



Building **TOGETHER** the Global Compact on Education



OIEC

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



4 To empower the family
To consider the family as the first and essential place of education.

5 To welcome
To educate and be educated on the need for acceptance and in particular, openness to the most vulnerable and marginalized.

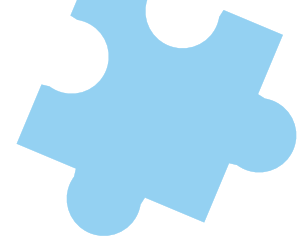
6 To find new ways of understanding economy and politics
To be committed to finding new ways of understanding the economy, politics, growth, and progress that can truly stand at the service of the human person and the entire human family, within the context of an integral ecology.

7 To safeguard our common home
To safeguard and cultivate our common home, protecting it from the exploitation of its resources and to adopt a more sober lifestyle marked by the use of renewable energy sources and respect for the natural and human environment.





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Building TOGETHER



Hervé LECOMTE
Secretary General of OIEC

Dear friends

We have a great challenge before us: to build together a Global Compact on Education that changes lives and contexts. It is a challenge that stems from an urgent and demanding need: education is outdated, rooted in the past, and does not meet the needs of new generations or those of present and future society. This is a need that we can and must transform into an opportunity, because by changing education we can change society and thus achieve a more humane world, centred on people, who care for and improve their everyday relationships, who show solidarity and protect the poorest and most vulnerable, who foster peace and justice by respecting the dignity and rights of all, preventing anyone from being left behind or excluded, who protect the "common home" and strive to improve it.

At a few crossroads in history, we have been invited with such clarity, evidence and multiple instances to forge a local and global educational alliance. It is worth noting Pope Francis' insistent invitation to rethink education together, to review and improve it in depth, in all sectors of society, so that we can respond truly and effectively to current and future needs and challenges.

The International Office of Catholic Education (OIEC) is present in over 110 countries, with more than 210,000 schools in over 150,000 cities and villages, serving more than 68 million children and young people. OIEC feels very strongly about this invitation, and from the very first moment of its appeal, it has raised awareness, promoted, guided and built this Global Compact on Education from the local level upwards.

To deepen this commitment, we wanted to share with you the tools that are at your service through this guide.

We are aware of the great difficulty and complexity of building a pact for education, mobilising all the players and educational and social sectors of the city, the country... but it is urgent to do it. We must not be overwhelmed or fail in this task. On the contrary, I invite you to take the initiative, to open the doors of your schools and reach out to others.

First, I suggest that you encourage and promote the participation of your Educational Communities; second, be open to collaborating and working with other schools and educational institutions (Catholic or not, public or private); third, collaboration within your region, with different social groups. We urgently need to build a new "us", we need "common projects" that will enable us to build a more fraternal and supportive society, a more humane, affable and welcoming world.

Finally, I invite you to share everything we are doing around this alliance, to inspire, facilitate and enrich the work of others in other parts of the world. It's not a question of competing, or of "getting ahead", but of collaborating, helping and leading everyone in the construction of local pacts that lead us to the Global Compact for Education.

Let us bring to life and realise the call of Pope Francis (2019): "To dialogue on how we build the future of the planet and on the need to invest the talents of each person, because every change requires an educational journey that leads to a new universal solidarity and a more welcoming society". This document can help us get there!



the Global Compact



Juan Antonio OJEDA ORTIZ

Head of the Educational and Cultural Projects Pole
for OIEC

MAKING A PACT MEANS TALKING TO OTHERS AND FORGING AGREEMENTS

For almost four years, Pope Francis, and with him the Church and the world, has been calling for a Global Compact for Education. He constantly reminds us of this in his many speeches, bringing together different groups to talk about education and how to improve it, so that they can sign up to the pact, pool their talents and efforts and build it together. More recently, UNESCO (2021), in its latest report, joined this proposal, calling on everyone to reimagine our future together, through a new social contract for education.

Many of us have accepted the invitation, and we have even signed up to it, carrying out various actions in our schools and institutions aimed at publicising this call, encouraging the entire educational community to get involved, reflect on it and propose improvements. In short, we are taking the first steps in any alliance, i.e. accepting and signing it. There is still a long way to go to make it a reality, to bring it to life on a day-to-day basis and to have an impact on legislation so that it can be consolidated and projected into the future.

Making a pact means reaching out to others and joining forces to work together to define the new education. This involves three fundamental actions: what we need to take away from what we have done, what we need to keep, and what we need to introduce that is new. This must not be done in an isolated or fragmented way, with some saying yes and others saying no, but the different educational, social, cultural, religious, economic and other sectors in the same locality must come to an agreement and put it into practice on a daily basis, with a global outlook.

So we are all invited to talk, to dialogue with those who are close, less close and with those who are far away, to find common ground, to reach a consensus, to weave this local and global alliance. Until now, many of us have been content to talk about what we are doing wrong or right in education within our own schools or institutions. If we really want to build this pact, we need to get out of our schools and talk to other members of the educational communities in other schools and with the rest of the citizens in our localities.

This is what the pact is all about: pooling talents and efforts, working together for an education that generates fraternity, as Pope Francis tells us in *Laudato Si'* and *Fratelli tutti*, creating a new model of society, changing our relationships with ourselves, with others, with the house in which we live and with God.

In particular, the world's Catholic schools, each in its own local or regional context, must take the initiative and collaborate with each other and with others, sharing projects and new values, adapting and enriching programmes to better respond to the needs and emergencies of new generations and of society in general, and being able to design joint projects that have an impact on people and their realities. We must stop competing with each other. The pact invites us to look at each other, to get to know each other, to collaborate, to share, to create and to travel new paths together so that, by changing education, we can achieve a new, more humane and more fraternal society.

This is work that we are encouraging together with the Global Education Pact Team, the International Office of Catholic Education (OIEC), the Education Commission of the Unions of Superiors and Superiors General (UISG-USG).

The Global Compact on Education

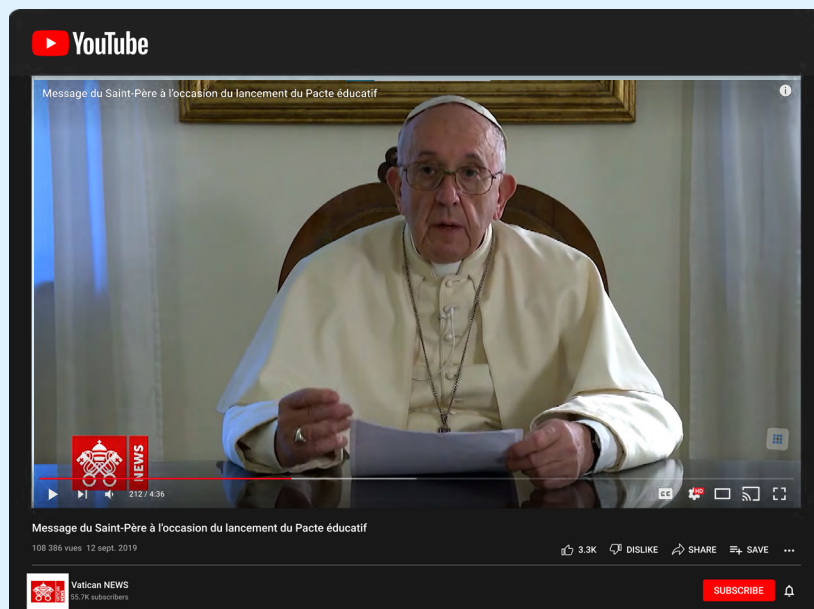
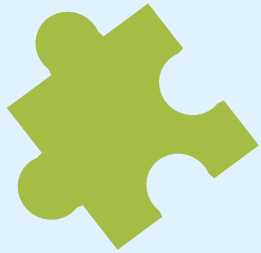
The appeal of Pope Francis



On September 12, 2019, Pope Francis launched "an invitation to dialogue on how we are building the future of the planet and on the need to invest in the talents of each person; every change requires, in fact, an educational journey to bring to maturity a new universal solidarity and a more welcoming society".

