

10. **Plan and develop a communication plan** to inform, train, enable active participation and collaboration of all citizens, without leaving anyone out or excluded. It is a matter of having the best and varied means of communication to be used to reach everyone.
11. **To find and adequately apply methodologies that favor social mobilization**, at each varied moment of the process, making it possible for everyone to meet, dialogue, and actively listen and make proposals. Adaptable, didactic, affable and that give confidence to the diverse actors so that they can be heard and understood from their concrete realities.
12. **The Phases of the Process must be well defined**, since throughout the process we will be listening to everyone, we will be co-training each other and we will be able to co-create. Among the different stages we will see, there is a cross-cutting one that consists of starting up some strategic projects, to which others will be added later on. This allows us to experiment and learn from practice, to build together the new model of education that responds to people's needs.
13. **Creation of the Alliance Committee**, to be set up in the early stages. It is a place for meeting, dialogue, research, accountability and mutual motivation, in which the educational and social sectors that are committed to this alliance are represented.
14. **Convene the signing of the Compact on Education**. Once we have listened to everyone and have reached a consensus on the solutions and goals that will shape the new education model, we will proceed to the signing, with which we commit to implement what has been agreed and to develop it jointly in the following years.
15. **Indicators to be considered when designing, developing and evaluating** this process of building the Compact.

We need to sink our roots deeper into the fertile soil and history of our native place, which is a gift of God. We can work on a small scale, in our own neighborhood, but with a larger perspective. [...] The global need not stifle, nor the particular prove barren"; our model must be that of a polyhedron, in which the value of each individual is respected, where "the whole is greater than the part, but it is also greater than the sum of its parts" (Ft, 145)



**GLOBAL COMPACT
QN EDUCATION**
Village for education

Before this **PROCESS** of **building together the Project to achieve a «Glocal» Compact on Education**, we must pay close attention to the path to be followed with the different agents and groups of the city or region.

Along the way we meet, we dialogue, we share information on the progress and negotiate the next steps, we train ourselves, we decide together, we contribute our talents and efforts. Let's be aware of some risks or dangers.

Ithaka [poem] (Constantine Cavafy, 1911)

As you set out for Ithakahope your road is a long one,full of adventure, full of discovery. Laistrygonians, Cyclops,angry Poseidon— don't be afraid of them;you'll never find things like that on your wayas long as you keep your thoughts raised high, as long as a rare excitementstirs your spirit and your body. ...

In all community approaches the PROCESS, i.e. the methodology and method, **is very important**. *In many projects the process is much more important than the result*. It is therefore expected **that the PROCESSES are respectful, that they emancipate the populations, that they heal and educate**.

SOME RISKS of the Compact on Education,

Inspired by the studies of Kotter (2007).

RISKS of the Project (Kotter, 2007)	RISKS of the GLOBAL COMPACT ON EDUCATION Project (Own elaboration)
There is no awareness that it is urgent.	<ul style="list-style-type: none"> Some do not even think about it, see it as unnecessary or believe it is not urgent.
Failure to create a powerful coalition to adequately guide.	<ul style="list-style-type: none"> The necessary and powerful people and resources are not available to energize the process of this educational alliance.
The program lacks a clear focus.	<ul style="list-style-type: none"> Citizens must be clear about the why and what for of the compact. Pope Francis and UNESCO have proposed minimum objectives to be achieved.
The focus is not transmitted well.	<ul style="list-style-type: none"> Failure to sensitize and explain well the purposes to be achieved and the path to be followed. Not reported and continuous training.
The determination to maintain the status quo prevents the implementation of essential changes.	<ul style="list-style-type: none"> To remain anchored in the past, in the «this is the way it has always been done here». Do not overcome fear and insecurity in the face of change and the new. Give confidence and support.
Short-term gains are not systematically planned and realized.	<ul style="list-style-type: none"> Failure to establish stages and objectives in the short or medium term to make visible the progress made and the errors to be overcome. Do not experiment and put into practice what has been agreed upon to evaluate its validity.
Victory is claimed too soon	<ul style="list-style-type: none"> Staying in the first steps, in mere theory, and not implementing changes and improvements.
Changes are not rooted in the culture of the organization.	<ul style="list-style-type: none"> That changes do not impact on the Center's Educational Project, nor on the lives of citizens, nor on local and national education laws.



DICASTERIUM
DE CULTURA ET EDUCATIONE



GLOBAL COMPACT
QN EDUCATION

Learning from others :

BUILD THE COMPACT ON EDUCATION FROM THE TERRITORY

THE EXPERIENCE OF THE NORTE REGION OF SANTANDER (Colombia)

Juan Antonio Ojeda (Coord.), Liliana Vergel, Nelson Otaya, Maria Cinque, Carina Rossa y Manuel J. Ceballos



COMPACT
ON EDUCATION
NORTE DE SANTANDER
2050



A book that inspires and guides us in the re-foundation of educating cities or regions, through an alliance for local education with global openness.





