



DICASTERIUM  
DE CULTURA ET EDUCATIONE



GLOBAL COMPACT  
ON EDUCATION

# TOGETHER



**POPE FRANCIS** and **UNESCO**

propose:

- a **GLOBAL COMPACT ON EDUCATION**
- a **NEW SOCIAL CONTRACT**

**for EDUCATION**



**OIEC**

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

**LUMSA**  
UNIVERSITÀ



EDUCARE  
ALL'INCONTRO  
E ALLA SOLIDARIETÀ

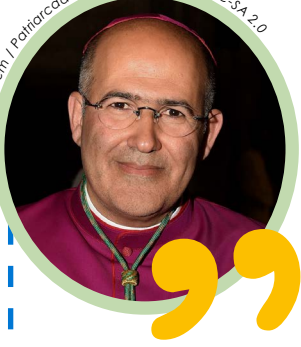


Red Global  
**Jesuita**  
de Colegios



**JESUITAS**  
CONFERENCIA DE INSTITUCIONES DE  
AMÉRICA LATINA Y EL CARIBE - CRIAL

Crédit : Afonso Homem / Patriarcado de Lisboa - CC BY-NC-SA 2.0



# Preface

**By H.E. Cardinal José Tolentino de Mendonça**  
**Prefect of the Dicastery for Culture and Education**

Dear friends,

Our world is faced with a curious paradox. While history has perhaps never seen so much conflict, war, nationalism, division and conflicting ideologies... on the other hand, there has never been so much unity of purpose and consensus around the importance of education and the need to forge alliances to meet the challenges of our time.

This was made clear at the «Religions and Education» meeting of representatives of the religions gathered for the first time to discuss education in 2021, where a common language was heard around the themes of education for solidarity and fraternity. This community of intent is also evident in the educational projects of Pope Francis' Global Educational Pact and UNESCO's New Social Contract for Education, as we can see in this «TOGETHER» brochure. Both projects aim to change the world by changing education: the Pope calls for educational experiences that are not elitist, exclusive and excluding, but supportive, fraternal and at the service of others, and UNESCO recognises that «development models based on growth and competitiveness have reached their limits». Recently, Stefania Giannini, deputy director of Unesco, said that Unesco's objectives of «placing the person and common humanity at the centre also recall the Holy Father's call for a new global pact for education». This is the trait that unites Unesco's humanist vision with Pope Francis' call and vision on these important issues.

We have the feeling that the world is changing, and this time for the better.

*José Tolentino Card. de Mendonça*

*«Educational establishments must be open to listening to life, to communities, to their sorrows and joys, to their memories and desires... and so create other possibilities».*

(Pope Francis, Scholas Occurrentes Congress, NY, June 2019)

Rarely in history has there been such unanimity on the importance of education and its decisive role in the growth and transformation of individuals and societies. UNESCO, Pope Francis and many others agree on the urgent need to change education in order to «re-found» societies.

Many invitations are already urging us to WORK TOGETHER to : dialogue; listen to each other; learn from each other; reach relevant, solid and sustainable agreements; weave a new social contract, a global and local pact around education, involving the various social sectors, whether individuals or groups, as key players in this process of conceiving, creating, designing, co-designing a new world and new ways of living in it, a joint process of educational and social innovation.

Throughout his pontificate, Pope Francis has insisted on the importance of education, on the fact that it must reach everyone, that it is necessary to educate in a holistic way to improve relationships with oneself, with others, with nature. In September 2019, he launched the invitation to build a **Global Compact on Education** together, and in relaunching it in October 2020, he proposed seven fundamental objectives to be discussed, clarified and implemented in different contexts according to the particularities of each.

We urgently need to join forces to confront together, in a creative and collaborative way, not only the contemporary crisis of civilisation, but also the current self-destruction and ontological debacle.

We need to rethink not only structures, tools, programmes, technologies and institutions, but also our ways of doing things and our ways of being. Pope Francis speaks of «integral conversion», and UNESCO, in its call for the future of education, subtitles the document «learning to convert», inviting us to reinvent ourselves throughout our lives. In this way, everything urges us to meet, to dialogue, to promote an «ecology of collaborative encounters», making society «a laboratory for new ways of being and doing»\*.