To this end, **he promoted the Global Compact on Education initiative to "rekindle the commitment to and with the younger generations, by renewing the passion for a more open and inclusive education, capable of patient listening, constructive dialogue and mutual understanding".**

6



Video



Translation



The objectives of the Global Compact on Education

This proposal by Pope Francis sums up and brings together the long path of Church magisterium and social thought that has unfolded from the Council to the present day.

The Global Compact on Education is like a mandate given to adults, educational institutions and public figures, as well as to all religious groups "to promote together this dynamic that gives meaning to history and transforms it positively".

Everyone has the right to an open education, to fraternal coexistence with other peoples, in order to guarantee true unity and peace on earth.

In his view, it's not a question of "proselytizing", and even less of "excluding from our schools those who don't think like we do". On the contrary, he advocates a school that "breaks down its walls" and "opens up to the outside world". For the Pope, the mission of Catholic education must be written "in a global perspective of fraternal humanism", and this in close collaboration with other bodies, such as the family and society.

Pope Francis is calling for a new season of educational commitment that involves all parts of society. To this end, he invites all people to subscribe to an educational pact by making a personal commitment to undertake the following seven priorities:

1

To make human persons the centre

To make human persons the centre of every educational programme, in order to foster their distinctiveness and their capacity for relationship with others against the spread of the throwaway culture.

2

To listen to the voices of young people

To listen to the voices of children and young people in order to build together a future of justice, peace and a dignified life for every person.

3

Promote women

To encourage the full participation of girls and young women in education.

4

Empower the family

To consider the family as the first and essential place of education.

5

Open at reception

To educate and be educated on the need for acceptance and in particular, openness to the most vulnerable and marginalized.

6

Renew the economy and politics

To be committed to finding new ways of understanding the economy, politics, growth, and progress that can truly stand at the service of the human person and the entire human family, within the context of an integral ecology.

7

Take care of the common home

To safeguard and cultivate our common home, protecting it from the exploitation of its resources and to adopt a more sober lifestyle marked by the use of renewable energy sources and respect for the natural and human environment.

7



OIEC

& the Global Compact on Education



In response to the Pope's appeal, OIEC has mobilized and committed itself to building this Global Compact with others at local level. Together with the UISG-USG Education Commission, and with the support and coordination of the Dicastery for Culture and Education, OIEC has developed a roadmap with **concrete actions**, which each institution can contextualize and adapt.



**Making this
ALLIANCE
a reality is
EVERYONE'S
RESPONSABILITY**

That's why we need to work together, reach a consensus and make commitments we can all live with, and move forward from there. **We need to engage in dialogue, listen actively and humbly, and try to understand each other's arguments and proposals.**

All this means changing our perspective and seeing education not only from our own point of view, knowledge and experience. We need to see and analyze education from the point of view of others, from the point of view of the real impact of the education we provide and, on the basis of this analysis, to seek together the criteria and actions to be modified or introduced. We live in an increasingly plural and complex world. We can't find solutions for improvement in an isolated, fragmented way.

Today, collaboration is more urgent and necessary than ever and we are hopeful because of the massive collaboration... to create a new education for all.



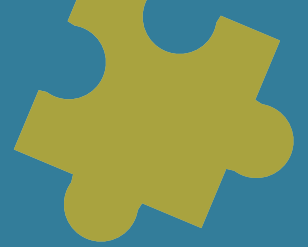
To better understand the issues at stake in this Global Compact on Education, and to help you set up this new dynamic within your educational center, between schools, with the municipality, the region, or more broadly at national or international level, OIEC offers you this booklet:

- an introductory video
- as well as a series of tools

that you can use as you see fit, adapting them as necessary to your situation, and sharing them as widely as possible to help this community of change grow.



Tools to download...



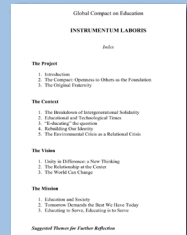
To understand the Global Compact



Instrumentum Laboris: the way forward

The Instrumentum laboris was published in preparation for the world meeting on the GLOBAL COMPACT ON EDUCATION held in Rome on May 14, 2020. In less than twenty pages, the document clearly and carefully presents the various aspects of the "journey".

>> [Download Instrumentum Laboris](#)



Vademecum: guidelines

The vademecum takes up the seven objectives indicated by Pope Francis, each of which can become an educational journey to be developed through stages of reflection, the elaboration of projects responding to different local challenges and their concrete implementation.

>> [Download VADEMECUM](#) - >> [Download the seven objectives poster](#)



"How Francisco sees education?" (OIEC) study by P. Luiz F. Klein, S.J.

>> [Download the document in :](#)

- [French](#)
PowerPoint French
- [Spanish](#)
PowerPoint Spanish
- [Portuguese](#)
PowerPoint Portuguese
- [English](#)
PowerPoint English
- [Italian](#)
PowerPoint Italian



Diccionario del Pacto Educativo Global- Spanish (CIEC)

This dictionary brings together 72 words that inspire missionary joy, expand the vocabulary and grammar of reciprocity and multiply the seeds of humanism in solidarity in our Common House.

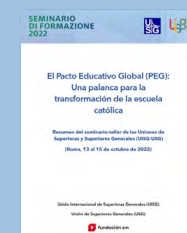
>> [Download the dictionary](#)



Training Seminar: The Global Compact for Education (GCE): a lever for the transformation of the Catholic school (USG-UISG)

Summary of the seminar-workshop - Rome, October 13-15, 2022

>> [Download the document](#)





ACTION 1

Moving towards the Global Compact

OIEC wishes to deepen its commitment by seeking out new ways and new educational paths, with the help of its Protestant, Orthodox, Muslim and Jewish brothers and internationally recognized bodies.

In response to Pope Francis' call to build a Global Pact for Education between us all, OIEC, along with other organizations and entities, mobilized to gather the opinions of different people around the world (students, teachers, parents, directors, ministers of education, episcopal delegates for education), religious institutions dedicated to education and international experts. The purpose was to gather different points of view on what needs to be done to overcome difficulties and resistance, what needs to be changed in education, and thus build a more human, fraternal, united and sustainable world.

