

# PACT CHARTER OF EDUCATIONAL PRINCIPLES

## 1

**PACT** recognises that since parents are the first and the most important educators of their children, they have the right to choose the type of education they want for their own children, in accordance with their philosophical, cultural, moral and religious convictions (ref. Article 26 of the United Nations Universal Declaration of Human Rights).

## 2

**PACT** exists to encourage, integrate and coordinate the involvement of parents, teachers and pupils in the setting up and development of schools which aim to provide each pupil with a full and balanced education in intellectual, cultural and spiritual matters.

## 3

The main objective of each **PACT** school is the all-round education of its pupils. A personalised tutorial system will ensure that each pupil develops his or her talents to the full and acquires a sense of individual and social responsibility.

## 4

**Academic education** should aim at excellence across the whole range of intellectual disciplines.

The acquisition of knowledge and the ability to reason should be fostered in formal class teaching as well as in small groups and through individual attention.

Science and arts subjects should not be seen as independent from each other, but should be

presented as parts of a whole, structured according to real life.

Each educational discipline should stimulate pupils to discover not just individual truths, but also the greater truth which exists in all things.

## 5

**Character formation** should be based on the exercise of freedom with the consequent responsibilities and should have the following main objectives:

- to encourage the fullest development of virtues such as sincerity, hard work, perseverance, self-discipline, fortitude, temperance and cheerfulness;
- to develop emotional responsibility in order to establish mature relationships;
- to demonstrate, through the example of those in authority, that the exercise of power carries with it obligations of service and, therefore, deserves cooperation and respect;
- to teach that work well done is a principal means of personal and social improvement.

## 6

**Spiritual training** should not seek to impose doctrine, but should always respect sincerely held beliefs; it should therefore be able to be shared by all those who, irrespective of creed, recognise the spiritual dimension of man.

For Christians, spiritual training should have the following main objectives:

- to develop a profound sense of one's condition as a child of God;

- to be conscious that all Christians have received a personal call to sanctity and to enable them to realise the fullness of their faith in their own lives and every-day work;
- to teach that charity is the most important Christian virtue and that it is in our dealings with others that opportunities arise to provide human, professional and apostolic service.

Religious training should correspond faithfully to that of the Catholic Church.

## 7

**PACT** schools should seek to share their resources with the greatest number of people. Each **PACT** school should become a social and educational centre for the community which it serves, through Family Enrichment Programmes and other social and civic initiatives.

## 8

The participation of parents, teachers and pupils in **PACT** schools should lead them:

- to share the educational objectives of the school and to take on associated responsibilities;
- to accept, respect and defend other people's freedom.
- to uphold family values and the integrity of marriage.

## 9

In **PACT** schools, there should be no discrimination on social, cultural or financial grounds. On the contrary, any differences should be seen as a means of mutual enrichment.