



STEP BY STEP 2021
Studying Together Educational Pathways
in the thinking of Chiara Lubich

**Called to be
global citizens**

Competencies to think globally and act locally today:
cultural and pedagogical challenges.

Third stage
26 June 2021
from 2:00 - 3:30 pm (Italian time)

Registration:
https://zoom.us/meeting/register/tJEqfuntqjopG9L22860KQoniAuSa_0ohmVx

Meeting will be conducted in Italian.
Translations available in French, Portuguese,
English, Croatian and Spanish.

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Step by Step 2021- Step 3

Called to be global citizens.

Competencies to think globally and act locally today: Cultural and pedagogical challenges.

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Step by Step 2021

Educational Pathways in the thinking of Chiara Lubich

Third Step

Called to be global citizens.

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26 June 2021

Third Step - **Called to be global citizens.**

Program's host – (Maria De Oliveira – Brazil)

Maria: Good morning, good afternoon, good evening everyone!

We are connected from different parts of the world: from Asia to Latin America, from Africa to Europe... it is like a network-community that embraces the world... The meeting will be in Italian with simultaneous translation in 5 different languages:

Does Spanish work?

English?

Portuguese?

French?

Croatian?

Well then, let's start!

Let me introduce myself... I'm **Maria**, I'm a Brazilian, but I've been living in Milan, Italy for several years now. I obtained a Master's Degree in Human Sciences, a Master's Degree in INTERCULTURAL Pedagogy, and now I'm doing a PhD in Unity Culture at Sophia University Institute in consortium with the University of Perugia. I am a kindergarten educator.

On behalf of the international network of 'Edu for unity', I warmly and affectionately welcome you to this third step of the Step by Step project. This is a pedagogical journey inspired by the thought of Chiara Lubich, particularly by the lecture that she gave during the official ceremony of the conferral of her Doctorate Honoris Causa in Pedagogy in November 2000.

This third step is entitled **Called to be Citizens of the World. Competencies for thinking global and acting local today: cultural and pedagogical challenges.**

I will take you through this hour and a half introducing the speakers and the educational actions or engagements.

To start, I will give the floor to **Alfonso Alarcon** for a brief introduction, then to **Giuseppe Milan** and later on to **Mimma Siniscalco** who will help us focus on today's theme. Then, some educational actions or

Competencies to think globally and act locally today: Cultural and pedagogical challenges.

engagements will be presented to show how we can work with children and young people to form citizens of the world. Finally, we will divide into different language groups where we will have an opportunity for dialogue.

We now start with a brief introduction by **Alfonso Alarcon**.

Alfonso Alarcon is a researcher, professor at the Faculty of Social Communication of the Catholic University of Bolivia and a leader of an inter-university methodological project for the construction of Transdisciplinary Learning Communities.

We are listening to you Alfonso!

Introduction (Alfonso Alarcon – Bolivia)

Alfonso Alarcon: Chiara Lubich used to say: Who does not go forward, goes backwards. And so we are at the third step of this journey, which leads us to deepen our understanding of her thought from a pedagogical perspective.

In the first meeting we focused on the theme of transformative leadership, in the second meeting on the value of words in education.

Today we are talking about the call to be citizens of the world.

And we see that this tree of education and pedagogy, which has grown with the sap of the Charism of Unity, has solid and deep roots and also many fruits by now, on an individual and collective level, not only in Italy but in different countries of the world.

The objective of these Steps is to look at this consolidated heritage of thought and action, with the commitment to find insights and responses to today's educational challenges.

Today we are faced with a 'call for action' that invites us to think globally and, at the same time, to act and commit ourselves where we are.

It was precisely this call that Chiara Lubich addressed to the young people who followed her from a very young age; from the time she realised that the unity of the world was the 'concrete utopia' she wanted to achieve, starting herself from her immediate surroundings in Trent. It is enough to see how many people of different languages and cultures are here today and are participating in our meeting to understand that that appeal has had so many responses, precisely from "citizens of the world".

Today we can see that international organisations and world leaders appreciate and are committed to the universality of a society that shows solidarity, openness and respect for the environment.

We want to commit ourselves precisely in this direction, through 'local' actions that, however, have a global scope: actions that are inspired by the prophetic vision of Chiara by what we call the 'pedagogy of communion', and which are certainly in line with the aspirations of today's world. In this meeting we will therefore present, along with a brief reflection, some of these actions

Maria: Thank you, Alfonso, for your introduction!