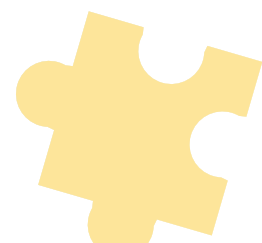
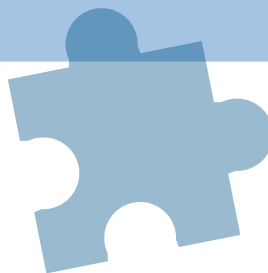
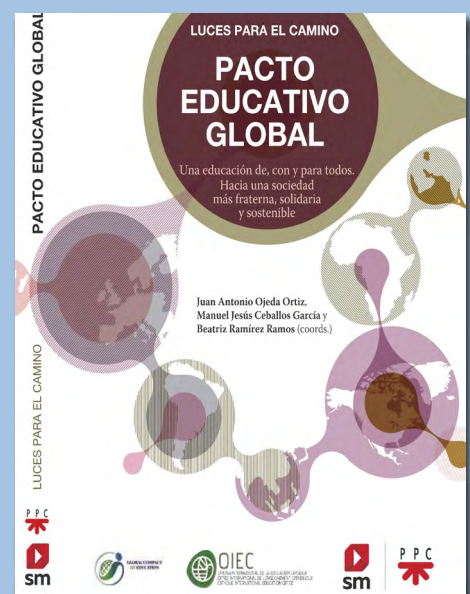
GLOBAL COMPACT ON EDUCATION :

Lights for the road

Brothers Juan Antonio Ojeda and Manuel Jesús Ceballos, with the help of Professor Beatriz Ramírez, on behalf of OIEC, coordinated the preparation of this book-report entitled : « **Luces para el camino. PACTO EDUCATIVO GLOBAL. Una educación de, con y para todos. Hacia una sociedad más fraterna, solidaria y sostenible.** »

This book is a meeting place, a place of humble listening that leads us to dialogue and understand what others bring to us, with the desire to work together to build the covenant. Let's rebuild this alliance together! Let's get mobilized.

>> [Download this book](#) (in Spanish)



ACTION 2

Coming together, identifying with the Global Compact



Commitment: Each school or educational establishment promotes its commitment to the Global Compact for Education,

1 The logo

- by placing the PACT LOGO next to its logo...
- by using it on its website and social networks...

11

The Logo : A world, embraced by a human figure



COLOR :

- **GREEN** recalls nature, growth, renewal and also hope, the possibility of "sowing" prophetic dreams.
- **BLUE**, to remind us of our spiritual dimension, and also of what we'd like to help achieve: Peace.
- **GOLD**, to represent light, the sacred. Because there's something sacred about the common good, the good of humanity.

FORM:

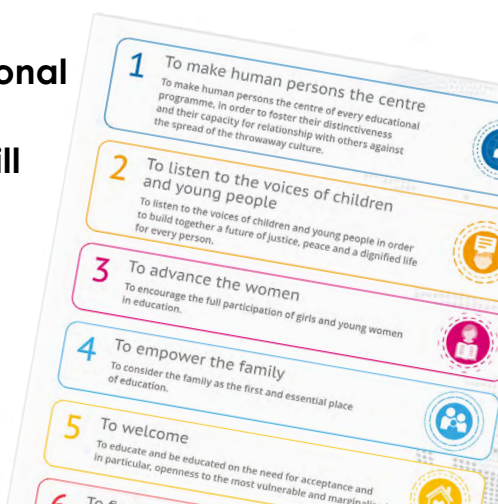
At the center of the world is the human person, caring for and protecting the world, the "Common House" that has been entrusted to him or her. The line of the circle symbolizes the macrocosmos that is God, and expresses the beginning and end of everything.

2 The charter



- by signing the Global Education Pact commitment charter.
 - ▶ [Complete the online form.](#)
- by displaying the charter in the educational center.

All schools that have signed the charter will be listed on the OIEC website, to give visibility to the community involved.





ACTION 3

Building the Compact from local to global

in 4 phases

Pope Francis' invitation to an "educational compact" questions our ability to create social bonds, and to inscribe our educational action in a cooperation and alliance with many actors, and not a functioning "among ourselves".

From an "educational alliance" perspective,

- How can we keep the promise of the educational community? How can we cooperate effectively with families? How can we work "with" young people, and not just "for" them?
- What collaborations and partnerships could be developed with other players in education and other educational environments (movements, associations, etc.), whether Church or not, private or public?
- But also with players in the fields of culture, sport, health, public safety, etc.?
- What knowledge and openness to the local area, its special educational needs and challenges? What links could be developed with local authorities, beyond material and financial relations? What relationships should be developed with the business community and the world of work?
- What openness do we have to the entire world? What consideration should be given to vulnerable groups?

To address these issues, OIEC offers a 4-phase course:

1 Construction of the Compact IN EACH EDUCATIONAL CENTRE

2 Construction of the Compact WITH OTHER EDUCATIONAL CENTRES

3 Construction of the Compact WITH THE CITY, THE REGION

4 Construction of the Compact AT NATIONAL AND INTERNATIONAL LEVEL

SCHOOLS HIGH SCHOOLS FORMAL AND NON-FORMAL EDUCATION - UNIVERSITIES NGOs

In each center

- Children / Teenagers / Young people
- Teachers
- Administrative staff
- Families
- Staff

with other centers

- Catholic centres
- Non-Catholic
- Private
- Public

with the city, the region

- Associations
- Parties / Unions
- Culture / Sport / Art
- Entrepreneurs
- Municipality

at national and international level

- School networks
- Governments
- Authorities
- International organisations

Building the Compact within Formal or informal education centre

To build this pact from educational centres: schools, institutes, universities or other formal or non-formal educational entities, whether public or private, we need:

- » **to think, research, dream**, propose ideas, agree on criteria and actions to be taken.
- » **to involve children, adolescents and young people, their families, teachers, managers and staff in every location.**
- » **to plan and implement different types of more or less in-depth meetings** with them. These meetings can be of two types: homogeneous (in groups) or heterogeneous, with different educational agents (students and teachers; students, teachers and families, etc.). On the other hand, there may be meetings with different objectives: to dream about or share concerns; to indicate possible changes or improvements; meetings to agree, agree, decide on these transformations; meetings to plan, implement and monitor the agreements reached.
- » **to experiment, to test** what has been designed on the basis of practical experience and to learn from it, to show that it is possible and valid, and to keep moving forward.

Suggested actions



- » Take the discussion back to your education centre and review your school's educational project in the light of the Global Education Pact.
- » Carry out this work as a team, ensuring that all members of the educational community are represented.



How to integrate the **Global Compact on Education** into the **centre's educational project?**

Each Catholic education centre expresses its autonomy through its own educational project, which reflects its purpose. Each school presents a unique face by formalising the founding intuition behind its creation. Although all the projects are based on the Christian vision of humanity, each school emphasises the particularities of its history, its social and ecclesial environment and the educational needs of the moment. The educational project gives direction to the daily mission of each stakeholder and helps to determine the practical details of the school's educational action.

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The educational project is not limited to a simple description of the actions to be carried out, but rather provides a framework conducive to the commitment of each individual and the use of their skills, in the common interest. The project only comes to life when it is adopted and supported by the educational community itself. In fact, it is the educational community that is responsible for implementing the project, under the direction of the headteacher and with the support of the supervisory authority. In short, the project is the fruit of the collective work of the educational community, and in return it strengthens the coherence of its actions and reinforces solidarity within the organisation.

To help you design it or simply revisit it as a team, we offer you this guide. It will provide you with ideas for working as a team in line with the Global Educational Pact launched by Pope Francis..

1. The specific nature of the school

This section will serve as an introduction to the School Educational Project.