For its part, UNESCO has initiated a wide-ranging and shared reflection by launching the appeal on «the future of education», in this same month of September 2019, the date on which Pope Francis launched the Global Compact for Education. Two years later, it published its report: **«Re-imagining our futures together. A new social contract for education»**. A report that indicates lines of action for improving education and invites dialogue and the joint construction of a new education.

\* Escobar, 2016, in Autonomía y Diseño. La realización de lo comunal, p. 185.



**GLOBAL COMPACT  
ON EDUCATION**



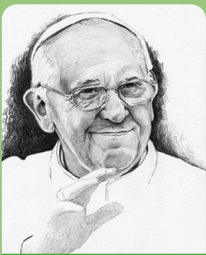
# GLOBAL CATHOLIC OF EDUCATION

## A NEW SOCIAL CONTRACT FOR EDUCATION

On 15 October 2020, in the midst of the pandemic, Pope Francis relaunched the Global Compact On Education via videoconference. The Director-General of UNESCO, Audrey Azoulay, also took part in the event. Both aligned the heart of their messages, demonstrating great harmony and mutual support, inviting everyone to unite their talents, efforts and projects to achieve together a Pact for Education. The Director-General concluded her speech by declaring: "I am delighted to be with you (the Pope), to be part of this agreement, because your objectives reflect ours".

Subsequently, the Pope's meeting with the leaders of the world's religions on 5 October 2021 took place in the presence of UNESCO's Assistant Director-General for Education, whose remarks are summarised at the end of this page.

Here is an overview of the main speeches made at these events:



POPE FRANCIS

- **GETTING EVERYONE INVOLVED** in drawing up a Global Compact on Education...
- **PUTTING PEOPLE AT THE CENTRE**, their dignity, their rights, their relationships...
- **CHANGING EDUCATION to change society...**



Credit: (top) Unesco/  
Creative Commons Attribution-ShareAlike 4.0 International License

**AUDREY AZOULAY**  
Director-General  
UNESCO

- We need **a new commitment to education from the whole of society...**
- **PLACING HUMAN BEINGS**, their empathy and dignity, at the centre of our concerns...
- **Education is the PILLAR FOR THE REFOUNDATION of societies...**



Credit: (top) Unesco/  
https://open.unesco.org/en/what-is-education-2030-cc-by-sa-4.0

**STEFANIA GIANNINI**  
Deputy Director  
General  
for Education  
UNESCO

- **EDUCATION IS A UNIVERSAL RIGHT**, a public good, a source of personal fulfilment and social progress.
- The world's spiritual traditions and their fundamental role in education promote universal values of care, respect and solidarity.
- To be transformative, Education must give each student the understanding, confidence and values needed to co-create change. This means empowering students to work together, to care for each other and their environment, and to act with their hearts and minds to bring about lasting change in their communities.
- The young people called for climate change education to be integrated into all school curricula. (Milan COP, 2021)

## Pope Francis invites us to a GLOBAL COMPACT ON EDUCATION

(Pope Francis: 9 September 2019 and 15 October 2020).

We must have **the courage to generate processes** that consciously take on board the existing fragmentation and contrasts that we carry within us; the audacity to recreate the fabric of relationships in favour of a humanity capable of speaking the language of fraternity. **The value of our educational practices** will be measured not just by the success of standardised tests, but by **our ability to touch the heart of a society and give birth to a new culture**. Another world is possible, and we need to learn how to build it, which involves all our humanity, both as individuals and as a community.

**We launch a special appeal** to men and women of culture, science and sport, to artists and media operators throughout the world, **to sign this pact** and to become, through their testimony and their work, promoters of the values of care, peace, justice, kindness, beauty, acceptance of others and fraternity. "We shouldn't expect everything from those who govern us, that would be childish". **We enjoy a space of co-responsibility capable of initiating and generating new processes and transformations**. Let's play an active part in rehabilitating and relieving wounded societies... **A multi-faceted process capable of involving us all** in meaningful responses, where diversity and approaches can be harmonised in the pursuit of the common good. The ability to create harmony: that's what we need today.

## UNESCO proposes a NEW SOCIAL CONTRACT (2021)



**This new social contract gives us the opportunity to repair the injustices of the past and transform the future.** It is based above all on the right to quality education throughout life, with teaching and learning seen as shared societal endeavours and therefore as common goods.