Now let's give the floor to the two speakers who will help us get into the theme of this meeting.

The first one will be **Giuseppe Milan**.

Giuseppe Milan is full-time professor of Intercultural Pedagogy. He taught for many years at the University of Padua. He currently teaches at the Univ. of Trent and at the "Sophia" Univ. Institute, where he gives courses in "Pedagogy of Communion" and "Pedagogy of Peace and Interculturality".

Bepi Milan will introduce us to the first part of the theme.

Let's listen to you Bepi!

FIRST PART OF THE THEME (Giuseppe Milan –Italy)

Giuseppe Milan: Today, as we continue our journey through Chiara Lubich's text (*Washington's Lectio on the Pedagogy of Communion*), we are going to dwell on another focal idea and on some of its pedagogical consequences, applicable in every context and in every age of life.

At a certain point - and I quote her directly - Chiara speaks of "continuous self-transcendence," that is, of "a going beyond self towards the You that enriches us and sets us free." Then, further on in the theme, she emphasizes the need to "make our world not a soulless Babel" but an experience of communion-unity "capable of embracing all of humanity."

This is an important and demanding indication, which in reality comes to us from far away and is proposed with the force of a call, of a command that comes from on high and from the depths of our conscience.

In fact, I am thinking of Abraham, the patriarch recognized as the ancestor shared by the great monotheistic religions. And I think of the command to "come out of your land and go...", which he followed, accompanying his people "out", warning them that this imperative. "Come out" - is a call that - I repeat - comes from on High and from the depths of their conscience. It is a call that asks you to go beyond your limits, to go out, to go towards..., even if you do not know the destination towards which you are called to go. God asks you to go out. Abraham's vocation therefore is also the vocation of every human being, a vocation that constitutes and challenges us, at the same time.

Let us think of another evocative biblical scene, always in mind this theme and always with Abraham, the patriarch who clearly sets himself as an example. He is by now in his old age as the protagonist of a beautiful experience of "transcendence", an experience of "openness" that becomes welcome-hospitality.

He lives in a tent, near the oaks of Mamre, with his wife Sarah, who is also old and sterile. This tent is always open, however, and Abraham loves to stand on the threshold, ready to go out. From there, one day he sees three strangers coming from afar and, as we know, he does not stay there to wait for them but ran to meet them, transforming distance into proximity, and invited them into the tent. An apparently strange but wonderful thing is that he calls them "Lord", in the singular. Because for him, regardless of the number, they - individuals or people - represent God. With Sarah, he welcomes them into his home and they engage in preparing a simple table to share. At the end of this sacred moment of hospitality and before resuming their journey, the three visitors (strangers-angels-God), reciprocate Abraham's gesture with a surprise gift of their own, again in the singular, because they speak in the name of Another, telling Abraham: "I will return to you in a year's time and then Sarah, your wife, will have a son." Sarah smiles; she's incredulous. But Isaac, the unexpected heir, will be born, and Abraham, transformed by his own willingness to "go out", by his

hospitality, will see his line continue. This is the generativity that comes precisely from going out, from welcoming others, the world, with the commitment to participate in a shared table.

This "transcendence"—this "going out to follow a call," "going out" to meet the other—comes from afar and it constitutes us intimately. It asks us to be active interpreters of our calls, to be attentive to the ever-changing needs of the time—to the scenarios that our tent faces concretely, so to speak.

Returning to the proposal of Chiara Lubich, of this necessary "self-transcendence" towards the You, towards the other, I remember that in 1972 - that is, almost 50 years ago - she herself had launched a prophetic, anticipatory, truly important theme, entitled "For a Man-World": a theme capable of reading the "signs of the times" and of understanding their consequences, also from the educational point of view, inviting us to a change of mentality.

In that theme - and here I quote her in verbatim - Chiara spoke of the *"now irreversible encounter between peoples and civilizations of the whole world,"* of *"an encounter that has certainly brought great good, because it has made news, knowledge, facts, events, traditions, mentalities circulate, putting everything in common, pushing each person out of his or her own cultural and national viewpoint."*

But she also stated, *"Today's man is not always prepared for this encounter."*

And, giving the example of the new and complex contacts that were opening with a very different world, with the Chinese culture, she stressed that *"This diversity, in reality, we can truly grasp it, understand it, only now because it is only now do we begin to approach those peoples - and many others - no longer as colonizers who come to impose their own way of thinking and seeing, believing it to be the only right and valid one"*.