**Identify the characteristics of the school and the essential elements of the educational community: yesterday, today and ... tomorrow?
Identify the school's educational aims.**

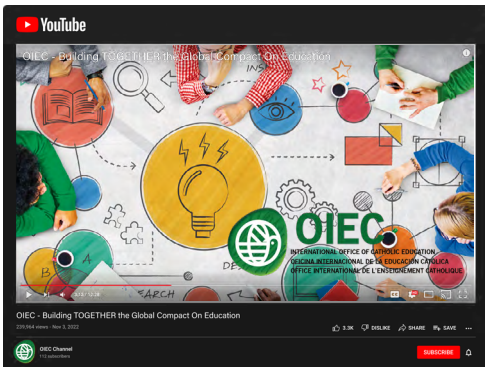
Do this together

- **Identify the historical features of the establishment: Who founded it? What changes have taken place over time?**
- **Look for the particular "chairsm" associated with the school's name: patron saint, etc.**
- **What educational mission do we refer to in our school today?**
 - The school's educational mission,
 - Diocesan educational mission, ...
- **What other documents are we referring to?**
- **Name a few elements that seem important in characterising the school: demographic, social, geographical, sociological context, etc.**

2. Identifying shared values

Do this together

Sharing personal and professional values and then identifying common values within the educational community in the light of the school's own educational project and the Global Compact on Education. To do this, you can :



1. Show the video "Building TOGETHER the Global Compact on Education"

2. Present the 7 pillars of the Global Compact on Education using the poster.



3. Present the tree of the educational project



You can find all these tools on the OIEC website, under Global Compact on Education

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3. Taking stock / identifying strategic objectives

To be carried out in groups using the metaplan methodology (attached)

Based on what is satisfactory in the school and what we would like to keep, what we hold dear to our hearts, what we dream of... take stock of what is happening in the school in all its dimensions:

- Successes (blue post-it notes)
- Areas for improvement (pink post-it notes)
- New ideas (yellow post-it)










In a second stage, the leader can go back to the work of identifying and organising the ideas put forward, in light of the aims formulated and the axes of the diocesan educational project. He or she will then draw up a summary and be able to highlight the priority strategic objectives.

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4. Prioritizing strategic objectives

- The leader can then present a summary of the discussions at the previous group meeting and all the strategic objectives that he or she has drawn up.
- The members of the School Council can then take up the post-it notes used previously and classify the actions according to the 7 gateways of the Global Education Pact and according to the strategic objectives (see table).

	1	2	3	4	5	6	7
	 Put people at the centre	 Listen to the younger generation	 Promote women	 Empower the family	 Open to welcome	 Renew the economy and politics	 Take care of the common home
Educational objectives - -							
Pastoral objectives - -							
Educational objectives - -							

To continue this work, the members of the educational community will be able to complete a summary sheet for each action, which will also enable the action to be evaluated at the end of the school year.

[Download the action sheet templates](#)

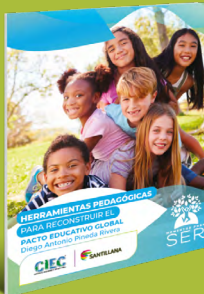


Tools to download



LIBRO HERRAMIENTAS PEDAGÓGICAS PARA RECONSTRUIR EL PACTO EDUCATIVO GLOBAL (CIEC) - in spanish

by Diego Antonio Pineda Rivera



This publication welcomes the Holy Father's invitation to "promote a new type of education that will enable us to overcome the current globalisation of indifference and the throwaway culture". This book proposes a series of activities aimed at promoting a humanism of solidarity and a culture of encounters, involving various educational players: teachers, administrators, families and, above all, students.

>> [Download the BOOK](#)

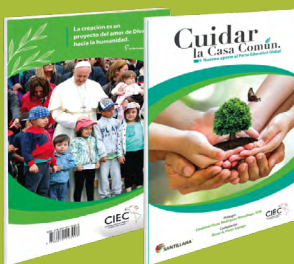
TIPS ECOLÓGICOS PARA CUIDAR LA CASA COMÚN (CIEC) - in spanish

The aim of this publication is to help the ecological conversion of schools. The importance of environmental education in schools cannot be underestimated, capable of changing everyday actions and habits.



>> [Download the BOOK](#)

LIBRO CUIDAR LA CASA COMÚN. NUESTRO APOORTE AL PACTO EDUCATIVO GLOBAL (CIEC) - in spanish



The fruit of a meticulous compilation carried out by the ICCS, this book shows the Pope's teachings on respect, responsibility, relationships and education in the face of the priceless gift of life and to form in everyone a new style of life, consistent with an ethical conscience capable of saving the world in which we live with honesty, responsibility and courage.

>> [Download the BOOK](#)

MATERIAL LIBRARY ON THE SM EDUCATION WEBSITE

The SM website on the Global Compact for Education contains more than 40 files and documents on the Compact, in text format as well as videos, podcasts, etc. to help build the Global Compact for Education, structured in a pedagogical itinerary.

>> [Visit the website](#)



2 WITH OTHER EDUCATIONAL CENTRES



Building the Global Compact on Education with other centres in the town or neighbourhood

In this second phase, we go beyond the confines of the education centre itself and set off to meet other education centres in the town or district, to work together, reflecting on the need and urgency for an educational pact, sharing dreams and hopes, and agreeing on certain criteria and projects to be implemented in the participating centres.

The idea is

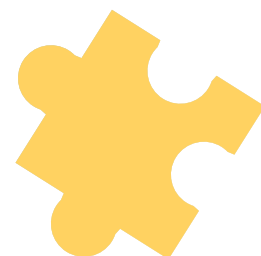
- **to invite other schools or educational bodies in the immediate area**, whether public or private, Catholic or non-Catholic.
- **to organise meetings, forums, seminars, etc. of various kinds, with the different agents of the educational communities.**

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Suggested actions



- » Organise consultation days in a network of establishments (in the diocese, with public establishments in the neighbourhood, the town, etc.).
- » Define integral ecology referents in schools and enable them to reflect together on common orientations and actions.
- » Bring together young "Ambassadors for Peace" from schools to discuss national or international solidarity initiatives.



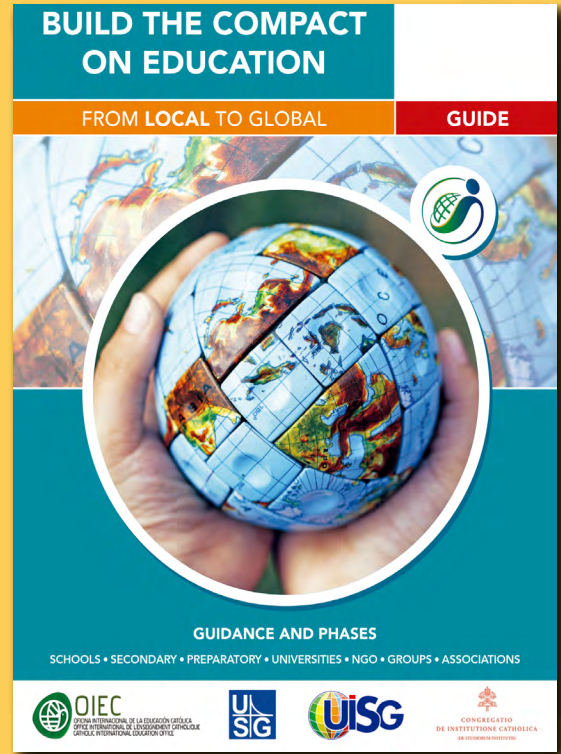
Tools to download

GUIDE TO BUILDING THE GLOBAL COMPACT from a local perspective

On the basis of these observations and testimonies, OIEC has drawn up a guide, in collaboration with the UISG-USG, the Dicastery for Culture and Education and the Global Compact for Education team.

The aim of this document is to get to know, understand, analyse, debate, experiment with and create the Pact on the basis of each local educational reality. It provides guidelines on what to do and with whom, how to work together and with what methodologies.

This book, translated into **16 languages**, enables everyone to familiarise themselves with the 4 phases of the path.



UNA NUEVA EDUCACIÓN EXIGE RECONSTRUIR UN PACTO EDUCATIVO (CIEC) - in spanish



>> **Download the BOOK**
(in spanish)



Pope Francis' statements on education express both regret and hope.

