BUILD THE COMPACT ON EDUCATION

FROM **LOCAL** TO GLOBAL

GUIDE



GUIDANCE AND PHASES

SCHOOLS • SECONDARY • PREPARATORY • UNIVERSITIES • NGO • GROUPS • ASSOCIATIONS

OIEC
OFICINA INTERNACIONAL DE LA EDUCACIÓN CATÓLICA
OFFICE INTERNATIONAL DE L'ENSEIGNEMENT CATHOLIQUE
CATHOLIC INTERNATIONAL EDUCATION OFFICE

CONGREGATIO
DE INSTITUTIONE CATHOLICA
(DE STUDIORUM INSTITUTIS)



"The pope is asking us for something even more challenging […] to come out of ourselves and our borders. […] To bring together as many people and organisations as possible. […] Working together we will discover how much unites us and we shall serve more and better. […] Let us give the world the hope it needs! (pages 10-11*).

Philippe Richard, secretary general of the International Office for Catholic Education



"What should we do to have a broader and more global outlook? Organise fora where we acknowledge our specificities. Schedule significant actions and specific initiatives including the various education agents (school, family, Church, town, company, etc). Promote the model of a «full-time school» connected to the community. Advance the model of an «educating city» as an instrument to connect the education realities within a city" (page 229*).

Pedro Aguado Cuesta, superior general of the Order of the Pious Schools and president of Education Commission at the International Union Superiors Generals



"Going from a specific view of a congregational mission to the overall vision of the Church's mission (conversion). Each congregation has moved responding to the mission from its charisma, but without seeking intercongregationality" (page 220*).

María Isabel Moraza Herrán, superior general of the Conceptionist Sisters Teaching Missionaries



"The other big problem that will have to be faced and resolved is conflict current situation between the family and the school that paralyzes the educational process" (page 255*).

Francesco Tonucci, ISTC of the CNR and project manager of the "La città dei bambini"

*Contributions to the book *Luces para el camino. pacto educativo global. Hacia una educación de, con y para todos. Hacia una sociedad más fraterna, solidaria y sostenible* (Juan Antonio Ojeda Ortiz, Manuel Jesús Ceballos García y Beatriz Ramírez Ramos, 2020). The book in Spanish may be downloaded at: www.e-sm.net/207401_01.



"The family educates, the church educates, the sports club educates, the neighbours educate. Every person and every member of the community is potentially an educator and a learner. Community and school are not separate entities" (page 251*).

Daniel Ernesto Stigliano, coordinator of the programme Cátedras Scholas



"We need to start with facts, evidence that enlightens and convinces. I think it is very important to raise awareness about the results in education innovation that are being carried out in many countries, with satisfactory results" (page 267*).

Montserrat del Pozo Roselló, superior general of the Missionaries Daughters of the Holy Family of Nazareth



"Educating is always an act of hope that encourages co-participation and transformation. […] The time has come to sign a Global Compact on Education and with the younger generations, that involves, in the education of mature individuals, families, communities, schools and universities, institutions, religions, governments, all of humanity".

Pope Francis, "Global Compact on Education", 15 October 2020



"It is an invitation to discuss how we are building the future, to renew the passion for education … to train the actors of a «more fraternal humanity». It may unleash the potential for specific projects and views […] creating synergies and networks. […] We must face the new context responsibly and work together. The delay, due to the pandemic, allows giving the compact a broader horizon and a more significant scope" (pages 28-32*).

Angelo Vincenzo Zani, secretary of the Congregation for Catholic Education

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INVITATION

Following Pope Francis's invitation, in his message to launch the Global Compact on Education, where he indicated how urgent and necessary it was to "join efforts to achieve a broad education alliance, with a view to educating mature individuals, capable of rebuilding the fabric of relationships and create a more fraternal, equitable and supportive humanity. […] An alliance between the inhabitants of the Earth and our Common Home, which we are bound to care for and respect. […] In spite of the Objectives and Goals established by the United Nations Organisation and other entities, and the significant efforts made by some countries, education is still unequal among the world's population".