And she put forward an imperative: that we must *"approach those peoples with due respect, with the humility of those who know that they must always learn, and for this reason we realize that there is a whole other way of seeing the same things, very different from ours, of us Westerners, but not less right or less valid."*

In this perspective, we believe that it is important, today more than ever, to be **"citizens of the world"**, capable of living our time not so much as an individual story but as an experience of the world, confronting together with the pains of humanity, as if we were a "battlefield" (Hillesum), in which the problems of our time are *"welcomed and can be placated"*.

But for this we must prepare ourselves, as Mimma Siniscalco will now tell us.

Maria: Thank you Bepi!

Now, the word to **Mimma Siniscalco**. Mimma Siniscalco works as an expert for the **National Institute of Evaluation of the Italian School System**, collaborating in national and international surveys.

Mimma will talk about the "global competence" as it has been defined in the educational key at the international level.

Mimma we are listening!

SECOND PART OF THE THEME (Mimma Siniscalco – Italy)

Mimma Siniscalco: I would like to thank Giuseppe Milan for having provided deep roots to today's theme and, in particular, for this idea that as human beings we are called to "self-transcend." That is, we are called

to leave the boundaries of what is known to us to venture on new and unfamiliar paths, and we are called to go out to meet the other to learn from him.

Through the situation we have experienced in this year and a half, we have become more aware that we need to think, feel and move as one humanity, citizens of the same world. In this process of change, education represents "the natural antidote to individualistic culture," as Pope Francis says in the Global Compact. Education is called to generate and bring to life "a new cultural model" oriented to "recreate the fabric of relationships in favour of a humanity capable of speaking the language of fraternity" (these are the words of Pope Francis).

In recent years, the international organizations have contributed to a shared vision of humanity and have emphasized the role that education has in making this vision a reality.

Among the 17 United Nations Sustainable Development Goals (SDGs) that 193 countries in 2015 committed to achieve by 2030, the fourth goal concerns education specifically and aims to achieve quality education for all.

What is important is that this goal is not limited to academic knowledge and skills, such as language, math and science skills, but it includes the need to learn how to live together in a sustainable way.

In fact, Target 4.7 emphasizes the need to ensure (by 2030) that all students acquire the knowledge and skills necessary to promote sustainable development through, among other things, education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and valuing cultural diversity and culture's contribution to sustainable development.

Moving from a statement of intent to reality is complex, however. UNESCO realized the difficulty of arriving at an unambiguous definition and in monitoring target 4.7. It has identified numerous definitions and more than 200 frameworks around the world related to global citizenship and sustainable development. And in analyzing the national curricula of 78 countries, it has seen that global citizenship and sustainable development issues are addressed differently from one cultural context to another and that the meaning of the terms themselves varies, leading to possible tensions between local-national and global identities and interests.

Thus, to overcome these drawbacks, the OECD (Organization for Economic Cooperation and Development) started to build – by 2015 - a new shared reference framework of what has been called "**global competence**," understood as a goal of lifelong learning, which begins with birth and continues throughout life.

Global competence has been defined by the OECD as a multidimensional construct in which four (4) dimensions interact, namely: the ability to

- critically examine relevant local, global, and cross-cultural issues
- appreciate and understand the perspective of others
- engage in open and respectful interactions with others across cultures
- act responsibly for the well-being of all and for sustainable development.

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The framework centred on this definition was endorsed by the 79 countries participating in the OECD-PISA survey. This became the basis for the first international survey on global competence among 15-year-old students', in which 27 countries participated.

What emerges from this survey? A lot of data, some of which seem to me particularly useful in addressing our reflection on the pedagogical and cultural challenges of becoming "citizens of the world".

Let's look at these data...

- First, the data indicate that contact with people from other countries is closely associated with young people's interest in other cultures and awareness of global problems.

Those who are in contact with people from other countries and cultures tend to be more curious, to have a more open mind, to understand others and to put aside prejudices. And this contradicts the hypothesis that conflict comes from the interaction of people from different cultures. A first finding then is the positive association between having contact with people from other cultures and interest in other cultures.

- Second, the study finds that attitudes are related to the cognitive dimension of global competence.

