

BROTHERS OF THE CHRISTIAN SCHOOLS

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Lasallian
Family
Magazine

GLOBAL COMPACT ON EDUCATION



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GLOBAL COMPACT ON EDUCATION

*here are
the files*



*we invite you to use this logo
in your actions in favour
of education*



**Brothers of
the Christian
Schools**

La★Salle



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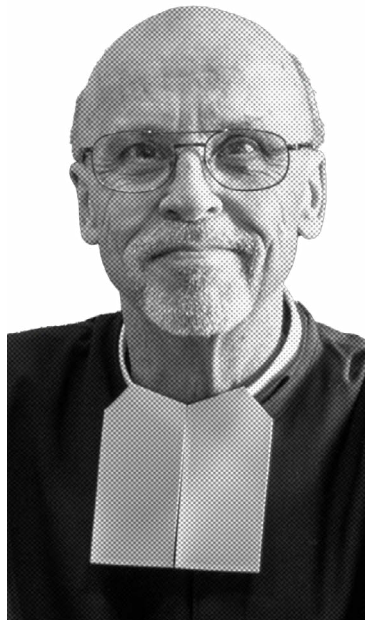
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Action Plan 2022 – 2023

our Lasallian proposal ☆

1

intro- duction

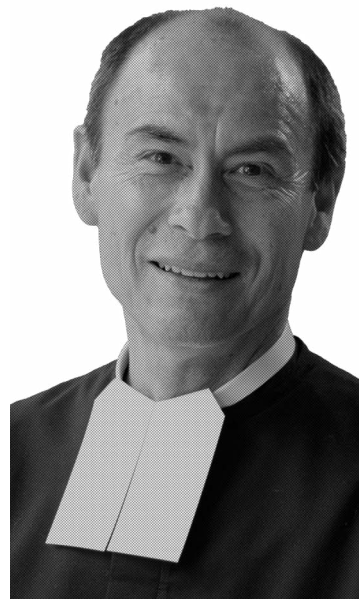


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When one considers there are more than two hundred and sixty million children and young people who are still out-of-school today and that more than six hundred million do not even have the minimum proficiencies in

reading or mathematics, we realize we really do not have much choice or time. We cannot afford to ignore this learning crisis with inaction or attempt to address it with disjointed programs. It is urgent and necessary that peoples of many faiths and cultures come together in solidarity as a global village transcending our differences and boundaries to forge a compact that would address the learning poverty in our world.
(Luces para el Camino. p. 230)

Br. Robert Schieler, FSC
Superior General



Given the current challenging conditions in education, Pope Francis called for the signing of a Global Compact on Education. The Pope said, "The time has come to sign a Global Compact on Education for and with the

younger generations... We want to give life to an educational project by initiating creative and transformative processes in collaboration with the civil society".¹

In his testament, John Baptist de La Salle recommended a special adherence to the Holy Father. Joining this Compact is an excellent opportunity to implement this recommendation. On the other hand, the international health crisis has brought to light the urgent need for collaboration at all levels to meet the challenges; education is one of these challenges.

As a Lasallian Family, let us respond by bringing the richness of our founding charism, which is 'to provide a quality human and Christian education of quality' and by offering our most original characteristic: "to seek appropriate responses to educational needs".

Br. Gustavo Ramirez, FSC
General Councillor

¹ Pope Francis, "Global Compact on Education", 15 October, 2020





What is the Global COMPACT ON EDUCATION?

On 12 September 2019, Pope Francis launched an "invitation to dialogue on how we are shaping the future of our planet and the need to employ the talents of all, since all change requires an educational process aimed at developing a new universal solidarity and a more welcoming society".

To this end, he endorsed a **Global Compact on Education** "to rekindle our dedication for and with young people, renewing our passion for a more open and inclusive education, including patient listening, constructive dialogue and better mutual understanding".

We must "unite our efforts in a broad educational alliance, to form mature individuals capable of overcoming division and antagonism, and to restore the fabric of relationships for the sake of a more fraternal humanity".



Lasallians!





Message of his holiness Pope Francis

For the launch of the Global Compact on Education

Dear Brothers and Sisters,

In my Encyclical *Laudato Si'*, I invited everyone to cooperate in caring for our common home and to confront together the challenges that we face.

Now, a few years later, I renew my invitation to dialogue on how we are shaping the future of our planet and the need to employ the talents of all, since all change requires an educational process aimed at developing a new universal solidarity and a more welcoming society.

To this end, I wish to endorse a global event, to take place on 14 May 2020 on the theme *Reinventing the Global Compact on Education*. This meeting will rekindle our dedication for and with young people, renewing our passion for a more open and inclusive education, including patient listening, constructive dialogue and better mutual understanding. Never before has there been such need to unite our efforts in a broad educational alliance, to form mature individuals capable of overcoming division and antagonism, and to restore the fabric of relationships for the sake of a more fraternal humanity.

Today's world is constantly changing and faces a variety of crises. We are experiencing an era of change: a transformation that is not only cultural but also anthropological, creating a new semantics while indiscriminately discarding traditional paradigms. Education clashes with what has been called a process of "rapidification" that traps our existence in a whirlwind of high-speed technology and computerization, continually altering our points of reference. As a result, our very identity loses its solidity and our psychological structure dissolves in the face of constant change that "contrasts with the naturally slow pace of biological evolution" (*Laudato Si'*, 18)

Every change calls for an educational process that involves everyone. There is thus a need to create an "educational village", in which all people, according to their respective roles, share the task of forming a network of open, human relationships. According to an African proverb, "it takes a whole village to educate a child". We have to create such a village before we can



educate. In the first place, the ground must be cleared of discrimination and fraternity must be allowed to flourish, as I stated in the Document that I signed with the Grand Imam of Al-Azhar on 4 February this year in Abu Dhabi.

In this kind of village it is easier to find global agreement about an education that integrates and respects all aspects of the person, uniting studies and everyday life, teachers, students and their families, and civil society in its intellectual, scientific, artistic, athletic, political, business and charitable dimensions. An alliance, in other words, between the earth's inhabitants and our "common home", which we are bound to care for and respect. An alliance that generates peace, justice and hospitality among all peoples of the human family, as well as dialogue between religions.

