



C.I.S.S. – International Cooperation South South

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COMMUNITY EDUCATIONAL PACTS



What are community educational pacts?

Community Educational Pacts represent an innovative vision of combating educational poverty, based on collaboration and synergy between schools and territories.

These agreements offer a unique opportunity to address current educational and social challenges through the promotion of inclusive, high-quality education that is more closely aligned with the real needs of the local community.

Community Educational Pacts are agreements between local authorities, public and private institutions operating in the area, schools and third sector entities to promote and strengthen collaboration between schools and the entire community.

This is a way of involving the territory so that it becomes a supporter, in collaboration with the school, of the fruition of the social capital expressed by the territory itself, for example in the areas of ensemble music, art and creativity, sports, citizenship education, collective life and the environment, digital techniques and computational knowledge.

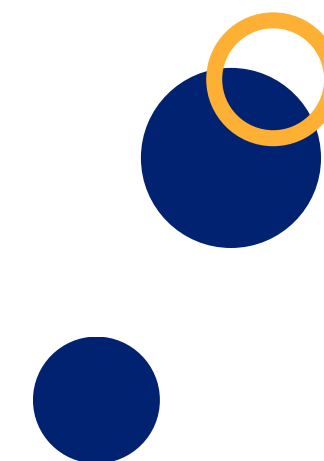
Community educational pacts

Community Educational Pacts have been officially recognized by the Ministry of Education in the 2020/2021 school plan (<https://www.miur.gov.it/documents/20182/2467413/Le+lines+guidelines.pdf/4e4bb411-1f90-9502-f01e-d8841a949429>) as one of the models to ensure the resumption of school and training activities and to combat educational poverty and school dropout.

The ministerial document was created with the aim of defining useful tools to ensure the pursuit of educational and school activities during the period of restrictions due to the pandemic.

During the emergency, Community Educational Pacts enabled the establishment of new educational projects through collaboration between the school, other local principals (libraries, museums and other spaces), students and families.

The "Pacts" implement the constitutional principles of solidarity (Article 2), commonality of interests (Article 43) and horizontal subsidiarity (Article 118(4)) to strengthen educational, civic and social alliances of which schools are the pivot but not the only actor.



Community educational pacts

In summary terms, "Community Pacts" are free agreements signed between citizens (individual or associated) and municipal administrations, for the realization – in implementation of the principle of subsidiarity referred to in Article 118 last paragraph of the Constitution – of collaborations aimed at promoting the general interest, through the protection of "urban common goods."

Urban commons are spaces and services that are considered 'local commons' or 'community goods,' thus belonging to everyone, closely connected to the identity, culture, and traditions of a territory and/or because of their being directly functional to the performance of the social life of communities. Given their common nature, they are characterized, then, by the need to ensure their universal access and enjoyment and by the inescapable need to involve community members in the decisions and actions that affect them."

The school represents a fundamental community asset and, therefore, constitutes a privileged sphere for possible collaborations between citizens (who have the initiative to propose the stipulation of a pact) and municipal governments (whose responsibility it is to set the rules governing collaboration in the pursuit of the general interest). Thus, it is a matter of urging the local community to take "care" of their school, to recognize it as their "asset."

Community pacts:

- 1) promote the exercise of the principle of subsidiarity;
- 2) are sources of public law (typically municipal regulations);
- 3) constitute opportunities for community building among citizens;
- 4) realize a powerful factor of social, cultural and even administrative innovation;

Community Educational Pacts have several purposes that can be summarized as follows:

Strengthen educational provision through the integration of the public and private sectors, by involving different stakeholders (schools, CPIAs, local authorities, universities, vocational training centers, cultural actors, the third sector, the business and labor sectors, and social enterprise). Enrich the standard school curriculum through more non-formal and informal learning opportunities that enable the development of key competencies for lifelong learning and transversal skills. Use and develop 'common' spaces by designing activities that are more appropriate to the needs of citizens, large and small, in a given area.

Promote the informed and conscious participation of the community, primarily children, boys and girls; Act with a view to community empowerment and according to a community-based approach, which can recognize and enhance the resources and educational capacity of a community/territory.

What are they and what are they really for?

In the post-pandemic period, EDUCATIONAL PACTS have been noted as an important instrument for the educational development of territories and not only in response to the pandemic emergency.

