



Video-message by Cardinal Prefect José Tolentino de Mendonça on the role of the Catholic educator and GCE

THE ROLE OF THE CATHOLIC EDUCATOR



On the occasion of the meeting of the Catholic schools of Paraná gathered to celebrate the 'Dia ANEC' on 22 March 2023, the Prefect of the Dicastery for Culture and Education, Cardinal José Tolentino de Mendonça, sent a video message on the theme: 'The role of the Catholic educator'. From the Holy Father's speeches concerning the Global Compact on Education, Cardinal De Mendonça evokes the figure and the task of the Catholic educator for our times.

VIDEO MESSAGE BY CARDINAL PREFECT JOSÉ TOLENTINO DE MENDONÇA

I would like to begin by greeting all those who are participating in the meeting of the Catholic Schools of Paraná, on this day known as 'ANEC Day', whom we cordially greet with affection.

I am grateful for the invitation to share with you, even if only virtually, this very significant day, and I take the liberty of addressing some reflections on the theme you have requested of me: "The role of the Catholic educator".

Knowledge of the role, of the function of the Catholic educator presupposes knowledge of one's own identity and, before that, a clear idea of the goals of education, of the purpose for which one educates. That is why when we speak of the role of the Catholic educator, we speak at the same time of the identity of the Catholic school, of the purpose, of the reason for education.

Among the documents of the Church's Magisterium on education, we would like to invite you to reflect on those published in the last three years since the Global Compact on Education was launched. The Educational Pact insists on the centrality and uniqueness of the person. From the objectives indicated by the Global Pact on Education, we can deduce the figure and the role that the educator must play:

1. The educator is called upon to always put the person at the centre of all his educational action, not forcing the student to adapt to the

school, but by having the school adapt to the student;

2. Listen carefully to young people, to identify together the paths to follow, to avoid the risk of offering answers to needs that are not those of the students;

3. Promoting the full participation of girls and young women in education, overcoming all gender discrimination;

4. Consider the family as the first and indispensable educator, and involve it in everything concerning the education of children;

5. Educate and self-educate to be able to adequately receive fellow human beings, with particular attention to the most vulnerable and marginalised, seeing in the other not a threat but a positive element to be welcomed and promoted;

6. Reflect and make people think about new ways of thinking about economics and politics, growth and progress in the service of every human being and not just of a small minority

7. Preserving and cultivating our common home, protecting the earth's resources, adopting more sober lifestyles and focusing on renewable and environmentally friendly energy.

These objectives are transversal and can be shared by all educators, regardless of religion or ideology.

However, Pope Francis could not stop at this generic phase of education, which is why in subsequent speeches he emphasised the importance of the transcendental dimension in

education. A great occasion was, for example, the meeting with the Representatives of the World's Religions that the Pontiff held at the Vatican on the 5th of October 2021 to talk about education together for the first time: all the great Representatives of Religions, all together to think, reflect, and agree on a path for education.



In his address, the Holy Father said: "The fundamental principle of 'know thyself' has always guided education, but it is necessary not to neglect other essential principles: to 'know thyself', we had to add, 'know your brother', because we must focus on the acceptance of the other; we must add, 'know creation', because we must educate to care for the common home, and we must add, 'know the Transcendent', to educate children to the great mystery of life. This is an integral education that concerns knowledge of oneself, one's brother, creation and the Transcendent. All the speeches by the other Representatives of Religions also emphasised the importance of the transcendental dimension in education. In the final message addressed to the teachers, signed by all the participants, they wrote: "We ask you teachers and educators to place yourselves at the service of the new generations, walking with your feet on the ground but with your gaze turned towards heaven". Even the transcendental dimension, while important, remains something generic for us Christians if we neglect the fundamental and concrete centre of our faith, namely the person of the Lord Jesus Christ".

