



DICASTERIUM
DE CULTURA ET EDUCATIONE



GLOBAL COMPACT
ON EDUCATION



EXODUS



CONVERSION

HOPE



A 'GLOCAL' EDUCATIONAL COMPACT,
GENERATING HOPE



OIEC

INTERNATIONAL OFFICE OF CATHOLIC EDUCATION
OFICINA INTERNACIONAL DE LA EDUCACIÓN CATÓLICA
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Bull of Pope Francis

'Hope does not disappoint'. (Rm. 5,5) [...] Everyone hopes. We often meet people who are discouraged, who look to the future with scepticism and pessimism, as if nothing could bring them happiness. **May the Jubilee be an opportunity for all of us to rekindle hope.** The Word of God helps us to find the reasons (1).

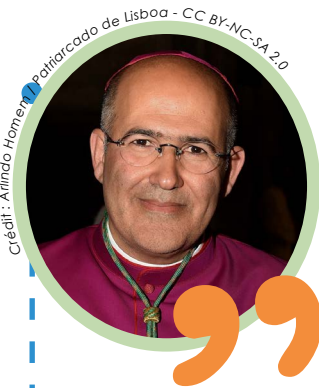
It is no coincidence that pilgrimages are a fundamental part of every jubilee event. **Setting out on a journey** is a gesture typical of those seeking the meaning of life (5) [...] We are called to rediscover it in the signs of the times that the Lord offers us. As the Second Vatican Council affirms: 'The Church has a constant duty to scrutinise the signs of the times and to interpret them in the light of the Gospel, in order to respond, adapting herself to each generation, to humanity's ongoing questions about the meaning of the present life and the life to come and their mutual relationship' (GS. 4) (7).

Looking to the future with hope also means having a vision of life full of enthusiasm to share with others [...] The Christian community cannot, therefore, take a back seat in supporting the need for a social alliance for hope that is inclusive and non-ideological, and that works for a future characterised by the smiles of many children (9).

Hope, together with faith and charity, forms the triptych of the 'theological virtues', which express the essence of the Christian life (cf. 1 Cor 13:13; 1 Thess 1:3). In its inseparable dynamism, **it is hope that, so to speak, indicates the direction and purpose of Christian existence** (18).

(Pope Francis, 2024 : « **Spes non confundit** ». Bull of convocation of the ordinary Jubilee of the year 2025).

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Prologue

Cardinal José Tolentino de Mendonça
Prefect of the Dicastery for Culture and Education

Dear friends,

We have finally arrived at this Holy Year of the Jubilee, an extraordinary moment when a veritable ocean of grace is being poured out on the Church and the world. The Holy Father has called us to be 'pilgrims of hope', and we educators are the true 'workers of hope', because education is an act deeply rooted in the future: it is with joy that we sow today, with the firm hope of reaping flourishing fruits tomorrow.

This booklet, entitled 'A Global Educational Pact, Generating Hope', is a precious tool that invites us to set out on our journey, using words rich in meaning such as journey, conversion, metamorphosis, process, reconstruction...

Through the Global Compact on Education, the Holy Father is asking us not only for metanoia - a profound change - but above all for metacardia - a renewal of the heart.

The Jubilee of Education, to be held from 30 October to 2 November 2025, will be our special moment.

As educators, we are called to be active protagonists, so that the light of hope can shine in every corner of the world, through an education capable of continually renewing itself. This will be a special opportunity to rethink the road travelled in recent years and to relaunch The Global Compact on Education with even greater vigour, looking to the future with great hope. So let us set off with all the other pilgrims of hope, as tireless workers, witnesses to change, sowers of hope and builders of the future.

Safe journey to all.

José Tolentino Card. de Mendonça

Introduction

We need educational models that unite the head, the heart and the hands. We are the architects of a concrete reality: the construction of our humanities.

(Card. José Tolentino de Mendonça, Mexico City, September 2024)

The Jubilee Year 2025, under the motto '*Pilgrims of Hope*', is an opportunity to embrace the invitation of Pope Francis (and many others) and to renew the commitment to respond with diligence, passion and responsibility to build together a '**Glocal** Educational Compact'. As he himself tells us, '**it's time to look forward with courage and hope**'. To educate is to place hope in the present.

