

REBUILD THE GLOBAL COMPACT ON EDUCATION

The Global Compact on Education

from APPRECIATIVE INQUIRY

12-14 November 2020 · Online SEMINAR
1:30 pm to 6:00 pm CET in Rome



“ We join our efforts in a broad educational alliance in order to develop mature people, capable of overcoming fragmentation and opposition. We are rebuilding the fabric of relationships for a more fraternal humanity.

PARTICIPANTS' MANUAL



IDEIA
Instituto Diálogos
e Indagación Apreciativa





A APPRECIATIVE INQUIRY

In this seminar, we will work on the Global Compact on Education, supported by Appreciative Inquiry as a trusted methodology for dialogue and encounter, for the design of proposals and for the alignment of vision, mission and action.

At the same time we will learn how to use the methodology so that each participant can see the possibilities of applying it in the different contexts of their Congregations and Institutions.

In the present time, with growing challenges of multiculturalism and differences, dialogue is the key to building bridges within the Church as well as among the communities in which we serve.

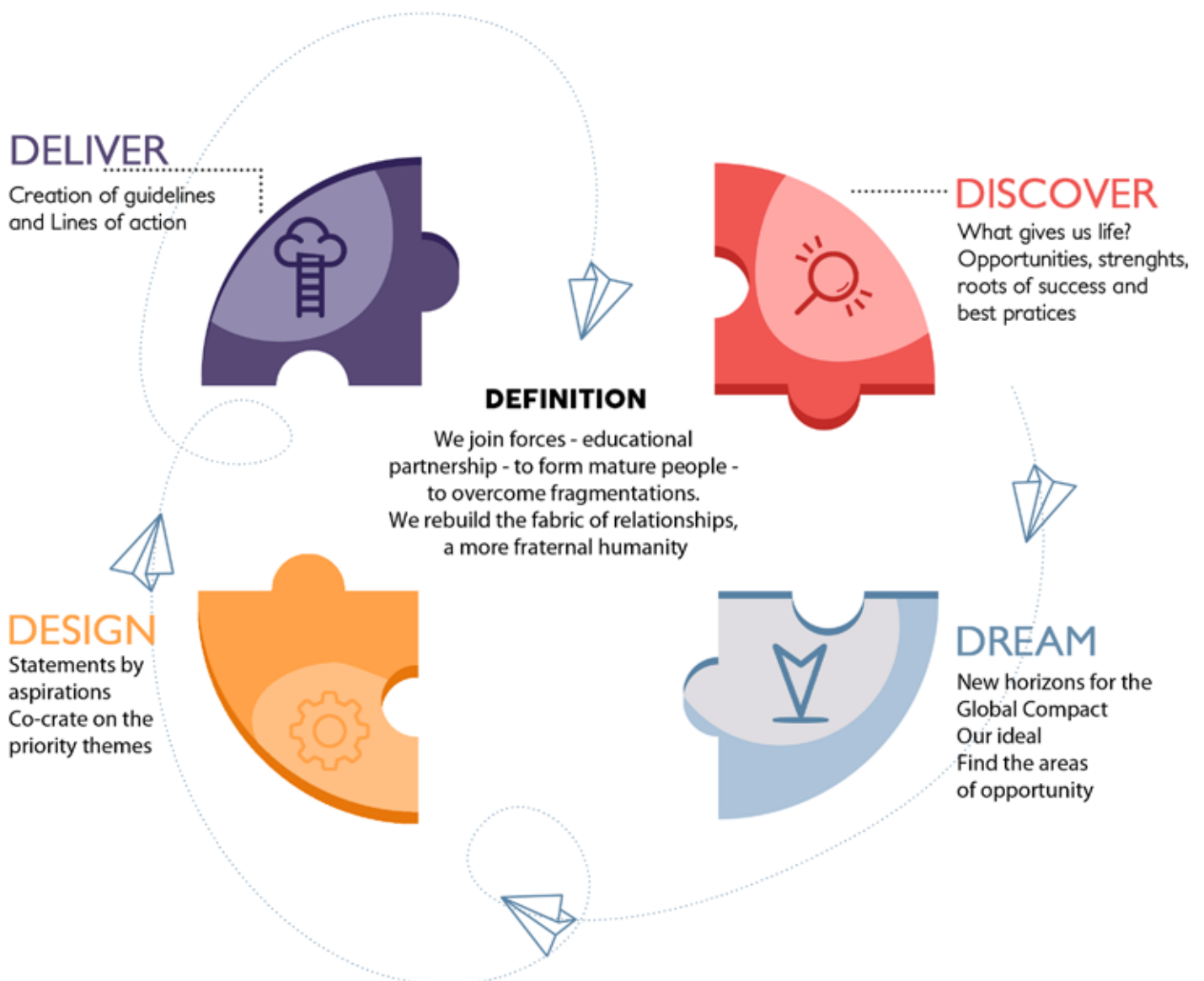
The Global Compact on Education is an invitation to network, in order to strengthen our listening and to welcome different views.