He regrets that the pact for education has been broken, leaving schools unprotected in the midst of unfavourable factors.

Hope, because education has the substance and experience to reassert its liberating mission in the midst of this troubled world. However, the school alone cannot take on a task of such magnitude, and requires the support of other forces in society. In this document, the ICCS examines the main features of the new education proposed by Pope Francis and which require the support of the Global Compact for Education.

3

WITH THE CITY,
TERRITORY,
REGION

Building the Global Compact from local authorities

In line with what Pope Francis himself tells us (2020):

« We are launching a special appeal to men and women in culture, science and sport, to artists and media operators throughout the world, so that they too can sign this pact and, with their testimony and their work, become promoters of the values of care, justice, kindness, beauty, acceptance of others, and fraternity.

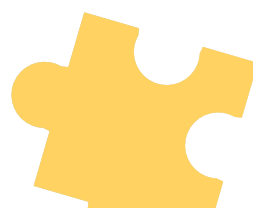
We don't have to expect everything from those who govern us, that would be childish. ».

In this phase, we are trying to build cities that educate, by involving the different sectors and local agents. Organising various meetings and forums with them to reflect on and agree on the broad educational guidelines for improving the lives of citizens, with a view to promoting more humane, supportive, fraternal and sustainable cities.

Suggested actions



- » Create a forum on educational innovation with local partners.
- » Create discussion forums (congresses, forums, etc.) between different partners (the municipality, the region, etc.) on specific themes:
 - access to quality Education
 - the place of women in Education
 - the role of the family in Education and the school-family relationship.



Tools to download

The result of a collective effort, this road book "Towards a Global Compact on Education" is a guide to support local authorities as they move towards a new hope for education. Its aim is to promote local dynamics, encourage individual and collective initiatives and help guide local action towards a new path for education. The proposed method is based on exchange and dialogue with local players, so that they can identify and propose actions to be taken that contribute to Education 2030 and the challenges of the Global Compact on Education.

What for?

This booklet is intended for anyone wishing to lead or support the emergence of a Global Compact on Education initiative in their area, thereby contributing to the objectives of Education 2030.

How do we do it?

It proposes a method that includes the main information needed to develop a local authority project that contributes to the Global Education Pact and Education 2030, as well as practical advice that can be adapted to suit the context, objectives and resources available.

What are the pre-requisites?

None, except the desire and willingness to take the plunge.

This booklet has been designed to be used by all players, whether they have a great deal, little or no knowledge of the Pact's commitments and/or experience in leading participative initiatives.



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Toolbox

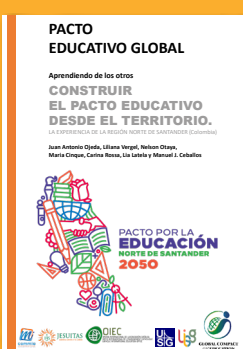


- Arguments to prepare for discussions with elected representatives
- Slide show to support the presentation to elected representatives
- List of local players likely to be interested
- Meeting kit
- Meeting facilitation techniques.

[Download](#)



BUILDING THE GLOBAL COMPACT FROM THE GROUND UP : the experience of the Norte de Santander region - Colombia (OIEC) - spanish



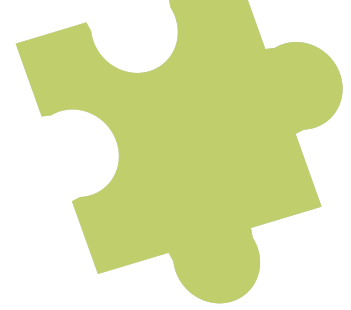
This book inspires and guides us to transform education and, through it, to build together a new society that is more human, more fraternal, more united and more sustainable. The experience of the Norte de Santander region (Colombia) will encourage Catholic schools to take the initiative in calling together and promoting this local and global alliance. The manual will be of great help to them in mobilising the various social sectors in favour of a new and better education.

Both urge us to be open, to collaborate with others and to show that it is possible to change lives and contexts through education.

>> [Download this book \(in spanish\)](#)



4 AT NATIONAL LEVEL

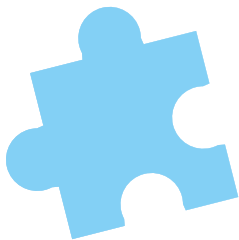


Building at the national level

In this phase, the educational centres and their agents, inserted into networks of national educational establishments, work together and with other entities to implement the Global Compact on Education.



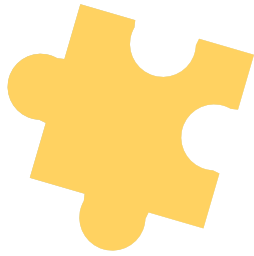
22



Suggested actions



- » Enable teams to become involved in a national research project.
- » Create twinning arrangements between schools in the same country.
- » Develop work between schools in different regions, with different social and economic realities...
 - develop solidarity actions with schools in difficulty for specific reasons (bad weather, etc.).
 - enable young people from another school to come and discover its region and environment.
 - introduce other young people in the country to the practical measures implemented in their school to promote sustainable development: develop reflection and critical thinking around a joint project in different geographical situations.



Building at the international level

Educational centres can build up a network of partner establishments to work together on common issues. Building the Global Compact on Education also means learning from the reality of others and reaching out to the most vulnerable in order to understand and commit.



Suggested actions



- » Enabling teams to get involved in an international research project.
- » Create twinning links between schools in different countries.
- » Develop work between schools from different countries, cultures and languages...
 - encourage educational projects that bring together young people from different countries, e.g. Planet Fraternity.
 - develop solidarity initiatives with foreign schools in difficulty.
 - promote further study in a foreign country...



Tools to download

PLANET FRATERNITY PROJECT / aged 10 and over (from level B1 in English)



Planet fraternity is a project that enables pupils and educational teams to create fraternal links by working together on topical issues.

Aimed at pupils aged 10 and over, it is based on the organisation of virtual meetings in English (minimum B1 level required) between pupils from different countries..

Its primary objectives are:

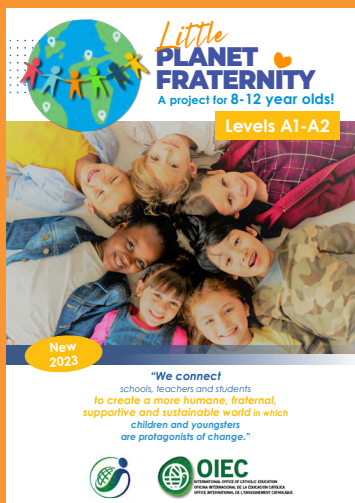
- Enable close collaboration between cultures.
- Encourage our students' creativity by solving real problems of which they themselves are aware.
- Work on the 17 SDGs of the 2030 Agenda

[Download the booklet](#)



>> To find out more, click here: app.planetfraternity.com

Little PLANET FRATERNITY PROJECT / from 8-12 years old (A1-A2 level English)



To cater for all age groups, PLANET FRATERNITY is now offering "Little PLANET FRATERNITY", a version aimed at younger children (aged 8 to 12).