This booklet gives you the keys to reflection and personal and community action, so that you can dispose of your inner self, unite your wills and efforts, get out of your comfort zone to overcome indifference, routine or discouragement and courageously give life, in our classrooms, our schools, our parishes, our neighbourhoods, our towns and our countries of origin, to a new and transformative educational project, bringing the best of our energies, talents and creativity to improve personal and collective life, creating environments that are more human, more fraternal, more supportive and more sustainable.

As pilgrims of hope, in our educational and evangelising mission, which extends to everyone, we must first of all rediscover the '**exodal essence**' that impels us to go out and leave behind us this outdated education, rooted in the past, to discover, together with others, new, effective and transformative strategies to educate well and to achieve the 7 Objectives-Commitments proposed by Pope Francis, in order to reach a broad consensus that will generate a more fraternal society. On the other hand, it is a pilgrimage, an exodus that requires **personal and community conversion** in order to identify the values that we have neglected and that do not give us a backbone as individuals and as believers, as educators, witnesses to those we proclaim and educate. A profound conversion that leads us to change our attitudes, habits and behaviour; that makes possible the coherence and courage needed to weave these objectives with others, giving them real life in classrooms, schools and towns.

Finally, in this brochure we address a third axis that helps us **to discover education as a source of hope** for new generations and for everyone, generating hope by entering with a firm, passionate and collaborative foot into the realisation of the Pact and acting to make it a reality. By being able to work not just amongst ourselves, but with others, Catholics and non-Catholics alike.

Education is therefore an act of hope. All educational and social actors and their institutions are called upon to unite in the mission of building a better future for all, where no one is left behind. The Global Compact on Education is a path towards '*universal fraternity*' and a '*culture of encounter*'.

"It's time to work and walk together, our differences should be an opportunity to create something more beautiful."

(Mgr. Rogelio Cabrera, Archbishop of Monterrey, September 2024)

EXODUS

*'Find an alignment
between
what you know,
who you are
and who you want
to serve and help'.*

Edmund Chow, PhD



Rediscovering the 'exodal essence',
because in the present,
even more than in the past,
the central question is
leaving Egypt
and crossing the Red Sea,
encountering foreign peoples,
inventing, innovating and
going forward stripped
on an unknown path,
in search of a new possibility.

Gabriel Ringlet (2002):
*L'évangile d'un libre penseur,
Dieu serait-il laïque?*

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The experience of the exodus and the educational pact :

Let us personally and communally rediscover the experience of the 'Exodus' and apply it to the journey of transformation we must undertake to respond to and fulfil Pope Francis' invitation to build a Global and Local Pact for Education (2019, 2020). Let's look at some of the key lessons we can apply in the exodus towards a new education, so that it generates a new context in which we are and live in a new way: more human, fraternal, in solidarity and sustainable.

1. Leaving Egypt...

This means abandoning the securities and certainties that were valid in the past and that today no longer respond to the new needs and challenges of people and society. An education, a school, a city 'on the move' to look with fresh eyes at the urgent needs of children/young people, the poor and the vulnerable in our environment, to embrace, respond to and care for the peripheries of our educational institutions, of our local societies, with a global outlook. To set out with an unshakeable faith in God, a firm hope and a love of service.

- **What does it mean for your educational community, your collective or your town to leave Egypt?**
- **What must we leave behind, what must we free ourselves from?**
- **What do we need to look at with fresh eyes?**

2. Crossing the Red Sea...

It's about overcoming the insecurities, inconsistencies, deviations and uncertainties that distance us from the faith we claim to profess and that fail to reveal to the world God's passion for the poor. To walk and move forward with faith and confidence that we will find new worlds, more liveable, more fraternal, where no one is excluded. This requires effort and perseverance to move forward together, leaving behind what is old and outdated, to seek with hope, responsibility and commitment the keys to a new education that will give birth to a new person and a new society..

