

DRAFT V.12



THE PONTIFICAL ACADEMY OF SOCIAL SCIENCES

6-7 February 2020 | Casina Pio IV | Vatican City



EDUCATION THE GLOBAL COMPACT

UCLA

Graduate School of
Education & Information Studies

Today too, children are a sign. They are a sign of hope, a sign of life,
but also a “diagnostic” sign, a marker indicating the health of families, society and the entire world.
Wherever children are accepted, loved, cared for and protected, the family is healthy,
society is more healthy and the world is more human.

POPE FRANCIS
MASS IN MANGER SQUARE, BETHLEHEM, MAY 2014



CONCEPT NOTE

The work of education is cultivating the signs of healthy, flourishing, and engaged children. In the Platonic sense, education endeavors to nurture logic (truth), ethics (goodness), and aesthetics (beauty). In the words of the Holy Father Pope Francis, “The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. ... True education enables us to love life and opens us to the fullness of life.” —Address with Italian schoolteachers, parents, educators, pupils and other workers, May 10, 2014

Basic primary education in schools has become a normative ideal the world over. Over the last five decades schooling has emerged globally as the most important societal institution for the education of the next generation. UN data suggest the world has made “remarkable progress in participation in education. Enrolment of children in primary education is at present nearly universal. The gender gap has narrowed, and in some regions girls tend to perform better in school than boys and progress in a more timely manner.”¹ Progress in the participation of children in schools is a laudable achievement, yet completion and quality education remain a challenge. Millions are out of school and illiteracy remains rampant: 781 million adults over the age of 15 are illiterate. Women make up more than half the illiterate population.²

Concentrated poverty, unchecked climate change³, the globalization of indifference, an extreme form of which is modern child slavery, thwart the opportunities the flourishing of children. Indeed they represent a significant undertow towards meeting the millennial development goals of reaching universal basic education.⁴

It is by nurturing socio-emotional learning including, in the words of Pope Francis, “patient listening, constructive dialogue and better mutual understanding”⁵, the values and virtues of engaged citizenship, and by imparting the basic skills to prepare youth for the labor market, that schools become meaningful vehicles for collective empowerment and positive social action. Formal public education must endeavor to inculcate in children and youth humane sensibilities, empathy and perspective taking, communication and collaboration skills, higher-order cognitive skills for critical thinking, as well as the metacognitive abilities to become lifelong learners and civic agents.

Twenty-first-century economies and societies are predicated on increasing complexity and diversity—the twin corollaries of an ever more globally interconnected world and miniaturized world. The gap between what education *is* and what it *needs to be* defines the three most important challenges to schools today.

First, basic primary and secondary education remains an elusive mirage for millions of children. Approximately 262 million children and youth are not enrolled in primary and secondary schools. For those who are enrolled, the little education – especially in the form of literacy, will be vital but perhaps not enough to thrive to their full potential.⁶ Too many children in low and middle-income countries are falling further behind their peers in the wealthy nations.

The second challenge facing schools is unfolding at the vital link between the wealthy countries in the Northern Hemisphere and the global South. Schools are struggling to properly educate and ease the transition and integration of large and growing numbers of immigrant and refugee youth arriving in Europe, North America, Asia, Australia and elsewhere; many immigrant and refugee youngsters are marginalized as racially, ethnically, religiously, and linguistically marked minority groups. The marginalization of immigrant and refugee youth is increasing and their social belonging is thwarted.

Third, curiosity leads to the great “ocean of truth” and cognitive, behavioral and relational engagement in learning. Sir Isaac Newton’s words echoes through the ages: “I don’t know what I may seem to the world, but as to myself, I seem to have been only like a boy playing on the sea-shore and diverting myself in now and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.”⁷ But in both high and middle-income countries, the predominant

phenomenology of experience for too many youth in school is the antonym of curiosity: it is boredom and disengagement.