**Achieving this vision of education is not an impossible task.** There is hope, especially among the younger generation. But **we will need everyone's creativity and intelligence to ensure that inclusion, equity, human rights and peace define our future.** Ultimately, that is what this report invites us to do. For that reason alone, it contains valuable lessons for all of us.

**Audrey Azoulay** (Director-General of UNESCO, pp. v-vi)

Large-scale change and innovation are possible. **We will build a new social contract for education through millions of individual and collective acts: acts of courage, leadership, resilience, creativity and empathy.** A new social contract must overcome discrimination, marginalisation and exclusion. We must focus our efforts on ensuring gender equality and rights for all, regardless of race, ethnicity, religion, disability, sexual orientation, age or citizenship. A massive commitment to social dialogue, joint reflection and action is needed (p. 5).



# Main objectives of the GLOBAL COMPACT ON EDUCATION



## GLOBAL COMPACT ON EDUCATION

*«Today, a new period of educational commitment is needed, involving all parts of society. Let us listen to the cry of the new generations, which expresses the need for and, at the same time, the stimulating opportunity of a renewed educational journey, which does not turn our gaze away from serious social injustices, violations of rights, extreme poverty and human exclusion...»*

*(Pope Francis: Relaunch of the Pact, 15 October 2020).*

There is no doubt that Pope Francis' call to build together a "Global Compact on Education" is unprecedented.

His invitation reflects the feelings and hopes of many people. His voice, his words and his witnessing have the power to summon the greatest number of people and involve them in its construction. It is an invitation to the whole world to rediscover themselves as brothers and sisters of the same universal family, under the value of fraternity, placing it at the basis of the process of educational and social change.

Let's look at the 7 objectives or commitments proposed by Pope Francis for dialogue between Catholics and non-Catholics and for reaching a pact.

## 7 OBJECTIVES or commitments prior to the compact (Pape François)

### 1. Putting people at the centre.

*Against the culture of rejection, put the individual at the centre of all educational processes, highlighting his or her specificity and capacity to relate to others.*

### 2. Listening to the younger generation.

*Listening to the voices of children, adolescents and young people so that together we can build a future of justice and peace, a life of dignity for all.*

### 3. Promoting women.

*Promoting the full participation of girls and young women in education.*

### 4. Empowering the family.

*Consider the family as the first and indispensable subject of education.*

### 5. Open at reception.

*Educate and train people to be welcoming, to be open to the most vulnerable and marginalised.*

### 6. Renewing the economy and politics.

*To study new ways of understanding the economy, politics, development and progress, in the service of mankind and the whole human family, from the perspective of an integral ecology.*

### 7. Taking care of the common home.

*To care for and cultivate our common home, by protecting its resources, adopting more frugal lifestyles and opting for renewable, environmentally-friendly energies.*

# Main OBJECTIVES of the UNESCO Report 2021



UNESCO (2021) recognises that «at present, the way education is organised in the world is not capable of guaranteeing peaceful societies, a healthy planet and shared progress that benefits everyone. To this end, it believes that it is essential to promote a new social contract for education that makes it possible to think differently about learning and the relationships between students, teachers, knowledge and the world» (p. 4).

The report «Re-imagining our futures together. A new social contract for education» proposes these nine fundamental objectives for improving and transforming education today (pp. 4-6).

## 9 PROPOSALS TO RENEW EDUCATION (UNESCO)

1. Education must be organised around the principles of cooperation and solidarity.
2. Programmes should emphasise ecological, intercultural and interdisciplinary learning that helps students to access and contribute to knowledge, while developing their ability to apply and question it.
3. Teaching must become more professionalised, as a collaborative effort in which teachers are recognised for their work, as generators of knowledge and key figures in educational and social transformation.
4. Schools must be protected educational sites because they promote inclusion, equity and individual and collective well-being. They must also be rethought to better promote the transformation of the world towards more just, equitable and sustainable futures.
5. We must take advantage of and develop the educational opportunities available to us throughout life and in different cultural and social spaces.
6. A call for research and innovation.
7. A call for global solidarity and international cooperation.
8. Universities and other higher education institutions must participate actively in all aspects of the construction of a new social contract for education.
9. It is essential that everyone should be able to participate in shaping the future of education: children, young people, parents, teachers, researchers, activists, entrepreneurs, cultural and religious leaders.

