

Editorial

Education: an act of hope

Faces and paths of educational hope in everyday life

This issue 16 bis complements issue 16, which was published and posted online on the occasion of the Jubilee of Education on 27 October 2025.

The initial call for contributions was designed to be part of the Jubilee Year's dynamic, contributing to the establishment and sharing of a forward-looking assessment of Christian educational proposals. The abundance and variety of articles submitted have enabled the *Educatio* team, in close partnership with the FIUC (*International Federation of Catholic Universities*), to offer a second issue to mark the end of this Jubilee Year.

However, this is an opening issue, and therefore one of hope!

Indeed, after taking the time to deepen the meaning of our educational commitment, we will go out to meet, and perhaps discover, the faces that have embodied, and continue to embody today, educational hope and the sometimes unexpected paths it takes.

Pilgrims of hope

Pope Francis has invited us to be "pilgrims of hope" in a world where hope may seem to be absent.

The pilgrim's vocation is to walk the paths. Focused on the goal, the pilgrim cultivates his or her inner life through the journey, while being attentive to the people he or she meets and with whom a unique relationship may develop. Thus, Christian education, in its history and diversity, and the "Global Educational Pact" suggest some ways in which we can walk through our times.

As we read the articles offered for our journey, faces appear before us: the protective faces of our founders, the faces of intellectuals and educators who inspire us, the faces of the authors of these two issues, the faces of the children and young people who are accompanied...

An educational constellation

On 28 October 2025, Pope Leo XIV celebrated the^{60th} anniversary of the conciliar declaration *Gravissimus Educationis* by publishing an Apostolic Letter [entitled "Drawing new maps of hope"¹](#).

While taking up the theme of pilgrimage, the Apostolic Letter enriches it by offering us the image of an "educational constellation". As in a map of the sky, the aim is to show the diversity and "plasticity" (depending on one's point of view) of Christian education over time and space. This 16th bis issue of our journal, most of which was produced between June and October 2025, contributes to this reminder through the diversity and significant quality of the contributions published.

¹ The official English translation is not yet available as of 28/12/2025.

New maps of hope

The Apostolic Letter emphasises the need to nurture educational dialogue within Christian institutions, in the diversity of their charisms and in the light of the Global Educational Pact, but also with other educational institutions and all communities concerned with education, in a spirit of collaboration and participation.

In the context of our educational concerns, the Letter draws our attention to three priority points that enrich the Global Educational Pact in a cross-cutting manner:

- > The interior life as a space for dialogue with oneself and with God
- > The human digital, "putting the person before the algorithm"
- > Peace, "unarmed and disarming"

Thus, as we travel along our paths and meet new faces, an education emerges that is never complete, but always in the making. An education that dares to believe in the future, because it is rooted in relationship, dialogue and peace.

Like a constellation, each initiative illuminates the other and guides the common journey.

It is indeed an act of hope, both humble and audacious, to continue to educate today.

Jean Louis Barbon

Educatio Editorial Committee

Build your own reading journey!

Presentation of issue no. 16 bis

The act of education, an act of hope

Faces and paths of educational hope in everyday life

The first part of this dossier focuses on presenting a dialogue of general reflections designed to explore the proposals in the call for contributions in greater depth.

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 committee or friends of our journal.



Maria Carolina Riva Posse, from the University of Salvador in Argentina, opens this dossier by drawing on Edith Stein and Hanna Arendt to highlight the resources of tradition and memory in the educational process, which must be articulated through speech and dialogue in order to envisage the world of tomorrow.

Claire Lebrethon, from the Catholic Institute of Toulouse, explores this idea further, asking, along with Hanna Arendt, whether it is possible to "envise education as an exercise in hope", allowing each young person to be a co-author of the world to come.

María Victoria Scarpatti, from the University of Salvador in Argentina, offers us a reflection on the educational needs of women in the 21st century, drawing on the contributions of Edith Stein.

Louis Lourme, from Loyola Faculties in Paris, invites us to reach out to students and live with them as brothers and sisters within the framework of the educational and pedagogical relationship. The author gives us keys to making fraternity a key to thinking about the specificity of Christian teaching.



Lucie Roger, from Vincent de Paul Réseaux et Formation, proposes a dialogue between the Vincentian experience, based on the journey of Saint Vincent de Paul and his successors, and contemporary educational requirements, as expressed in the Global Compact on Education.

Sister Teresa Joseph, Daughter of Mary Help of Christians in Mumbai, takes up the legacy of Don Bosco in the perspectives opened up by the Global Compact on Education.

"Education as an act of hope" is considered from an anthropological and pedagogical point of view with an interdisciplinary approach" that is particularly rich and enlightening for practice.

Eva Gyarmathy, from Apor Vilmos Catholic College in Hungary, shares with us a preventive approach based on an assessment of the cognitive and sensorimotor functions used at school, with a view to providing the necessary support and remediation.

Andrea Isabel Alsina Alvarenga and Sofia Pekarek (Spain, Argentina, Mexico) open an important discussion on student/teacher relationships, but also on the functioning of universities and churches in a digitalised world, whose new rules are not always mastered.



MISCELLANEOUS

Michael Yuryevich Kuznetsov from Kharkiv, Ukraine, offers us a particularly well-documented presentation on Jesuit pedagogy, its history and its relevance today.

This detailed work illustrates the permanence of Christian educational values.

Wenceslas BUSANE, from the Catholic University of Bukavu in the Democratic Republic of Congo, draws our attention to the social and practical conditions of hope through the example of a university social project.

Patrícia Fonseca Ferreira Fleury, from the Pontifical University of Paraná, Brazil, introduces us to the thoughts and proposals of Edgar Morin and Paolo Freire, articulating them in an original way within the framework of action research on teacher training.

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