In his address to the participants at the "Lines of Development of the Global Compact on Education" Conference held in June 2022, the Pope presented the mythological figure of Aeneas, who, fleeing from the burning city of Troy, saved not only himself, but also his old father Anchises by carrying him on his shoulders, and his young son Ascanius by taking him by the hand, as a model of an educator. Thus, the figure of the educator based on Aeneas is that of the one who safeguards the past, saves his father, but looks to the future, takes his little son by the hand. Anchises and Ascanius, besides representing tradition and innovation, also represent the most vulnerable sectors of society, (the elderly and the young), to whom the educator must pay special attention. Here the Pope emphasises the importance of Christian anthropology in education: "recover the centrality of the person as a creature who in Christ is the image and likeness of the Creator. This is the great truth of which we are bearers and which we have the

duty to witness and transmit also in our educational institutions."

Among the various missions of the educator is that of educating for peace and care. In his 'Address to the students and teachers participating in the meeting on education for peace and care' in 2022, Pope Francis presents two models of educators in the Catholic Church: the first model is that represented by the beautiful and charismatic figure of that young man from Assisi called Francis, who left his family and his wealth to follow the Lord and marry madonna poverty. This young dreamer is still a source of inspiration today with regard to peace, fraternity, love for the poor, ecology and economic solidarity'. The other figure alongside St Francis is that of the good Pope 'St John XXIII'. He has been called the 'Good Pope' and also the 'Pope of Peace', because in those difficult years at the beginning of the 1960s, marked by strong tensions - the building of the Berlin Wall, the Cuba crisis, the Cold War and the nuclear threat - St John XXIII published the famous and prophetic Encyclical *Pacem in Terris*. Pope John addressed all men of good will, calling for the peaceful resolution of all wars through dialogue and disarmament'.



The Pope's path thus appears clear: from reflection on education in general, he moves on to religious education in the broad sense, then to Christian education (Christian anthropology) and finally to Catholic education, speaking of the testimony of the saints of the Church, St Francis of Assisi and Pope John XXIII.

The figure and the role of the Catholic educator is something special: in addition to possessing all the prerogatives of other good educators (in terms of professionalism and the many skills required), the Catholic educator assumes an exclusive role, that of 'Witness to the truth', as the exceptional expert on education, Giuseppe Vico, who died a short time ago, had previously said.

Pope Francis forcefully recalls the urgency of educating to the truth: "We cannot," says the Holy Father, "keep silent to the new generations the truths that give meaning to life. This is part of the truth. To silence the truths about God out of respect for those who do not believe would be, in the field of education, like burning books out of respect for those who do not think, like erasing works of art out of respect for those who do not see, or like erasing music out of respect for those who do not hear". That is, we cannot keep silent about the truths about God. This is the responsibility of the Catholic educator. He, precisely because he has experienced in his faith that life has meaning, can initiate others into the meaning of life. But if an educator has not discovered the meaning of life, or worse still, if he does not believe that life has meaning, but that it is just the result of chance and

that with death everything ends, how can he educate young people to the truth that gives meaning to life?

Every subject taught, whatever it may be, takes on its strength and beauty within a horizon of meaning, which for us Catholics appears fully and inalienably concretised in the figure of Jesus Christ, in whom and from whom everything takes on meaning for us. As the Second Vatican Council reminds us, the Incarnate Word is the key to explaining the mystery, the enigma, the question that is every human being.



In the speech we gave in January this year at the inauguration of the new headquarters of the International Federation of Catholic Universities (IFCU) in Paris, we said the following: "Our Catholic education must be something that offers more. Those who believe that Catholic education must add an extra element are right. That element consists in education rooted in the Christian ethos and, therefore, bolder, more committed to the search for truth'. The 'more' of which we speak is what makes a Catholic educator a 'magister' (the word derives from the Latin '*magis*', meaning 'more'), a teacher must be more, must be a sign, adding, widening, opening the way, giving vision, allowing the leap, guaranteeing hope. In this sense he is '*magis*', that is, he is 'more', he is a stepping stone of humanity, because he helps others to find themselves, to grow, to make of their heavy arms real wings, and this is why it is important for the Catholic educator to truly become a '*magister*', who, as St. Thomas Aquinas said (his note in the *Summa Theologica* is interesting: The *magister* is he who knows how to 'illuminate and not only shine'. The Catholic educator not only shines, but illuminates, that is, he places the 'plus' sign in the human landscape.