WE INVITE YOU TO PROMOTE AND BUILD TOGETHER THE COMPACT, FROM LOCAL TO GLOBAL

Briefly, here are some guiding recommendations on how to work alone or with others in this alliance. We have identified some phases and actions which each Institution should put into context in a flexible manner, with these or other ideas. Ultimately, we encourage you to also share the processes followed and the results achieved to inspire others and together weave a new education reality, that improves the relationships of people with themselves, with society, with the environment they live in, with God. The pact is yet to be made. Let's work together.



"In this kind of village it is easier to find global agreement about an education that integrates and respects all aspects of the person. I encourage you to work together to promote, through a global compact on education, those forward-looking initiatives that can give direction to history and change it for the better".

Pope Francis, *Message for the launch of the Global Compact on Education,* 12 September 2019

"We want to commit with courage to give life to, in our countries of origin, an education project, investing our best energies and initiating creative and transformative processes in collaboration with civil society".

Pope Francis, *Meeting to relaunch the Compact,* 15 October 2020



"We need a new agenda, a new commitment from all of society with education. […] UNESCO places human beings, with their empathy and dignity, at the centre, in order to make education the pillar for the refounding of societies. […] UNESCO is delighted to be with you (Pope Francis), to be a part of this agreement".

Audrey Azoulay, director general of UNESCO, *Meeting to relaunch the Compact,* 15 October 2020



Seven basic proposals indicated by Francis

TO PLACE PEOPLE IN THE CENTRE of every formal and informal education process, their value, dignity, to make their own specificity stand out, their beauty, their singularity and, at the same time, their ability to relate with others and the circumstances around them, rejecting the throwaway culture.

TO COMMIT to study to find other ways of understanding the economy, politics, growth and progress, in order to ensure they are fully at the service of mankind and the whole human family within an integral ecology.

TO EDUCATE OTHERS AND OURSELVES to welcome, opening up to the most vulnerable and marginalized.

TO PROMOTE full participation of girls and young women in education.

TO SAFEGUARD AND CULTIVATE our common home.

TO HAVE families be the first and indispensable educators.

TO LISTEN to the voice of children, teenagers and the young.

(Pope Francis, "Global Compact on Education", 15 October 2020)

To reflect, build and make possible these seven proposals in the various contexts formal or non-formal education, the Congregation for Catholic Education publishes a vademecum that inspires us and gives us clues to get involved in making them come true. Check it out and work it together!



WHAT FOR?



These guidance's and phases are addressed to every person and Institution of good will who wishes to join and co-create with others in this Global Compact on Education in favour of a more humane, fraternal, supportive and sustainable education. Some of the objectives we propose are:

UNDERSTANDING the meaning and purpose of the Global Compact on Education proposed by Pope Francis to implement a "Proactive School" to care for people and improve the world.

TO UNDERSTAND the need and urgency of the Compact, based on the context the school finds itself in.

TO ANALYSE AND DISCUSS what is most urgent and possible to carry out given your education, social and environmental circumstances.

TO PRIORITIZE criteria and actions identified.

TO IMPLEMENT AND EXPERIMENT some of these criteria or actions.

TO CREATE AND DEVELOP together projects for change, networks for collaboration and improvement of education delivered at the school, with relation to: academic goals, curriculum, methodologies, roles, resources, spaces.

WHAT TO DO?

ELICITING QUESTIONS, to trigger dreams, hopes, achievable utopias: how do I imagine a better and more efficient education? How can we educate comprehensively (head, heart, hands)? How to promote an education that is open to the future, engaged and transformative, that serves people and prepares them to serve their local community, and humanity?

STRUCTURED OR UNSTRUCTURED MEETINGS, with the various stakeholders of the education community, studying various documents related to the global compact on education, using different focus group exercises.

REFLECTION, STUDY AND EXTRACT CRITERIA AND ACTIONS from the *Instrumentum laboris* drafted by the Congregation for Catholic Education, for the Compact.

LIKEWISE, from other documents and contributions from Institutions and people endorsing the Education Compact. The book Luces para el camino. *Pacto Educativo Global. Hacia una educación de, con y para todos. Hacia una sociedad más fraterna, solidaria y sostenible* may shed a lot of light on the debate and proposals for improvement, which should be identified and put into context.