Their implementation has, in fact, shown the need to move beyond the experimental logic involved in their introduction and transform them into ordinary policy instruments aimed at the overall improvement of the school system and the promotion of sustainable local development.

Pacts encourage integration between the public and private sectors (e.g., schools, local authorities, universities, vocational training centers, cultural bodies, the third sector, the business and labor sectors, and citizenship) to strengthen educational provision.

Such strengthening is envisaged through the enrichment of the school curriculum with lifelong learning activities focused on the development of transversal skills.



The importance of the territorial network beyond the pandemic.

The concept of the "Community Educational Pact" is a significant step forward for the educational development of territories: it is a key instrument for the strengthening of the education system, by enhancing local resources, social inclusion and lifelong learning for all citizenship.

To ensure their long-term effectiveness, the Pacts should be converted into an ordinary policy tool to combat educational poverty, enabling greater development of the skills of teachers and educators, promoting school inclusion and contributing to the educational success of the area.

Thus, "Educational Pacts" should not be conceived as a hollowing out of the school or a tool useful only for combating school dropouts, but above all constitute a fundamental measure for the strengthening and enhancement of public schools.

The pacts approach

Pacts make it possible to systematize innovative interventions that can intercept needs that are new or have not yet emerged or been taken care of by previous measures.

Schools, which are the pivot of the Pacts, then collaborate with local actors (families, third sector, local authorities, etc.) for the prevention of educational poverty and hardship.

Collaborative networking is a key element to the success of the Pacts, with a school open to the community, involving various actors, including public institutions, local authorities, the third sector and actors in the productive world, to ensure greater integration between educational, social, cultural and economic policies.

The approach of the Pacts is characterized by a participatory nature, aiming at the enhancement of experiences and resources already present in the area through the conclusion of ad hoc agreements. Educational enrichment is, therefore, guaranteed by the possibility of carrying out educational activities complementary to the traditional school curriculum in spaces such as streets, parks, theaters, libraries, cinemas and museums. Thus, innovative pedagogical proposals such as outdoor learning and service learning, which encourage observation and discovery of the territory, are promoted. The areas of focus in the Educational Pacts range from motor activities to music, from art workshops to information technology and environmental education pathways.

PARTICIPATION

Collaboration between local authorities, educational institutions and third-sector actors (thus, schools, teachers, students, families, institutions and local communities) is essential to build territorial networks of lifelong learning services, and is fundamental to the functioning of the pacts: their synergy allows to combine the different expertise, creating a stimulating and sustainable educational environment that is welcoming and respectful of diversity, where each individual can express his or her potential.

Also crucial is the collaboration with the participants in the activities: in fact, students actively participate in the planning of the activities, thus increasing their motivation and perception of the usefulness of the learning paths; all of which contribute to the development of their "active citizenship."

PARTICIPATION

For Community Educational Pacts to become a concrete and lasting reality, constant and consistent support from institutions, regional and national, is essential. Only through a continuous commitment at all levels, in terms of recognition and resources, will it be possible to continue the experiences gained through the Pacts, in order to develop education, and therefore citizenship, that is more inclusive and aware.

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Between subsidiarity and educational co-responsibility.

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What are the steps to build a community pact?

- 1) First of all, the Administration concerned—typically the Municipal Administration, because of its greater proximity to citizens—is required to enact its own Regulations. There are numerous ones that can be found online at the sites of various municipalities . A standard set of regulations is also available.
- 2) Consistent with the Regulations approved by each Local Authority, citizens interested in proposing to enter into a community pact for the care of a good or service of general interest shall submit their proposal using a template pre-defined by the same Local Authority .
- 3) The Offices in charge of the Administration, having examined the proposed "community pact," where it meets the requirements of the Municipal Regulations, shall proceed to the joint signing together with the proponents, using the appropriate form .
- 4) Beyond the few operational steps just described, we point out the existence of extensive sitography, manuals and literature to support any operational or in-depth needs that may arise in the process.

These «pacts" can be activated with extremely simple, de-bureaucratized procedures that are also useful in supporting school service through the encouragement of civil society creativity, understood as a form of social action carried out by organizational structures whose members set themselves goals and tasks in the service of the general interest and act as intermediaries between public authorities and citizens

What can the school do?

with the municipal administration, support the general utility of regulation--by it--of community pacts; with the municipal administration, express reasoned technical opinion regarding any proposals for "community pacts." with parents and related forms of associations, as well as with the territorial social private sector, stimulate the formulation of proposals for community pacts, highlighting needs and priorities to be met.