**Drawing up a new social contract for education is a fundamental step towards reimagining our future together.**

## PART II: RETHINKING EDUCATION (pp. 49-124)

- As the UNESCO report (2021) points out, this part II proposes ways of achieving a new social contract that promotes the right to education and strengthens education as a common good that enhances our human capacity to help and cooperate with others.

Let's look at the five chapters (3-7) that make up this Part II, which review the guiding principles for dialogue and action that emerged from the global consultation of the Commission that produced this report and from the scientific knowledge developed over decades of research and reflection.

Compare these Unesco sections with what the Church and Pope Francis have said about these five guiding principles: pedagogies, curricula, teachers, schools and education in different times and places. We will discover many points in common and others that complement and enrich the process of arriving together at a global and local Pact for Education.

## CHAPTER 3: COOPERATION and SOLIDARITY TEACHING METHODS (pp. 51-64)

Pedagogies must be based on cooperation and service, developing the capacities of students and teachers to work together and transform the world. They require learning that is participatory, collaborative, focused on solving real problems, heart-based, interdisciplinary, intergenerational, intercultural and interreligious.

Active learning with the ability to translate knowledge into action, into service. Becoming better people and better citizens: more competent, more responsible and more committed to solidarity.

### UNESCO

- Cooperation.
- Solidarity: unlearning divisions and healing the wounds of injustice.
- Integration in education: ethics, empathy, compassion and service.
- Developing abilities: intellectual, social and moral.
- Preserving and supporting diversity and pluralism.
- Evaluate these principles.



### POPE FRANCIS

- working together: sharing efforts and talents.
- To educate is to serve, we educate to serve.
- Holistic education:
  - Head, heart, hands.
- People-centred assessment (“No to the dictatorship of results”).





# CHAPTER 4 (pp. 51-64): **CURRICULUM** **REDIRECTING COMMON KNOWLEDGE**

In this second guiding principle addressed in Chapter 4 of the UNESCO report, we are invited to rethink and reimagine curricula, to reconnect them with the living and damaged planet, to promote knowledge that is committed to truth and justice, that fosters a pedagogy of attention to others and to the “common home we inhabit”.

In the same way, let us compare the contributions of UNESCO and those of Pope Francis in promoting the new social contract and the Global Compact on Education, in order to achieve a world that is more human, more just, more fraternal, more united and more sustainable.

## UNESCO

- **Study plans :**
  - Ecological.
  - Intercultural.
  - Interdisciplinary.
  - Emotional and social learning.
- **Promote :**
  - Critical thinking.
  - Global competence.
  - Ecological understanding and action.
  - Active citizenship.
- **Shared knowledge, creativity, emotional and social learning, learning about oneself, learning to empathise, learning to cooperate...**



## POPE FRANCIS

- Meeting the needs and challenges of today and tomorrow
- Don't improvise. Plan with responsibility and commitment.
- Person-centred.
- Care: for yourself, for others (near and far), for the environment.
- Promote fraternity and service...
- Cultivate transcendent values.
- Exclude no-one and show “predilection for the last”.
- Playful learning: creativity, collaboration.
- Environmental education: less theoretical, more applied and systematised.
- Education is ineffective if it does not create a new model of life, of society, of the individual, of relationships with oneself, with others, with nature...

# CHAPTER 5: **TEACHERS**

## **TRANSFORMATION WORK** (pp. 83-96)

The third guiding principle concerns what teachers are and what they do. They do not hold the truth; they must be competent, committed, learn from their students, trust them and give them a leading role and autonomy. There is an urgent need to revalue their profession and rethink it as a collaborative effort that generates knowledge with a view to educational and social transformation.

Their profession requires autonomy, innovation, ongoing training, teaching resources, collaboration and support to design and create the best learning opportunities for their students and to promote learning communities.

They are not alone; they must count on the collaboration of families, communities, higher education and various social institutions.

### **UNESCO**

- **From individualism to collaboration.**
- **Redefining teaching as a collaborative profession.**
- **Supporting the autonomy of teaching teams.**
- **RE-EVALUATING teachers: recognition and professional development.**
- **Knowledge producers. They create learning spaces.**
- **Key figures in educational and social transformation.**
- **Professional development and private life.**
- **Teaching requires:**
  - compassion, competence, knowledge and ethical ambition.