THOSE ARISING FROM THE STRENGTHS, DREAMS AND HOPES of the heart of the education institute itself, its agents, its history, social, cultural and environmental circumstances.



HOW?

OPEN SPACE (Harrison Owen et al.)

This consists of generating a more collaborative and participatory space, to enable either a small or a very large group, in a short amount of time, to generate the best ideas on a key topic, which can be broken down into sub-topics. This is a self-organised process to create ideas and initiatives. The key theme is presented, by someone from the school or an expert, sub-topics are proposed and clarified, everyone signs up for a sub-topic, from which they can change freely throughout the meeting. You gather by sub-topics (in different rooms) and discuss; ending with conclusions in the whole group.

DESIGN FOR CHANGE (Kiran Bir Sethi)

This is a methodology that empowers people to make them proactive and commit to the transformation and improvement of their personal situations, social and/or environmental contexts. From the age of three (children, youths, adults, seniors) can identify a problem or strength in their education, social or environmental surroundings and create a solution with others. Every project or change story has four simple phases: You feel the needs, problems or hopes; you imagine new solutions; you act and build the change; you share your change story to engage and inspire others. It consists, therefore, of identifying a challenge and addressing it critically, creatively, in collaboration, proposing the most feasible and urgent solutions, that enable a compact, and the improvement of education, people, societies and the "Common Home".

APPRECIATIVE INQUIRY (Miriam Subirana et al.)

This is a process involving people to discover that which works well, by asking "powerful questions", to maintain and develop it, renewing and improving the service provided by the Education Institution. The solutions come from the community. Rather than diagnosing the problems, the idea is to inquire about hopes, dreams and visions, rather than deliberating on "what is", propose "what should be". The idea is for everyone to talk, one at a time; then in pairs; then in larger groups and finally, everyone together in a plenary.

GROUP EXERCISES

• Phillips 66 • Brainstorming • Whispering • Guided discussion • Technique 6.3.5

DRAGON DREAMING (John Croft)

Dragon Dreaming is a meta-methodology, which combines project management with systemic theory, introducing contributions and concepts from great change agents such as Gandhi, Paolo Freire, Carl G. Jung, Joana Macy, Scott Peck, Arnold Mindell, Marshall Rosenberg, etc., as well as other knowledge such as the profound ecology and ancient wisdom of the Australian Aborigines. This way, the methodology facilitates comprehensive design of projects that take into account sustainability in all areas of life. Dragon Dreaming is based upon three key principles, namely: personal growth (heal and empower the individual), community creation (strengthen the community one belongs to) and serve the earth (generate well-being and prosperity for all forms of life).

This methodology is applicable to people as well as to groups, projects and organisations. It has 4 stages, which are: Dream, Plan, Act and Celebrate. Each one of these 4 stages in turn is divided into the same pattern, making it a total of twelve stages. When a full round is completed and the final celebration stage is reached, there is a moment of reflection-celebration with which we reach a stage of maturity, where we acquire learning with which to start a new round again, generating a spiral that increases our ability to adapt to changes for people, the project and the environment.

GROW MODEL (John Whitmore)

The GROW model is a structured method based on problem solving, goal setting and results oriented. It is one of the most used in the world of the company, in the methods of executive training and other groups. It is divided into four phases that propose four questions to guide the individual towards

its objective. These questions are asked in a pre-established order and, in the first session, that order must be respected to make it easier for people to follow the thread and be able to explore each of the steps to reach the goal. In subsequent sessions, the order it can change or specific phases can be chosen to explore. According its acronym in English, we can define it as: goal (objective or goal); reality (reality); obstacles/options; will (will/commitment).



WHERE SHALL WE FIND INSPIRATION?

