

To work on the Global Education Compact from the Instrumentu laboris

Herminio Otero. Juan Antonio Ojeda

One of Pope Francis' great bets on building the future of the planet from a new universal solidarity and a more welcoming and fraternal society is the global educational compact.

*We offer the instrumentum laboris **with** work proposals that will facilitate participation and work together and with others in the construction of this educational alliance.*

Background to the global education compact



On September 12, 2019, Pope Francis convened a global meeting in Rome on 14 May 2020 (delayed after 15 October due to COVID-19), which will be entitled "Rebuilding the Global Educational Compact". With it, it is intended to shape the future of humanity by forming mature people who can overcome division, "rebuild the fabric of relations by a more fraternal humanity" and take care of our common home. With it, he aims to "rekindle the commitment to and with the young generations, renewing the passion for a more open and exclusive education, capable

of patient listening, constructive dialogue and mutual understanding".

The Pope addressed those working in the field of education and research and "public figures who worldwide hold positions of responsibility and care about the future of the new generations", inviting them to "promote together and to promote, through a common educational compact, those dynamics that give meaning to history and transform it in a positive way". And he invited dialogue on how "in which we are building the future of the planet", aware that "every change requires an educational path that will mature a new universal solidarity and a more welcoming society".

The change of epoch we are living requires (the Pope said) an educational compact that involves everyone to:

Build a "education village" where a commitment to building a network of human and open relationships is shared in diversity and where it is easier to find global convergence for an education that carries an alliance between all the components of the person: between study and life; between generations; among teachers, students, families and civil society, with their intellectual, scientific, artistic, sporting, political, economic and solidarity expressions.

Let's all get involved. Let's work together to achieve this educational partnership

On this educational path we are therefore convened and involved all institutions, especially educational institutions, direct or indirect actors of education, teachers from all areas, students and families. And we are invited, with all others, to be courageous in "putting the person at the center" that will lead us to "other ways of understanding the economy, politics, growth and progress"; "investing the best energies with creativity and responsibility"; and "train available people who put the service of the community" and work "next to those most in need."

The launch of this event aroused great interest in the international community and in many public and private organizations that want to put themselves at the service of what Francis called "the common path of the village of education". That is why, on December 9, 2019, Angelo Vincenzo Zani, secretary of the Congregation for Catholic Education, met with ambassadors to the Holy See to begin a common path that will lead to the signing of an alliance for a global compact for education on 14 May 2020 (later moved by the pandemic), by representatives of major religions, international bodies and academia, economic, political and cultural, in order to give younger generations a fraternal common home.

The meeting will mobilize thousands of young people and educational, scientific, political and civil society institutions.

Working together the *instrumentum laboris*



Also, the management teams, teachers in the different areas, students and families can work to clear this path. And we can do this from the *instrumentum laboris* of the global education compact.

We offer, for this purpose, the full *official text of the instrumentum laboris* (with some additions that we point out below) and propose guidelines for working with it. In particular, we will offer two working modes, to choose from:

- Mode A: following more targeted guidelines.
- Mode B: using Design for Change's methodology.

Also, in "At a Glance", we present a summary table of the content of the document points for quick access to the content.

- This painting wants to be a map that places us at each point we treat and, at the same time, in the whole of the proposal, so that it serves as a reference or guide.
- Does not contain all the items that appear in the document and can be completed or changed. That's why you can pick up at the end of the work to see what we've done and add the most significant aspects.

Anyone in the educational community (members of the management team, seminar heads, coordinators of different activities, etc.) can become a promoter of the work with the document and coordinator of meetings, whether with teachers from different areas or stages, with families or with students. This will involve the entire educational community in the global education pact. Likewise, with other agents and citizens in general.

- Marginal headings: please note that we reproduce the document in full, but we have added to it the marginal headings that can guide us to quickly position ourselves before the contents of each paragraph.

– **General working guidelines:**

1. The document, which is brief but intense, is divided into four blocks: the project, the context, the vision and the mission.
2. At the end of each section, we provide the two modalities, with personal and group work guidelines.

Mode A

We offer some keys and materials for interiorization and expression of what we have reflected and shared. But first, we indicate some general working guidelines so as not to repeat them on every occasion. They will help us to carry out the task in a deeper way in both personal and group work, so that, in the end, we are clear at each point:

- What happens: we see and understand what the text says, what it reflects from reality, etc.
- What we think: what the text tells us, what it invites us to, what conclusions we reach, etc.
- What we can do: what we commit to, etc.