The search for truth is a fundamental objective of Catholic education, because "you cannot live if you do not seek the truth", as Pope Francis reminded the young Europeans who took part in the European Union Youth Conference last July: "Here," said the Holy Father, "is the fourth dimension of education: after knowledge of oneself, of others and of creation, finally knowledge of the beginning and of the end of everything". Dear young people, said the Pope, I invite you to look beyond, to look upwards, to always seek the meaning of your life, your origin, your goal, the Truth, because you cannot live if you do not seek the Truth".

I think that a Catholic educator has this certainty in his heart, that the human being who serves, who accompanies in this ecclesial and environmental community that is the school, cannot live if he does not seek, if he does not investigate, if he does not stretch out his arms and his heart, projecting his heart towards a horizon of truth.

This is the most sacred, most important role that the Catholic teacher can play, which I invite you to reflect on in a special way, trying to play the role of 'Witness to the Truth'. A synonym for Teacher is: 'Witness to the Truth', and if a teacher is a witness to the truth in algebra, in economics, in geography, he or she participates in witnessing the great Truth that is the one that gives meaning to human life.

I invite all your schools to transform the Global Compact on Education into a Local Educational Pact, the world is not enough, the village is needed; the city is not enough, the house is needed; the landscape is not enough, man is needed. The Educational Pact needs a translation into the vernacular, a translation into local terms, to go from the Global to the Local, to the situated, and for this we know that we need your commitment, your creativity and intelligence, making the "plus" the symbol of the teacher. The '+' symbol is the symbol of the teacher. The teacher does not diminish, the teacher broadens, opens horizons, strengthens, makes a resource of tomorrow, of the future, what he finds today in every person, in every pupil, in every student he serves.

Therefore, a good educator is not one who treats everyone the same, but one who treats everyone as being special, because God created each one of us as a special



being. This is the secret of a successful education, when the teacher can say to the student: "You are unique, you are special". Like in a family, a father and mother have five children, they actually have five unique children, because each one is unique. In a classroom we have twenty, thirty, forty unique students, and it is to the extent that we create this awareness of uniqueness, of what makes each one different, that we can build rich, fruitful, multifaceted communities, capable of weaving with the threads of the present a future for us, a better future.

I thank you all for listening to my speech and wish you a successful continuation of this meeting.

Thank you very much and see you soon.

Cardinal José Tolentino de Mendonça
Prefect of the Dicastery for Culture and Education

The seventh GCE commitments applied to Sport
THE GCE AND THE ROLE OF SPORT



On 20 March 2023, in the parish of Saints Peter and Paul in Termoli, a meeting was held as part of the initiatives dedicated to the 40th anniversary of Pope John Paul II's visit to Termoli, entitled 'Educational pact and places of aggregation', moderated by Bishop Antonio Sabetta with the participation of Bishop Gianfranco De Luca, representatives of associations involved in various realities in the area, and speeches by Angelo De Marcellis of the CSI-Italian Sports Centre, and Daniele Pasquini of the Saint John Paul II Foundation for Sport. "Pope Francis reminded us during the pandemic that no one is saved alone, but he also reminds us that it is not possible to educate in watertight compartments. The invitation, therefore, is to build an educational pact involving all the agencies of the territory so that a child's life, between school, sport, theatre, dance and other experiences, can find a single common thread for a serene growth that is as homogeneous and uniform as possible," underlined Pasquini, who reiterated the importance of the connection with family, parish, school, associations and the context in which one works. (from Agensir).

Here is an excerpt from Pasquini's speech concerning the 7 GCE commitments applied to Sport.

What to do in the context of sport to carry out the seven commitments that the Global Compact on Education asks of us?