What does this mean? It means that there is a correlation between the attitude of respect and openness (the social-emotional component) and the results in the test of global competence (the cognitive component of knowledge of major global issues). That is, students who show more respect towards people of other cultures and have positive attitudes towards migrants, also have a greater knowledge of global issues, a greater ability to put themselves from the point of view of others, a greater ability to evaluate the consequences of actions...

There is a correlation between students' attitudes and their performance.

What plays on attitudes? Attitudes are, of course, influenced by the environment as a whole, from the family environment to the society in which one lives, but it is also shaped by the learning opportunities offered at school.

- And as the third finding from the OECD global competency survey, I would like to emphasize the impact that learning opportunities at school have on students' attitudes....

There is a positive relationship between student attitudes and having learning opportunities in school about global and intercultural issues: students involved in learning activities focused on living in a multicultural world tend to have more positive attitudes toward people from other cultures than those who are not involved in these activities.

What pedagogical approaches and what actions concretely can promote global competence? One of the approaches cited is project-based learning, particularly, service learning for solidarity.

It is clear that an education that aims to promote the ability to live together cannot address only the head. It must also involve the heart and the ability to act, the hands,... It involves an integral education of the person in his or her totality. And its effect is precisely the ability to mobilize head, heart and hands to feel the problems of humanity as their own.

Now, we will look at some actions that have these traits.

Maria: Now let's listen to a musical interlude, with guitarist Juan Carlos Martos....

It is a very well-known piece for classical guitar, "*Recuerdos de la Alhambra*" by composer Francisco Tàrrega. As you will see, it is a recording because today Juan Carlos had two concerts... but this does not prevent us from imagining that he is playing live with us - to listen carefully to a beautiful moment: we know that art, in all its forms, asks us to stop, to get out of ourselves to grasp the humanizing value that it proposes: every work of art can help us to go deep, to discover many secrets of beauty that come from the human soul. Therefore, they are also educational... and even from a simple recording made with a cell phone we can receive a gift from a friend, whom we would like to thank. Enjoy listening to it!

MUSICAL INTERLUDE, with the Spanish guitarist Juan Carlos Martos

Maria: Thanks again for this music..., for this gift....

We now present some actions or engagements that show how these skills can be developed at all educational levels, both across and within individual subjects.

These are three activities that are part of the Living Peace project, an international project of Peace Education, and spread all over the world. These actions, which took place in Spain, will take us from kindergarten to university, passing through high school.

Let's listen to them!

The first project is presented to us in a video contribution that **Rubén Martín Pérez** recorded for us.

Some activities

Activity by Ruben Martin Perez (Kindergarten –Spain)

Rubén Martín: Good afternoon, my name is Rubén Martín Pérez, I am an early childhood teacher at the Juan XXIII school, Zaidín, Granada/Spain. I have always believed, and the pandemic has confirmed this to me, that it is very important to educate children, from an early age, to overcome their natural egocentricity in order to open up to the world around them. We must provide the tools so that the foundations of children's personalities contain an openness to their immediate environment and to the global world in which they live. This intervention is meant to be a recognition of their commitment and learning that has changed not only them, but also their families, who have been infected by this dimension of competence. In my class of three-year-olds, I introduced the Living Peace project, a peace education project that revolutionised the classroom climate. The Cube of Peace has proved to be a 'magic' tool for solving conflicts in the classroom and beyond... The dice of peace is a cube with six faces, with six phrases proposing six concrete "gestures" for living peace. We throw it every morning with the children, to then live together the gesture of peace that comes out. The influence of this die is touching the children's hearts and has also reached their homes, where parents and grandparents... are surprised and witness the masterful lessons that the children give when there is a conflict, using the Die of Peace as a mediation tool in their families. I opened a YouTube channel (ilprofetuber) where we had direct and daily contact with the children, and where the Dice of Peace allowed the growth of relationships between them and within each family. The situations related to the pandemic were sometimes very tough and it was important to bring joy into the homes of each of my students. When we returned to the classroom in September 2020, another initiative was born which we called 'hug recipes'. Following a proposal from Living Peace, the children coloured a mandala showing the world embraced by the children in different circles. On the back, they wrote a

message of encouragement and affection. The recipients were the most vulnerable people because of the pandemic: the elderly and sick children. From our classroom, the initiative reached the entire educational community of about 1000 people. Our ambassadors were Daniel (4 years old) and his sister Anabel (2 years), accompanied by their parents, representing all the families. Daniel amazed many adults who felt challenged by the action he represented. In conclusion, I would like to encourage all teachers to firmly believe in the value of these small actions...everything counts...they are actions that are forming and growing in the youngest children an awareness of solidarity and belonging to the world beyond their classroom. Thank you for listening!