### **POPE FRANCIS**

- **The teachers :**
  - Well trained.
  - Don't improvise.
  - Consistent.
  - With affection and tenderness, they show their welcome and compassion for everyone...
- **Partners, working together ...**
- **Innovating to serve you better.**
- **Witnesses...** They educate more by their actions and the testimony of their lives than by their words.
- **Pillar of education and its transformation.**
- **Teachers with soul, capable of :**
  - To enlighten, to bless, to enliven, to uplift, to heal, to deliver.
- **Taking a step back ... giving the learner a more central role...**
- **"Social poets..."** "Men and women who learn the grammar and vocabulary of humanity, and have the spark that allows them to imagine the unprecedented".

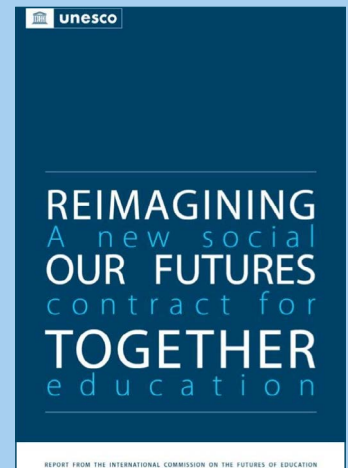
# CHAPTER 6: PROTECTING AND TRANSFORMING SCHOOLS (pp. 97-108)

"If schools did not exist, they would have to be invented" (p. 99). The school is the operating unit, not the classroom or the network of schools. Each school must have an educational project drawn up with the the whole educational community, which serves as a guide, encourages collaborative and joint work and is continually revised to promote inclusion, equity and individual and collective well-being.

School is a place of learning, but also a place of encounter and relationships, a place where lives and contexts are transformed. Students learn to learn, to be, to do, to live together, to care for others and to serve.

## UNESCO

- **The irreplaceable role of schools.**
- **Redesigning them, transforming them...**
- **Caring schools:**
  - Inclusive.
  - New spaces, timetables, groupings.
  - Encourage joint working and collaboration between schools.
- **A protected and protective space.**
- **Promoting inclusion, equity and individual and collective well-being...**



## POPE FRANCIS

- **Schools not isolated from the world, areopagi of today's cultures...**
- **The school, source of life, fertile ground, bridge-builder...**
- **Fertile ground to nourish, stimulate, protect...**
- **The disappearing school... Responding to diversity and the periphery.**
- **Networking: "form a choir", "no isolated voices" ...**
- **No to discarding... Welcoming and caring for everyone. Generate a culture of meeting and caring**
- **Where fraternity and solidarity thrive...**
- **Don't look at life from the balcony... between the four walls, you have to go out into real life...**

# CHAPTER 7 (pp. 109-124): **EDUCATION** IN DIFFERENT TIMES AND SPACES

The city becomes an educator through the need to educate, to learn, to teach, to know, to create, to dream and to imagine that all of us - men and women - who occupy its fields, its mountains, its valleys, its rivers, its streets, its squares, its fountains, its houses, its buildings, leave in everything like a trace of a certain moment and a certain style, like a flavour of a certain era... The city is us, and we are the city.

Paulo Freire, *Politique et éducation*, 1993 [in UNESCO, 2021, p. 109].

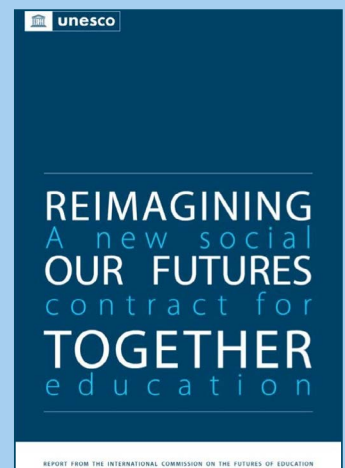
This chapter invites us to take advantage of and broaden the enriching educational opportunities that present themselves throughout life in different cultural and social spaces.

“Work, care, leisure, artistic activities, cultural practices, sports, civic and community life, social action, infrastructure, digital and media engagement are all potentially educational, pedagogical and meaningful learning opportunities for our common future, among many others” (p. 110).

The new social contract enables us to interconnect school and life, to project the school into life and to bring life into the school.