Appreciative Inquiry includes practices of evaluating, inquiring, discussing, designing, and planning. In our seminar, we will share our aspirations and hopes, and turn them into affirmative proposals that will lead us to envision various guidelines for action in order to develop the Global Compact on Education in practice.



In the first module, on November 12th, we will apply the core elements of Appreciative Inquiry: dialogue, how we see and change views, and focus on strengths and opportunities, aspirations and results. We will discover strengths (what we are doing well already in relation to the Compact, in relation to holistic ecology, in relation to a change of perspective and to networking).

In the second module, on November 13th, we will start from the strengths discovered and proceed to open new horizons, connecting with our individual, congregational and collective aspirations. We will create common dreams and create topics in the light of which we will design proposals during the third module on November 14th. We will conclude the seminar with statements of aspirations for each of the selected topics and guidelines or models for further action.



SCHEDULE



THURSDAY **12** NOVEMBER



- Presentation of the Global Compact for Education.
- Introduction to Appreciative Inquiry: change of view, dialogue, focus on strengths and opportunities, aspirations and results
- **DISCOVER** our strengths (what are we doing well in relation to the Compact, in relation to holistic ecology, in relation to the change of perspective and networking)
- Dialogue in pairs, in groups and in plenary sessions



PLENARY MEETING

- 1:00 pm Opening and welcome in the plenary Zoom room
- 1:15 pm Technical instructions for participation in the seminar
- 1:30 pm START · Prayer · Presentation of the Compact and the seminar
Mons. Zani, Secretary of the Congregation for Catholic Education - Holy See
- 2:15 pm Introduction to Appreciative Inquiry: How are we going to share and co-create during these days?
- 2:35 pm **DISCOVER** - Switch to sub-plenaries



SUB-PLENARY MEETINGS

- 2:40 pm Sub-plenary. Instructions and division into pairs
- 2:55 pm Interviews in pairs
- 3:10 pm Sub-plenary explanation of the next activity
- 3:15 pm Group discussions
- 4:00 pm Break
- 4:25 pm Sub-plenary session. Every group will present their contributions
- 5:20 pm Closing the sub-plenary and switch to plenary Zoom room



PLENARY MEETING

- 5:25 pm Plenary sharing of the contributions of each sub-plenary session
- 5:45 pm Closing of the day: prayer
- 6:00 pm End

SCHEDULE



FRIDAY **13** NOVEMBER



- **DREAM**: new horizons for the Global Compact on Education
- Identification of key enablers



PLENARY MEETING

- 1:00 pm Opening and welcome in the plenary Zoom room
- 1:15 pm Instructions
- 1:30 pm Opening Prayer
- 1:35 pm Summary of day 1: discovered treasures
- 1:40 pm Appreciative Inquiry: **DREAM**
- 1:50 pm Meditation to connect to our educational mission
- 2:05 pm Switch to sub-plenaries



SUB-PLENARY MEETINGS

- 2:10 pm Explanation/instruction for the following group work
- 2:20 pm Sharing in groups: co-creating a common dream
- 3:15 pm Break
- 3:40 pm Sub-plenary session. Sharing the dreams of each group
- 4:35 pm Group work to carefully examine the following:
Which factors are essential for achieving our dreams?
What things do we have to pay attention to, for these dreams to become reality?
What are the high priority steps?
- 4:55 pm Sub-plenary session for synthesis of areas of opportunity
- 5:15 pm Closure of sub-plenary and switch to plenary Zoom room