- Person at the centre: this is the primary, foundational commitment, linked to the purpose with which we intend to promote sport. It is not man for sport, not even sport for sport, but sport for man.
- Listening to young people: Sport is an experience that began as a youth experience, which has been able in its history to bring into society a new mentality, typical of the new generations: social claims, civil rights, peace, meritocracy. This, it has done in modern times. Using ancient categories, we could say that sport is the bearer of isonomy, isegory and isokratia. In sport, young people have a chance to be heard because they are the testimonials, the true protagonists. On this, an important reflection must be made on the role of the sporting person's witness for the future, on his social responsibility and therefore on his training.
- Promoting women: sport in many parts of the world can become an opportunity for women to redeem themselves. Just think that in Italy the Olympic medal table is predominantly female. However, in many

countries there is still a long way to go for the promotion of women, and in this area sport offers a possibility to lead the way.

- Empowering the family: an educational pact can only start with an alliance with the family. In sport, the relationship with families is 'love-hate'. It is important to train sports managers and coaches to build positive relationships with the parents of athletes, helping them to become allies in the sports-educational project, while insisting on respecting the role of sports educators and their autonomy.

- Open to welcome: 'A sport for all: cohesive, accessible to everyone' (Vatican Declaration on Sport of September 2022).

- Renewing the economy and politics: finding new policies for sport to ensure new forms of economic sustainability. Is it right for educational and social sport to be an expense borne by families? What pact to build with administrations? How can local, regional and national administrations be made aware to find more and more ways to support the grassroots sports system?

- Guarding the common home: the world of sport is sensitive to the vision of integral ecology put forward by Pope Francis. I have dedicated an in-depth reflection on this in my text 'Laudato si Sport'.

CELAM AND GLOBAL COMPACT ON EDUCATION

On 7 March 2023, the Undersecretary of the Dicastery for Culture and Education, Monsignor Sanchez de Toca, connected by video-conference with the meeting of the presidents and executive secretaries of the education commissions of the bishops' conferences of Latin America, organised by CELAM. The delegates from the 13 countries present, plus others connected remotely, wanted to know more about the purpose of the Education Pact, and how it is being implemented, to establish coordinated lines of action in their regions. The meeting, which lasted about an hour, took place in an atmosphere of great familiarity. There is great interest in the Churches of the American continent to implement the great intuition of Pope Francis, which should not be wasted. Delegates were presented with the projects currently underway, in particular, the questionnaire developed for schools on the future of education. The next deadline was set for World Youth Day in Lisbon in the summer of 2023, where the Cardinal Prefect of the Dicastery for Culture and Education H.Em. José Tolentino de Mendonça wants to strongly relaunch the Educational Pact. ■



DCE Undersecretary Prof. Antonella Sciarrone spoke about the GCE on the special evening of Tv2000

THE GLOBAL COMPACT ON EDUCATION IS POPE FRANCIS' BET



To mark the 10-year anniversary of Pope Francis' pontificate, a programme entitled 'Francis - the Church I would like' was aired on Tv2000 on 10 March. Among the guests present or online were Mentana, Monda, Card. Zuppi, Edith Bruck, Andrea Bocelli and the Undersecretary of the Dicastery for Culture and Education Prof. Antonella Sciarrone Alibandri.

During the various interviews, the presenter asked Prof. Sciarrone why the Pontiff links the theme of fraternity to that of education and what is the Educational Pact launched by Pope Francis? We reproduce part of Prof. Sciarrone's answer.

Education is another pillar, I believe, of Pope Francis' pontificate, another key word, a load-bearing pillar that then takes on many facets depending on the occasion. It is load-bearing because education means relationship, necessarily, one does not educate oneself. The educational relationship is always a relationship between two persons and it is a relationship based on acceptance, on respect for the other. In this sense brotherhood has something to do with it because it is otherness, respect for diversity, it is planning towards a common horizon. It is not strange that, as I mentioned earlier, the Educational Pact is related to the theme of the relationship between religions, because religion and education are two spheres that are closely related in history and tradition. The educational aspect is one that has always been strongly dealt with within religious Congregations and Orders in a way that has lost none of its relevance, indeed, education for all.