For further insights and news about "community pacts" or "collaborative pacts," for the shared administration of common goods, see <https://www.labsus.org/> . A handbook on shared administration, with a focus on experiences in this field.

2015 – Palermo educational city: between visions and proposals

A city that educates

A city is formed by the citizens and the institutions that in various capacities operate in it. Therefore, the whole city educates because, within itself, everyone is mutually accountable, competent and involved in educational paths.

This is the key concept behind Palermo Città Educativa, a path promoted by the Municipal Guarantor for Children and the Municipal Administration of Palermo, the University of Palermo, the Regional and Provincial Directorates of the Regional School Office of Sicily, APPI and CeSVoP, whose ideas were synthesized in a Pact, proclaiming 2015 as the Year of Palermo Città Educativa.

The initiative came about as a result of a meeting between the proposals of a number of volunteer organizations involved in education and neighborhoods and the willingness of the city administration to open an articulate discussion open to all on the issues of citizenship and attention to the youngest children.



The CISS and the Educational Pact of the Second District of Palermo.

By Resolution No. 7 of 01/18/2022, the District II Council approved the "Regulations for the Operation of the District Territorial Education Committee."

The notice of participation is aimed at Associations, Third Sector entities, representatives of educating communities, representatives of neighborhood committees, labor unions, representatives of merchants and businesses, Schools, Institutional Services present in the area (USSM – ASP – Hospital Companies) and Parishes operating within the territory of the Second District of the City of Palermo.

CISS is part of the SECOND DISCRICT EDUCATIONAL PACT:

RULES OF PROCEDURE FOR THE OPERATION OF THE
TERRITORIAL EDUCATIVE COMMITTEE OF II DISTRICT –
MUNICIPALITY OF PALERMO:

https://www.comune.palermo.it/js/server/uploads/_20062022095238.pdf

THE PURPOSES.

Foster the inclusion of those experiencing particular hardships and disadvantages within the community;

Promote and encourage in the stakeholders that, in various capacities, operate in the area, the implementation of the lines, principles and values contained in the Educational Pact so that no one feels alone or isolated in their respective educational roles;

Raise community awareness through proposals, events and to perceive diversity as an asset rather than a limitation;

Work concretely so that the game -in all its forms- fully recovers its educational, learning, and inclusive dimensions;

Establish educational alliances between institutions, school, family, sports clubs, associations and the private social sector;

Make adults aware of their role and competent in reading the complexities of living today;

Make children and young people aware of their being in relationship with others;

Help boys and girls, adolescents and preadolescents make meaning of every relationship they are involved in by referring to a shared value system;

Eradicate some social stereotypes that lead to incidents of violence.

THE GOALS.

It is intended to work for the activation of "virtuous processes." That are capable of structurally creating the conditions that facilitate, make visible and give continuity to the experience initiated.

Ensure, also by including alliances and collaborations, that qualified educational figures are present in each center working as «educational garrison»;
Welcome any child;

Support their practitioners in experimentation and skill acquisition
Support proposals that facilitate access to educational activities (workshops, sports practice) for anyone who wishes to do so;

Increase the presence and participation of all sports, associations and cultural actors in the target territories;

Monitor youth participation as an element of evaluation of the proposed activities and hosting strategies used;

Respect the environment;

Support children and youth in acquiring and developing critical skills and awareness including with respect to the use of new technologies.

THE TOOLS.

Activate periodic structured exchanges among the Pact's associated, through a «steering cabin», taking clearly into account the need to constantly take care of shared agreements, processes and projects

Provide tools to monitor and give continuity to the initiated project;

To encourage direct involvement of families with people with disabilities;

Propose and maintain individual events related to different cultural and sports entities, enhancing also through promotional "open days."

To prepare a joint annual event among the different sports and/or association and cultural entities;

Provide clear information;

Give continuity to joint training and updating;

Give visibility to commitments made and actions implemented (through publicizing events);

Identify stable forms of funding;

Implementing ongoing information actions.