MODE A

Personal work

CAREFUL READING. We consider it important to read the text actively, because that will help us realize what we live and do, know what we think, discover what we feel and realize what we can do.

We propose reading the document from each of its four points. In all cases you can follow the same scheme, which we have already outlined on other occasions (see, for example, Herminio Otero, *Dear Educators*, CFP, Madrid 2019, 7-11).

Personal reading: the first moment is personal work and consists of reading the text carefully.

In this reading, we try to keep the "background music", that is, rescue what is the central idea, what I keep from what I read, how and what resonates in me, etc. And we apply what we read to the reality that we live as teachers, as a family or as students.

Choice of phrases: we make a second reading and underline the phrases that catch our attention, either because they seem meaningful or suggestive to us, either because they give us keys to personal or collective educational action.

Outstanding issues: at the same time as we read, we put a question mark in the sentences or paragraphs that remove us in our convictions, which we would like to clarify later or **that we do not know how to implement them**.

Preferred phrases and questions: After taking the time to read and underline the text, we choose at least two phrases that will be our "preferred phrases" and which we will talk about as a group. They can be chosen from the phrases we have underlined, and we write the order number in the corresponding place. We also select the two questions that we consider most significant.

Conclusions: We draw conclusions for our task as educators (as teachers, as parents or as students) and for the action of the educational community. We can write them in the corresponding section.

Group meeting

The commitment to the global compact is not only personal but, above all, collective. That's why it's important to share what everyone has discovered and confront it with what others have seen. We therefore recommend that we pool the conclusions of personal reading to confront our vision of reality, make decisions and specify the means of carrying them out.

WORK AS A GROUP. After personal work, we move on to group work, where we share what we have personally selected and discovered to see our reality together and draw operational conclusions.

We share the phrases that each one found most meaningful and explain our choice.

We also comment on the phrases to which we have questioned to deepen them.

We relate what is coming out, especially if some preferred phrases or questions are repeated.

In each case, we also provide some specific questions whose answer will help to deepen the essential content of the topic. They are always related to our lives as educators and must be applied to the reality that each group lives (these questions may have been answered personally in previous reading).

Finally, from what has come out and the personal conclusions, some conclusions and group applications are drawn up.

WHAT ARE WE COMMITTED TO. From what we have reflected as a group and the conclusions we have reached, we design in each case some proposal for action, both personal and group, that we can finally gather in a single document.

It is a question of going around the topics covered, but now analyzing the possible paths of action and examining the real possibilities of action based on the resources and means available to us, so that the educational compact translates into concrete attitudes that strengthen it on each occasion.

This work can be done by homogeneous groups and applications can be specified for each:

Members of the management team.

Teachers from various areas and levels.

Students.

Families.

Display. At the end of each point, we offer an imaginative visualization or relaxation that will help to internalize and customize some elements and to do so, above all, taking into account feelings and always starting from our reality.

In a climate of relaxation (closed eyes, body without tension, breath control), a person can be an animator and direct the visualization from the guidelines indicated. Ellipsis indicates silence time for realization.

In the end, you can comment on what is discovered and lived and relate to the content of each point.

MODE B

We will work with the Design for Change methodology. In this other mode, we can work in groups:

– Homogeneous: managers, on the one hand; teachers, on the other hand; students among themselves, by levels, etc.

– Heterogeneous: managers and teachers; teachers and students; students of different levels and ages; managers, teachers and students; teachers and families; teachers from one center with those of another; religious and lay people; teachers with other educational actors; teachers and people from culture, sport, business, etc.

To do this, at the end of each of the four major sections or at the end of the *entire document of the instrumentum laboris*, the Design for Change methodology will be followed, identifying and consensual a focus and following its four steps, which we briefly explain below.

It is a methodology that arises in India, by Kiran Bir Sethi (2009). Through it, people are empowered to be proactive and commit to transforming and improving their personal realities and contexts.

From three years onwards (children, young people, adults, adults), they can identify a problem of their educational, social or environmental environment and create a solution with others.

Every project or history of change consists of four simple phases that allows them to change/transform their realities:

– Feel the needs or problems.

– Imagine new solutions.

– Act and build change.

– Share their story of change to infect and inspire others.

It is therefore necessary to identify a challenge and address it in a critical, creative, collaborative way, proposing the most feasible and urgent solutions, which enable the compact, educational improvement and improvement of people, societies and the "common home".

¿CÓMO AYUDAR A CONSTRUIR EL PACTO EDUCATIVO GLOBAL?