... Religion is not a source of difference and conflict, division, but it means respect for the identity of the other in the affirmation of one's own identity. The declaration of Abu Dhabi is significant, even if criticised, as other manifestations of openness and acceptance of the Pope towards other religions on the basis of this alleged weakening of identity. Nothing could be more untrue in my opinion, because I am firmly convinced that the Pope has a very precise idea, and that is that identity and the affirmation of identity go perfectly hand in hand with respect for the identity of others and acceptance, without denying difference.

The Educational Pact, so to speak, is a bet that Pope Francis took in 2019, pre-pandemic, together with another wager, which consists in Francis' economy. Two big bets: education and economy, a bet launched to the world, that is, to create an alliance. I would say that perhaps the ultimate goal of the Educational Pact can be summed up in these terms. An alliance between all those who believe that education is truly a motor for development, for a full enhancement of the person, for an



affirmation of one's abilities and talents. A transversal alliance that leaves no one out and whose ultimate goal is to offer the new generations a different look at the future.

The Educational Pact will be one of the messages to be launched at WYD Lisbon 2023, where the Dicastery for Culture and Education will also be present.

The complete interview:

<https://www.tv2000.it/ufficiostampa/2023/03/05/10-anni-di-pontificato-di-papa-francesco-speciale-tv2000/>



We ask you to send information on events, publications, studies, etc. concerning the Global Education Pact to

secretary@educationglobalcompact.org

The Secretariat reserves the right to make a selection to be published in the GCE *Journal*.

More information on the GCE website:

<https://www.educationglobalcompact.org/>

OIEC INVITATION TO SHARE THE EXPERIENCES OF THE GCE



Little by little, many groups have started processes to adhere to Pope Francis' call to build a Global Compact on Education from the local level.

I propose that you share some resources, dynamics, methodologies that you have put into practice, or that you know of, to mobilise the different members of the Educational Communities (children, adolescents, young people, teachers, managers, families, collaborators) or other social, cultural, sporting, religious, economic agents in the neighbourhood, city or region.

The Global Compact on Education team, the International Office of Catholic Education (OIEC), the Education Commission of the Union of Superiors General (UISG-USG), the LUMSA School of Higher Education: Educating in Encounter and Solidarity (EIS), the Conference of Jesuit Provincials of Latin America (CPAL), and the Inter-American Confederation of Catholic Education (CIEC), which will be in charge of the graphic design and publication, are working together to promote this work.

By sharing with each other, we will be greatly enriched by each other's contributions and help many to initiate and enter into the building of this local and global alliance. Everyone will have at their disposal a set of tools that will facilitate meetings and mobilisation action to raise awareness, deepen or make decisions about the pact and the improvement or transformation of education.

The objective is therefore to share specific methodologies and dynamics that facilitate the mobilisation of different educational and social agents and groups. This WORKBOOK No. 1 is a common creation, free of charge, which we will freely share among ourselves and with many others.

Everyone is free to send one, two or more methodologies or dynamics, for one or more recipients.

Send the material to: Br. Juan Antonio Ojeda Ortiz: ja.ojeda@lasallescampus.es

Read more:

Hervé Lecomte
Secretary General of the OIEC



ExE President's meeting with DCE Prefect PACTO EDUCATIVO GLOBAL Y MODELO EDUCACIÓN POR LA EXPERIENCIA



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On 10 March 2023, the President of the Foundation 'Educación por la Experiencia' Armando Prida Huerta, together with Carlos Alberto Isunza Mendoza met with the Prefect of the DCE Card. De Mendonça, to present their educational model and the dossier "Trasversalidad. Pacto Educativo Global y Modelo Educación por la Experiencia". Already last year, this foundation had met with members of the Dicastery to publicise the ethical and environmental education model for life, its implementation and the results this values-based model has achieved with children, young people, families and the general population, through the 6 programmes created for this purpose; "School", "Humanity and Nature, Our Planet is a Living Being", "Community", "Work", "Social Reintegration" and "Indigenous Nations", with the aim of formalising this Foundation's adherence to the Global Compact on Education.