Maria: We would like to thank Rubén even if he could not be with us at the moment.

Now Teresa Muñoz from Madrid will tell us about the action in the high school level.

You have the floor Teresa! // May we ask the technical staff to start the video.

Activity by Teres Muñoz (Secondary School – Spain)

Teresa Muñoz: Good afternoon, I am Teresa Muñoz from Madrid and I teach Contemporary World History in secondary schools. Given the characteristics of my subject, I consider it very important in the education of my students to stimulate openness to the global world in which they live, to help them become responsible and active citizens, and to develop in them the dimension of self-transcendence. That is why I created a space, a time in the classroom that I called "Current Events", which has proved to be an important platform for reflection and action. For example, after the explosion in the port of Beirut, there was another similar explosion in Guinea, which has just been reported in the media. This fact helped us to do two things: to analyse the weight that different geopolitical zones have in the media (Africa hardly exists) and to ask ourselves what we could do. The students set up an action to help Guinean victims. Going beyond the curricular content in the classroom also led me to develop the Living Peace project in my school. The result has been that many of my students have been recognised as 'International Ambassadors for Peace' for the many actions they have carried out with this objective in their environment. Particular importance was attached to Spanish politics. Analysing current events, the students noted that the climate of tension in Parliament had grown incredibly. Confrontations, insults and lies were the daily bread. This fact challenged them and they asked themselves a fundamental question: what can we do? An idea was born, which at first seemed a little crazy...: to write a letter to the leaders of the different political parties, including the president of the government, asking them, as young citizens concerned about their country, to reduce the climate of tension that was growing exponentially at that moment, and to promote an open and sincere dialogue. We did so... and to everyone's surprise we received a response from many senators and also from the president of the government. In his letter he told us several things... like that listening to young people was a priority because "you are the protagonists of the future".... " we need your trust to continue working with hope".... "This experience confirmed for me the importance of helping students to get out of their comfort zone, their individualism and their own little world to look beyond, to be supportive and to grow as whole persons. It is a reality that everyone desires and is grateful for. Cultivating and working on these competences responds to a deep-seated desire of the person that is often hidden under a range of more external and noisy social stimuli. However, when we touch the heartstrings of young people, their potential and response leads them to a self-discovery that is unexpected for them and fundamental to their maturity as persons and as citizens. Today the task of education cannot do without these dimensions. Thank you!

Thanks to Teres and her students

Now let's see the video recorded by **José Luis Cabezas** to introduce us to an action promoted at university level. //May we ask the technical staff to play the video

Activity José Luis Cabezas (University of Granada – Spain)

José Luis Cabezas: Good afternoon. I am José Luis Cabezas, Professor of Psychology at the University of Granada. I have always thought that the fundamental skills that should be developed in students go far beyond the transmission of knowledge. The student is not like a hard disk that we teachers have to fill with information, but a human being, cognitive, affective and social, with a history, feelings, dreams and goals. And it is in this context (human being to human being) that competences have to be developed. "The idea of learning in the 21st century is changing radically because the competences that are required of young people are changing and I would like to offer some reflections on this:

* Teaching must be based on emotional intelligence, where knowledge and feelings are linked. What we learn from the heart expands our understanding and requires the emotional intelligence of the teacher to come into play, through a teaching style based on love for his or her students.

Learning should be based on the application of what has been learned. This revolutionises the traditional notionistic-mnemonic model.

* The teaching-learning process must be open to diversity, in a framework where there is room for everyone, with different learning profiles, and where the teacher does not focus his or her intervention only on certain profiles.

* Inter-generationality is a very powerful and stimulating way of learning, as Psychology points out, because it breaks down barriers, allows mutual learning between people of all ages and enables us to know the value of older people in the context of a Society for all ages.

* Solidarity-based learning promotes competences such as empathy, inclusion, teamwork, social skills, etc.

* If we want to move to a competence-based way of learning, we also have to change our traditional way of assessment based only on what is learned from books and exams and give space to solidarity experiences, use of social networks, new and creative audio-visual formats, etc.

