Global Researchers Advancing Catholic Education (G.R.A.C.E.)

A Research Collaborative & Community of Practice in Service of Catholic Schools
Excerpts from Remarks by Pope Francis

“I liked that vision of education — I’ll say it with my own words — in tension between risk and security. What you do is a beautiful thing. We must break that idea of education which holds that educating means filling one’s head with ideas. That’s the way we educate automatons, cerebral minds, not people. Educating is taking a risk in the tension between the mind, the heart and the hands: in harmony, to the point of thinking what I feel and do; feeling what I think and do; of doing what I feel and think. It’s a balance.”

“There is a poet from my homeland who says something beautiful: “Everything the tree has produced comes from what it has underground”. Without roots, there is no moving forward. It is only through roots that we become people... This is the true tradition: taking from the past to move forward. Tradition is not static: it is dynamic, aimed at moving forward.”

Source: Remarks from Pope Francis with a delegation from Global Researchs Advancing Catholic Education, April 21, 2022.
Global Researchers Advancing Catholic Education (G.R.A.C.E.) is an international research-based partnership offering academics and everyone interested in a new, integrated and revitalized approach to Catholic education the opportunity to collaborate in the analysis of the challenges and opportunities facing Catholic schools.

Click on the logos to access the websites.
Catholic Education in Africa

G.R.A.C.E. Lecture Series
Global Researchers Advancing Catholic Education

The Global Researchers for Catholic Education (GRACE) is providing the following five virtual lecture series to Catholic Schools in Africa.

Classroom practitioners and school leaders are encouraged to enroll!

STUDENT LEARNING AND PEDAGOGY
TUESDAY, SEPTEMBER 21, 2021
9 - 10:30 A.M. EST / 4 - 5:30 P.M. GMT

Lessons from International Evidence on What Improves Learning in Low and Middle Income Countries
by Dr. Quentin Wodon
Based on a recent assessment at the World Bank and other reviews, this presentation will share insights on what works to improve educational attainment and achievement in low and middle income countries, and especially in Africa.

Language and Literacy Education: Lessons Learned from an International Partnership in Haiti
by Dr. Anasthasie Liberiste-Osirus and Dr. TJ D’Agostino
The research presented in this session shares how a scripted, mother tongue literacy curriculum, created by Haitian and international educators with support from USAID in collaboration with the Haitian Ministry of Education, improved reading outcomes for first and second grade students. This session will share findings from a scripted literacy programs by Dr. D’Agostino and differentiated and remedial instruction by Dr. Liberiste-Osirus. This research developed and added enrichment materials to the school-based program: classroom libraries with culturally relevant, mother-tongue books; summer reading camps led by the school community; and additional tutoring for the lowest-performing students.

Discussant: Dr. John Mugo, Executive Director of Zizi Afrique

CLICK HERE TO REGISTER

Most recording of G.R.A.C.E. webinars are available at https://www.bc.edu/content/bc-web/schools/lynch-school/sites/roche/Programs/GRACE.html.
Recent Webinar Series

Catholic Education in Detraditionalized Contexts

Global Researchers Advancing Catholic Education

Spring Webinars 2022

Catholic Education in a Detraditionalised Context
These webinars are drawn from a special issue of *Religions* with the above title. Our presenters will speak for between 5 to 10 minutes outlining the significance of their articles for Catholic education today — you can read the articles by clicking on the titles below.

Webinar 1  April 25th 7.30 to 9.00pm (GMT)  [Click here to register]

- **Identity, Ambiguity, and Professionalism: Dilemmas for the Diocesan Advisor in the Republic of Ireland**
  By Catherine McCormack (MIC) & P.J. Sexton (DCU)

- **‘So, Is It True?’ Time to Embrace the Hermeneutical Turn in Catholic Religious Education in the Republic of Ireland**
  By David Kennedy (DCU) & Sandra Cullen (DCU)

- **Reimagining Adult Religious Education and Faith Development in a Detraditionalised Ireland**
  By Bernadette Sweetman (DCU)

Webinar 2  16th May 7.30 to 9.00pm (GMT)  [Click here to register]

- **The Naked Truth: Temptation and the Likely ‘Fall’ of Catholic Education**
  By David Torevell (Liverpool Hope University) and Michael James Bennett (Liverpool Hope University)