Subsequently, this foundation undertook an in-depth, cross-cutting analysis of the content and pedagogical material of their model and compared it with the seven GCE commitments with which they aligned their objectives. ■

BISHOPS OF COLOMBIA AND MALAWI AND GLOBAL COMPACT ON EDUCATION

The Global Compact on Education was presented in the various meetings with the bishops on their *ad Limina visit*: with the bishops of Colombia on 23 March and with those of Malawi on 27 March. The urgency of implementing the Holy Father's intuition was reiterated to them, creating an alliance between those involved in education, not only schools, but also including the rich fabric of sports, cultural and family associations, and of course, Catholic communities, mainly parishes, inviting other communities, even those of different faiths, to join in a pact to educate for universal brotherhood. ■

STUDENTS FROM THE UNIVERSITY OF JERUSALEM VISIT THE DCE



On 6 March 2023, a group of students from the University of Jerusalem visited the Dicastery to learn about its organisation and to find out more about the Global Compact on Education. The Undersecretary of the DCE, Monsignor Sanchez de Toca, welcomed them to the DCE Congress Hall where he explained the structure and functioning of the Dicastery. He also presented Pope Francis' project launched through an African proverb: "It takes a whole village to educate a child". Among the speakers was also Prof. Carina Rossa who spoke further about the GCE. Afterwards, the students had the opportunity to ask some questions and finally visited the GCE Secretariat. ■

Reflection on GCE with CEM NO ONE SAVES THEMSELVES



On 15 March 2023, DCE Undersecretary Mgr Sanchez de Toca had a conversation with Fr Eduardo Corral Merino, Secretary of the Education and Culture Dimension of the Bishops' Conference of Mexico. Several topics were reviewed, including the Educational Pact. The Bishops' Conference of Mexico prepared a document explaining the Educational Pact from the insights of the last pontiffs, pointing out the continuity of thought and the originality of each pontiff, and proposing avenues for reflection and action. Together with Fr. Corral, the current educational context was analysed and the importance of the Educational Pact was highlighted because "no one is saved alone". The Educational Pact responds to the need to overcome the 'technocratic paradigm' that threatens the educational world, including Catholic schools, focusing everything on efficiency and the mastery of 'abilities' or 'skills', to the detriment of the human dimension of education. ■

A new Global Compact on Education Webinar "DICULTHER INTERNATIONAL ASSOCIATION" AND GCE



On 17 March 2023, the 20th Webinar of the 2022-2023 season was held, organised by the International Diculther Association, inspired by the Global Compact on Education. Three years after this invitation of Pope Francis, DiCultHer, together with the International Union of Superiors General (UISG), Union of Superiors General (USG), Conference of Latin American Provincials (CPAL), the International Office for Catholic Education (OIEC) and the LUMSA University, prepared a questionnaire useful to concretise the invitation of Pope Francis and, at the same time, to see how this global compact is accepted and implemented and how its construction is promoted. Among the speakers: Maria Cinque, Flavio Lotti, Carina Rossa, Sister Priscilla Latela, Brother Juan Antonio Ojeda. ■

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Meeting with University Rector E. Mondlane MOZAMBIQUE STATE UNIVERSITY AND EDUCATIONAL PACT



On 17 March 2023, Cardinal Prefect José Tolentino de Mendonça met with the Magnificent Rector of Mozambique's main state university, Universidade Eduardo Mondlane, Prof. Dr. Manuel Guilherme, accompanied by the Ambassador of Mozambique to the Holy See, Raul Domingos. The Rector asked for the Dicastery's collaboration on the Ethics and Philosophy courses at his university. The Prefect also proposed Pope Francis' Global Compact on Education project and the call for an alliance in scientific research on GCE issues. ■

CATHOLIC EDUCATION IN THE MIRROR



Last year, the Holy Father created in the Roman Curia the new 'Dicastery for Culture and Education' from the merger of the Pontifical Council for Culture and the Congregation for Catholic Education and appointed as Prefect Cardinal José Tolentino de Mendonça, who is both an educator

(former Vice-Rector and lecturer at the Portuguese Catholic University) and a poet.