I will tell you about a concrete experience I had at the University of Granada. During the hard months of the pandemic, lessons with my students were virtual. Everything made us think of a more passive and boring learning, but - contrary to what we expected - it became an unforgettable course. We experienced with great concern the loneliness of the elderly in the residences. I proposed to my students to brainstorm what we could do (and at the same time achieve the objectives of our subject). We came up with an initiative: to send letters of thanks and encouragement to elderly people in nursing homes, confined for months at a time, and to involve many other people. Each student had to promote this initiative in his or her country or city to find volunteers, so that all elderly people would receive a letter. Our surprise was the exponential multiplication of actions (one residence, 10, 20, 50...). The media reported the initiative in prime time on the main Spanish TV channels, on the radio and in the press. We called this project "Heads and Hearts" (because we wanted to be not only heads that study, but above all hearts that feel and bring love to the world). The association Living Peace International proposed to us to launch this project in all the countries where they work and actions started to arrive from more than 100 countries on five continents. In Croatia they sent letters with colourful mandalas, in Ecuador and the Philippines they sent food with the letters, in Portugal they sent songs with the letters, in Brazil and Jordan they sent wonderful original experiences and

also on the island of Willis in Polynesia. The experience exceeded our expectations and reached thousands and thousands of young and old. A current of love and joy has reached the homes of the elderly in the midst of the pandemic drama, and we have given birth in the hearts of our students to the most important competence of modern pedagogy, that which comes from love with a quadruple A: love for knowledge, love between teachers and students, love in our environment and love for ourselves.... We are head and heart.

For more information:

<https://www.youtube.com/watch?v=cTxPttL8D3Y>

(PROJECT HEAD AND HEARTS)

<https://www.youtube.com/watch?v=wirYPBcAwM4>

(ANSWERS FROM A HOME OF THE AGED)

Maria: An action that started locally and then spread to many parts of the world...Thank you!

Now let's give Klara the floor. Klara is a Brazilian, she studied law and is now in Italy, for a year. Here she works in the team for Pathways for a United World, a worldwide project that has resulted in many different actions, from personal to global, up to the support of the campaign "a vaccine for all".

The floor is yours, Klara!

KLARA – Pathway for a United World 2020/21 campaign

Klara: Good morning everyone! What I'm going to tell you is about the Pathway for a United World 2020/21 campaign promoted by the Youth for a United World of the Focolare Movement,...

Pathway's 2020/2021 campaign slogan is #daretocare. That is, to take charge, to take an interest, to actively care, to give importance: to whom? To the most fragile, to the problems of our society, to the institutions, to our city, to our neighbours, and to the planet. The Pandemic has shown us that the world we live in is in crisis and that in order to recover we need a change of pace, perspective and action.

Hence, the proposal of the campaign "#daretocare": put at the center of our lives as citizens, the paradigm of care.

We realized that "taking care" is the fundamental mission today!

The methodology of Pathways are 3 simple steps: LEARN, ACT, SHARE

We begin with LEARN - which means to learn - that is to be informed, to listen and to know the needs of the world around us.

Last year we learned about Politics and Active Citizenship!

This year, Dare to Care consists of 5 commitments regarding integral ecology:

- Care to change
- Care to imagine
- Care to reset
- Care to impact
- Care to connect

We come to the second step: ACT - small actions can solve big problems!

Competencies to think globally and act locally today: Cultural and pedagogical challenges.

We want to do many actions in the world, throughout the year.

We started the new Pathways, on integral ecology, with two actions, one personal and one collective!

You can find the first one on our website:

Here as you see we can put our name, country and the commitment we want to take during this year! These are small actions, small steps that can be taken in a personal way to help the planet and live better an integral ecology!

The second action is the campaign: A VACCINE FOR ALL The campaign is the brainchild of Youth for a United World and the Political Movement for Unity, developed during United World Week 2021 as a realization of Pathway #daretocare.

The key idea of the campaign is to promote health - a global common good.

For this, together with other movements, health organizations and research centers around the world - 42 in total, some international, others based in Latin America, Europe and India - we have built a Manifesto that has two main objectives:

- To promote the universal right to care and the internationalism of vaccines, especially through the development of production and distribution capacity also in the poor countries of the world;
- Mobilize a health campaign in favor of the people of the Amazon, as a symbolic action of concrete fraternity, through the "Barco Hospital Papa Francisco".

