levels of the Marist family



OPERATIONS AND GOVERNANCE



Directors 25-40, 40-65
Teachers -25, 25-40, 40-65
Family
Students

Purpose, objectives and guidelines of the network must be clear and consider aspects of the Marist charism and pedagogy to guide local and regional actions.

Part of the respondents believe the network should be structured to meet teachers and managers' needs (because they impact directly on students formation). Other part believe the network should be structured to meet students' and families' needs.

Ideas:

- // Each school should have a commission responsible for the networks' actions
- // The school comission should have at least 4 members: manager, teacher, student and family representative
- // Working groups by affinity of interests
- // Must have a presential meeting every year with school comissions
- // Pay people to be dedicated to making the network happen



PROMOTING INTERCHANGES



Directors 25-40, 40-65
Teachers 25-40, 40-65, +65
Family
Students

Exchange programs for students and teachers are seen as fundamental for the network, as ways of integrating and learning, within and outside the country.

Ideas:

- // Volunteering exchange
- // Marist Passport to facilitate entering local and international universities
- // Games, sports and arts exchanges
- // Receive and return: exchange students need to share knowledge with the school when back home
- // Families receive exchange students in their homes



INFORMING



Directors 25-40
Teachers 65+
Family
Students

Respondents understand that a **strategic communication is as essential as connecting people**. We must communicate objectively what is happening in the network, what has changed, what is new.

It is proposed to **create flows of information to reach all levels of representations of the network** because it must not be limited to managers and principals.

Ideas:

- // website
- // chat
- // social network
- // digital platform
- // videos

FEATURES

// Mix between two models:

- top down and centralized - with a small general coordination group
- bottom up and decentralized - collaborative construction of projects and actions

// Goals and guidelines must be clear and aligned to the Marist charism and should impact pedagogical approach.

// Focus in meeting needs of a group of actors to maximize impact:

- teachers and directors might impact directly students formation
- students and families are our main target but meeting their needs is more complex

// Exchange programmes for students and teachers to promote integration and learning

// Giving visibility to successful stories to inspire.

// Clarity to the Marist proposals for the network to engage community.

// Information should be available to all.