PLENARY MEETING

- 5:20 pm Plenary sharing of the contributions of each sub-plenary session
- 5:35 pm Explanation and instructions on how to create new groups by areas of opportunity for the next day
- 6:00 pm Closing of the day

SCHEDULE



SATURDAY **14** NOVEMBER

- **DESIGN** ASPIRATIONAL STATEMENTS and guidelines for moving forward



PLENARY MEETING

- 1:00 pm Opening of the plenary Zoom room and welcome
- 1:30 pm Prayer
- 1:45 pm Summary of yesterday and explanation of how we are going to work today, in design groups
- 2:05 pm Overview of areas of opportunity as starting point for group work



SUB-PLENARY MEETINGS

- 2:10 pm Instructions for the following group activities
- 2:20 pm **DESIGN** groups: moving from areas of opportunity, and essential factors to creating aspirational statements
- 3:15 pm Break
- 3:35 pm Design groups: creation of guidelines, lines of action, based on the statements
- 4:15 pm Sub-plenary session to share the contributions of the design groups



PLENARY MEETING

- 4:55 pm Plenary session to share statements and lines of action and guidelines
- 5:30 pm Closure, prayer and next steps
- 6:00 pm Closing of the seminar



GUIDELINES FOR EACH ACTIVITY



NOVEMBER **12th** **DISCOVER**



2:55 PM • INTERVIEWS IN PAIRS

(7 minutes per interview and a total of 15-18 minutes for both parties)

- ❖ You are about to interview each other using the questions below. When you ask your peer questions, listen carefully to what is said. It is better to ask a single question and not several at a time, leaving room for reflection. It is more of an interview than a two-way conversation. Inquire into the story, the details.
- ❖ Please finish the full interview before changing roles.
- ❖ Listen carefully, make notes, write down the elements that are a key to unleash the experience of the other and that may be useful to share later.
- ❖ Thank your partner for the conversation, and then change roles, and it will be your turn to speak. Speak purposefully and listen attentively.

1 When you think of the Global Compact on Education, please share an example of a powerful, positive experience in which you were involved, in relation to any of the issues addressed by the compact. Tell me more about that experience: What happened and why was it powerful?

What was your role or contribution?



NOVEMBER 12th DISCOVER

When reading the Global Compact on Education, with which part of it did you connect the most?

What are you most passionate about, what moves you?

2 One of the fundamental aspects proposed by the Global Compact and by *Laudato Si'* has to do with alliances and relationships. In your experience, what alliances already exist that can form the basis for making the Global Compact and *Laudato Si'* a reality?

GUIDELINES FOR EACH ACTIVITY



NOVEMBER **12th** DISCOVER

Once you have finished the two interviews dedicate 2 more minutes to reflect on your responses.

- *What are the strengths and good practices that stand out?*
- *Take notes of this. It will be used later on.*





NOVEMBER 12th DISCOVER



3:15 PM • DISCOVER IN GROUPS

(8-10 per group)

- ❖ Pairs join into a group together
- ❖ Preparation in the group
- ❖ Each group will choose two members to perform the following roles:
 - The **NOTE TAKER** and **SPOKESPERSON** records the result of the group's work and presents the results of the group's work in the (sub)plenary session on request.
 - The **CHAIR** facilitates dialogue in the group and ensures that all members of the group express their ideas and are heard. They keep the group focused on the topic. The chair keeps all members aware of the time remaining for the group work and manages interventions: they do not allow anyone to speak for more than two minutes at a time and reminds the person who is speaking of the time remaining.

INSTRUCTIONS FOR THE GROUP-DISCOVERY DIALOGUE

ROUND ONE: each pair introduces the person they have interviewed, and describes the essence of the experience shared in question 1. This is like a trailer to a movie rather than watching the whole movie.

ROUND TWO: the strengths and good practices that stand out are shared (*summary of interviews*).