## UNESCO

- **Extending the right to lifelong education...**
- **Thinking holistically about social spaces and education initiatives.**
- **Educational city** (Faure Report, 1972) [In the UNESCO report, 2021, p. 110]
- **The union of education and culture, the identity of peoples.**
- **Learning to care and making caring a function of education for life.**
- **Healthy educational ecosystems link natural, built and virtual environments.**



## POPE FRANCIS

- **Uniting education and culture...**
- **The education village.**
- **Uniting tradition, the present and the future.**
- **Putting people at the centre, throughout their lives.**
- **Not turning our backs on our neighbours and everything around us.**
- **Dialogue on how we build the future.**
- **Education must respond to the needs and challenges of new generations and give them hope.**

## PART III: Promote a **NEW SOCIAL CONTRACT** for education (pp. 125-148)

- In this Part 3 of the UNESCO Report, there is a call for research and innovation for a new social contract to reformulate education along respectful, empowering, healing and educating processes. The process is much more important than the result. A process that mobilises and engages everyone in dialogue, searching together for the new education.
- A call for global solidarity and international cooperation. A new social contract in societies will enable young people to live in dignity, ensure that women have the same prospects and opportunities as men and protect the most vulnerable. ... (p. 148).

### UNESCO

- A social contract based on millions of individual and collective actions.
- Acts of courage, leadership, resilience, creativity and caring
- Overcoming discrimination, marginalisation and exclusion.
- Guaranteeing the rights of all.
- This will require a considerable commitment to :
  - Social dialogue and thought
  - Joint action.
- A fundamental step towards reimagining our future together.
- A peaceful, just and sustainable future for all peoples.



### POPE FRANCIS

- A new period of educational commitment is needed today.
- We need to join forces in a broad educational alliance.
- Dialogue on how we build the future.
- Investing the best talent in a new education for a new caring and welcoming society.
- Any change requires an educational journey that involves everyone.
- We urgently need to rebuild the “education village” among all of us...
- Three values: putting the individual at the centre, investing the best energies in creativity and responsibility, training people to serve the community.
- Service is the pillar of the “culture of encounter”. We educate to serve...
- Educating is always an act of hope that invites people to participate together and to transform sterile and paralysing logic...
- Education is one of the most effective ways of humanising the world and history.

# A Pact for Education **means:**

LOCAL to  
GLOBAL

- **GETTING TO KNOW** others.
- **LISTEN**, listen, listen, listen, listen...
- Be an active and humble listener.
- **DIALOGUE**... transparently, honestly and amicably...
- Desire to understand the position, contribution and words of others.
- Seeing together: "where we are" and "where we want to go".
- **COMMIT TO IMPLEMENTING IT**
- Requires **THREE NEW APPRENTICESHIPS\***:
  - *Learning to read the history of the future.*
  - *Learning to read history without neglecting the history of the vanquished.*
  - *Learning to read history from our vulnerabilities and weaknesses.*
  - *Not to hurt us, but to **OUTRAGE** us*
- *Overcoming marginalisation and exclusion...*
- *Discovering your talents, trusting others, letting others surprise you...*
- *Joining forces. **WORKING TOGETHER:** with each other and with others.*
- *Concluding lasting and valid agreements.*
- *Impacting and changing the law...*

\* Cardinal Jean-Marc Aveline, OIEC Congress, Marseille, Dec. 2022



# A Pact for Education **is not:**

- Just the need for a new period of educational commitment.
- Imposing ideas on others and globalising them.
- Talking and talking... without listening.
- Simple lucidity, so that nothing changes...
- Determining from the outset what must be agreed...
- The dictatorship of the majority, believing that you are right or that you know everything...
- Reproducing the past, however brilliant it may have been..
- Self-reference, self-sufficiency, arrogance..
- From top to bottom..

## Reticence and criticism of the Global Compact

- **Fear** of leaving comfort zone
- **Inability** to think for the common good.
- **Difficulty** in changing our way of thinking and seeing humanity as a global village.
- We have difficulty understanding that **everything is linked**, that we are part of a whole.
- **Inequalities** between individuals and peoples.
- **Ideologies.**
- We live in a **culture of fragmentation**, of discarding...

## SOME RISKS of the Global Compact on Education,

Inspired by studies by Kotter (2007).