- **Re-Presenting Christian Tradition as a Source of Inspiration and Integration for Educators in Catholic Schools — A Proposal**
  Daniel O’Connell (MIC) Kate Liffey (St. Brendan’s Community College), Amalee Meehan (DCU)

- **Life to the Full: Sustaining the Catholic Curriculum**
  David Fincham (St. Mary’s University)

Webinar 3  13th June 7.30 to 9.00pm (GMT)  [Click here to register]

- **Catholics, Culture and the Renewal of Christian Humanism**
  John Sullivan (Emeritus Professor Liverpool Hope University)

- **Teaching the Un Teachable or Why Too Much Good Is Bad. Religious Education in Catholic Schools Today**
  Didier Pollefeyt (KU Leuven) (this session will not be live, it has been recorded and will be available before the webinar)

- **Utilizing Authenticity: Options for Catholic Education in a Particular Detraditionalized Cultural Context**
  Richard Rymarz (The Australian Institute of Theological Education)

- **The Perennial Impact of Salesian Accompaniment in a Context of Detraditionalisation**
  John Lydon (St. Mary’s University)

Most recording of G.R.A.C.E. webinars are available at https://www.bc.edu/content/bc-web/schools/lynch-school/sites/roche/Programs/GRACE.html.
All four partner universities offer doctoral programs.

Research & Community of Practice

Doctoral Programs with Scholarships

G.R.A.C.E. members publish extensively, edit special issues or symposia for journals, and produce a range of books and reports.

Examples of recent special issues or symposia for journals

Examples of recent global reports

A selection of global reports, compilation of interviews, and links to special issues of journals is available at https://www.globalcatholiceducation.org/.
Global enrollment in Catholic education in 2020

68.0 million students, including 34.6 million in primary school

The 5 top countries by enrollment at the pre-school, primary, and secondary levels are all low or lower-middle income:
DR Congo, Kenya, Malawi, India, Uganda
(income classification from the World Bank)

Selected statistics on the contributions of Catholic schools and universities from **Global Catholic Education Reports**

**Contributions to education systems**
- In sub-Saharan Africa, 11.0% of all primary school students are in a Catholic school
- In low income countries, 13.7% of all primary school students are in a Catholic school
- Catholic education contributes to education pluralism and the right to education
- In many Catholic schools, student learning tends to be comparatively higher

**Contributions to communities**
- Catholic schools and universities emphasize values and integral human development
- Catholic schools and universities enroll children from all backgrounds and faiths

**Economic contributions**
- Budget savings for states of more than US$ 100 billion (PPP) per year in 38 countries
- Contribution to the future earnings of today's workers of at least US$12 trillion

Global Compact on Education: 7 Commitments

Vademecum, Congregation for Catholic Education

1. To make human persons the centre
   To make human persons the centre of every educational programme, in order to foster their distinctiveness and their capacity for relationship with others against the spread of the throwaway culture.

2. To listen to the voices of children and young people
   To listen to the voices of children and young people in order to build together a future of justice, peace and a dignified life for every person.

3. To advance the women
   To encourage the full participation of girls and young women in education.

4. To empower the family
   To consider the family as the first and essential place of education.

5. To welcome
   To educate and be educated on the need for acceptance and in particular, openness to the most vulnerable and marginalized.

6. To find new ways of understanding economy and politics
   To be committed to finding new ways of understanding the economy, politics, growth, and progress that can truly stand at the service of the human person and the entire human family, within the context of an integral ecology.

7. To safeguard our common home
   To safeguard and cultivate our common home, protecting it from the exploitation of its resources and to adopt a more sober lifestyle marked by the use of renewable energy sources and respect for the natural and human environment.

Day of the Ascension, 40 days after Easter

Celebrating World Catholic Education Day 2022
May 26, 2022 (Ascension, 40 days after Easter)

“We consider education to be one of the most effective ways of making our world and history more human. Education is above all a matter of love and responsibility handed down from one generation to another.” Pope Francis.

Selected Resources (available at https://www.globalcatholiceducation.org/)

Catholic schools and universities serve 68.0 million students globally. In low income countries, 1 in 7 primary school students learn in a Catholic school.

The principle of celebrating World Catholic Education Day was adopted in 2002 at the World Congress of OIEC held that year in Brasilia.