Everywhere more is asked of education. It is the *Camino Real* for development and a driver of wellness. The data suggest that education—almost any form that nurtures and supports basic literacy—generates powerful virtuous cycles. UNICEF researchers conclude: “An education is perhaps a child’s strongest barrier against poverty, especially for girls. Educated girls are likely to marry later and have healthier children. They are more productive at home and better paid in the workplace, better able to protect themselves against HIV/AIDS and more able to participate in decision-making at all levels. Additionally, this ... furthers Goals 2 and 3: universal primary education and gender equality.”⁸

In the PASS workshop on Education: The Global Compact, we shall examine new levers to make education in public schools more humane and equitable, more engaging and fulfilling, and more relevant to the disparate needs of economies and societies around the world. We shall examine, *inter alia*, the new science of Mind, Brain and Education, the promise of technology to reach and engage children who currently have little or no opportunities for learning, and the education of special populations. We shall address the effects of growing inequality and unchecked climate change on education as well as the tools to reverse the effects of both.

1 <https://unstats.un.org/unsd/gender/chapter3/chapter3.html>

2 <https://unstats.un.org/unsd/gender/chapter3/chapter3.html>

3 <http://www.fao.org/state-of-food-security-nutrition/en/>

4 <https://www.un.org/millenniumgoals/education.shtml>

5 <https://www.educationglobalcompact.org/en/the-invite-of-pope-francis/>

6 <https://ourworldindata.org/literacy>

7 https://www.lib.cam.ac.uk/exhibitions/Footprints_of_the_Lion/introduction.html

8 https://static.unicef.org/mdg/index_proverty.htm

Thursday, 6 February 2020

SESSION 1 | Chair: Marcelo Suárez-Orozco

- 9:00 *Word of Welcome*
Stefano Zamagni,
H.E. Msgr. Marcelo Sánchez Sorondo
Marcelo Suárez-Orozco

- 9:30 *The Global Pact on Education*
H. E. Bishop Vincenzo Zani

- 9:55 *Education, Health and Demography*
David Bloom <https://bit.ly/2ZiHwE>

- 10:20 *Climate Change, Wellness and Education*
Veerabhadran Ramanathan <https://bit.ly/2MJtxQf>

- 10:45 Discussion

- 11:00 **Coffee Break**

- 11:30 *Education and Inequality*
Jeffrey Sachs <https://bit.ly/31FlrL7>

- 11:55 *Educating for democracy and strong civility in contentious times*
John Rogers <https://bit.ly/2k0T9un>

- 12:20 Discussion

- 12:45 **Lunch at the Casina Pio IV**

SESSION 2 | Chair: Vittorio Höfle <https://bit.ly/2Z1U7F4>

- 14:00 *Foundations: Early Childhood Education in Reggio and the World*
Carla Rinaldi <https://bit.ly/31wbyAe>

- 14:25 *The Think Equal Early Years Program*
Leslee Udwin <https://thinkequal.org/>

- 14:50 *Reading: Technology, its Promise and Perils*
Maryanne Wolf <https://bit.ly/2OLKI0B>

- 15:15 *Scholas: Educación y la Cultura del Encuentro*
José María del Corral <https://bit.ly/2kbTOZR>

- 15:40 Discussion

- 16:05 **Coffee Break**

- 16:30 *Refugees and Education*
Hirokazu Yoshikawa <https://bit.ly/2Rb6vAe>

- 16:55 *Immigrants and Education*
Maurice Crul <https://bit.ly/2VhTTN0>

- 17:20 *Social Belonging and Education*
Carola Suárez-Orozco <https://bit.ly/2MJssYH>

- 17:45 Discussion

- 18:05 General Discussion

- 18:30 **Dinner at the Casina Pio IV**

Friday, 7 February 2020

SESSION 1 | Chair: Stefano Zamagni

- 9:00 *The treatment of Environmental Education in schools and communities: Insights from two Case Studies in India*
Radhika Iyengar <http://csd.columbia.edu/author/riyengar/>
-
- 9:25 *Child Poverty, Education and Cognitive Development*
Sebastian Lipina <https://bit.ly/2ZoJqAz>
-
- 9:50 *The Feeling of Reading in a Changing World: Insights from Mind, Brain and Education*
Tami Katzir <http://tamik.edu.haifa.ac.il>
-
- 10:15 *Improvement Science in Education*
Louis Gomez <https://bit.ly/2r5zT2b>
-
- 10:40 *Education & Technology for Equity in Learning Opportunities*
Brigid Barron <https://stanford.io/30wUAQY>
-
- Discussion
-
- 11:05 **Coffee Break**
-
- 11:25 *Education and the Life of Purpose*
William Damon <https://stanford.io/2Z1oGdV>
& Anne Colby <https://stanford.io/2zd2oeJ>
-
- 11:50 *UNESCO and The Futures of Education*
Stefania Giannini <https://bit.ly/35BqNJH>
-
- 12:15 Final Discussion and Next Steps
-
- 13:00 **Lunch at the Casina Pio IV**