PROJECT RISKS (Kotter, 2007)	RISKS to the draft Education Pact (Own development)
There's no sense of urgency.	<ul style="list-style-type: none"> <li>• Some people don't even think about them, <b>consider them unnecessary or believe that there is no urgency.</b></li> </ul>
The inability to create a powerful coalition to guide properly.	<ul style="list-style-type: none"> <li>• <b>The necessary and powerful people and resources</b> are not available to drive the process of this educational partnership.</li> </ul>
The programme is not clearly targeted.	<ul style="list-style-type: none"> <li>• <b>Citizens need to be clear about the whys and wherefores of the pact.</b> Pope Francis and UNESCO have proposed minimum objectives to be achieved.</li> </ul>
The focus is not properly transmitted.	<ul style="list-style-type: none"> <li>• <b>Lack of awareness and proper explanation of the objectives</b> to be achieved and the path to follow.</li> <li>• <b>Lack of information and ongoing training.</b></li> </ul>
Determination to maintain the status quo prevents essential changes from being implemented.	<ul style="list-style-type: none"> <li>• Staying stuck in the past, in the «that's how we've always done it here».</li> <li>• <b>Not overcoming fear and insecurity</b> in the face of change and novelty. Giving confidence and support.</li> </ul>
Short-term gains are not systematically planned and achieved.	<ul style="list-style-type: none"> <li>• <b>The absence of short- or medium-term milestones</b> and objectives to show the progress made and the mistakes to be overcome.</li> <li>• Lack of experimentation and putting into practice what has been agreed in order to assess its validity.</li> </ul>
Victory was claimed too soon.	<ul style="list-style-type: none"> <li>• <b>Remain in the initial stages</b>, in theory alone, and fail to implement changes and improvements.</li> </ul>
Changes are not rooted in the organisation's culture.	<ul style="list-style-type: none"> <li>• <b>That the changes have no impact</b> on the school's educational project, on the lives of citizens or on local and national education laws.</li> </ul>

# Suggestion of **ACTIVITIES**

(Among many others that you can undertake)

Dialogue and consensus-building within the school itself, at meetings between headteachers of neighbouring schools, between teachers and other educational staff, families, pupils, etc. from different centres in the town or region.

1. What would you take away from these two calls for the co-creation of a pact or social contract to improve education and, through it, the lives of citizens and their contexts?
2. Applying the group dynamics of Philips 6/6, what do you think is the most urgent and necessary educational improvement to identify and implement in the city's schools?
3. Using the WORLD CAFÉ technique in groups, indicate what innovations should be introduced into the curricula and teaching methods of schools in your region. Or: How can you promote an Education Pact in your town, involving all the educational and social players?
4. In the light of the proposals made by UNESCO and Pope Francis, fill in the "Blue Ocean" table with 3 or 4 actions per cell:
5. Using the dynamics of Open Space, bring together or separate teachers, families and pupils from one or more schools in the city and discuss the need, the urgency and the process to be followed to promote and build a Pact for Education in the city where they are.

Delete	Increase
Reduce	Create

**Note:** You will find these dynamics in the brochure Methodologies and Dynamics of Social Mobilisation (forthcoming).



**HERVÉ LECOMTE**  
Secretary General  
of the Office International de  
l'Enseignement Catholique (OIEC)

It is a joy to be able to bring together in a single brochure proposals shared by UNESCO and the Church. I am grateful for this spirit of sharing, which is part of a spirit of communion, not division, in the interests of the common good, in the service of new generations.

This booklet reflects the openness that we must have to all people and to all groups, in the service of education for a better education for all, in particular the most disadvantaged, and to change their lives and the contexts in which they live.

The OIEC, with its network of 210,000 schools, is fully committed to this dynamic of collaboration in the service of all. Our institution is committed to creating and promoting tools that encourage and facilitate dialogue between educational and social players in this process of change. This is the very spirit of the Global Compact for Education and the new social contract to which we are being invited.

The mission of the Church in our world is to proclaim and live a Good News for all men and women: another world is possible, a world of peace and justice. And this is the world willed by God.

In the Religious Congregations dedicated to Education we have a clear conviction: only education can change the world. For this reason, it is very significant to note the enormous coincidence between the educational proposals of UNESCO and those of Pope Francis. This helps us to understand the profound meaning of the call to rebuild the Global Compact on Education made by the Pope a few years ago and on which so many people and institutions have been working. Let us renew our commitment to an integral education capable of bringing about young people eager for a better world!



**PEDRO AGUADO**  
From the Order  
of the Pious Schools.  
President of the Education  
Commission of the USG-UISG.