The symbolic action stems from the idea that no community should be left alone in the face of the consequences of the Covid-19 Pandemic.

So in the year of #daretocare on ecological conversion, we chose to support the population of "Ribeirinhos", who live on the Amazon River in Brazil and that the pandemic has made even more vulnerable. The hospital boat goes up the Amazon River and brings treatment and vaccine to this population.

There is an added value in caring for the people of the Amazon: drawing attention to the serious ecological crisis that will increasingly affect the natural balance of the rest of the world, to social inequalities and to the protection of indigenous culture.

The vaccine and the cure for the Amazon are necessary for the life of those populations and at the same time allow to draw attention to a reality that must be protected at all costs, to save our mother earth.

We come to the third step: SHARE. All the life that exists must be communicated because spreading actions can inspire others. It is precisely to communicate and share that we have our website. I invite you to go and see it and make it known around you! Thank you!

Maria: We thank Klara for having presented us this action that is truly global, not only for the worldwide problem it faces, but also for its scope, the network of people, associations and organizations involved. These testimonies help us to acquire a new awareness that we are all called, from the youngest to adults and for the whole of our lives, to be committed and responsible citizens for the good of everyone in the world.

Some of the actions we have presented are "local", others have a broader scope from the beginning... We want to emphasize, however, that the impact of these "local" experiences goes beyond, it makes these values

resonate in the world: they are experiences that have a positive global reflection, for the Planet as well as for ourselves... Therefore, it is important to recognize the value of every genuine "local" cultural expression, which is a gift to the world, against that kind of *cultural colonialism* that a certain globalization is provoking. Here a great proposal opens. It is found in **Pope Francis' Global Compact on Education**, of the "*globalization of solidarity*" against the "*globalization of indifference*": it is a great theme, which we will have to deal with in more detail on another occasion, a theme that highlights - as we are trying to do today - that being "**citizens of the world**" does not mean annulling differences, local particularities, but - on the contrary - it means "loving the world" and hosting the beauty of humanity that flourishes everywhere.

We will now share in groups our reflections and actions.

The groups will consist of a maximum of 6 people and will be organized according to language. Everyone should choose a group in their own language. When a group already has 6 persons we consider it complete. One must therefore choose another. We will have **20 minutes** for the dialogue.

To guide us in the dialogue we propose two questions.

Let's take two minutes of silence to think about our answer and to write it down, so that in groups we can all talk... What is important in groups is the quality of our listening to each other and making sure that everyone can talk.

Here are the questions...

1. How do I live this tension of being a citizen in the world?
2. With whom have I networked / can I network?

BREAKOUT ROOMS

Maria: Welcome back!

We hope the exchange was profound...

There is never enough time for dialogue... if you want to share your experiences, you can write them down and send them to the EdU email: dialogoedu2020@gmail.com (slides) and then we will see how to share them.

CONCLUSION

Maria: We have come to the conclusion of this third Step.

We hope that this step has been an opportunity to reflect and dialogue on how to educate ourselves to be citizens of the world, to imagine concrete actions.

The next step is scheduled for **September 4** and this will cover the theme of **Transformative Pedagogy**; the next one will be at the **beginning of October** and this will cover **Inclusion**.

We would also like to point out for Italy and Italian speakers, the course on solidarity service learning organized by AMU which is entitled "**Educating for global citizenship**", which will begin in September. You can find all the information at the links we put in the chat: www.amu-it.eu e educazione@amu-it.eu

Mimma: We are now proposing a final moment of sharing...

Competencies to think globally and act locally today: Cultural and pedagogical challenges.

Let's take a moment to take in the question I now propose and answer it within ourselves and then I will invite you to share your answer in the chat:

- **One thing I take away from this meeting is....**

It can be an image, a metaphor, a feeling, an idea, an intention, a purpose... Something that has stayed with me and that I carry with me...

Take a moment to reflect...

Then we invite you to write your answers in the chat. Some answers will be read directly in the original language, there is no translation at the moment, we can listen to the music of each language...

Alfonso (reads Spanish), Maria (reads Portuguese), Teresa (Italian) and Mimma (Italian+ English and French): we read the most significant answers posted in the chat

Maria: Thanks to all of you for participating, thanks to those who spoke,...a big thank you to **the translators!** And to the **technical team** that assisted and accompanied us in this meeting!

And now we can all open the microphone to greet each other... in all our languages.