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To reach these global objectives, our shared journey as an "educating village" must take important steps forward. First, we must have the courage to place the human person at the centre. To do so, we must agree to promote formal and informal educational processes that cannot ignore the fact that the whole world is deeply interconnected, and that we need to find other ways, based on a sound anthropology, of envisioning economics, politics, growth and progress. In the development of a integral ecology, a central place must be given to the value proper to each creature in its relationship to the people and realities surrounding it, as well as a lifestyle that rejects the throw-away culture.

Another step is to find the courage to capitalize on our best energies, creatively and responsibly. To be proactive and confident in opening education to a long-term vision unfettered by the status quo. This will result in men and women who

are open, responsible, prepared to listen, dialogue and reflect with others, and capable of weaving relationships with families, between generations, and with civil society, and thus to create a new humanism.

A further step is the courage to train individuals who are ready to offer themselves in service to the community. Service is a pillar of the culture of encounter:

"It means bending over those in need and stretching out a hand to them, without calculation, without fear, but with tenderness and understanding, just as Jesus knelt to wash the Apostles' feet. Serving means working beside the neediest of people, establishing with them first and foremost human relationships of closeness and bonds of solidarity".

In serving others, we experience that there is more joy in giving than in receiving (cf. Acts 20:35). In this regard, all institutions must be open to examining the aims and methods that determine how they carry out their educational mission.

For this reason, I look forward to meeting in Rome all of you who, in various ways and on every level, work in the field of education and of research. I encourage you to work together to promote, through a global compact on education, those forward-looking initiatives that can give direction to history and change it for the better. I join you in appealing to authoritative public figures in our world who are concerned for the future of our young people, and I trust that they will

respond to my invitation. I also call upon you, dear young people, to take part in the meeting and to sense your real responsibility for the building of a better world. [...] A number of seminars on related topics will take place in various locations and help us prepare for this event.

Let us seek solutions together, boldly undertake processes of change and look to the future with hope. I invite everyone to work for this alliance and to be committed, individually and within our communities, to nurturing the dream of a humanism rooted in solidarity and responsive both to humanity's aspirations and to God's plan.

*I look forward
to seeing you.
Until then, I send
you my greetings
and my blessing.*

Franciscus

From the Vatican, 12 September 2019.



Commit- **ments**

8

*for the Global Compact
on Education*

In his video message of 15-10-2020, Pope Francis calls for a new era of educational commitment involving all members of society. For this reason, he invites families, communities, schools, universities, institutions, religions, rulers, men and women of culture, science, sport, artists, media professionals, i.e. the whole of humanity to sign a compact on education by committing themselves personally to take up the following seven commitments:

*see and listen
to Francis*




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 children and 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***To advance the women***

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

4***To empower the family***

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

5***To welcome***

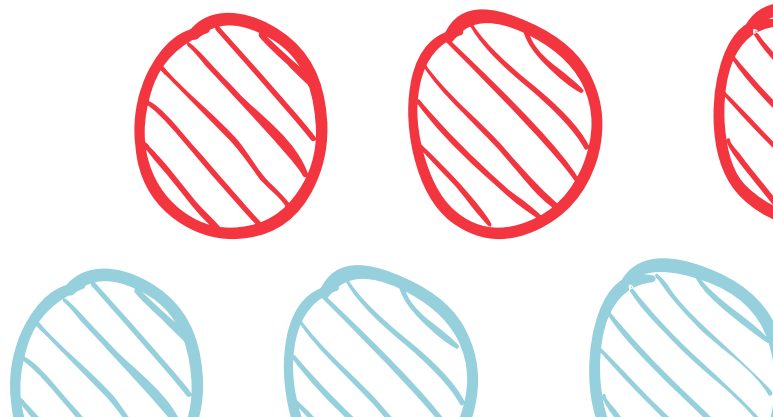
To educate and be educated on the need for acceptance and in particular, openness to the most vulnerable and marginalized.

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.



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.

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Ideas for reflection

The first commitment highlights the need to base every educational action on a solid anthropological foundation, a sound and precise vision of the person. Pope Francis says that every change needs an educational journey, to rebuild the fabric of relationships, bring to maturity a new universal solidarity, and give life to a more welcoming society. To this end, it is necessary to form a new humanism to overcome the cultural and anthropological metamorphosis of today's society. This makes it possible to give substance to each person's identity, taking care of all its dimensions, consolidating its psychological structure, thus preventing it from fragmenting and disintegrating in the face of incessant and rapid change.





Values

1. Respect for and enhancement of each person's identity, without discrimination of gender, age, race, religion, ideology, social status, and others.
2. Education for an integral formation that values all human dimensions.
3. Education for an integral formation that values all human dimensions.

Suggestions for Educators

1. Create the conditions so that all members of institutions/organisations have access to and knowledge of the *Charter of Universal Human Rights*.
2. Guarantee equal opportunities for the members of your institution/ organisation, without discrimination of gender, age, race, religion, ideology, and social status.
3. To take care of each member of your institution/organisation, with special attention to the most fragile, offering an integral formation that values all the dimensions of the human person, including the spiritual one.

2

To listen to the voices of children and 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.

Ideas for reflection

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This commitment draws attention to the need to adopt a pedagogical paradigm based on attentive and respectful listening and dialogue with the younger generations. The Pope uses three verbs: *listen, pass on, and build together*.

It is always necessary to start by listening to every person, welcoming their questions, their needs, their wounds, their poverty; discovering their talents, knowing their dreams, their ideals, etc. Before “giving instructions”, we need to “*e-ducere*”, i.e. to educate, to bring out, to bring to light, to prepare the good soil, preparing it to welcome the seed of knowledge. However, as the Pope writes, this can be done by passing on and sharing the values, that is the life, the style of existence; only afterwards is knowledge communicated, which makes it possible to understand and appreciate these values. Moreover, the process is like a construction, a building together, and this highlights the value of the relationship and the community in which we grow together.





Values

1. Listening to children, adolescents and young people in order to put them at the centre of educational action, with specific focus on those with special educational needs (“it is not the pupils who have to adapt to the school, but the school that has to adapt to the pupils”).
2. Every child, adolescent and young person has the right to the utmost respect and quality education.
3. Construction of a participatory educational milieu that involves mind, hands, and heart (“It takes a whole village to educate a child”).

Suggestions for Educators

1. Promote the empowerment of students and young people and their access to education.
2. Ensure the participation of students’ representatives in the advisory and decision-making bodies of their institution/organisation.
3. Create welcoming educational communities with a particular focus on students with special educational needs.
4. Condemn all forms of disrespect and exploitation of minors.