The work that the new Prefect is doing in these first months is aimed at defining the new identity of this Dicastery by articulating the educational dimension with the cultural one, and for this reason in various speeches he spoke of the identity and mission of Catholic education, which stands before the mirror to ask itself "Who am I?"

In his speech last January at the inauguration of the new office in Paris of the International Federation of Catholic Universities (FIUC) entitled "What the Church expects from Catholic Universities" the Cardinal said: "It is hoped that our Catholic education will be something more. That is, that it is more rooted in the Christian ethos and, therefore, that it is bolder in the search for truth. That it be more culturally innovative'. The first point of his speech concerned precisely the definition of the identity of Catholic education without which 'the university would move away from its mission to educate, following the example of Jesus, the Master, and would become a factory of professional titles'. Affirming one's own identity, the Cardinal points out, without however falling into the risk of self-preservation that paralyzes educational dynamism, makes us functionaries of education by distancing ourselves from reality. Likewise, continues the Prefect, we must avoid self-referentiality, quoting the Pope: "The myth of Prometheus, perhaps suitable in other times, is no longer so in ours. We do not need titanic heroism, but a gentle and patient fraternity among ourselves and with creation. Life and history show, in fact, that we cannot be ourselves without each other and without others. In a world where everything is intimately connected [...], we need to be creatively open to new itineraries, more integrated, shared, directly linked to people and their contexts'.

After talking about identity, there naturally follows the theme of the mission of Catholic education, which is to evangelise (Evangelising by Educating). Evangelising, however, does not mean

indoctrination, but open dialogue with respect for all, starting from our clear identity as Catholics. And he warns: 'A Catholic educational institution must avoid the aspiration of becoming a parish or devotional group', but a place of encounter between faith and reason.

Lastly, the Cardinal expressed his desire to relaunch university pastoral work, and in the last few days in the DCE he has created a commission to prepare a conference on university pastoral work to be held in the near future, to reflect on the type of pastoral work needed in today's universities. Faith, he concludes, must be incarnated in daily life, thus university pastoral work, in addition to moments of prayer, must also encourage experiences of voluntary work, social and cultural commitment.

The Prefect in March 2023 returned again to the theme of identity in a message to the educators of the Catholic schools of Parana (ANEC-PR, Brazil), but this time he did not speak of the identity of the Catholic educational institution, but of the identity of the Catholic educator.

The Prefect evoked the figure of the Catholic educator by reviewing the speeches on the Global Compact on Education delivered by Pope Francis in recent years. If the Pope indicates as the four pillars of education the "know thyself, your brother, creation, the Transcendent", then the Catholic educator will be the one who educates to know oneself, to be open to others, to respect the environment and to discover God. The Catholic educator, on the other hand, has often shirked his main mission, which is to teach the new generations the truths that give meaning to life. What is the point of teaching all the science and letters to our students if we teach nothing of the deeper truths of life? Will science and letters be able to fill man's endless need for meaning? The educator is therefore first and foremost a 'Witness to the truth'. Says the Cardinal: 'The Catholic educator, precisely because he has experienced in his faith that life has meaning, can educate others to the meaning of life. But if an educator has not discovered the meaning of life, or even worse does not believe that life has meaning but that it is only the fruit of chance and that with death everything ends, how can he educate young people to the truths that give meaning to life?'

If 'a good day dawns' we are confident that a great day is ahead of us.

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(from: Famiglia Nostra News, 2-2023.
<https://www.sacra-famiglia.it/index.php/news>)