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

In the message we addressed last year to the Brno Conference (Czech Republic) "The global educational village from the union of local villages" we said: "You will have to find the original way to build the local educational village, without copying or standardizing its contribution. Based on your culture, tradition, art, values, history, etc. you will discover your "blue flame", which is your creative and unique way of being educators and builders of the local village according to what God expects from you.

Then the global educational village will not be a homogenization or uniformization of all cultures (like the new mental colonialism) but the union of many local villages in the richness of their diversity".



Hervé Lecomte
SECRETARY GENERAL OIEC

We are aware of the great difficulty and complexity involved in building a compact on education by mobilizing all agents and educational and social sectors of the city, but it is urgent to do so. We must not be overwhelmed or falter at this task. On the contrary, I invite you to take the initiative, to open the doors of your schools and go out to meet the others. First, I propose to encourage and promote the participation of your Educational Communities; then open yourselves to collaborate and work together with other schools or educational institutions (Catholic or not, public or private); thirdly, with the municipality, with the various social groups. It is urgent to build a new "we", **we need "common projects"** that allow us to enlighten a more fraternal and solidary society, a more human, affable, welcoming world, in which we take care of each other and the house we live in.



P. Pedro Aguado
Chairman of the Education Commission of UISG-USG

The project that has been developed in the Northern Region of Santander (Colombia) is a beautiful example of the challenge of building the Global Compact on Education from the different instances that give life to a specific territory. It is a well thought out process, led with conviction, based on a spirit of dialogue and shared search that is offering new educational possibilities for all the people living in that specific department. In my service as Chairman of the Education Commission of the Unions of Superiors General of Religious Congregations with an educational charisma, I have been able to observe the effort that the Congregations are making to weave networks among themselves and to work in common. It is not always easy, but it is always good. I am also witness to the growing conviction among the various Congregations that **we must work with everyone, open to all, seeking the points that unite us** and from which, without renouncing what identifies us, we can collaborate.

The book challenges us; it shows us routes to follow, steps to take; it provides us with multiple suggestions, tools and orientations to make the compact a reality where we live, counting on everyone, excluding no one. Involving and mobilizing the different educational and social sectors to generate this local alliance with global openness. The political initiative of the Northern Region of Santander (Colombia) to build a Compact on Education for the region, involving all citizens, inspires us and serves as an example, not to copy its path and options, but to create the most appropriate and relevant paths for each territory. Let us take the initiative and lead the construction of the compact where we live, changing education and with it, transforming the lives of people and their contexts to achieve a better world for all. Below is an outline of the chapters of the book:

ROAD MAP TO BUILD THE COMPACT ON EDUCATION FROM THE TERRITORY



ROAD MAP to build the COMPACT on EDUCATION from the TERRITORY

Throughout the 15 chapters of the book, which we summarize below, you can find the fundamentals and the different steps or actions that must be undertaken to build the compact from the local level, from each neighborhood, city or region. In them you will find the why, what and how to build, with the help of all citizens, this local alliance that allows to co-create a new education that generates a new society. Each chapter has an introduction-foundation, briefly explains how the Northern Region of Santander approached it, offers guidelines for undertaking this action in the different contexts and, finally, identifies three activities to facilitate the start-up of the implementation of this action.

- 1. Why a Compact on Education?** (Chapters 1-3): A compact from the local level, from the territory, from the culture and being of each town. To feel the need to change, to feel the need to agree, to feel the need to work together, with all the educational and social sectors of the municipality.
- 4. To know in depth this invitation,** chapter 4, which comes to us from different local, national or international instances. The two most significant are the proposal of Pope Francis and that of UNESCO.
- 5. Who promotes and convenes the compact.** The initiative may come from one or more schools, municipal or regional authorities, entrepreneurs or any other sector of local society.
- 6. Purposes or goals we want to achieve with this alliance.** It is important to share and agree on the objectives to be achieved with this process. As we move forward in the process, we may find some goals that are more pertinent and more appropriate to the social reality of the context where we are.
- 7. Raise awareness and count on everyone,** socialize the pact so that everyone perceives its necessity and urgency and commits to its elaboration. It is easy to say, «with everyone», but it is complex and **difficult to achieve.**
- 8. Constitute a «Base Team» to lead this project and design,** with the collaboration of many, the Road Map to be followed.
- 9. To know the context,** the current reality, the starting point, how is education in the city or region, what problems are detected, what is becoming obsolete or what does not respond to current needs or challenges? If the right of all to education is fulfilled and if it is of quality, equitable and inclusive, what is the social reality of the municipality and its cohesion?