Front cover photo by MOHAMED ABDIWAHAB/AFP via Getty Images.
Displaced Somali girl attending a class to learn alphabets and numbers at a makeshift school
at the Badbado IDP camp in Mogadishu, Somalia, on June 25, 2018.
University Students from various universities provide voluntarily free schooling to about 600 girls and boys
under 16-years-old at various IDP camps in Mogadishu since May 2017.

On the opposite page: Kindergarden children in Cambodia, photo by Gabriella C. Marino, 2013



Please check our website for information on the Academy, the Academicians and current and past events: www.pass.va



Brigid Barron is a faculty member at the Stanford Graduate School of Education. Her research investigates interest-driven learning with a focus on how digital technologies can serve as catalysts for collaborative learning across home, school, and community settings. Current projects include learner pathways to engagement, studies of families as technology-supported learning teams, and the roles that learning networks play in interest-driven learning. She is founder of the YouthLAB at Stanford, and a co-lead of TELOS, a Stanford Initiative to investigate how technologies can provide more equitable access to learning opportunities.



David Bloom is Clarence James Gamble Professor of Economics and Demography at Harvard T.H. Chan School of Public Health and Director of Harvard's National Institute of Aging Demography Center. Bloom's research focuses heavily on the interplay of health, demographics, education, and economic growth and development. Bloom is an elected Fellow of the American Academy of Arts and Sciences, an elected member of the Board of Directors of the Population Association of America, and an Andrew Carnegie Fellow of the Carnegie Corporation of New York.



Anne Colby is Adjunct Professor at Stanford University. Previously, she was director of the Murray Research Center at Harvard University and Senior Scholar at the Carnegie Foundation for the Advancement of Teaching. Her 12 books include *The Power of Ideals* with William Damon; *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*; and *Rethinking Undergraduate Business Education: Liberal Learning for the Profession*. She has received a number of awards and prizes, including the Kuhmerker Award for contributions to the field of moral psychology and 2017 Influencer on Aging for her studies of purpose in older adults.



Maurice Crul is a Distinguished Professor of Sociology at the Free University in Amsterdam. Maurice Crul mostly worked on the topic of education and children of immigrants and refugee children in a comparative European and Transatlantic context. Maurice Crul has coordinated the TIES project (The Integration of the European Second generation) in ten countries and the ELITES project on the upcoming elite among the second generation in four countries. In 2017 Maurice Crul was awarded the prestigious ERC advanced grant for the project *Becoming a Minority (BAM)* on the integration of people of native descent in majority minority cities in five European countries. He is the author of numerous books among which are *Superdiversity. A New Vision on Integration and The Changing Face of World Cities*.



William Damon is Professor of Education at Stanford University and Director of the Stanford Center on Adolescence. He is the leading researcher on the development of purpose in life and the author of *The Path to Purpose*. Damon's other books include *Greater Expectations* (winner of the Parent's Choice Book Award); *Some Do Care: Lives of Moral Commitment* (with Anne Colby); *Good Work* (with Howard Gardner and Mihaly Csikszentmihalyi), and *The Power of Ideals* (also with Anne Colby). Damon is a Member of the National Academy of Education and a Fellow of the American Academy of Arts and Sciences.



José María del Corral Founder and Global Director of Scholas Occurrentes Theologian and Teacher, José María del Corral is currently Global Director of Scholas Occurrentes appointed by Pope Francis, with whom he has worked for more than twenty years. Passionate about Education he was founder of School of Neighbors, a project born to transform education, by resignifying the concept of classroom and promoting integration of students from different beliefs and social levels, both from public and private schools. It was on the occasion of the Inaugural Mass of the Pontificate of Pope Francis on March 19, 2013, when former Buenos Aires Archbishop asked José María del Corral to sit beside him wearing his white teacher pinafore and later summoned him to launch Scholas Occurrentes, a network of schools and educational networks to integrate students through art, sports and technology.