- Call by Pope Francis, 19 September 2019: www.e-sm.net/207401_02
- *Instrumentum laboris* "Global Compact on Education": www.e-sm.net/207401_03
- Official website of the Global Compact on Education: www.e-sm.net/207401_04
- Video message of Pope Francis at the meeting to relaunch the Compact, 15 October 2020: www.e-sm.net/207401_05
- *Luces para el camino. Pacto educativo global. Hacia una educación de, con y para todos. Hacia una sociedad más fraterna, solidaria y sostenible:* www.e-sm.net/207401_01
- UISG Seminar: "The Global Compact on Education: an opportunity to educate in fraternity and sustainability", 17 November 2020: www.e-sm.net/207401_06
- Commitment of the OIEC with the Global Compact on Education, webinar of 25 February 2021: www.e-sm.net/207401_07
- Participations in the Meeting to relaunch the Global Compact on Education, 15 October 2020: www.e-sm.net/207401_08
- Encyclicals *Laudato si'* and *Fratelli tutti*: www.e-sm.net/207401_09 ; www.e-sm.net/207401_10
- UN 2030 Sustainable Development Goals: www.e-sm.net/207401_11



PHASE 1

BUILDING THE COMPACT **AT THE SCHOOL**

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"To improve education, we need to reconsider the life programme we are offering our pupils: it is necessary to educate them as positive agents of change and transformation in a blurry future that nobody can discern, so they can become global citizens with the ability and courage to work in a more fraternal, fair and supportive world. That is why, now more than ever, educating is swimming against the tide towards a citizenship that makes sense, that is based on the pillars of the ethics of care, the creation of bonds and relationships, fraternity and the development of knowledge and skills to overcome global challenges" (page 245*).

Augusto Ibáñez Pérez, corporate manager of education at SM

WHO WITH?

It is important to start with the educational entity itself, involving all its agents: students; teachers, researchers, animators; administration and service personnel; families and other collaborators.

- It is possible to start in a fragmented way, involving the various agents in the reflection and the search, separately.
- Next, or from the start, said reflection and search may be addressed, combining the various agents: either two of them, three or all four.
- These may be structured, systematic and progressive meetings, planned over time, to study and debate, to engage and build the Compact together, identifying criteria and actions.
- But these may also be occasional, isolated meetings, with a freer and more spontaneous format. These meetings may also lead to guidelines and criteria to be taken into account, to be put into practice and tested… in order to learn also from practice.

Cooperative techniques may be used, such as: pencils in the middle, flipchart, 1-2-4, Nominal Group, Word Game, the Bag of Questions. And those included in the section on Methodologies.

An impactful action is to create, in the school, **LEARNING COMMUNITIES**, to encourage participation and transformation of education and coexistence, as well as to train education agents by reflecting on their own practice. For more information: www.e-sm.net/207401_12.

PHASE 2

BUILDING THE COMPACT WITH **OTHER SCHOOLS IN THE CITY**

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"Every Catholic School should locally invite: the city council, schools, associations, trade unions, political parties, etc. In every town, the compact should be reproduced locally, to generate dynamics that ensure education for all, turning it into a force renewing the town itself" (page 185*).

Cristóbal López, cardinal and archbishop of Rabat and president of The Catholic Education from Maroc

WHO WITH?

In this second phase, we go beyond the boundaries of the school itself and come out to meet other schools in the neighbourhood, district or town, to work together, reflecting on the need and urgency for an Education Compact, sharing dreams and hopes, agreeing on some criteria and projects to be implemented at the participating schools. To learn from theory but also from practice.

- Meetings, of different sizes and types, with other agents of the various schools in the neighbourhood or city: children/youths; teachers; managers; families, other collaborators in homogeneous or heterogenous groups.
- With other Catholic or Non-Catholic Schools, from our own institution or others, with Preschools, Secondary Education Schools, Preparatory Schools or Universities in the area.
- Structured meetings, planned and gradual, or else, occasional, sporadic meetings.
- A midweek afternoon or a Saturday morning.
- Formats: meetings-retreats; open space; roundtables with enough time for discussion; work seminars, proposed methodologies, and group exercises, etc.
- Create and work in networks of schools, teachers, and other agents.
- School networks.