3

To advance the women

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

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Ideas for reflection

Special attention is to be paid to young girls and women, who are often marginalised by education and society. This is a priority and a strategic choice.

In the Encyclical letter *Fratelli tutti* (no.23), Pope Francis writes, “The organization of societies worldwide is still far from reflecting clearly that women possess the same dignity and identical rights as men. We say one thing with words, but our decisions and reality tell another story. Indeed, 'doubly poor are those women who endure situations of exclusion, mistreatment, and violence, since they are frequently less able to defend their rights.'”

#LaSalleforWomen





Values

1. Recognition of the same rights, dignity, and equality between men and women.
2. Greater participation of girls in education, through concrete inclusion policies.
3. Equitable inclusion of women in statutory decision-making bodies.



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Suggestions for Educators

1. Ensure as far as possible an equal presence of men and women in your institution/organisation.
2. Encourage policies in favour of girls' participation in education.
3. Guarantee the equal participation of women in the management, teaching, and governing bodies of their institution/organisation.
4. Condemn all forms of discrimination and violence against women.

3



4 *To empower the family*

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

Ideas for reflection

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Another commitment is the family, which is the primary and principal educator. It is the fundamental unit of society and as such it must be able to fulfil its task as the source of generative and constitutive relationships for the human person, to which all the other actors must contribute. In *Gravissimum educationis* it is stated that parents are the primary and principal educators of their children. “This role in education is so important that only with difficulty can it be supplied where it is lacking.” Then, “the family is the first school of the social virtues that every society need [...] particularly in the Christian family [...] children should be taught from their early years to have a knowledge of God, to worship Him, and to love their neighbour.” (GE n.3)





Values

1. Priority of the family in the education of children.
2. Participation of the representatives of parents in decision-making bodies.
3. Promotion of family-friendly policies, especially for the most socio-economically disadvantaged families.

Suggestions for Educators

1. Always involve the families in the educational activities of your school/ organisation.
2. Ensure the presence of the representatives of parents in the advisory and decision-making bodies of your school/organisation.
3. Build community educational pacts between schools and the families, to meet local needs.
4. Encourage parents' training and self-training.

5 To welcome

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

Ideas for reflection

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In a globalised world, general equality has not been achieved, but many forms of social, economic, and cultural imbalances have become more pronounced. Alongside citizens who have adequate means for personal and family development, there are a great many "non-citizens", "citizens non-citizens", "half-citizens" or "urban remnants", i.e. the excluded (cfr. *Evangelii gaudium* 74).

A society is healthy when it knows how to welcome the most vulnerable persons, when it takes care of the excluded so that they become full citizens. A compact on education must therefore aim at welcoming the last, at the culture of inclusion, at cultivating everyone's attention to the social and existential peripheries, and at healing the deepest wounds of the human person and society.





Values

1. Education to openness and encounter with the other.
2. Welcoming and integration of vulnerable and marginalised people through inclusion policies.
3. Overcoming the throwaway culture through inclusion projects.

Suggestions for educators

1. Promote awareness programmes in an intercultural and interreligious perspective.
2. Welcome students and people from other countries into your institution/ organisation (internationalisation).
3. Launch international cooperation programmes aimed at building a more fraternal and welcoming world.





To find new ways of understanding economy and politics

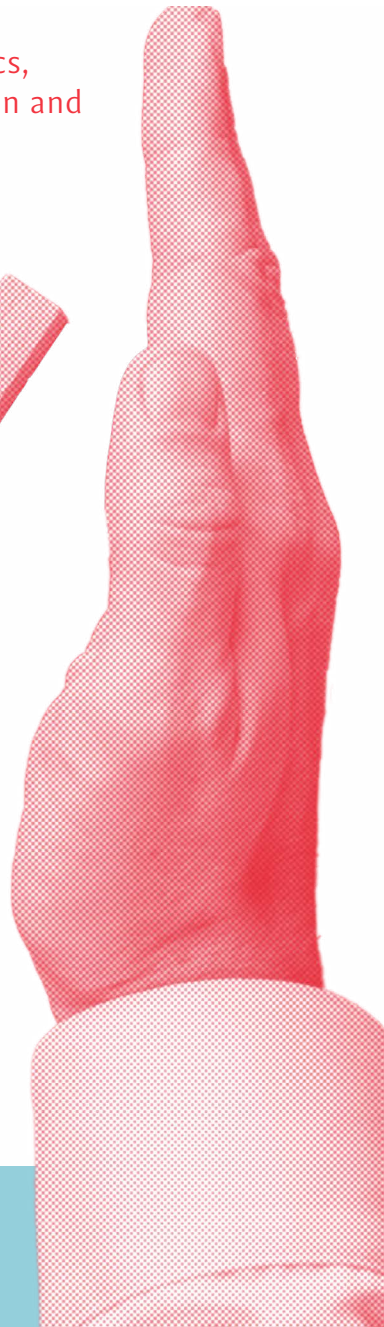
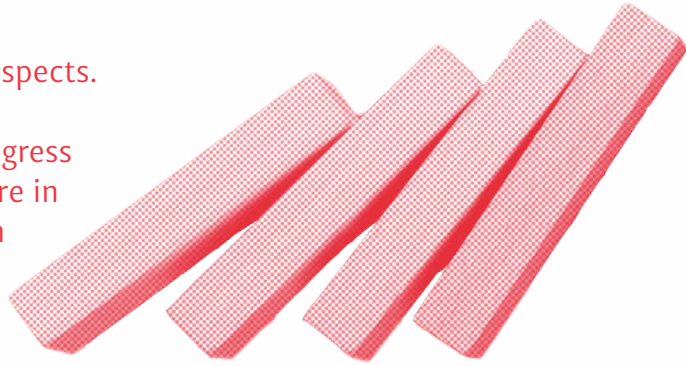
To be committed to finding new ways of understanding the economy, politics, growth, and progress that can truly stand at the service of the human person and the entire human family, within the context of an integral ecology.

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Ideas for reflection

This commitment sums up many aspects.

Economy, politics, growth, and progress are all part of a way of life, a culture in which education must aim to form men and women capable of being protagonists of the common good. In order to be able to do this it is essential to spread a culture of encounter, seeking points of contact, building bridges, and planning a project that includes everyone (cfr. *Fratelli tutti* 216). This implies educating the ability to recognise the right of others to be themselves and to be different. Within this lifestyle of values and culture, a “social covenant” must be active and effective and demand realizing that some things may have to be renounced for the sake of common good (*Ibidem* cfr. no.221). Education must, therefore, help to live the value of respect; it must teach “a love capable of welcoming differences, and the priority of the dignity of every human being over his or her ideas, opinions, and practices” (*Ibidem* no.191).