BIOGRAPHIES



Stefania Giannini was appointed UNESCO Assistant Director-General for Education in May 2018, becoming the top UN official in the field. In this position, she provides strategic vision and leadership for UNESCO in coordinating and monitoring the implementation of the Education 2030 Agenda, encapsulated in Sustainable Development Goal 4. With an academic background in the Humanities, Ms Giannini has served as Rector of the University for Foreigners of Perugia (2004 – 2012), being one of the first and youngest women to hold this position in Italy. As Senator of the Republic of Italy (2013 – 2018) and Minister of Education, Universities and Research (2014 – 2016), she developed and implemented a structural reform of the Italian education system, centred on social inclusion and cultural awareness. She has also been closely involved in an advisory capacity with the European Commissioner for Research and Innovation.



Louis Gomez is a social scientist dedicated to educational improvement. His research and design efforts are aimed at helping to support community formation in schools, and other organizations, so that they can collaboratively create new approaches to teaching, learning and assessment. With colleagues, he has worked to bring Networked-based Improvement Science to the field of Education. This work is aimed at helping the field take a new perspective on design, educational engineering, and development efforts that catalyze long-term, cooperative initiatives. The work gains much of its power because it is carried out in highly focused collaboratives that Gomez and colleagues call Networked Improvement Communities.



Radhika Iyengar has a Ph.D. (with distinction) in Economics of Education from Teachers College at Columbia University in 2011. She holds an Associate Research Scholar's position at the Center for Sustainable Development at the Earth Institute, Columbia University. With her team of experts, she leads education and gender projects in multiple Sub-Saharan countries as well as in South Asia. Dr. Iyengar also oversees multi-country research projects on language literacy, promoting and implementing the Sustainable Development Goals for Education and Gender. Her research interests are in conducting evaluation of educational programs and international educational development.



Tami Katzir is a professor at Haifa University's Safra Center for Brain and Learning Disabilities. She served as the chair of the Dept and leads the committee on language and literacy at Israel's Ministry of Education. Her research focuses on the brain and behavior of fluency development and breaking down in diverse populations. She also leads the research on the first nationally implemented multi-componential reading comprehension intervention for elementary school children linking cognition, emotion, and technology. Her research has been funded by the Spencer foundation, the Israeli Dept. of Education, the Israeli Science Foundation, and private funders. Previously, she was an assistant professor at the Harvard Graduate School of Education in the Mind, Brain, and Education program, a visiting professor of neurology at the David Geffen School of Medicine, UCLA. She received a Ph.D. in applied child development from Tufts University.



Sebastián J. Lipina (Argentina). PhD in Psychology. Diploma in Social Sciences (FLACSO). Researcher of the National Council of Scientific and Technical Research (CONICET). Director of Unit of Applied Neurobiology (CEMIC-CONICET). Professor of Childhood Poverty and Cognitive Development (UNSAM). Codirector of the Mind, Brain and Education School (Ettore Majorana Foundation, Italy). Fellow of the Center for Neuroscience and Society (University of Pennsylvania, USA). Research interests: poverty influences on self-regulation, design of interventions aimed at optimizing children’s cognitive performance in laboratory, school and community settings, and transfer to policy efforts.



Carla Rinaldi is President of Reggio Children Foundation and Professor at the University of Modena and Reggio Emilia. From 1971 on, she had been working at Reggio Emilia Preschools and Infant-toddler Centres Direction. She was President of the Reggio Children Srl (2007 - 2016) and, in 2011, she founded the Reggio Children Foundation. She took part in many seminars and conferences all over the world and has tenured as visiting Professor in the United States. She was invited as “Thinkers in residence” by the Government of South Australia. In 2015, she was awarded the 2015 LEGO Prize.



John Rogers is a Professor at UCLA’s Graduate School of Education and Information Studies. He is Director of UCLA’s Institute for Democracy, Education, and Access and Faculty Director of Center X, which houses UCLA’s Teacher Education Program, Principal Leadership Program, and professional development initiatives. Rogers studies the relationship among democracy, education, and different forms of inequality. He also has written widely on democratic participation and community organizing as strategies for advancing educational equity and civic renewal. Since 2016, his research has examined how political division and racial hostility in the Age of Trump affect student well-being and civic learning.



