

Editorial

The act of education, an act of hope

A ‘timely’ issue, an issue of hope

This sixteenth issue of *Educatio* appears at a particularly significant moment for the global Catholic educational community: the Jubilee of Education, which invites us to re-examine the profound meaning of our educational commitment in the light of the *Global Educational Pact* (GEP). This coincidence is not accidental. It reflects a shared intuition: that the act of teaching, training and accompanying others remains, today more than ever, an act of hope. Hope placed in young people, hope in the future of humanity, hope also in the ability of our institutions to be, in times of uncertainty, places where social bonds and meaning can be rebuilt.

The theme of this issue – *Is the act of education an act of hope?* – was conceived from the outset as a milestone on the path to the Jubilee. Its publication, on the eve of the official celebration of the Jubilee of the world of education, responds to Pope Francis' call to become ‘pilgrims of hope’. And to continue this collective reflection, an issue *16 bis* will be published at the end of the Jubilee, at the beginning of next year, as a kind of spiritual and intellectual ‘feedback’ on this time of grace and shared discernment.

A revisited Pact, a renewed breath of life

The Global Educational Pact is undergoing a phase of review and reinterpretation within the Holy See. Without denying Pope Francis' original inspiration, the process underway seeks to more closely articulate the founding intuitions of the Pact with the pastoral and anthropological priorities of Pope Leo XIV's pontificate.

In this context, *Educatio* aims to be a space for reflection, but also for testimony. The challenge is not only to explain the Pact, but to show its concrete fruitfulness. That is why we wanted to give a voice to teachers, researchers and actors in the field from all continents. They show us how a pontifical text, which some might consider abstract or utopian, becomes, in the field, a principle of transformation, a catalyst for new practices, a compass for ‘educating for fraternity’ in contexts sometimes marked by precariousness, division or disenchantment.

A diversity of voices and perspectives

The articles collected in this issue reflect this diversity. From Latin America to Africa, from Europe to Asia, researchers examine the hidden power of hope at work in education, the anthropological and theological roots of the Pact, and its embodiment in academic, educational and community projects.

Some contributions address the question of hope as an *educational virtue*, others analyse the *Global Educational Pact* as a reinterpretation of the role of the school in the 21st century, while others show how hope manifests itself in local initiatives, through teacher training, or the integration of a pedagogy of fraternity into university governance.

These multiple voices, brought together in the sections *Fundamentals*, *Education in Action* and *Miscellaneous*, form a mosaic of reflections that echo the diversity of the Catholic world and the vitality of its commitments.

Institutional and spiritual support

This issue is also the result of renewed collaboration between *Educatio* and the International Federation of Catholic Universities (IFCU). The Research sector of the IFCU was able to count on the support of those responsible for coordinating the global network of the *Global Educational Pact*, with whom we had already conducted an international series of webinars on the role and responsibilities of universities towards younger generations in light of the Pact. Their constant support has made it possible to broaden the scope of this publication and to promote a truly intercultural and inter-institutional approach to the theme.

A call to continue on this path

By publishing this issue on the eve of the Jubilee, *Educatio* wishes to participate in this great movement of listening, conversion and hope that is sweeping through the world of education today. For if the Global Compact on Education calls us to ‘rebuild the village of education’, it also invites us to rediscover, through every educational gesture, the prophetic dimension of hope.

May these pages inspire, in the months to come, new practices, new alliances and an even keener awareness of our common mission: to educate in order to transform, to transform in order to humanise, to humanise in order to hope.

Dr Montserrat Alom

Director

International Centre for Research and Decision Support (CIREAD)

International Federation of Catholic Universities (FIUC)

Build your own reading journey!

Presentation of issue no. 16

The first part of this dossier, entitled **‘Is education an act of hope?’**, presents general reflections that expand on the proposals in the call for contributions. The second part, ‘Education in action,’ reports on educational or pedagogical achievements or proposals related to the call for contributions.

A section entitled “Miscellaneous” includes texts indirectly related to the call for contributions or addressing other topics.

Finally, a section entitled ‘Reviews’ shares readings, varying in number depending on the issue, by the editorial board or friends of our journal.



Carina Rossa and Maria Cinque, from LUMSA in Rome, open this issue and the first section with an article, in Spanish and Italian, presenting the results of a global survey of more than 2,500 educational stakeholders, with a view to assessing the implementation of the Global Education Pact and its impact on society.

Agustin Podestà and Jimena Lupia, from the University of Salvador in Argentina, invite us to return to the origins of the Global Compact on Education with a 1984 text by Jorge Mario Bergoglio, *Cartas de Principios*, emphasising the central place of the Person. In Spanish

Zoltan Gloviczki, Apor Vilmos Catholic College, Hungary, establishes clear links between modern psychology and the teachings of the Catholic Church on education and pedagogy that inspire the Global Educational Pact. In English.

Professor Sebastián Ariel Sangoi, from the Catholic University of Santa Fe, Argentina, reminds us how much the Global Educational Pact is in tune with the major problems and challenges facing our societies, and that it is a source of hope for all. In Spanish.

Bertrand Senez, lecturer and researcher in the philosophy of education, reminds us that there can be no education without hope, and invites us to revisit the foundations of educational hope, using the example of Socrates' parents. In French.



Joseph Herveau, deacon and national head of school pastoral care at the General Secretariat of Catholic Education (France), opens this section by introducing us to a pedagogy of fraternity, which is itself a source of hope, after first providing a detailed analysis of the concept. In French and English.

Themudo, C.; Barbosa, C.; Soares, D., from the Catholic University of Portugal in Porto, present the experience of Católica Solidária (CASO), a voluntary initiative participating in the university process, which invites students, but also teachers, staff and alumni to engage in voluntary initiatives, in the wake of the Global Education Pact. In Spanish.

Gregorio Aboín Martín and Sylvia Cano Reguero, from the Centro de Enseñanza Superior Escuni in Madrid, invite us to discover, in the context of teacher training, a pedagogy of hope based on the transformative power of listening. In Spanish

Francisco De Ferari Correa and Pedro Pablo Achondo Moya, from the Silva Henriquez Catholic University and the Pontifical Catholic University of Valparaiso in Chile, use two examples to show that hope is built, despite everything, on a daily basis through educational and pedagogical activities, but also through civic engagement and ecological conversion. In Spanish.



VARIA

A team of teachers and researchers from the Popular Autonomous University of the State of Puebla, Mexico, has embarked on a process of consolidating Catholic identity by re-examining university practices inspired by *Fides et ratio* and Pope Francis' *Global Educational Pact*. This project aims to overcome the fragmentation between faith and reason and thus contribute to the common good. In Spanish.

Jean Louis Barbon

Pour citer cet article

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