- They are written and recorded in padlet by the note taker
- Then the group chooses three that they consider relevant for the spokesperson to share in the plenary session

ROUND THREE: The group chooses one of the stories (*from question 1 of the interview*) to be presented in the sub-plenary group. The spokesperson will present it.

ROUND FOUR: If there is time, it would be good to have some sharing about how we work, how we relate to others and to nature, including inter-generational understandings. What are the bases for healthy and productive relationships?

GUIDELINES FOR EACH ACTIVITY



NOVEMBER **12th** **DISCOVER**



4:25 – 5:20 PM · SUB-PLenary SESSION

- Each spokesperson has 3 minutes: 1.5 min. to share the selected story and 1.5 min. to share the list of strengths and good practices.
- A summary is made to take to the PLENARY SESSION, and one of the 10 stories is also chosen to be shared in the plenary session.



5:25 – 6:00 PM · PLENARY SESSION

- Each sub-plenary sessionspoke person shares a summary list of strengths and good practices and a story. Maximum time: 3 minutes.
- Closing of the day, final prayer and preparation for tomorrow.



GUIDELINES FOR EACH ACTIVITY



NOVEMBER **13th** DREAM



POSITIVE IMAGES OF THE FUTURE

1:50 PM – MEDITATION TO CONNECT TO OUR EDUCATIONAL MISSION

Guidelines for writing the personal journal. Starting with a time of silence and guided meditation. When instructed by the facilitator, answer the following questions. Close your eyes and allow yourself to travel into the future to envisage what the ideal Global Compact on Education could look like.

Journaling Exercise: please write as if you are in 2024 and describe what you are experiencing. Be as specific as possible. Take a moment to capture the essence of what you saw during the visualization.

- If all this ideal exists, what would be happening in your life?

- Connect with your feelings: What do you feel when you see this ideal situation?

- If you see your life and view it from a broader perspective, what are you be trying to do?



NOVEMBER 13th DREAM

- Imagine it is 2024, how do you foresee educational relationships being inclusive, participatory, open, inter-generational and supportive? Write down the most important aspects.

- What kind of alliances and connections are there in your ideal image of the year 2024?

- What new, innovative ways do you see – in 2024 – that would promote a comprehensive ecological education?

- What other aspects of your ideal dream for 2024 stand out?

GUIDELINES FOR EACH ACTIVITY



NOVEMBER 13th DREAM

- How do you see yourself contributing to this ideal?

- What is your wish or hope?

- What fundamental aspects do you visualize in your ideal dream for the year 2024?



NOVEMBER 13th DREAM



2:20 PM · GROUP WORK: DREAM

INSTRUCTIONS FOR THE GROUPS

Each group will elect a facilitator, who will manage the time and the discussion in the group. The facilitator facilitates dialogue in the group and ensures that all members of the group express their ideas and are heard. The facilitator keeps the group focused on the topic and keeps all members aware of the time remaining for the group assignment, and he or she manages the interventions.

VISIONS OF THE IDEAL FUTURE

1. Each person briefly shares their dreams of 2024 connected with the implementation and living out of joint efforts in an educational alliance and the forming of mature people who are capable of overcoming fragmentation and contradictions.

What stands out for you? How does it feel? What important details do you want to highlight? Any new insights that you are having?

We rebuild the fabric of relationships for a more fraternal humanity.

We share as if we were in 2024 (*the time limit per person is 2 minutes*).

2. After listening to all the dreams shared, what common ideas are there. How can we integrate them into one whole that best expresses our desired future? To sketch out an image of the future, keep these aspects in mind:

- *Intra-congregational and inter-congregational relationships*
- *The relations between educational, social, administrative, secular, religious institutions, other traditions, etc.*
- *The impact on childhood and youth*
- *Relationships between members of the educational community, educators, children and young people, families, the idea of me-us-all, the body, ecology, the earth, the global alliance, the educational village*
- *Contributing to the common good*
- *The alliances created*
- *Any other aspect that you consider innovative and fundamental, that appeared when sharing dreams.*