Jeffrey D. Sachs is a University Professor and Director of the Center for Sustainable Development at Columbia University, where he directed the Earth Institute from 2002 until 2016. He is also Director of the UN Sustainable Development Solutions Network and a commissioner of the UN Broadband Commission for Development. He has been advisor to three United Nations Secretaries-General, and currently serves as an SDG Advocate under Secretary-General Antonio Guterres. He spent over twenty years as a professor at Harvard University, where he received his B.A., M.A., and Ph.D. degrees. He has authored numerous bestseller books. His most book recent is *A New Foreign Policy: Beyond American Exceptionalism* (2018). Sachs was twice named as Time magazine’s 100 most influential world leaders, and was ranked by The Economist among the top three most influential living economists.



Carola Suárez-Orozco is a Professor of Human Development and Psychology at UCLA <https://gseis.ucla.edu/directory/carola-suarez-orozco/> and is the co-founder of Re-Imagining Migration <https://reimaginingmigration.org/>. Her books include: *Children of Immigration* (Harvard University Press), *Learning a New Land* (Harvard University Press), *Transitions: The Development of the Children of Immigrants* (NYU Press) as well as *Immigrant-Origin Students in Community College: Navigating Risk and Reward in Higher Education*. She has been awarded an American Psychological Association (APA) Presidential Citation for her contributions to the understanding of cultural psychology of immigration, has served as Chair of the APA Presidential Task Force on Immigration, and is a member of the National Academy of Education.



Leslee Udwin is a Human Rights Advocate and Filmmaker. She was voted by the NY Times the No 2 Most Impactful Woman of 2015 (second to Hillary Clinton), and has been awarded the prestigious Swedish Anna Lindh Human Rights Prize (previously won by Madeleine Albright). She has also been named Safe’s Global Hero of 2015, Global Thinker by Foreign Policy, and the Globalminded award for Arts and Education in 2019. In 2019 Leslee was awarded the UN Women for Peace Activist Award at the United Nations, the Gandhi Foundation International Peace Award and UN Association USA’s Global Citizen of 2019. A former filmmaker and now campaigner for a system change on education, Leslee is no stranger to successful campaigning films. “Who Bombed Birmingham?” (starring John Hurt) for HBO and Granada TV, directly led to the release of the ‘Birmingham Six’ after 17 years of wrongful imprisonment.



Her feature film “East is East” (35 prestigious awards worldwide, including a BAFTA for Best Film) did much to promote tolerance and the celebration of diversity as between the Asian and British communities and has become a classic film taught in schools across Europe. Her documentary “India’s Daughter”, has been critically acclaimed around the globe, won 32 awards (including the Peabody Award and the Amnesty International Media Award for Best Documentary 2016) and sparked a global movement to end violence against women and girls. The searing insights yielded by the 2½ journey making “India’s Daughter”, led Leslee to found UK-and-US-based Not for Profit global education initiative “Think Equal”, of which she is the CEO. This early years education programme, the solution to the problem the film laid bare, is currently impacting children in 13 countries across 5 continents (Australia, Botswana, Canada, Colombia, India, Kenya, Mexico, Northern Macedonia, Singapore, South Africa, Sri Lanka, UK, USA). Partners to Think Equal include Pope Francis’s Scholas; the AC Milan Foundation; Montessori; the Institute for Healthy Minds (Wisconsin Madison University); Charter for Compassion, the Dalai Lama / Emory University’s SEE Curriculum and the Yale University Center for Emotional Intelligence.



Maryanne Wolf directs the Center for Dyslexia, Diverse Learners, and Social Justice in UCLA’s School of Education and Information Studies. A scholar and advocate for global literacy, her awards include: Einstein Prize; Researcher of Year for Learning Disabilities; Distinguished Teacher of the Year (American Psychological Association); Fulbright; Christopher Columbus Award for global literacy; IDA’s and Reading League’s highest awards for reading brain research; and Walter Ong Award. Author of 170 scientific publications, her books include *Proust and the Squid: The Story and Science of the Reading Brain*; *Tales of Literacy for 21st Century*; and *Reader, Come Home: The Reading Brain in Digital Culture*.