- **What does it mean for your educational community, your community or your town to cross the Red Sea?**
- **What are the obstacles to be overcome?**

3. Openness to meeting 'foreign peoples'...

We need to open our hearts and minds to understand the keys to a new education, new educational services and actions. We need to invent responses to the changing needs and challenges of people and their concrete realities. In our educational sphere, these 'foreign peoples' refer to the new curricular innovations that need to be included, as well as the new methodologies to be integrated, the organisation, the space that we need to redesign and incorporate as new, as 'foreign', coming from outside and unknown to us, but whom we need to welcome, integrate and familiarise ourselves with in order to serve them better. Openness and dialogue to welcome and understand a new way of life, more centred on Gospel values, which enables us to meet others in a new way.

- **What do we need to integrate into our way of being and our educational actions?**
- **What innovations should we introduce, what challenges or educational needs should we be open to?**
- **What should we pay particular attention to when we rethink our education project together?**

4. Inventing, innovating...

It is an exercise in responsibility and commitment to reinvent education so that it reaches everyone, is inclusive, of high quality, meets the new needs of a changing world and is delivered in an integral way (head, heart and hands). If in the past it was a question of 'maintaining', today it's a question of 'creating', of 'innovating'. We need to unite compassion, intelligence and personal and collective imagination to co-create together, involving many people in redesigning and weaving new educational pathways for all, throughout life, an education that has an impact and transforms the lives of individuals and societies.

- **How can we innovate and be creative to improve education?**
- **How can we develop new teaching approaches by collaborating both with members of our school and with other schools or groups?**
- **How can we educate in an integral way and promote inclusive and transformative education?**

5. And go forward stripped...

With an open mind, in an attitude of conversion, letting ourselves be surprised, trusting. So that God may revive our hearts to serve us better. It's about regenerating our educational, personal and community being. To build The Global Compact on Education in a spirit of openness, in an attitude of active and humble listening, in dialogue with all with kindness and with the will to adapt constantly, in order to respond to the needs of all, especially the most vulnerable and the poorest.

- **How can we open ourselves up to active, humble listening and dialogue, both inside and outside the school?**
- **What joint projects should we initiate to clear the way and work as a 'chorus'?**

CONVERSION

PERSONAL and COMMUNITY

To promote and weave the Global Compact on Education, a personal and community conversion is necessary BEFORE anything else. Many invitations are addressed to us to be converted and to bear witness not only by words but also by our daily actions, by our example, by what we announce or educate, and even more so in the field of education.

Personal conversion is necessary, urgent and fundamental, as *Evangelii Gaudium* (14) indicates: 'A conversion that restores to us the joy of faith and the desire to commit ourselves to the Gospel' in order to enlighten, together with others, a new education and an evangelisation that truly transforms lives and contexts. And in the EG (25), he adds: 'Let all communities strive to put in place the necessary means to move forward in a pastoral and missionary conversion, which cannot leave things as they are'.

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A conversion that requires us to review 'especially everything that concerns the social order and the achievement of the common good' (EG, 182). We must grieve over the dehumanisation, the human and environmental deterioration we are experiencing, the throwaway culture, individualism, lies, violence and war, in order to commit ourselves to creating conditions for the good of all, in fraternity and solidarity.

Inspired by the words of the bishops of the Congo, Pope Francis reminded us in EG (230) that 'the diversity of our ethnic groups is a richness [...] it is only with unity, with the conversion of our hearts and with reconciliation that we will be able to move our country forward'. This is the path of conversion that we must follow in education: welcoming everyone, listening to them, reconciling with them, seeking a culture of encounter, understanding and valuing their differences, in order to find the points that will enable us to embrace common projects that favour everyone without excluding anyone.

In October 2020, when the Pact was relaunched, Monsignor Zani told us: 'Personal and community stories and experiences can be born and inspire others to share them and thus begin a process of change inspired by the culture of care, by integral ecology, by building fraternity and peace'.