PHASE 1

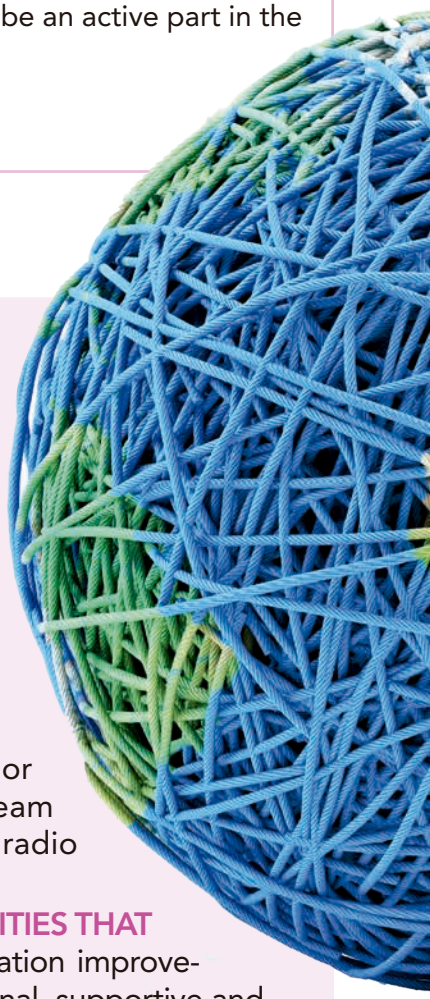
BUILDING THE COMPACT **WITH THE CITY COUNCIL**

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"We call on particularly men and women in culture, science and sports, artists, media professionals, in every part of the world, so they too sign this Compact and, with their own testimony and work, become ambassadors of the values of care, peace, justice, goodness, beauty, acceptance and fraternity. We should not expect everything to come from those who govern us, that would be childish. We enjoy a space of shared accountability where we can initiate and generate new processes and transformations. Let us be an active part in the rehabilitation and aid of wounded societies".

Pope Francis, "Global Compact on Education", 15 October 2020



WHO WITH?

- With the city council: village, district, neighbourhood or city.
- With the various sectors in it: parishes and other churches (synagogues, mosques, etc.), neighbourhood associations and others, NGOs, political parties, mayors and city councillors, athletes, members of culture, businessowners, artists, etc.
- Structured meetings, planned and gradual, or else, occasional, sporadic meetings, which lead to other meetings.
- In separate sectors or combined.
- Meetings in different formats; interviews; meetings in small or large groups; roundtables and discussions; festive events to dream together or share hopes; articles in local publications or local radio or TV.
- Raise awareness of the international movement on behalf of the **CITIES THAT EDUCATE**, with which we can join forces to truly agree on education improvements with a greater impact on generating a more humane, fraternal, supportive and sustainable context.

What are the **EDUCATING CITIES**? Very briefly, here are two world initiatives related to cities that educate. By visiting their website, you may find inspiration on the themes to be covered to build the **GLOBAL COMPACT ON EDUCATION** from the city council.

CITY OF LEARNING

"We state that to empower citizens, understood as residents of cities and communities, we must provide them with access and motivate them to use the full range of lifelong learning opportunities. We believe learning improves the quality of life, endows citizens with the necessary means to foresee and face new challenges, and helps them lay the foundations for better and more sustainable societies. […]

We state that "learning communities", "learning cities" and "learning regions" are the pillars of sustainable development… We know that cities play a significant role in the promotion of social inclusion, economic growth, law enforcement and protection of the environment. […]

We foresee that learning cities will enable individual empowerment, build social cohesion, promote citizen participation, drive economic and cultural prosperity, and will lay the foundation for sustainable development. A City of Learning is that which effectively mobilises the resources of all its sectors to: Promote inclusive learning from elementary to higher education. Revitalise learning among families and communities; facilitate learning for and in the workplace; extend the use of new technologies for learning; improve learning quality and excellence; encourage a culture of lifelong learning".

UNESCO Global Network of Learning Cities, *Guiding documents* 2015



EDUCATING CITIES

"Education goes beyond the walls of schools pervading the whole city. […] Its continuous objective is to learn, innovate, share and, therefore, enrich and make the life of its inhabitants safer and decent. […] An educating city must exercise and develop its educating function at the same time as its conventional ones (economic, social, political and service provision), focusing on training, promotion and development of people of all ages, in order to meet their lifelong education needs and in every area of their lives. […] Educating cities with their formal education centres and their non-formal interventions (with the educating intention outside formal education) and informal ones (neither intentional nor planned) will collaborate, bilaterally or multilaterally, to make the sharing of experiences a reality".

