

**EDUCATION  
FOR THE FUTURE  
OF EUROPE**

# *Next Generation Edu*



**DBI**  
DON BOSCO  
INTERNATIONAL

# Summary

## Next Generation Edu - Education for the Future of Europe

29th of January 2021

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*“Do you want to do a good deed? Educate the young! Do you want to perform a holy act? Educate the young! Do you want to do a holy thing? Educate the young! Truly, now and for the future, among holy things, this is the holiest.”* This is what thousands of people from different countries learned from Don Bosco during his travels across Europe in the second half of the 19th century. Over 150 years later, in the midst of a global pandemic, educating the young is still a central topic in Europe.

In spite of many challenges, the European Union “strives for more” in the present times, as announced at the beginning of the EU institutions’ current mandate, while looking at the future of its next generation. In the aftermath of the adoption of a “Next Generation EU” Recovery Plan and on the eve of the launch of a Conference on the “Future of Europe”, Don Bosco International (DBI) promoted a reflection on the role of education.

DBI represents the Salesians of Don Bosco in the European Institutions, as a liaison office with EU policies dealing with education, culture and youth, and as a platform that promotes and mentors initiatives and projects planned by local Don Bosco partners in cooperation with various international institutions. On the eve of the annual celebrations for Don Bosco in 2021, DBI sought to take stock of the lessons learned by its partners standing by the side of many young people, especially the most vulnerable among them, in order to raise awareness on the potential of education for the future of Europe.

Within the continental framework of the European Education Area and the global ones, such as the Sustainable Development Goals and the Global Compact for Education, we wanted to make sure that, reducing inequalities and preventing discrimination through quality and inclusive education, no child and no young person is left behind in Europe. The present initiative aimed at highlighting some of the existing good practices and alliances in Europe and at the international level for children- and youth-attentive societies. Promising new measures at the EU level, such as the Child Guarantee, may lead us in this direction. We wanted to highlight how European platforms and networks, such as Eurochild and SIRIUS, are promoting the contribution of civil society to this important effort with a rights-based approach.

Vocational Education and Training (VET) has always been and still is one of the core areas of Don Bosco’s educational activity. DBI’s partners today are providing VET in many EU countries, but also in neighboring ones and in other continents. We are therefore looking forward to actively joining a more inclusive and more international edition of the Erasmus programme.

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A reinforced edition of the Youth Guarantee is also welcome, as far as it can encourage EU Member States to do their best to reach out and activate the most vulnerable among the young people not in employment, education or training. Consistently, the green and digital transition are at the center of our upskilling and reskilling projects, where we also seek to ensure a holistic approach to education, for an integral human development of our beneficiaries. As Don Bosco used to say, beyond the transfer of skills, “education is a matter of the heart”.

The future of Europe needs imagination. It needs quality and inclusive education. Children and young people in Europe dream to dare. We need to dare to dream with them.



## The Role of Education in the Present and the Future of Europe

David Maria Sassoli • *President of the European Parliament*

### Good morning everyone,

First of all I would like to thank Father Miguel Garcia and the friends of Don Bosco International for the kind invitation.

I am very happy to take part in this meeting, which invites us to reflect on the central role of education in this delicate moment in history.

Please allow me to extend a warm welcome to my friend Mariya Gabriel, European Commissioner, to the President of Eurochild, Maria-Louise Coleiro-Preca and to all the speakers.

As you know, we are living in a time of great challenges. The pandemic has turned our lives upside down and, at this time, we need to set clear goals and work together with a great sense of responsibility.

We have said it many times: the Europe that emerges from this emergency will never be the same again, but it will have to show courage and look to the future, to future generations, with renewed optimism and great confidence.

For these reasons, I strongly believe that education and training are two essential elements to foster mutual understanding, to increase new skills capable of interpreting the rapid changes in our societies.

But, as St Giovanni Bosco teaches us, educating is also “*a matter of the heart, it is to want the true good of the young person*” and therefore it cannot be exhausted in a mere transmission of facts or notions.

The educational offer, the dissemination of knowledge must be able to look to the integral development of the person and must be the pivot around which our recovery and inclusion policies are placed, particularly with regard to the green and digital transition.

As you know, as part of the European Union’s multiannual budget, the European Parliament has increased funding for youth policies and, in particular, for some well-known strategic programmes such as Erasmus and Youth Guarantee. At the same time, it also supported the European Commission’s initiative to develop a European Education Area, because we need to

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guarantee European citizens the right to an inclusive, quality education that is accessible to all.