“Any change requires an educational process”

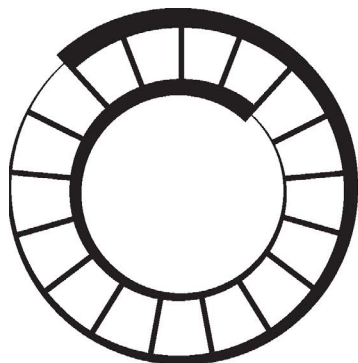
(Pope Francis, October 2020)

Pope Francis pointed out that 'every change requires an educational journey that brings to maturity a new universal solidarity and a more welcoming society. An educational journey to rebuild the fabric of relationships'. We must give substance to each person's identity, taking care of all his or her needs, taking care of all its dimensions, consolidating its psychological structure, thus preventing it from fragmenting or disintegrating in the face of constant and rapid change (*Vademecum*, 2021, p. 10).

To achieve this, we need to build an 'education village' where we are committed, in diversity, to generating a network of human and open relationships. An African proverb says that 'to educate a child, you need a whole village' (Pope Francis, September 2019).

Education seems to us to be one of the most effective ways of humanising the world and history.

INNER DEVELOPMENT GOALS



INNER DEVELOPMENT GOALS

1	BEING - Relationship to Self
2	THINKING - Cognitive Skills
3	RELATING - Caring for Others and The World
4	COLLABORATING - Social Skills
5	ACTING - Enabling Change

The **Inner Development Goals** (IDG) initiative was formalised in April 2019 in Ekskäret (Sweden). It is the result of work shared by all kinds of social, commercial, political and institutional organisations.

We have realised that it will be difficult to change the outside (our world) if we are unable to change the inside (ourselves). These objectives are directly linked to the SDGs and the 7 objectives of The Global Compact on Education and are the ones that will help us to achieve them.

The SDGs focus on people and contribute to their development and improvement. They aim to create a framework for skills development, helping them to find a goal for change, starting with themselves.

The changes that local and global society needs cannot and will not be achieved without deep and meaningful personal conversions. We cannot approach, for example, the maintenance of the 'common house' without changing many of our habits, without changing some of our attitudes, behaviours, lifestyles and the way we understand and function in that house.

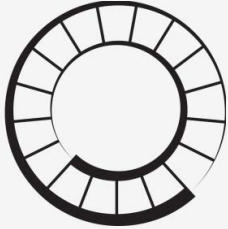
We need to focus on the capacities and qualities of our being, without which no change will be possible. This means focusing on the personal, emotional, vital, social and spiritual dimensions that affect and determine us. The groups, collectives and associations, institutions and organisations in which we evolve must also become consistent with the transformation they proclaim and pursue.

Our being does not develop or change at a specific moment in life, but throughout it and in each of the scenarios in which we live.

What are the IDGs? They are made up of 5 dimensions (being, thinking, relating, collaborating and acting) that bring together 23 competencies or qualities for development and inner growth.

We are complementing them here with what Pope Francis has been telling us throughout his pontificate and, more particularly, in what he tells us when he invites us to build together The Global Compact on Education. He also suggests that before we convert, we should generate new values, attitudes and behaviours, which we group here around the 5 dimensions of the IDGs.

INNER DEVELOPMENT GOALS



5 Dimensions
23 Compétences,
qualités,
attitudes



	<p>Inner Compass Integrity and Authenticity Openness and Learning Mindset Self-awareness Presence</p>		<p>Critical Thinking Complexity Awareness Perspective Skills Sense-making Long-term Orientation and Visioning</p>		<p>Appreciation Connectedness Humility Empathy and Compassion</p>		<p>Communication Skills Co-creation Skills Inclusive Mindset and Intercultural Competence Trust Mobilisation Skills</p>		<p>Courage Creativity Optimism Perseverance</p>
<p>1. BEING Relationship to self</p>		<p>2. THINKING Cognitive Skills</p>		<p>3. RELATING Caring for Others and the World</p>		<p>4. COLLABORATING Social Skills</p>		<p>5. ACTING Enabling Change</p>	
<p>Internal conversion Integral conversion A metamorphosis that is not only cultural but also anthropological Recovery of identity New alliance between the components of the person</p>		<p>Rethink Let's look for solutions together. Let's look to the future with hope. Initiating processes of transformation Be 'social poets'.</p>		<p>Everything is connected Rebuilding the fabric of relationships with others A more fraternal humanity. Dialogue on how we build the future.</p>		<p>Combining strengths and talents Working as one. Investing in the best talent. An educational journey that involves everyone.</p>		<p>Courage. Putting people at the centre. Investing the best energies in creativity and responsibility. Educate to serve and we educate to serve.</p>	



BEING

Relationship to Self

Cultivating our inner life and developing and deepening our relationship to our thoughts, feelings and body help us be present, intentional and non-reactive when we face complexity.