Hirokazu Yoshikawa is the Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and a University Professor at NYU. He co-directs the NYU Global TIES for Children Center, which focuses on evaluations of programs and policies for children and youth in low-income and conflict-affected countries. Yoshikawa studies the effects of public policies and programs related to immigration, early childhood development (ECD), and poverty reduction on children’s development in the United States and in low- and middle-income countries. His recent books include *Cradle to Kindergarten: A New Plan to Combat Inequality and Immigrants Raising Citizens: Undocumented Parents and Their Young Children*. He leads the research and evaluation for the MacArthur Foundation 100&Change partnership between the Sesame Workshop and the International Rescue Committee (IRC) to provide and evaluate ECD services for Syrian refugees in the Middle East, and the Lego Foundation funded partnership between Sesame, BRAC and the IRC to provide ECD services for Rohingya refugees in Bangladesh. He is an elected Fellow of the American Academy of Arts and Sciences, the American Academy of Political and Social Science and the National Academy of Education.



Angelo Vincenzo Zani is an Italian prelate of the Catholic Church, who has served as the Secretary of the Congregation for Catholic Education, its second-highest officer, since November 2012. He was previously its third-highest official for ten years. Zani was born in Pralboino, Brescia, Italy, on 24 March 1950. He studied philosophy and theology at the seminary of Brescia, the Pontifical University of Saint Thomas Aquinas, Angelicum and the Pontifical Lateran University where he was awarded a doctorate in theology. Zani was ordained to the priesthood on 20 September 1975 by Luigi Morstabilini, Bishop of Brescia. He then attended the Pontifical Gregorian University and earned a license in social science. From 1995 to 2002, he was director of the National Bureau of Education of the Italian Episcopal Conference. On 7 January 2002, Pope John Paul II named him Under-Secretary of the Congregation for Catholic Education, its third-highest official. On 9 November 2012, Pope Benedict XVI appointed him Secretary of the Congregation for Catholic Education, its second-highest officer, and Titular Archbishop of Voltturnum. And on 15 December, Benedict named him a consultant to the Congregation for the Doctrine of the Faith. He received his episcopal consecration from Benedict on 6 January 2013. He chose as his motto “Unus Magister Vester” (“You Have One Teacher”) from Matthew 23:8. On 30 November 2013, Pope Francis confirmed Zani in his position as Secretary of the Congregation. On 16 July 2014, Francis appointed Zani to a five-year term as a consultant to the Congregation for Institutes of Consecrated Life and Societies of Apostolic Life.

PARTICIPANTS

Brigid BARRON, Professor of Education, Stanford Graduate School of Education

David BLOOM, Clarence James Gamble Professor of Economics and Demography in the Department of Global Health and Population at the Harvard T.H. Chan School of Public Health

Anne COLBY, Consulting Professor at Stanford University

Jacqueline CORBELLI, Founder & CEO of BrightLine; President of US Coalition on Sustainability; Board Member of SDG Center for Africa; New York, New York

Joy COSSICH LOBRANO, Louisiana Court of Appeal Judge, Former Prosecutor and District Court Judge, USA

Maurice CRUL, Full Professor, Faculty of Social Sciences, Sociology; Full Professor, Identities, Diversity and Inclusion (IDI); Free University of Amsterdam

William DAMON, Professor of Education & Director of the Stanford Center on Adolescence at Stanford University Senior Fellow, Hoover Institution.

José Maria DEL CORRAL, Founder and Global Director of Scholas Occurrentes

Stefania GIANNINI, Assistant Director-General for Education, UNESCO

Louis GOMEZ Senior Fellow, Networked Improvement Science, Carnegie Foundation for Advancement of Teaching

Vittorio G. HÖSLE, PASS Academician; The Paul G. Kimball Professor of Arts and Letters; Department of German and Russian Languages and Literatures and Concurrent Professor of Philosophy and of Political Science; University of Notre Dame

Radhika IYENGAR, Director of Education, Center for Sustainable Development; The Earth Institute, Columbia University

Tami KATZIR, Professor; Edmond J. Safra Brain Research Center for the Study of Learning Disabilities University of Haifa

Pierre Jean LÉNA, PAS Academician; Université Paris VII Denis Diderot, Observatoire de Paris, Département de Recherche Spatiale, Meudon (France)

Sebastian LIPINA, Director of Unit of Applied Neurobiology (CEMIC-CONICET). Professor of Childhood Poverty and Cognitive Development (UNSAM).