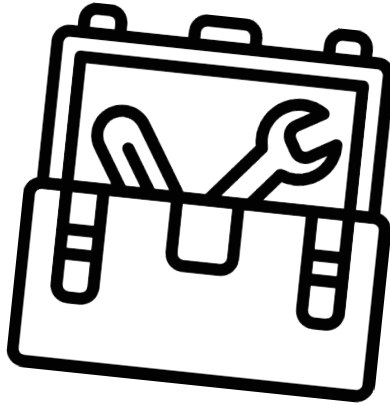
In this Little Planet Fraternity project, we are giving you the opportunity to work on the notion of fraternity in a concrete way throughout the school year, following an open and dynamic process, an opportunity to open up to the world by exchanging with other countries (in their mother tongue or in English) and to share solidarity and ecological challenges.

By alternating preparatory classroom sessions on self-knowledge and the world around us, and by encouraging debate and the development of critical thinking, you will be helping the young people in your class to grow as human beings. They will learn about others, their cultures and their differences.

[Download the booklet](#)



>> To find out more, click here: app.planetfraternity.com



The Toolbox

Animation techniques



The thinking routine "Title"

Learn to synthesise, stay on the most important aspects of a project or debate...

It works like a newspaper headline:

- At the end of a work session or class discussion, participants are invited to write down the title that best expresses the essence of what they have been working on.
- A list of "titles" is created when they are shared.
- At the end, they are asked how their title has changed after sharing and how the final title differs from the one they proposed. This reflection will improve your technique.



To find out more about thought routines :

<http://rutinasdepensamiento.weebly.com/>



The *Métaplan* methodology

Metaplaning consists of producing ideas individually around a theme or a question, then pooling them to structure the discussions and eventually establish a collective vision.

The aim is to bring out and classify representations, ideas, knowledge, attitudes and values around an issue.

• How can it be implemented?

BEFORE

First of all, you need to prepare the equipment

- Strips of paper (or Post-It notes) in 3 different colours
- 1 felt-tip pen for each participant
- A large support to collect the cards (wall, poster...)

DURING

- **Tell all participants the objective of the activity**

"Take stock of the situation to identify the strategic objectives (actions) that have already been implemented in the school".

- **Invite people to create an individual contribution.**

Everyone writes their ideas on the strips of paper. Note that only one action should be written on each sheet, using a large felt-tip pen and capital letters to make it easier to read.

« Based on what satisfies me in the establishment and what I want to keep, what I hold dear to my heart, what I dream of..., I take stock of what is happening in the establishment in all its dimensions. »

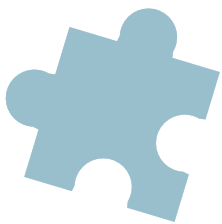
- **Blue sheet** : success stories
- **Pink sheet** : areas for improvement
- **Yellow sheet** : new ideas

- **Display the cards on the support provided**

AFTER

- **Allow time for personal reading**
- **Classify similar ideas. Allow time for clarification.**

The centre manager then goes back to the identification work and organises the ideas put forward. He or she draws up a summary with strategic objectives.



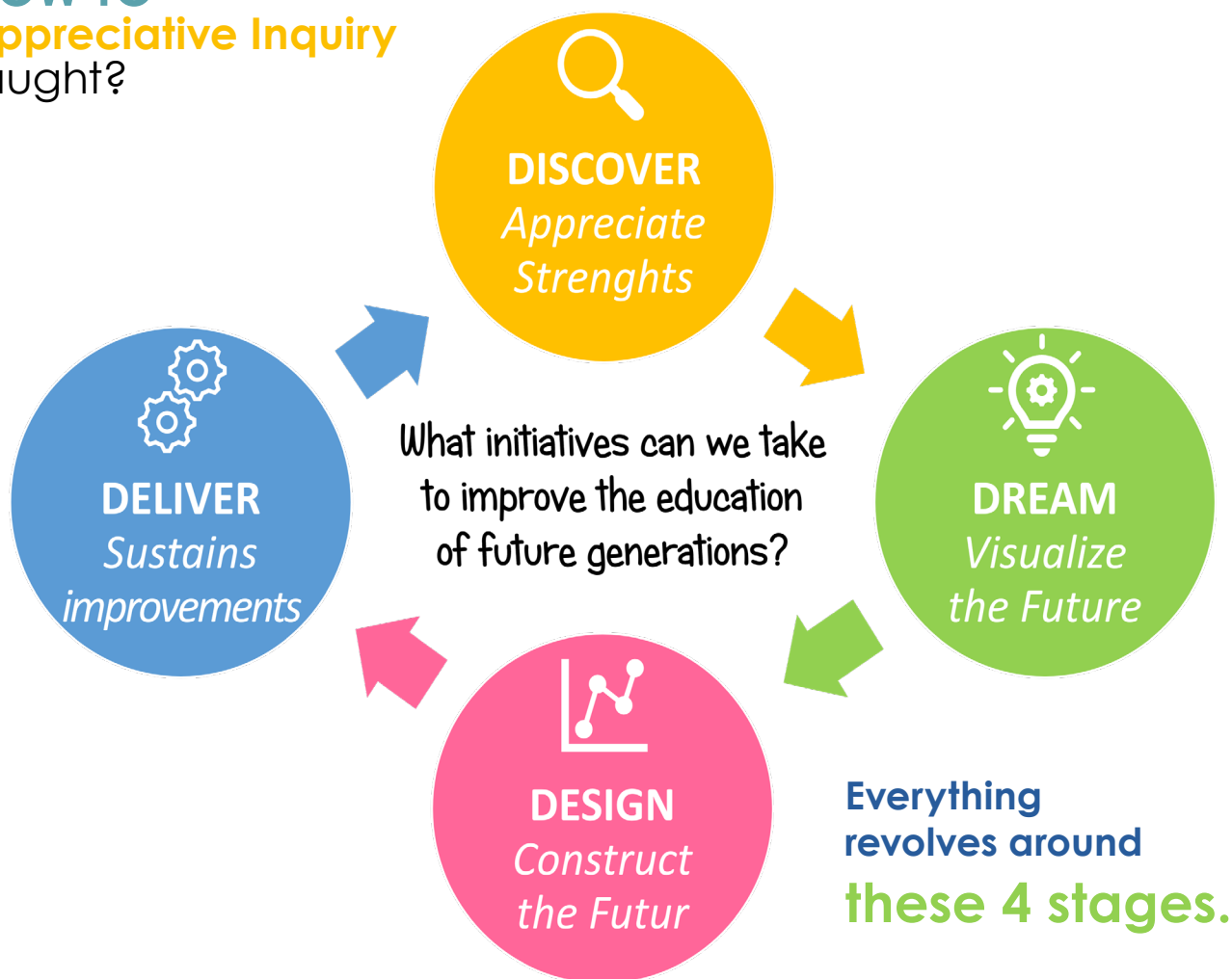


The methodology of the *Appreciative Inquiry*

Appreciative Inquiry is a proven process that enables any group to find out what works, create an ideal vision for the group and devise a way of getting there together. It identifies a group's strengths, then pushes them to develop ways of capitalising on those strengths. With this way of thinking, a group of students can find unique solutions to challenges instead of dwelling on them, so.

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HOW TO Appreciative Inquiry taught?



Together with your group, you will learn to approach learning as a collaborative process where everyone has a say in how things are done. Appreciative Inquiry offers us the opportunity to truly collaborate for a better future within the classroom and beyond.

DISCOVER



- The first phase of appreciative enquiry is to find out what works. A group can do this by creating a list of the highlights of their story. When did they feel most energetic and effective? What were the moments of greatest joy?
- The important part of this phase is that the group focuses on the positive; when one person shares a story about a personal achievement, the rest of the group must validate that achievement. In this way, individual appreciation becomes collective appreciation. During the discovery phase, you and your group draw up a list of strengths, but you also establish relationships and reflect on past achievements, becoming aware of great successes.