- **Inner Compass**

Having a deeply felt sense of responsibility and commitment to values and purposes relating to the good of the whole.

- **Integrity and Authenticity**

A commitment and ability to act with sincerity, honesty and integrity.

- **Openness and Learning Mindset**

Having a basic mindset of curiosity and a willingness to be vulnerable and embrace change and grow.

- **Self-awareness**

Ability to be in reflective contact with own thoughts, feelings and desires; having a realistic self-image and ability to regulate oneself.

- **Presence**

Ability to be in the here and now, without judgement and in a state of open-ended presence.

- **Transformation of the interior**

Getting to the bottom of things, being consistent, without duplicity. Change your habits and lifestyle.

- **Full conversion**

In a journey of integral ecology, the proper value of each creature must be placed at the centre, in relation to other people and to the reality that surrounds them, and a lifestyle that rejects the throwaway culture is suggested (Pope Francis, 2019).

- **A metamorphosis that is not only cultural but also anthropological**

Humanity is called to become aware of the need to change the way we live, produce and consume (LS, 23).

We are asked to seek an integral, participatory and multiform culture (Pope Francis, 2020).

- **Rethinking identity**

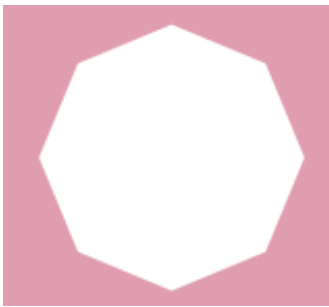
Rethinking our lifestyles, our relationships, the organisation of our societies and above all the meaning of our existence (Ft, 33).

Rethinking the relationship between human beings and the environment (LS, 143).

- **A new alliance between the components of the person**

Harmony and coherence between what we say and what we do; between thought and life; between our being, our feelings and our actions. Integration of head, heart and hands.





THINKING

Cognitive Skills

Developing our cognitive skills by taking different perspectives, evaluating information and making sense of the world as an interconnected whole, is essential for wise decision-making.

- **Critical Thinking**

Skills in critically reviewing the validity of views, evidence and plans.

- **Complexity Awareness**

Understanding of and skills in working with complex and systemic conditions and causalities.

- **Perspective Skills**

Skills in seeking, understanding and actively making use of insights from contrasting perspectives.

- **Sense-making**

Skills in seeing patterns, structuring the unknown and being able to consciously create stories.

- **Long-term Orientation and Visioning**

Long-term orientation and ability to formulate and sustain commitment to visions relating to the larger context.

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- **Rethink**

The Pope invites us to rethink our history and our lives, as well as our future...
To rethink the relationship between man and the environment (LS, 143).

- **Let's look for solutions together**

Open a dialogue with everyone to seek together ways of liberation (LS, 64).

- **Looking to the future with hope**

To be open to hope in the midst of so many walls and failures, as Fratelli tutti shows us; to look with hope because a better humanity and a better world are possible...

- **Launching transformation processes**

A profound anthropological transformation is needed (Vademecum, 2021, p. 29).

Initiate processes of exchange and transformation with all the necessary initiatives to enable future generations to build a future of hope and peace (II, 2020, p. 6).

Let us seek solutions together, let us embark on processes of transformation without fear, and let us look to the future with hope (Pope Francis, 2019).

Let us transform the logic of indifference into a culture of encounter and inclusion (Zani, 2020).

- **Being 'social poets'**

To be men and women who, by learning the grammar and vocabulary of humanity, have the spark that allows them to imagine the unimaginable (Pope Francis, 4 May 2023).