Values

1. A renewed idea of economy, politics, growth, and progress in the perspective of inclusion.
2. Sustainable development and commitment to building the common good through a “social covenant”.
3. Investing one’s best energies in education at the service of the community.

Suggestions for Educators

1. Encourage study and research on economics, politics, growth, and progress in your institution/organisation with innovative and inclusive ideas, revising curricula and courses of study.
2. Propose an integral education at the service of the values of participation, democracy, politics, justice, equality, fraternity, and peace.
3. Redefine the training projects of your institution/organisation in favour of training people who are willing to serve the community.

To safeguard our common home

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

Ideas for reflection

The last commitment indicated by Pope Francis clearly refers to the encyclical letter *Laudato si'*, which highlights the global dimension of the current crisis.

It is not only an 'environmental' crisis, or an economic, financial, political, or social crisis. It is a crisis without any adjectives, because it is an inner crisis, projected outwards in all the dimensions of the human being – in the relationship with others, with society, with things, and with the environment. What is at stake then, is of an existential order, it concerns the position that human beings assign to themselves, the way in which they perceive their own existence in the world. This is why the Pope, already in the first message launching the Compact on Education (12-09-2019), renewed the invitation to dialogue on the way in which we are building the common home and the future of the planet. The answer lies in the need to invest the talents of all, because every change needs an educational journey to develop a new universal solidarity and a more welcoming society.





Values

1. Education to respect and care for the common home and to more sober and environmentally friendly lifestyles.
2. Investment in renewable energies.
3. Save and promote green spaces in one's own geographical area and educational centres.

#LaSalleLaudatoSi

Suggestions for Educators

1. Encourage environmentally friendly activities in your organisation.
2. Develop a care for the common home and refine the ability to lead the heart to beauty in the face of the wonders of creation.
3. Facilitate the conversion to renewable energies for your institution/ organisation energy supply.
4. Create green spaces in your educational centres in proportion to the number of members of your institution/organisation.



THEMATIC AREAS FOR RESEARCH

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For an idea of the university...

Throughout his pontificate, Pope Francis has repeatedly met with the university world, especially with Catholic universities. The Apostolic Constitution *Ex corde Ecclesiae* recalls that the Catholic University was born from the heart of the Church and goes back historically to the very origin of the university as an institution.

In the construction of the Global Educational Village, universities are required to carry out scientific research in the five thematic areas that are the cornerstones of Pope Francis' idea of the university.

Here are the thematic areas and the universities of reference with which other universities can collaborate in order to outline joint initiatives and research paths and combine their contributions.



1

**Dignity
and human rights**



UNIVERSITY OF
NOTRE DAME

2

**Fraternity
and cooperation**



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

3

**Technology
and integral ecology**



Pontificia Universidad
JAVERIANA
Bogotá

25

4

**Peace
and citizenship**



PONTIFICIA UNIVERSITAS
LATERANENSIS

5

**Cultures
and religions**



PONTIFICAL AND ROYAL UNIVERSITY OF SANTO TOMAS
MANILA
1611



VIDEO MESSAGE OF HIS HOLINESS POPE FRANCIS

ON THE GLOBAL COMPACT ON EDUCATION

(15-10-2020)

Dear Brothers and Sisters,

When I invited you to begin this process of preparation, consultation and planning for a global pact on education, we could never have imagined the situation that has developed in the meantime. The Covid crisis has accelerated and magnified many of the issues and needs that we had identified, and has uncovered numerous others as well. Concerns about health care are now accompanied by economic and social concerns. Educational systems worldwide have felt the effects of the pandemic at every level.

Attempts have been made everywhere to offer a rapid response through online educational platforms. These have brought to light a marked disparity in educational and technological opportunities, but they have also made us realize that, due to the lockdown and many other already existing needs, large numbers of children and adolescents have fallen behind in the natural process of schooling. Recent statistics from international agencies have led some to speak, perhaps somewhat hastily, of an

“educational catastrophe”, inasmuch as some ten million children were forced to leave school as a result of the economic crisis caused by the coronavirus. This has only increased an already alarming gap (with over 250 million school age children excluded from all educational activities).

Faced with this dramatic situation, we know that necessary health care measures will prove inadequate unless accompanied by a new cultural model. We have become more conscious of the need to change our model of development. In order to ensure that the dignity of the human person is respected and protected, development ought to start from the opportunity that global interdependence offers to communities and peoples to care for our common home and to foster peace. We are experiencing a comprehensive crisis that cannot be reduced or limited to any single sector. It affects everything. The pandemic has led us to realize that what is really in crisis is our way of understanding reality and of relating to one another.

Here it is evident that neither simplistic solutions nor wishful thinking will do. Education, as we know, is meant to be transformative. To educate is to take a risk and to hold out to the present a hope that can shatter the determinism and fatalism that the selfishness of the strong, the conformism of the weak and the ideology of the utopians would convince us is the only way forward.

To educate is always an act of hope, one that calls for cooperation in turning a barren and paralyzing indifference into another way of thinking that recognizes our interdependence. If our educational systems are presently marked by a mindset of replacement and

repetition, and are incapable of opening up new horizons in which hospitality, intergenerational solidarity and the value of transcendence can give birth to a new culture, would this not signify that we are failing to take advantage of the opportunity offered by this historic moment?

We also know that the journey of life calls for hope grounded in solidarity. All change requires a process of education in order to create new paradigms capable of responding to the challenges and problems of the contemporary world, of understanding and finding solutions to the needs of every generation, and in this way contributing to the flourishing of humanity now and in the future.

We consider education to be one of the most effective ways of making our world and history more human. Education is above all a matter of love and responsibility handed down from one generation to another.

As such, education is a natural antidote to the individualistic culture that at times degenerates into a true cult of the self and the primacy of indifference. Our future cannot be one of division, impoverishment of thought, imagination, attentiveness, dialogue and mutual understanding. That cannot be our future.

Today, there is need for a renewed commitment to an education that engages society at every level. Let us heed the plea of the young, which opens our eyes to both the urgent need and the exciting opportunity of a renewed kind of education that is not tempted to look the other way and thus favour grave social injustices, violations of rights, terrible forms of poverty and the waste





of human lives.