DREAM



- Now it's time to move beyond the dream and make it a reality. As your vision of education becomes more concrete, you and your group need to devise concrete actions that will move you towards your collective vision of the ideal education.

DESIGN



- During the design phase, we encourage you and your participants to think about ways of working in groups to reflect on different areas and realise your vision of the dream phase.

DELIVER



- The final stage of appreciative enquiry is when you and your participants commit to the aspirations you have agreed. The key here is to maintain the energy and inspiration you built up during the Discovery and Dreaming phases. During this phase, it's useful to categorise some of the actionable elements you developed during the design phase.
- During this final phase, you will be continually learning, adjusting and improvising, focusing on your strengths and your collective vision of the future - it's an ongoing process that will inevitably take you back to the beginning. You can then develop new dreams and design revised processes.





The *Phillipps 6/6* methodology

The *Phillips 6/6* technique is a methodology created by John Donald Phillips, an American educator at the University of Michigan. The technique involves generating debate and confrontation on a question or problem.

It is called *6/6* because it involves dividing the total number of participants into sub-groups of 6 people, each of whom will speak for 1 minute, for a total of 6 minutes per group.

The aim is for the groups to reach an agreed conclusion.

30

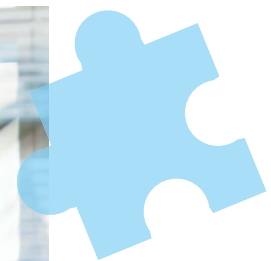
- **Why use the Phillips 6/6 technique?**

This methodology is used to encourage participation and dialogue between people, and is a very interesting technique that stimulates values such as tolerance, respect and solidarity. It also teaches participants to listen to other opinions, even if they are contrary to that of the majority.

This technique seeks to open up dialogue in groups or large groups in order to reach agreement in a relatively short space of time.

- **How can it be implemented?**

Would you like to put the Phillips 6/6 technique into practice? We'll divide the session into three parts.



BEFORE



- **Define the problem.**
- **Form groups of 6 people.**
- **Define roles:**
 - Each sub-group must have
 - **A reporter**, must capture the most important ideas on sheets or blackboards.
 - **A moderator**/person in charge of the sub-group who ensures that the speaking takes place. It must also clearly state the problem so that all participants understand what they are going to discuss.
 - **A time keeper**, who will moderate the time available to each person to see their point of view. Each person has 1 minute to speak.
 - Space should be free of distractors and wide. Avoid that groups are too close to each other.

DURING



Step 1

- **The moderator** introduces the problem and ensures that everyone speaks.
- **The time keeper** checks each person's speaking time.
- **The reporter** takes note of the ideas.
- After the 6 minutes, a small debate can take place. must capture the most important ideas on sheets or blackboards.
- Once the round(s) is completed, the rapporteur must present to his group the conclusions reached.

Step 2

- **All reporters** meet to present the conclusions of their group and reach a consensus among all participants.
- Once the conclusion has been reached, the rapporteurs will read the consensus aloud.

AFTER

- The consensus proposal can be implemented.

The *Aronson Puzzle* methodology

The technique is used to work on collaboration and reinforce positive attitudes in pupils.

Elliot Aronson, born in 1932, is an American psychologist, writer and university professor best known for his theories on cognitive dissonance and for inventing the Jigsaw Classroom (Jigsaw Classroom).

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• What is the Aronson puzzle technique?

It is a cooperative teaching technique that facilitates learning while promoting integration, teamwork and reducing prejudice and hostility. It can be used with pupils of different ages from nursery school to high school, as well as in adult meetings and in different subject areas.

The "jigsaw class" is structured to follow three main stages, described below.



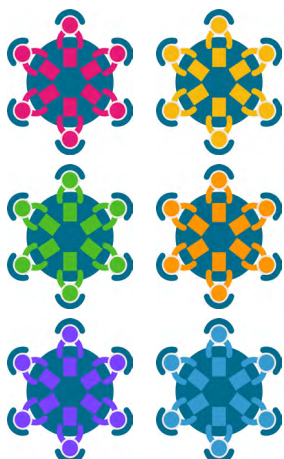
"INDIVIDUAL" PHASE



- **Initially, each member of the group (made up of 4 to 6 students) works individually on some of the material previously divided up by the leader, the teacher.**
- In our example, each pupil in the group will be given the testimonies of the leaders of the same religion at the meeting with Pope Francis. In this way, each student around the table will study a different religion.



"EXPERT" PHASE



- In a second phase, each of the students leaves their group to meet, in a new working group, students who have the same body of information as them. In this way, they form a group of experts to exchange and summarise this information.
- **In our example, students who have studied the same religion will be together.**
- This stage of the process is particularly important as it gives the less experienced students the opportunity to learn from their more experienced peers in order to best analyse the body of information they have been allocated. The "expert" groups give all the students the opportunity to get a clear idea of how to present the material to their peers, regardless of previous inequalities in skills or preparation.

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"PUZZLE" PHASE



- Finally, the students return to their original groups and display the material on which they have become "experts" to their classmates. In this way, each group gains access to all the content by pooling the knowledge of the different members, like a jigsaw puzzle.
- To structure the positive interdependence, the teacher can prepare a summary to be completed covering all the content, or group presentations which require the pupils to link the different sub-sections together. It is important that the students integrate the information and develop an overall view of the lesson.

TO SUM UP...

- **The "jigsaw class" is an approach that requires rigour in the way it is carried out. It is therefore preferable to anticipate the creation of groups, the layout of the classroom and the preparation of materials beforehand, so as not to waste time during the lesson.**
- **The main difficulty lies in the students' ability to summarise and convey the main ideas of the content they have to study. Explaining and teaching is not easy.**
- **As well as acquiring new knowledge and skills, the "jigsaw class" often creates a valuable network of relationships for the students.**

The *Design for Change* methodology

As part of this reflection process, we suggest you use **Kiran Bir Sethi's Design for Change methodology**. Design for Change is a method that enables children and young people to carry out projects of general interest and become agents of change.

Every project or story of change consists of **four simple steps** that lead young people to change their personal, social or environmental reality:



They perceive needs or problems.



They imagine new solutions,



They act and build change.



They share their stories of change to engage and inspire others.

In this way, they build a global chain of children and young people who transform lives and change the world.

To do this, they put into play **the four basic competencies (the four Cs)**:

Critical thinking

Creativity

Collaboration

Communication

The Method

The student

Must:

- Give him/her a starring role,
- Focus on him/her,
- Hold them accountable,
- Trust in them.

Students decide what they want to change and how they are going to do it. It is the children and young people who direct the activity and make the decisions.

The teacher

This implies reconsidering the traditional role of the teacher, who is no longer the one who knows everything, the one who speaks and directs, but the one who helps make the learning process possible, becomes a mediator. It is essential that the teacher is trained in this methodology and in all that it implies, to understand its role and be able to put it into practice, without interruptions, setbacks or deviations.