RELATING

Caring for Others and the World

Appreciating, caring for and feeling connected to others, such as neighbours, future generations or the biosphere, helps us create more just and sustainable systems and societies for everyone.

- **Appreciation**

Relating to others and to the world with a basic sense of appreciation, gratitude and joy.

- **Connectedness**

Having a keen sense of being connected with and/or being a part of a larger whole, such as a community, humanity or global ecosystem.

- **Humility**

Being able to act in accordance with the needs of the situation without concern for one's own importance.

- **Empathy and Compassion**

Ability to relate to others, oneself and nature with kindness, empathy and compassion and address related suffering.

- **Everything is connected**

This requires a concern for the environment coupled with a sincere love for human beings and a constant commitment to the problems of society (LS, 91).

- **Rebuilding the fabric of relationships with others**

We must have the audacity to recreate the fabric of relationships in favour of a humanity capable of speaking the language of fraternity (Pope Francis, 2020).

Educational work, the development of habits of solidarity, the ability to think about human life in a more integral way, spiritual depth, are necessary to give quality to human relationships, so that it is society itself that reacts to its inequalities, its deviations, and the abuses of economic, technological, political or media powers (Ft, 167).

- **A more fraternal humanity**

The aim is to 'combine efforts towards a broad educational alliance to form mature people, capable of overcoming fragmentation and opposition and rebuilding the fabric of relationships for a more fraternal humanity' (The Global Compact on Education).

- **Dialogue on how we build the future**

To be open to dialogue with everyone, so that together we can seek paths to liberation. 'I want to show from the outset how the convictions of faith offer Christians, and in part other believers too, great motivation to care for nature and our most fragile brothers and sisters' (LS, 64).





COLLABORATING

Social Skills

To make progress on shared concerns, we need to develop our abilities to include, hold space and communicate with stakeholders with different values, skills and competencies.

- **Communication Skills**

Ability to really listen to others, to foster genuine dialogue, to advocate own views skillfully, to manage conflicts constructively and to adapt communication to diverse groups.

- **Co-creation Skills**

Skills and motivation to build, develop and facilitate collaborative relationships with diverse stakeholders, characterised by psychological safety and genuine co-creation..

- **Inclusive Mindset and Intercultural Competence**

Willingness and competence to embrace diversity and include people and collectives with different views and backgrounds.

- **Trust**

Ability to show trust and to create and maintain trusting relationships.

- **Mobilisation Skills**

Skills in inspiring and mobilising others to engage in shared purposes.

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- **Pooling efforts and talents**

Unite efforts for a broad educational alliance (Pope Francis, 2019).

Education will be ineffective and its efforts will be in vain if it does not also seek to spread a new paradigm about human beings, life, society and the relationship with nature (LS, 215).

- **Working as a 'choir'**

The complex context in which we are called to work as Catholic schools could encourage a greater willingness to 'join forces' (Joint letter from the Dicasteries of Culture and Education and Consecrated Life, May 2023).

It is necessary and urgent to form a chorus between the various institutes of consecrated life and societies of apostolic life involved in education; to form a chorus between bishops, parish priests, the whole diocesan pastoral ministry and the wealth of educational charisms [...]. It is essential that the clergy, religious and lay people form a choir (Joint Letter of the Dicasteries of Culture and Education and Consecrated Life, May 2023).

The first thing I would like to say to you is the need to form a choir. The institutions we represent are strengthened when we join the choir (Card. José Tolentino, to the OIEC, Dec. 2023). There is an urgent need to work more between the different congregations, to network between them and to work together (Pedro Aguado, 2023).

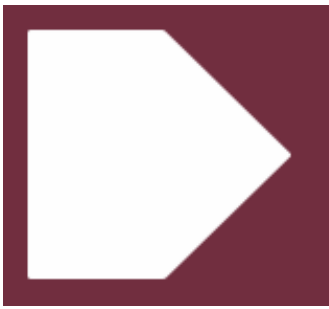
- **Investing in the best talent**

The talents of all must be invested, because any change requires an educational journey that brings to maturity a new universal solidarity and a more welcoming society (Pope Francis, 2019).