NOVEMBER **13th** DREAM

3. Choose a creative way to present the essence of your vision as if it were happening now. Everyone in your group should participate. Examples:
- *A special TV program*
 - *A day in the life of education*
 - *A work of art, a song, or a dance*
 - *The theater*
 - *A visual poem*
 - *A collage or a design*
 - *A channel on social networks (Instagram, YouTube ...)*
 - *Others – a presentation panel or round table, etc.*
 - *Other ideas*

NOTE: PRESENTATIONS WILL BE 2 TO 3 MINUTES IN THE SUB-PLenary SESSION

GUIDELINES FOR EACH ACTIVITY



NOVEMBER 13th DREAM



3:40 PM · SUB-PLenary SESSION

Each group will present its dream, in 2 or 3 minutes during this session. As you listen please journal what are the essential elements and the different elements you are seeing. What would you highlight? What do you appreciate highly?



4:35 PM · IN GROUPS

Brainstorm by answering these questions, taking into account ALL the dreams that have been presented in the sub-plenary session:

- What factors are essential to achieve these dreams?*
- What things do we have to pay attention to, to see that they are fulfilled?*
- What are the priority steps to reach this desired future?*

Make a list. All ideas are good. **It is not necessary to explain them or go into detail about why or for what.** At this point, we just want to brainstorm ideas without needing to justify them or go into details.

- After a maximum of 10 minutes of brainstorming, prioritize and select **TWO** ideas.
- Write down the two essential ideas or factors that we will work on tomorrow.

GUIDELINES FOR EACH ACTIVITY



NOVEMBER 13th DREAM



4:55 – 5:15 PM · SUB-PLenary SESSION

- Each group shares their two ideas or areas of opportunity from which proposals will be designed. Those that are similar are grouped into a single area of opportunity.



5:20 PM · PLENARY SESSION

- Each sub-plenary presents its 10 or 12 areas opportunity.
- Synthesis and prioritization of the areas of opportunity. Each participant will participate in designing an area of opportunity, an area where each participant wants to invest time and energy on to make the chosen dream come true.
- Closing of the day, final prayer and preparations for tomorrow.



GUIDELINES FOR EACH ACTIVITY



NOVEMBER **14th** DESIGN

DESIGN - STATEMENTS OF ASPIRATIONS AND GUIDELINES FOR MOVING FORWARD



2:10 PM · SUB-PLenary INSTRUCTIONS



2:20 PM · GROUP WORK: DESIGN ASPIRATIONAL STATEMENTS

Each group will select two members, who will act as note-taker/spokesperson and facilitator.
ROUND 1 · Each person shares: *"What most attracts me to this initiative or topic?"*

ROUND 2 · Brainstorming: If our topic were to be fully implemented, ideally, what would happen? What are we talking about in this topic? In other words, what do we understand by this topic?

NOTE
It will be very useful at this stage to write down words and phrases exactly as people use and express them. These views will help the group to create an Aspirational Statement in the next step.



NOVEMBER 14th DESIGN

ROUND 3 · Now the group needs to create an Aspirational Statement: a paragraph or two describing what you are trying to accomplish in this area of opportunity, a descriptive statement of what successes you would see if you were in the future. Therefore, it is written in the present tense, as if what you aspire to is already happening. It indicates the what and the why of what you are trying to achieve?

GOOD ASPIRATIONAL STATEMENTS:

- Are exciting
- Are provocative – they expand and challenge us
- Are desirable (people want to create them)
- Describe what is wanted in a positive way (instead of saying what is not wanted)
- Are written in the present tense, as if they are already happening
- Stay grounded/tied to stories from our past, when we were in our prime



WRITE THE STATEMENT IN A DOCUMENT TO BE READ TO THE OTHER GROUPS IN THE NEXT SUB-PLenary SESSION



3:15 PM · BREAK



NOVEMBER 14th DESIGN



3:35 PM · CREATION OF GUIDELINES, LINES OF ACTION, ORIENTATIONS, BASED ON THE STATEMENTS: WORK IN THE SAME GROUPS

- Returning to the same group, you read the statement of aspirations and share ideas about guidelines for action.
- It is not about creating concrete action plans. It is a matter of agreeing on some guidelines that will serve as a guide for moving forward from now on in the way in which we use the *Global Compact on Education* in our educational institutions. Please create minimum one guideline and maximum 5 guidelines.
- If you have the time and you want, look for an image that expresses or symbolizes the message of the statement of aspiration to share it later in the sub-plenary.