What is called for is an integral process that responds to those situations of loneliness and uncertainty about the future that affect young people and generate depression, addiction, aggressiveness, verbal hatred and bullying. This entails a shared journey that is not indifferent to the scourge of violence, the abuse of minors, the phenomenon of child marriage and child soldiers, the tragedy of children sold into slavery. To say nothing of the “sufferings” endured by our planet as a result of a senseless and heartless exploitation that has led to a grave environmental and climatic crisis.

At certain moments in history, it is necessary to make radical decisions that can shape not only our way of life but above all our stance in the face of possible future scenarios. Amid the present health crisis – and the poverty and confusion it has caused – we believe that it is time to subscribe to a global pact on education for and with future generations. This calls for a commitment on the part of families, communities, schools, universities, institutions, religions, governments and the entire human family to the training of mature men and women.

Today, we are called to have the necessary parrhesía to leave behind superficial approaches to education and the many shortcuts associated with utility, (standardized) test results, functionality and bureaucracy, which confuse education with instruction and end up atomizing our cultures. Instead, we should aim to impart an integral, participatory and polyhedral culture. We need the courage to generate processes that consciously work

to overcome the existing fragmentation and the conflicts that we all bring with us. We need the courage to renew the fabric of relationships for the sake of a humanity capable of speaking the language of fraternity. The value of our educational practices will be measured not simply by the results of standardized tests, but by the ability to affect the heart of society and to help give birth to a new culture. A different world is possible and we are called to learn how to build it. This will involve every aspect of our humanity, both as individuals and in our communities.

Let us appeal in particular to men and women of culture, science and sport, artists and media professionals in every part of the world to join in supporting this compact and promoting by their own testimony and efforts the values of care for others, peace, justice, goodness, beauty, acceptance and fraternity. “We should not expect everything from those who govern us, for that would be childish. We have the space we need for co-responsibility in creating and putting into place new processes and changes. Let us take an active part in renewing and supporting our troubled societies. Today we have a great opportunity to express our innate sense of fraternity, to be Good Samaritans who bear the pain of other people’s troubles rather than fomenting greater hatred and resentment” (*Fratelli Tutti*, 77).

This calls for a pluralistic and multifaceted process in which all of us can work to provide meaningful responses, in which diversity and methods are harmonized in the pursuit of the common good. The ability to create harmony: that is what is needed today.

For these reasons, we commit ourselves personally and in common:

☆ **First:** to make human persons in their value and dignity the centre of every educational programme, both formal and informal, in order to foster their distinctiveness, beauty and uniqueness, and their capacity for relationship with others and with the world around them, while at the same time teaching them to reject lifestyles that encourage the spread of the throwaway culture.

☆ **Second:** to listen to the voices of children and young people to whom we pass on values and knowledge, in order to build together a future of justice, peace and a dignified life for every person.

☆ **Third:** to encourage the full participation of girls and young women in education.

☆ **Fourth:** to see in the family the first and essential place of education.

☆ **Fifth:** to educate and be educated on the need for acceptance and in particular openness to the most vulnerable and marginalized.

☆ **Sixth:** 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.

☆ **Seventh:** 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, in accordance with the principles of subsidiarity, solidarity and a circular economy.

Finally, dear brothers and sisters, we want to commit ourselves courageously to developing an educational plan within our respective countries, investing our best energies and introducing creative and transformative processes in cooperation with civil society. In this, our point of reference should be the social doctrine that, inspired by the revealed word of God and Christian humanism, provides a solid basis and a vital resource for discerning the paths to follow in the present emergency.

The goal of this educational investment, grounded in a network of humane and open relationships, is to ensure that everyone has access to a quality education consonant with the dignity of the human person and our common vocation to fraternity. It is time to look to the future with courage and hope. May we be sustained by the conviction that education bears within itself a seed of hope: the hope of peace and justice; the hope of beauty and goodness; the hope of social harmony.

Let us not forget, brothers and sisters, that great changes are not produced from behind desks or in offices. No. There is an “architecture” of peace to which various institutions and individuals in society all contribute, each according to its own area of expertise, without excluding anyone (cf. *Fratelli Tutti*, 231). In this way, we must move forward, all of us together, each as we are, but always looking ahead to the building of a civilization of harmony and unity, in which there will be no room for the terrible pandemic of the throw-away culture.

THANK YOU.



ACTION PLAN

GLOBAL COMPACT
ON EDUCATION

2022 – 2023

30

Introduction

The Global Compact on Education (GCE) is an action called by Pope Francis so as to achieve an educational alliance between all actors in society with the aim of forming mature individuals, capable of restoring the fabric of relationships for the sake of a more fraternal, equitable and supportive humanity that cares for the planet and promotes a more equitable education.

The purpose of this plan is to foster the implementation of this vision in the Lasallian Educational Ministries.

Overview:

Phase 1

Understanding

2022

January - June

Phase 2

Commitment

2022

July - December

Phase 3

Development

2023

January - June

Phase 4

Assessment
and Continuity

2023

July - December

Kindly acknowledge what we already do:

Thematic areas / Proposals		Dignity and human rights	Fraternity and cooperation
1.	To place people in the centre of every education process		
2.	To listen to the voice of the younger generations		
3.	To promote full participation of girls and young women in education		
4.	To have families be indispensable educators		
5.	To open up to the most vulnerable and marginalized		
6.	To find other ways of understanding economy and politics		
7.	To safeguard our common home with concrete measures		



In the following table write down the programs, projects and/or activities that are being undertaken in your school that help to implement the Global Compact on Education.

Technology and integral ecology	Peace and civic responsibility	Cultures and Religions

Here are some ideas for more effective activities that build on the Global Compact on Education.

- 1** Don't tire of making the Global Compact on Education widely known.
- 2** Remember that we want a more humane, fraternal, supportive and sustainable education.
- 3** Look for inspiration in the different documents that are being written on the subject.
- 4** Involve your entire educational community.
- 5** Invite other educational centres in your area to do joint projects.
- 6** Venture to develop projects with other schools or institutions that wish to promote the Global Compact on Education at a national and/or international level.
- 7** Use a holistic pedagogical method.
- 8** Share your experiences.



Phase 1.

Understanding–study

Goal: To understand the importance of the GCE at the regional, District, and local levels.