International Association of Educating Cities, "Preamble" to the *Charter of the educating cities*

For more information:

www.e-sm.net/207401_13 www.e-sm.net/207401_14
www.e-sm.net/207401_15 www.e-sm.net/207401_16

PHASE 4

BUILDING THE COMPACT AT
A NATIONAL AND AN INTERNATIONAL LEVEL

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"An alliance between the inhabitants of Earth and the «Common Home», which we are bound to care for and respect. An alliance that leads to peace, justice and acceptance among all the peoples of the human family, and as a dialogue between religions".

Pope Francis, "Message for the launch of the Global Compact on Education", 12 September 2019

WHO WITH?

During this phase, schools and their agents, included in the networks of national and international education centres, work together and with other entities to achieve the Global Compact on Education.

- They participate and create national or international networks, reflecting together and agreeing on criteria and common actions, committing to put them into practice.
- They create or share projects for improvement, which they implement to also learn from experience, and they encourage and motivate others to join and participate, creating national and international networks for change and improvement.
- They influence or coordinate with national governments to improve education quality.
- They debate, seek consensus, work together with other agents or cultural, economic, political, religious, trade union, sports entities, social or environmental movements, either national or international, under the dictum that educating concerns everybody, and no one should be left out.
- Activating social and traditional media, to improve education and have it reach everyone with great quality and equity.
- They shift the individual and competitive paradigm to one of collaboration. They are even able to release teachers to travel to villages or areas with limited resources and help them change their curriculum, methodology, organisation, teaching, etc.
- Participating in local, national and international networks.

SHARE TO INSPIRE

Share projects, actions and agreed criteria

No doubt, every Education Centre will carry out many different actions to rebuild this **EDUCATION ALLIANCE**. We invite you to share that which is truly **INSPIRING**, to **ENLIGHTEN** and motivate others. We can share processes; successful gatherings; programmes; agreed criteria; projects co-created and completed; innovative initiatives; curriculum improvements; alliances or networks created to drive initiatives and work together, etc. ; the most innovative and successful in each phase.



When sharing programmes or projects we will group them into **SIX THEMATIC AREAS**:

1. Dignity and human rights
2. Fraternity and cooperation
3. Technology and integral ecology
4. Educate and promote peace and civic responsibility
5. Culture and religions
6. Miscellaneous (other topics)

In what format to share them?

- Summary video, three to five minutes long, summarising what was done and achieved.
- Blog text, summarising the story of reflection and change proposed.
- Podcast explaining the work done together and achieved.



Where to share them?

We can send our experiences to: pactoglobal@lasallecampus.es. Also, for any query or suggestion, we can contact: Juan Antonio Ojeda Ortiz (ja.ojeda@lasallecampus.es) or Béatrice Linn (secretary@oiecinternational.com).



We want to respond to this call of the last general congregation: "To promote union and articulation, on a universal level, among the educators of the schools that follow the educative approach of Mother Candida to reflect on the educational challenges that the present world poses to us. and to envision future paths. It will be a help so that our schools may gain evangelizing strength and open up to an education with broader horizons". We have let this call resonate within us. It arouses joy, gratitude, hope and encourages our willingness to serve, to deal with the commitment of knowing that we are sent on mission. Through the network that is the center itself, we educators prepare ourselves to support a larger project.

The global compact on education faces us, do we adhere to it? Does it converge at any point with this call? Joining the pact broadens our horizon. The network will not end with us, it will be linked with the catholic school of the world and with the environment of each center and with so many people of good will who seek societies that are more just, more fully "human" for all.

In the school, an evangelizing mission, we feel sent and encouraged by the Word and we trust in the faithful presence of Jesus in our quests. He will not stop making his way in us and with us. We wish this beatitude to come true: "Blessed are those who hear the word of God and observe it" (Lk 11,27-28). When we listen to what he puts in the bottom of our hearts and we act, live and accompany the students, the educators from there, we are happy, even if that brings us problems; it brought problems for Jesus, but we receive confirmation from God through his peace. Listening and doing is a simple dynamic, one of those that are used in the school of M. Candida. This is what Mary did, the one who invites us to do what he tells us (Jn 2).

Graciela Francovig, superior general of the Hijas de Jesus

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