The talents and involvement of all are needed to repair the damage caused by human abuse to God's creation (Bishops of South Africa, 1999).

- **An educational journey that involves everyone**

We can all collaborate as God's instruments in the protection of creation, each according to his or her own culture, experience, initiatives and abilities (LS, 14).



ACTING

Enabling Change

Qualities such as courage and optimism help us acquire true agency, break old patterns, generate original ideas and act with persistence in uncertain times.

- **Courage**

Ability to stand up for values, make decisions, take decisive action and, if need be, challenge and disrupt existing structures and views.

- **Creativity**

Ability to generate and develop original ideas, innovate and being willing to disrupt conventional patterns.

- **Optimism**

Ability to sustain and communicate a sense of hope, positive attitude and confidence in the possibility of meaningful change.

- **Perseverance**

Ability to sustain engagement and remain determined and patient even when efforts take a long time to bear fruit.



- **Courage**

The courage to train people who are available to serve the community. Service is a pillar of the culture of encounter. It means leaning towards those in need and reaching out to them (Pope Francis, 2019).

To commit ourselves courageously to bringing an educational project to life in our countries of origin, investing our best energies and initiating creative and transformative processes in collaboration with civil society (Pope Francis, 2020).

It is time to look forward with courage and hope [...] education carries within it the seed of hope: hope for peace and justice. A hope of beauty, of goodness, a hope of social harmony (Pope Francis, 2020).

- **Putting people at the centre**

Having the courage to put people at the centre. This requires the signing of a pact that encourages formal and non-formal educational processes that cannot ignore the fact that the whole world is intimately linked and that we need to find other ways of understanding the economy, politics, growth and progress (Pope Francis, 2019).

- **Investing the best energies in creativity and responsibility**

The courage to invest our best energies in creativity and responsibility. Focused and confident action opens up education to long-term planning (Pope Francis, 2019).

- **Educating to serve and educating for service**

The third act of courage called for by Pope Francis is to form people who are ready to place themselves at the service of the community [...] The true service of education is education for service (Vademecum, 2021, p. 34).

HOPE



In calling for a Global Compact on Education, Pope Francis, in September 2019, invited us to look to the future with hope: *'Let us seek solutions together, let us embark on processes of transformation without fear, and let us look to the future with hope.'*

In the Pact's logo, the colour green evokes nature, growth and renewal, but also hope and the possibility of sowing prophetic dreams.

To educate is to place hope in the present, making it possible and making it grow. Pope Francis, in relaunching the Education Pact for 2020, tells us: *'Educating means betting on the present and giving it the hope that breaks down the determinisms and fatalisms with which the egoism of the strong, the conformism of the weak and the ideology of utopians so often want to impose themselves as the only possible way forward'*.

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Among his many definitions of education, the Pope insists that *'to educate is to give hope to new generations'*. And he adds: *'Educating is always an act of hope that invites us to share and to transform the sterile and paralysing logic of indifference into a different logic, capable of embracing our common belonging'*. Let's not miss this opportunity to generate hope, to diagnose and transform education so that it is effective and efficient, so that it becomes *'everyone's business'*, so that it involves all the players and sectors of society, so that they join forces and really work together on a daily basis.

All *'change requires an educational journey'* and this journey *'requires hope based on solidarity. Every change requires an educational journey, to build new paradigms capable of responding to the challenges and urgencies of the contemporary world, to understand and find solutions to the demands of each generation and to ensure that the humanity of today and tomorrow flourishes [...]* We believe that education is one of the most effective ways of humanising the world and history'. (Pope Francis, 15 October 2020).

We must *'courageously commit ourselves to giving life, in our countries of origin, to an educational project, investing our best energies and initiating creative and transformative processes in collaboration with civil society'*. (Pope Francis, 15 October 2020).

Let's look to the present and the future with courage and hope.

'It is time to look to the future with courage and hope. Let us therefore be sustained by the conviction that in education lies the seed of hope: a hope for peace and justice. Hope for beauty, for goodness; hope for social harmony.' (Pope Francis, 15 October, 2020).