Strategy: To carry out actions that allow for the dissemination and study of the elements of the GCE and its impact on daily life. As much as possible, the contents of the GCE will be highlighted with the Declaration on the Lasallian Educational Mission.

Worldwide Activity:

- a.** Producing an Intercom with the elements of the GCE and with the activities to be carried out in the next 2 years.
- b.** Presenting the GCE to those responsible for the Mission in the Institute and reflecting with them on the importance of its thematic areas.

Suggested activities at the local level:

- a.** Presentation the GCE in formal, systematized and gradual gatherings.
- b.** Presentation of the GCE in one-off, separated gatherings, in a freer and more spontaneous format.
- c.** Reflection on the implications of GCE in everyday life.
- d.** Carry out a campaign in institutional social networks.
- e.** Use the GCE logo in strategic locations.
- f.** Participation in congresses, seminars, conferences, workshops.
- g.** Personal and group readings.
- h.** Use of ad hoc materials and methodologies.

Addressed to: all the individuals of the educational centre: students, teachers, parents, researchers, administrative and support staff, etc.

Output: Developing an Intercom for the Institute linking the GCE with the Declaration on the Lasallian Educational Mission.

★ **Timeline: January – June 2022**

Phase 2.

Commitment

Goal: To conduct a public commitment to the GCE in order to formalize the response to Pope Francis' invitation.

Strategy: Lasallian educational centres will hold a public event in which they will commit themselves to undertake the contents of the GCE. In this event, the actions that the centre will carry out can be disseminated.

Worldwide Activity:

- a.** The Centre of the Institute will publicly sign a document committing itself to undertake the GCE.
- b.** The Institute will provide the Districts with some models of commitment to the GCE. These models can be adapted to the contexts or inspire other formulations.
- c.** Setting a website where the experiences of the educational centres related to the GCE are shown.

Suggested activities at the local level:

- a.** Publicly sign a document committing the educational centre to undertake the GCE.
- b.** Sharing with the Centre of the Institute the commitments of the educational centres.
- c.** Use the GCE logo in strategic locations.
- d.** Participation in congresses, seminars, conferences, workshops.
- e.** Personal and group readings.
- f.** Use of ad hoc materials and methodologies.



Addressed to: all the individuals of the educational centre: students, teachers, parents, researchers, administrative and support staff.

Output: Collection of "commitments" to the GCE.

★ **Timeline: July - December 2022**

Phase 3. Development

Goal: To promote the undertaking of the GCE in the Lasallian educational centres.

Strategy: Each Lasallian educational centre will carry out the activities that it considers to have the greatest impact on the dissemination and experience of the GCE. At least two activities will be carried out, one focused on the inside of the educational centre and the other on the outside of the Institution.

Worldwide Activity:

- a. The Centre of the Institute will share the activities of the Lasallian educational centres that promote the GCE.

Suggested activities at the local level. (See appendix)

- a. Institutional Activities

Thematic areas of the Compact	Activity (ANNEX)
Technology and integral ecology	Making a garden. A more sustainable world
Fraternity and cooperation	Song in several languages Every voice matters
Dignity and rights of the child	Letter to the institutions

Educating and promoting peace and citizenship	Twinning with another centre Lasallian commitment
Culture and religions	Multicultural Festival We are many stars

- b. Participation in congresses, seminars, conferences, workshops.
- c. Personal and group readings.
- d. Use of ad hoc materials and methodologies.

Addressed to: all the individuals of the educational centre: students, teachers, parents, researchers, administrative and support staff.

Output: Collection of photographs showing the results of the activities developed in promoting the GCE.

★ **Timeline: January - June 2023**

Phase 4. Assessment and Continuity

Goal: To recognize the achievements accomplished by the boost of the implementation of the GCE.

Strategy: All educational centres will be invited to send a testimony including the assessment of some of the fruits of the implementation of the GCE both inside and outside the educational centre.

The testimony is a text that can be written and/or videorecorded. It is brief, it compiles some of the fruits achieved so far and it points out in which area(s) of the GCE the education centre will continue to work. Representatives of the educational community participate in the text, whether to draft it, sign it and/or record it.

The testimony also serves as a reminder of the responsibility before the GCE and to inspire other actions in the same educational centre or outside it, so it is invited to be translated into other languages.

The testimony will be sent to the Centre of the Institute misioneducativa@lasalle.org and shared on the Institute's website in order to inspire other initiatives.

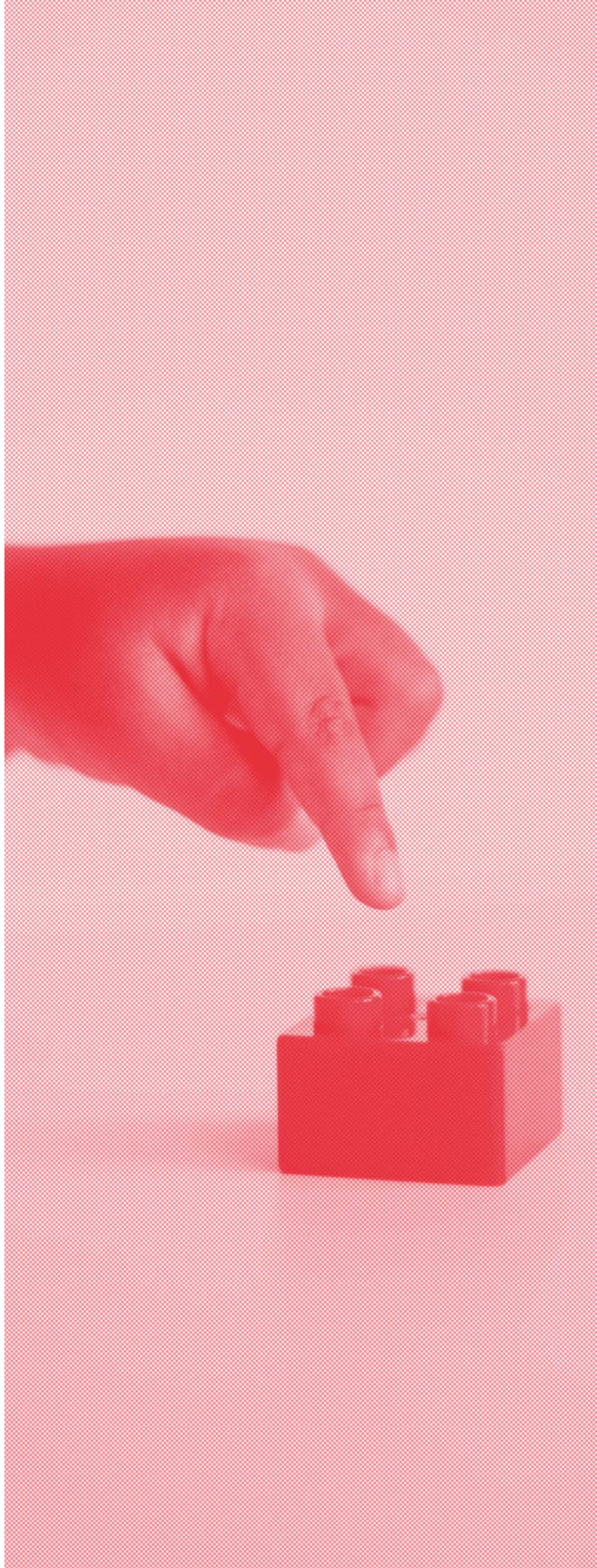
Activities:

- a.** Summarise the content of the GCE and the activities that helped to implement it in the educational centres.
- b.** Integrate the thematic areas of the GCE into the academic content, as far as possible.
- c.** Identify the aspects that have inspired positive changes at personal, institutional and social levels.
- d.** Use the GCE logo in strategic locations.

Addressed to: all the individuals of the educational centre: students, teachers, parents, researchers, administrative and support staff...

Output: Developing a testimony in each Lasallian educational centre.

★ **Timeline: July - December 2023**



ANNEX

Description of Suggested Activities

1. Thematic area of the Compact: Integral Ecology – Technology

Activity:
Making a garden.

Name of the activity:
"A new garden for a better world".

Description :
The teachers will organize themselves in order to inform the students about the ecological status we are living in, the consequences and the responsibility we have to take care of our planet. In the same way, they will guide the students about the relationship between technology and ecology, discovering the benefits of its good use. On the other hand, they will warn about the serious damages of the bad use of technology in the ecology.

For this purpose, learning activities will be organized according to the age and context of the students that include proactive and coherent responses to the contents offered.

As an output of this study each student will stake a plant, either at home or at school; the important thing will be to take care of it constantly. It is also possible to adopt public areas such as a park or an abandoned garden. When the plants have grown and the educational centre considers it appropriate, photos of the plants and flowers will

be taken. These will be used to form a figure with an inspirational message.

The images will be sent to the Centre of the Institute (**misioneducativa@lasalle.org**) who will be responsible for sharing them on the Institute's website. It is important to include in the image the name of the school, country and a contact e-mail address.

Activity:
Recycling.

Name of the activity:
"A more sustainable world".

Description:
An activity on integral ecology and care of the common home is carried out. This activity will help to raise awareness that natural resources are limited, teach responsible consumption, create sustainable institutional and family habits.

The dynamic to consolidate this objective will consist of reusing, visualizing the great amount of things that you have and can be reused and shared.

The students will be asked to individually make a list of 10 objects that they have that they do not need, do not use, are in good condition and that they believe can be shared and therefore used by other children (boys and girls).

They will be grouped by categories (books, clothes, toys...) and they will make an estimate of how much money these objects cost. Make a poster containing all the objects, representing them with photographs or drawings and the estimated economic cost of them.



Display these lists in the classroom and maintain a dialogue with them. Highlight the importance of reusing each object to help the environment.

As an output, the educational centre will make a bazaar with objects that can be donated or reused for other functions.

2. Thematic area of the Compact: Fraternity and cooperation

Activity:

Developing a song in different languages.

Name of the activity:

"One message, many voices".

Description:

The teachers prepare a dynamic on fraternity and cooperation. The rationale is that despite our differences (language can be an example of them) we are part of the same world and the same mission and we must show the fraternity that unites us as brothers and sisters.

Different activities are organized to strengthen this idea with the participation of the students, in which they are protagonists and see in the other a friend, someone who can always enrich us from the difference.

As an output, we ask that each class or the entire educational centre, write the lyrics of a song that reflects these values and that is sung in different languages, giving voice to children and young people who are of different nationalities, regions, ethnicities... Making the message unique despite the fact that the languages and voices are different.

A video of the final product will be recorded and shared with the Institute for dissemination.

It is important to include the name of the educational centre, country and a contact e-mail address in the submission, as well as the appropriate handling of the data.

Activity:

Creation of a document (book, booklet, brochure, video).

Name of the activity:

"Every Voice Matters".

Description:

The commitment to the Global Compact is not only personal but, above all, collective. That is why it is important to share learning spaces where fraternity and cooperation are worked on.

Previous reading. It is important to actively read the texts of the Global Compact on Education, as this will help us to become aware of what we live and what we do, to know what we think, to discover what we feel, and to concretize what we can do.

There will be reading groups, each individual will have to find out what the central idea is, what they take from what they read, how and in what way it resonates in them, etc. And thus applying what we read to the reality that we live as teachers, as family or as students. Conclusions and ideas are drawn for our commitment and for the action of the educational community.

After the personal work, we move on to group work, in which we share what we have personally selected and discovered in order to see together our reality and draw operational conclusions.



Based on what we have reflected on in the group and the conclusions we have reached, we design in each case a proposal for action, both individual and as a group, which we can bring together at the end in a single document (book, brochure, booklet, video) as an institutional proposal in favour of the Global Compact on Education.

In this way, we identify the challenges and address them in a critical, creative and cooperative way, proposing the most feasible and urgent solutions that make possible the Compact, the improvement of education and the people, societies and the "common home".

3. Thematic area of the Compact: Dignity and rights of the child

Activity:

Letter to an institution or local administration.

Name of the Activity:

"Among our duties, our rights count".

Description:

The teachers prepare a dynamic on the ten rights that UNICEF has internationally recognised as the Rights of the Child. The idea is for the children to know that childhood is safeguarded and to make them aware that this duty is not fulfilled in all parts of the planet. To make them see that in their own reality there are also situations of lack of protection and that they should feel fortunate for what they have and continue working for what is lacking in others who are not that fortunate.

Different activities are organized to reinforce this idea with the participation of the students, in which they are protagonists and are able to say for each of the rights in which they see that they

are fulfilled and in which situations, near or far, children are unprotected. As an output, stages, courses or classes are asked to draft a letter in which they include one or several rights that are infringed or can be improved in their local contexts, or that they would like to improve in other contexts (in this case the letter would be addressed to an international entity) thinking about actions that would help to this improvement in favour of children's rights.