NOVEMBER 14th DESIGN



4:15–4:50 PM · SUB-PLenary SESSION

- Share statements and guidelines from the sub-groups: 2 minutes per group
- Select one statement and two or three guidelines that are especially significant to bring to the plenary session



4:55 PM · START THE PLENARY SESSION

- Share statements and lines of action, guidelines, orientations



5:30 PM · CLOSING OF THE DAY, FINAL PRAYER AND NEXT STEPS



6:00 PM · CLOSING



COORDINATORS

OF THE FACILITATORS TEAM



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SPAIN

PhD in Fine Arts, University of Barcelona.
Lecturer in masters and university degrees at Blanquerna, EAE, and other universities in Spain, Chile, Mexico, France. Founder of the Institute for Appreciative Inquiry and Dialogue, IDEIA
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Expert trainer and facilitator of Appreciative Inquiry and other strengths-based methodologies for organisational change.

Author of several books on personal and organisational development, including Appreciative Inquiry. She facilitates workshops for organisations, companies, educational institutions, public administrations and congregations: Vedruna; Medical Sisters; Sisters of Sion; Salesian Sisters; Marists, among others.

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PEP BUETAS

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Primary school teacher. Degree in English Philology. International Certification in Appreciative Inquiry with Miriam Subirana. Basic training in Deep Democracy and Processes Work. Marist educator since 1993. Co-director of the Bureau of the Laity of the Institute of the Marist Brothers (2013 – 2020). Facilitation of different workshops, assemblies and Marist formation experiences in the United States, the Philippines, Kenya, France, South Africa.

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INTERNATIONAL FACILITATORS



CEES HOOGENDIJK

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She serves as a priest in the Anglican Church of Southern Africa. Her passion is walking alongside people and organizations as they seek to become full flourishing participants in Gods plan of salvation. Appreciative Inquiry practitioner since early 1990's.

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BERNARD TOLLEC

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Thought leader and executive coach in strengths-based transformation. He has helped many times groups (private, non for profit, Catholic Church) in Transformation. Expert, facilitator and trainer in Appreciative Inquiry.

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Communicator who has chosen human and organisational development as her work and cause. Appreciative Inquiry practitioner.

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Expert in emotional intelligence and Appreciative Inquiry. Works with senior management. Psychologist, Master in Business Administration and accredited executive coach.

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Consultant, speaker, coach and specialist in Strategy, Leadership, Values and Cultural Transformation. Spirit - Happiness First partner and professor at ESADE, EADA and at the University of Barcelona (UB). Trainer of the Barrett Values Center. Certified and practitioner in Appreciative Inquiry.

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Coach with a specialisation in Teenagers and Family Life, author and workshop facilitator and speaker for the Department of Education in Catalunya.

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Facilitator of change processes. Coach and consultant for organisations. Degree in Mechanical Engineering and postgraduate in Marketing and Communication.

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Social activist, her purpose is to facilitate people and communities transformation, contributing to the regeneration of life on the planet.

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GAIZKA RODRIGUEZ

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I am a social educator and hold a degree in psycho-pedagogy, working in resources for young people and adolescents. I help people and organizations to grow through co-creation. Certification in Appreciative Inquiry.

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Clinical and organizational psychologist from the University of Buenos Aires, mentor and coach, wellness consultant, specialist in Appreciative Inquiry certified by IDEIA.

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Coach and facilitator, passionate about developing rich relationships between people to lead stimulating projects and create inspiring organizations where everyone can thrive.

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Driving partner of Ipace Applied Psychology. Clinical psychologist. Certification in Appreciative Inquiry. Supervisor and facilitator of teams in the educational, social and health sectors

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Consultant, trainer and speaker. Specialist in the operationalization of sustainable strategies, conscious capitalism, MBV. Co-founder of Spirit.

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