Suggested activities

...which can be worked on personally or collectively, with your school, your association, your parish, your cloister or your social or church group:

1. What can we do to begin this pilgrimage of hope towards a new education that will bring about a new, more humane and fraternal society?
2. What are the main milestones of this 'exodal experience' that you propose to go through from your reality and context?
3. From the point of view of the IDGs and their 5 dimensions, personally:
 - 3.1. Which of these dimensions are you least cultivated or most neglected?
 - 3.2. Which of these have you worked on the most and is your main contribution to the work of building with others on the GCE Objectives?
4. From the point of view of the IDGs, their 5 dimensions and the skills or abilities to be taken into account, whether based on the IDGs or the Pope's proposals, which are the least or most realised in your school, your parish, your association or your group?

Dimensions	Most successful capability	Least achieved capacity	Proposal for improvement
1. BEING			
2. THINKING			
3. RELATING			
4. COLLABORATING			
5. ACTING			

5. Why is GCE a cause for hope in your group and context?
6. What impulse to give to the invitation to work together on the GCE in your cloister, parish, group...?
7. What meetings, strategic plans for working inwards and outwards, with other groups and with the other citizens of your municipality?
8. What moments of prayer, fraternal correction or retreat should we provide to prepare ourselves personally and collectively to weave the Pact?
9. In order to go further down the road and delve deeper into the 5th dimension of the IDG(ACT): what actions or common projects do you consider basic and clear to start design and implementation processes? (For example: Tutorial action plan, socio-emotional education, etc.).



HERVÉ LECOMTE
General Secretary
International Office
of Catholic Education
(OIEC)



The OIEC is attentive to what is happening in the world and, from the outset, has been committed to publicising, promoting and working on Pope Francis' invitation to build together a Global Compact on Education at local level. A pact that gives hope to all, that makes us more human and fraternal, for which we must change education.

We have worked tirelessly with concrete actions to implement the GCE: with materials to guide, motivate and deepen the construction of the Pact in each school and town; by listening to the World Youth Council; by developing Planet Fraternity projects, which unite schools, teachers and pupils; by enabling greater fraternity between the peoples of the Mediterranean; by promoting solidarity projects, etc.

The OIEC, along with others, is working to rebuild a climate of hope and trust, in synodality. Let us keep the flame of hope burning, looking to the future with an open mind, a trusting heart, in an attitude of encounter and dialogue, of welcome and service.

Let's help each other on this pilgrimage of hope. Let us dare to Exodus, to Convert and to Hope. You can count on our support and our commitment. Together, we will make Pope Francis' prophetic dream come true.

Let's be pilgrims of Hope!

DOCERE AUDEO

'*Docere audeo*' is a beautiful Latin expression that could be translated as "I dare to educate" or "I bet on education". I like to call this simple contribution to the training booklet you have in your hands, because educating is undoubtedly a daring thing. Only people and institutions full of hope in life, in young people, in the possibility of a new world, can take the bold decision to EDUCATE.

Hope is very different from optimism. Optimism is simply a state of mind. Hope is a profound key to every person's life and, for Christians, a theological virtue. Hope does not depend on whether things are going well or badly, because the inner strength with which we face life is greater than the circumstances in which we live.

This is why Pope Francis has called for a Jubilee of Hope. And as part of the Jubilee Year, this training booklet seeks to situate the challenge of the 'GLOCAL' EDUCATIONAL PACT as a source of hope. The Educational Pact is a dynamism that generates hope.

I think that the educators who read this document will find it a valuable invitation: if you want to be an educator who provokes and transmits hope, don't be afraid to look inside yourself and work on your own way of living and understanding education. Because that's the only way you'll discover what you need to change to be the educator children and young people need.

Dare to generate hope! And never forget that the best way to do this is as part of a team, with people and institutions committed to making the world a better place.

With all my encouragement!



PEDRO AGUADO
Superior General
of the Order
of the Pious Schools.
President of the Ed.
of the USG-UISG



**GLOBAL COMPACT
ON EDUCATION**