Guidelines

The Community Educational Pact should not be a pre-established model. In fact, it is a flexible model by its very nature.

Tackling early school leaving is not the same in different territories that have differentiated populations and welfare models.

Thus, the ways through which to implement Community Educational Pacts must be tailored to the context in which one works.

At least three parties should always be present at the establishment of a Community Education Pact: the local authority, the school, and the active citizenship's actors (minimum configuration).

In educational pacts, all those actors who take responsibility in children's educational paths (from informal to more formal) should be involved from time to time: girls' and boys' education is to be conceived as a 'community good'.

Co-designing interventions with all relevant local stakeholders about the issues of interest, by including also the students and families in a participatory approach. Parents could also be directly involved in volunteer activities, working groups or educational projects;

Guidelines

The extension of the Pacts to adult educational poverty as well, with particular reference to supporting lifelong learning and combating functional illiteracy. The integration of adults into the interventions would be an additional intervention to curb youth educational disadvantage. Indeed, the parents and family's skills are a relevant element in students' school performance;

The establishment of integrated governance and adequate financial resources to support the continued implementation of the Pacts and collaboration among various entities in the educational community, including schools, municipalities and social services, the third sector and students, and arts, cultural and sports agencies.

The sharing of good practices among different areas. While it is essential to build ad hoc interventions that respond to the particular needs of a given area, it is equally useful to share the experiences developed so that they can be replicated and adapted to other contexts;

The organization of ongoing training of teachers and educators who collaborate on the Pacts to equip them with the necessary tools to support the interventions and needs of the local territory;

Recognition in regional and national policies of the importance of this instrument in order to provide adequate financial and logistical resources for it;

The provision of impact assessment studies, especially from a participatory perspective, of the Pacts to have data on their effectiveness in order to improve interventions and resource allocation.

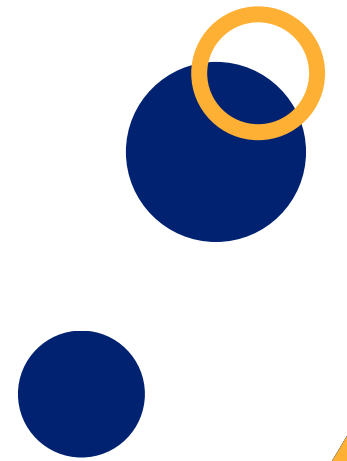
The needs for community pact management.

In Italy there is no national vademecum, so in each territory there are differentiated declinations

A good pact is a space of mutual recognition and mutual learning. A great deal of care and attention is needed, and co-design must be used in the terms of continuous mutual exchange.

Coordination should be communal and public (in the ideal situation). In fact, even the best private social sector alone does not guarantee universal access to rights.

To activate a process that strengthens and enhances the public school as a social laboratory, a community of democratic participation, open to all the territory stakeholders and increasingly capable to design the educational provision by expanding opportunities for learning and personal growth;



The needs for community pact management.

Facilitating (and being able to count on) the opening of schools throughout the day, so that spaces can be usable for the various activities envisaged in the pacts, while at the same time promoting actions and interventions that transform the territory into a widespread educational context that knows how to recognize and interweave formal learning with non-formal and informal learning;

Take as a priority the care of the most fragile situations (special educational needs, pupils with migrant backgrounds with strong language difficulties, people with different abilities, situations of educational, housing and material poverty) in order not to leave anyone behind and to ensure the same educational and citizenship opportunities for all.

Territorial educational pacts must aim to personalize the care of vulnerable minors and at the same time change the growing phenomenon of "school segregation," that spontaneous movement of families tending to divide minors into A and B schools based on a social and socioeconomic groups belonging and resulting in creating classes only composed by children with migratory background.

Promote the protagonism and active participation of students and their families, as well as the relationships and the quality of public spaces within the educational community.

Define and plan interventions and actions through integrated co-design processes, based on an equal relationship among all public and private actors involved starting with an organizational and functional system centered on the recognition and enhancement of the skills and functions of all those involved.

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Be an instrument of social infrastructure and policy

CISS in its work is committed to: co-designing, co-deciding and building, in the network created, effective relationships over time.

It is important to invest time and care in the relationships between people who experience the network. There is still a need in our area that suggests that we can ACT TRANSFORMATIVELY with a system designed as a sharing tool to trigger processes of change.