Copies of these letters, the heading of which should indicate the entity to which they are addressed, shall be sent to the Institute for dissemination.

It is important to include the name of the educational centre, country and a contact e-mail address.

4. Thematic area of the Compact: Promotion of peace and citizenship

Activity:

Twinning beyond La Salle

Name of the Activity:

"We are citizens of the world; we are members of La Salle".

Description:

The teachers prepare a dynamic on the importance of access to education, the meaning of citizenship and the promotion of peace, making the students aware that only by feeling that we are citizens of the world, part of a whole, we will be able to build fraternity.

Different activities are organized to strengthen this idea with the participation of students, in which they are protagonists and see how to promote peace and citizenship as global values.



As an output, the educational centre is asked to select a symbol that represents its locality and to produce a video, or a presentation, some letters explaining the motivation for the action and to look for a school anywhere in the world with which to establish some twinning. That school should not be in the La Salle network or in the same territory. The idea is to share with others what unites us and to facilitate links of collaboration in the future.

Photos will be sent with what is sent or received from the other party, indicating where it is sent to or from whom it is received so that they can be shared by the Institute.

It is important to include the name of the school, country and a contact e-mail address.

Activity:

Creating posters.

Name of the Activity:

"Lasallian Commitment".

Description:

The star as a symbol of peace and of our educational mission
Reflect in the classroom on the importance of educating and promoting peace and citizenship as an educational community.

On a piece of paper, each student writes a commitment to promote peace and education. On a poster, previously marked with the "Lasallian Star" each student will paste their strip of paper with their commitment as a sign of ratification for peace. As a product, a mural will be made for each educational centre, photographs of which will be taken and shared with the Institute so that they can be disseminated.

5. Thematic area of the Compact: Culture and religions

Activity:

Highlighting multiculturalism and the existence of different religions.

Name of the Activity:

"Multicultural Festival".

Description:

The teachers prepare a dynamic on the richness of multiculturalism and different religions, giving examples such as the meetings of the Pope with religious leaders of other religions.

Different activities are organized to strengthen this idea with the participation of the students, in which they are protagonists and see how it enriches them to know about other realities, other traditions, other religions, other ways of proceeding in life and that all of them have the aim of being and working for a world in peace and where solidarity and justice are essential pillars.

As an output, the school is asked to organise a multicultural festival, where dances can be performed, poems could be recited, a street market could be set, or even including a religious celebration where a representative of another religion from the locality could be invited to participate.

Photos of the event will be sent to be shared by the Institute.

It is important to include the name of the school, country and a contact e-mail address.

Activity:

Poster board, story or booklet.



Activity Name:

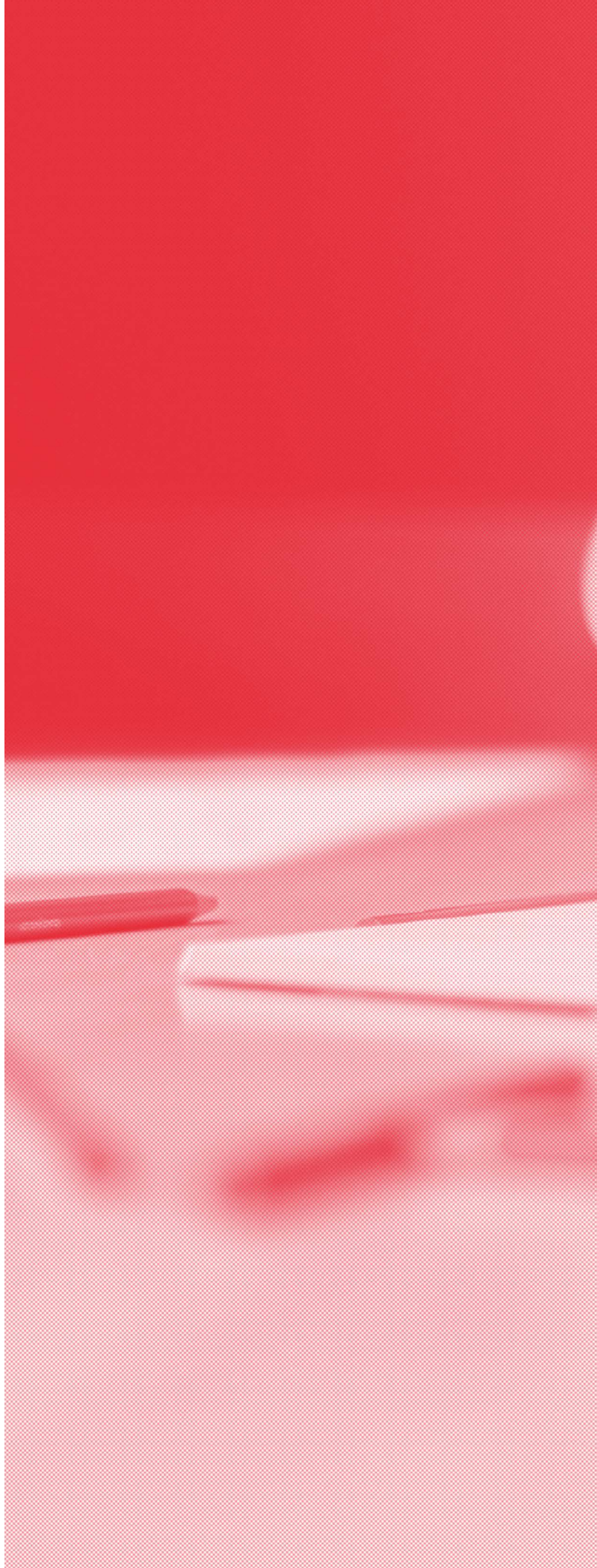
"We are many stars".

Description:

Under this Lasallian motto, teachers carry out activities that show the multicultural diversity of our institutions. Valuing the teachings contributed by students who come from other cultural traditions.

As an output, the classes or the educational institution are asked to create a poster, story or booklet that shows the multicultural diversity that exists at La Salle worldwide. This product should contain the different languages present at La Salle, the different ethnic groups, cultures, etc.

Wherever possible, other actors in society may be invited: former students, institutions allied with the educational centres, other educational centres.





La Salle Worldwide

IDENTITY MANUAL



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