Veerabhadran RAMANATHAN, PAS Academician; Victor Alderson Professor of Applied Ocean Sciences & Distinguished Professor of Atmospheric and Climate Sciences; Scripps Institution of Oceanography; University of California, San Diego

Carla RINALDI, President of Reggio Children – Loris Malaguzzi Centre Foundation.

John ROGERS, Faculty Director, Center X; Director, UCLA's Institute for Democracy, Education, and Access (IDEA)

Jeffrey SACHS, University Professor; Director, Center for Sustainable Development; Columbia University

H.E. Msgr. Marcelo SÁNCHEZ SORONDO, PASS Chancellor; Vatican City

Carola SUÁREZ-OROZCO, Professor of Human Development and Psychology; Division Head, Human Development and Psychology & Director of the UCLA Institute of Globalization and Education in Metropolitan Settings; UCLA Graduate School of Education and Information Studies

Marcelo SUÁREZ-OROZCO, PASS Academician; UCLA Wasserman Dean at GSE&IS and Distinguished Professor of Education, Los Angeles, CA, USA

Leslee UDWIN, Think Equal, London, United Kingdom

Maryanne WOLF, The Former John DiBiaggio Professor of Citizenship and Public Service

Tufts University and the Director of the Center for Reading and Language Development in the Eliot-Pearson Department of Child Study and Human Development

Hirokazu YOSHIKAWA, The Courtney Sale Ross Professor of Globalization and Education at NYU Steinhardt and University Professor; Co-Director, Global TIES for Children Center, New York University

Stefano ZAMAGNI, PASS President; Professor of Economics, University of Bologna. Vice Director, SAIS Bologna, Senior Adjunct Professor of International Political Economics, Bologna, Italy

H.E. Msgr. Vincenzo ZANI, Archbishop, Secretary of the Congregation for the Catholic Education Vatican City

MEMORANDUM

Pickup schedule from your hotels to the Casina Pio IV on 6 and 7 February 2020:

On 6 February, a bus will leave the Hotel Il Cantico at 8.30 a.m.
and the Domus Sanctae Marthae at 8.45 a.m.
to accompany participants to the Casina Pio IV.