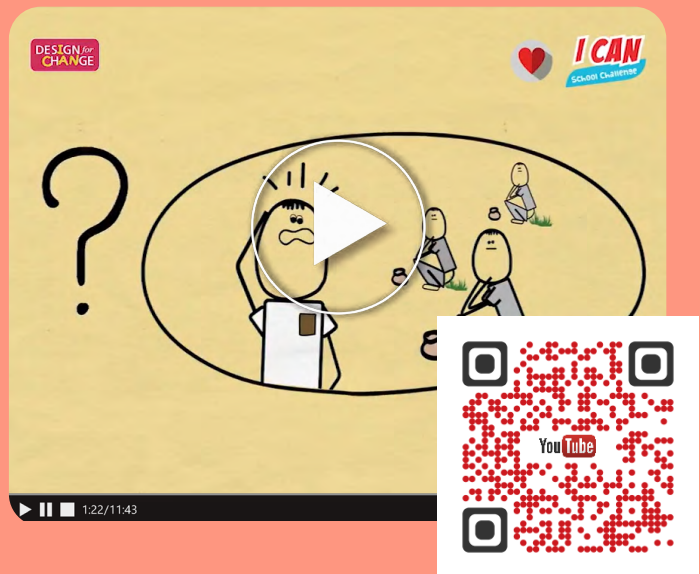
Step 1: Feel

In this stage, young people study to understand what they would like to change, put into play and develop their empathy and compassion. To do this, they proceed as follows:

- **They investigate their environment** (Class, school, neighbourhood, city ...)
- **They try to understand.** They discuss and delve into the areas of action with realism. They listen to each other.
- **They reach a consensus** on the most important problem they want to solve.
- **They involve the community,** question the affected people to understand and know the real reasons.

Main lines of individual and group reflection:

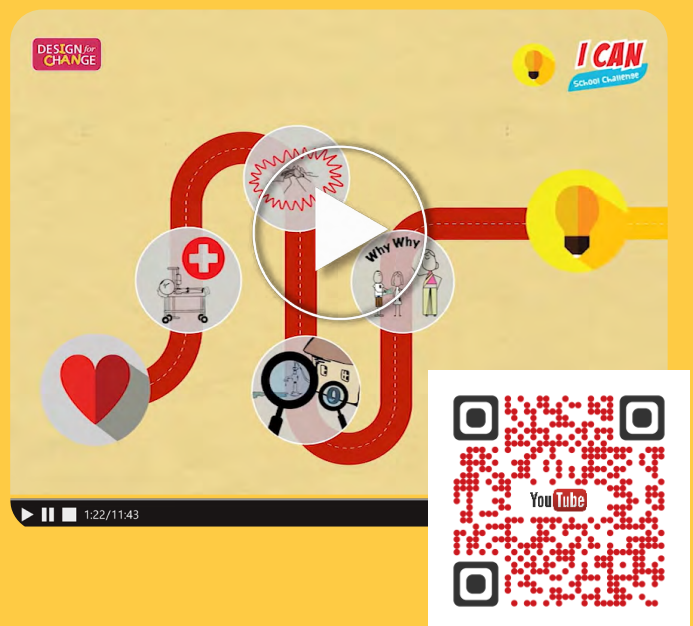
1. Do you ask about the people around you?
2. Organize the information.
3. Identify the centres of action.
4. Please select one.
5. Understand more.
6. Synthesize what has been learned.
7. Challenge yourself.



Step 2: Imagine

This is an essentially creative phase. The objective is to propose as many ideas as possible to solve the situation chosen in the previous stage. The most interesting ideas found in the group are used to create a prototype and develop an action plan.

- **They come up with a lot of ideas.**
- **They think about creating a great impact,** serving many people, and creating lasting change.
- **They share and improve their ideas.**
- **They cooperate and create together.**
- **They specify and propose a prototype.**
- They develop **an action plan.**

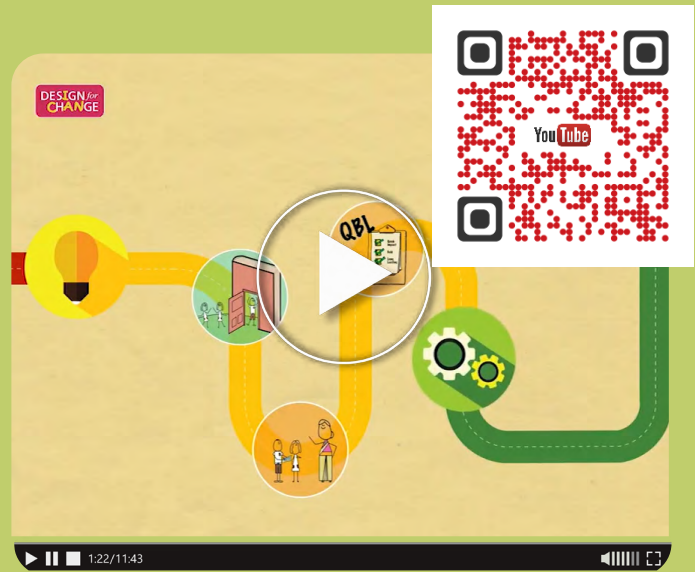




Step 3 : Do or Act

It is time to act. Students don't just think. They execute their ideas and prototypes. That's when they realize they CAN. This is the most exciting stage. They feel capable of changing the world, near or far, and they do.

- **They organize** the plan with the list of all the activities to be carried out and document the development of the chosen idea:
 - What resources will they need and how will they get them?
 - How long will it take to complete the project?
 - Distribute tasks and assign responsibilities.
- **Your idea comes true. They build it and put it into practice. They work as a team and follow the advice of teachers, experts or those responsible for the problem.**
- **They reflect on how they have changed themselves and the reality around them.**

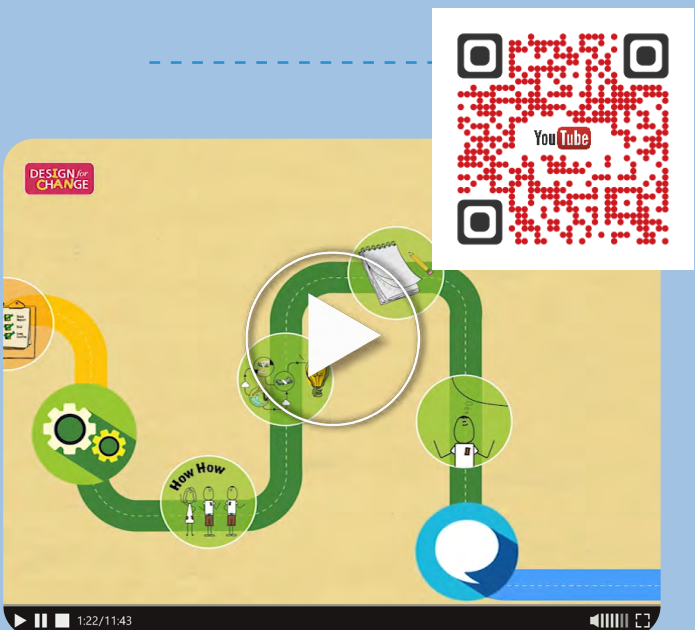


Step 4 : Share

In this last stage, they spread the "I CAN virus" to others. It is a very important moment because they share what they have done with other classes at the school and with other children and young people from their country or the world.

They become a source of inspiration and motivation for change projects.

- **They involve others** in what they have done.
- **They inspire others** with the process and the result.
- **They spread their project** in their class, school, neighbourhood, city and around the world.
- **They celebrate and share their satisfaction and results.**
- **They collect notes, photos, drawings, videos,** and any other document related to the project, create a short video or tell their story of change ... and post it on DFC's national or global platform www.dfcworld.com



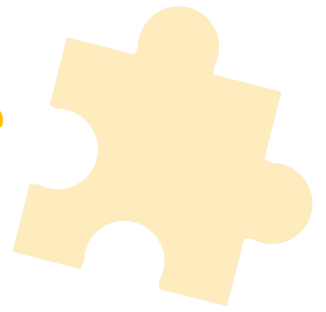


Notes

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Notes



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OIEC

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