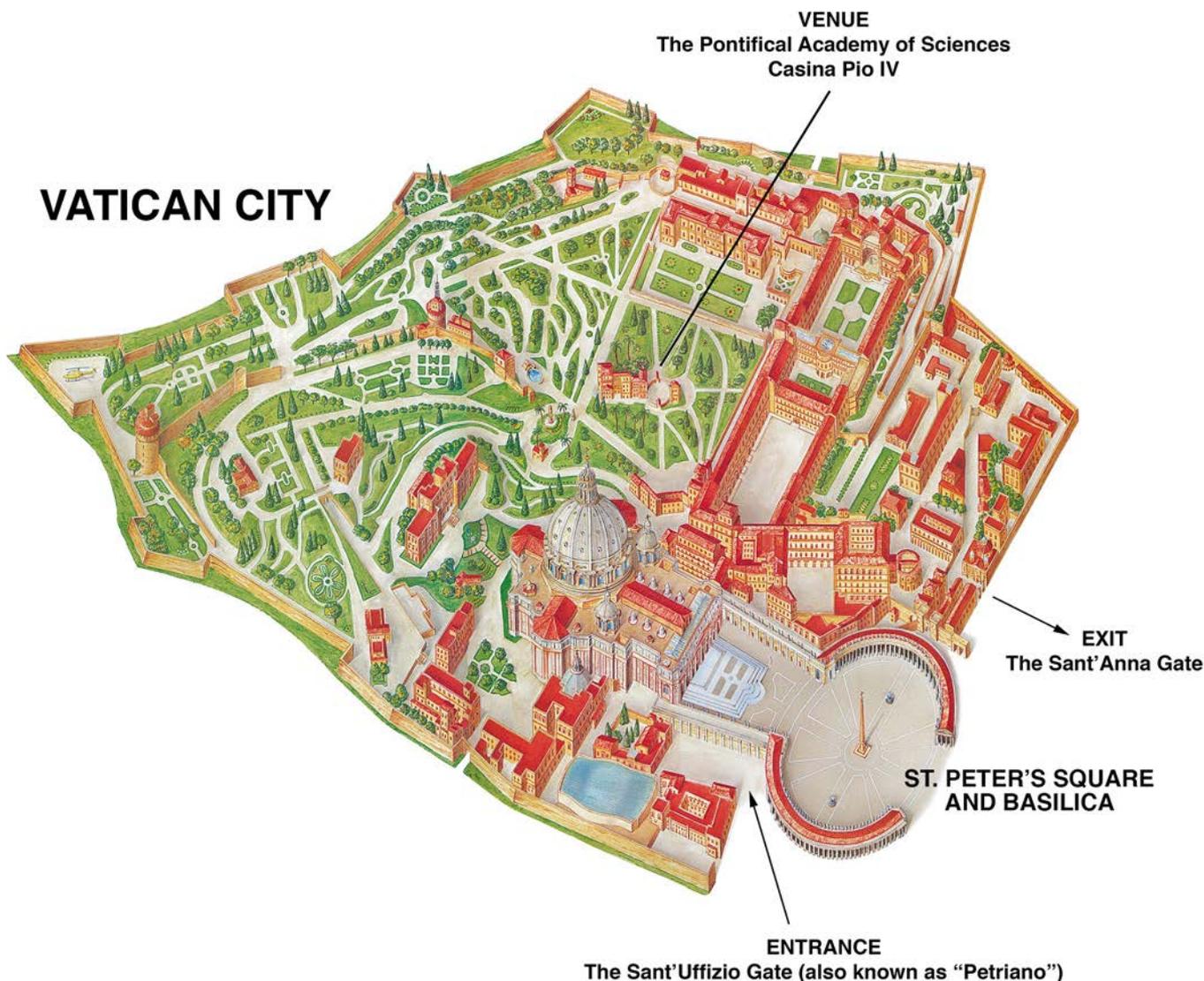
The same buses will take you back to your hotels after dinner, at 7.30 p.m.

On 7 February, a bus will leave the Hotel Il Cantico at 7.30 a.m.
to accompany participants to the Church Altar of the Tomb of St. Peter,
where a concelebrated Holy Mass will be held at 8.00 a.m.

After the Holy Mass, a bus will leave the Domus Sanctae Marthae at 8:45 a.m.
for the Academy. The same buses will take you back to your hotels after lunch at 2.30 p.m.

Lunch and dinner for the participants will be served at the Academy every day.

If you are a vegetarian or have any dietary restrictions (food allergies,
and/or religious restrictions), please let us know as soon as possible.



MEDIA ENQUIRIES



I giornalisti e gli operatori media che intendono partecipare devono inviare richiesta, entro 48 ore dall'evento, attraverso il Sistema di accreditamento online della Sala Stampa della Santa Sede, all'indirizzo: press.vatican.va/accreditamenti



Journalists and media operators who wish to participate must apply, no less than 48 hours before the event, through the Holy See Press Office online accreditation System available at: press.vatican.va/accreditamenti



Los periodistas y gráficos que deseen participar deben enviar una solicitud, al menos 48 horas antes del evento, a través del Sistema de acreditación online de la Oficina de Prensa de la Santa Sede, a esta dirección: press.vatican.va/accreditamenti

WI-FI NETWORK: WLAN_PADS (WPA2)
PASSWORD: !!WIFI_2017_PADS!!

THE PONTIFICAL ACADEMY OF SOCIAL SCIENCES | CASINA PIO IV | VATICAN CITY

TEL: +39 0669883195 | FAX: +39 0669885218 | EMAIL: PASS@PASS.VA

FOR FURTHER INFORMATION PLEASE VISIT: WWW.PASS.VA AND WWW.ENDSLAVERY.VA

WWW.YOUTUBE.COM/C/CASINAPIOIV



@NONSERVOS @CASINAPIOIV