In order to build the future, Europe cannot do without young people and education will be a key factor in their full realisation, as well as in the formation of future leaders that are aware, mature and responsible.

I would like to take this opportunity to thank once again Don Bosco International and the Salesian Family for their exemplary and lasting commitment in Europe and throughout the world.

In these difficult months, Salesian works have not only offered a concrete contribution on the planning and educational level, but have also played a valuable role in raising the awareness to political leaders and the institutions of the importance of these issues. You continue to push for responsibility and concrete responses to people's problems.

For these reasons I would like to thank you and, in the hope of meeting as soon as we have the opportunity, I would like to say goodbye and I wish you good luck with your work.



## The Role of Education in the Present and the Future of Europe

**Mariya Gabriel** • *European Commissioner for Innovation, Research, Culture, Education and Youth*

### Dear friends of the Salesian Family,

Thank you for inviting me to share my views on how education will shape the future of Europe.

Just a few months ago, we presented our political plans for the next few years with the communications on the European Education Area and the Action Plan for Digital Education. These policy initiatives will play a very important role for education in Europe.

On the one hand, the European Higher Education Area seeks to connect our education systems through the borders. We want every student to have the best chance of receiving an education that meets their needs and this includes, among other things, access to mobility opportunities.

The Erasmus generation has already changed the course of European education's history. The time has come to expand these opportunities and with them to extend the benefits of mobility to many more students.

This will be supported by the new Erasmus + program, with an almost doubled budget: € 26.2 billion. We will develop learning mobility, both physical and digital. We will double the number of opportunities addressed to adults in vocational training and open individual mobility opportunities not only to them, but also to students, making the program more inclusive.

On the other hand, we want to make sure that the most vulnerable are not disproportionately affected by the digital divide, especially as we are all facing the growth of distance learning.

This is why the Digital Education Action Plan will focus not only on building digital skills, but also on connection, the digital infrastructure, to avoid a two-tier system where some people have the tools to learn and others get stuck.

Finally, when we talk about the impact of education on the future of Europe we cannot forget higher education. We need our universities to become more flexible, to provide the skills we need, in a lifelong learning perspective.

This is why we are presenting a European approach to micro-credentials already this year. We are working on this with the higher education community, particularly in the framework of the European Universities initiative. Ultimately, we want our entire higher education system to benefit from this new approach to recognizing qualifications.

The political agenda is set. Now is the time to implement these new developments and ensure that everyone can benefit them. I count on you, on your commitment to Salesian and European values.

Thank you for your efforts and I wish you an excellent conference.



#### EDUCATING IN EUROPE TODAY



## Educating in a plural context today

**Jean-Marie Petitclerc** • *Don Bosco Action Sociale (France)*

If there is one major challenge that Europe has to face today, it is education.

Because, we must say that educating in the context of a changing society is more complicated than doing that in a more stable society.

Politicians have been talking to us about a crisis for 50 years, but a crisis that lasts is not a crisis, it is a change, and what we are experiencing today is undoubtedly even more important than what Don Bosco experienced, in the transition from the rural and peasant age to the urban and industrial age. We are now entering a post-industrial age, marked by the digital revolution. This revolution is not only, as some believe, a technological revolution, where it is simply a matter of learning to use new information and communication tools.

It is a cultural revolution, because we are witnessing a change both in our relationship with time, experienced by many in the "realm" of immediacy, and with space, where limits can be abolished and in our relationship with others, marked by the horizontality induced by social networks.

Today, we must therefore learn to educate in a plural context because, as Edgar Morin said at the end of the last century, we are witnessing "the dislocation, atrophy, the rupture of a world that cannot die and a world that cannot be born yet". Hence, this hybrid, ambiguous, uncertain, indecisive state, a mixed state that can be called in this intermediate sense: "Middle Age".

Educating in this plural context has become a more difficult task, as there is no longer a social consensus around an order of values. Today I meet many parents, grandparents, animators and teachers who would like to transmit the profound values they have, but they no longer feel supported by a consensual environment.

Educators today face three major challenges:

- the primacy of the affective over the institutional, which generates a real difficulty in recognizing the positive role of institutions. Facing the loss of trust in them, the ability to educate is today much more linked to the quality of the relationship between the educator and the young person than to the organizational quality of the institutional system. Don

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Bosco already realizes that the ability to exercise a function of authority will be less and less tied to the status of those who exercise it than to the quality of the relationship established with the young person. He therefore bequeathed to us a pedagogy based on this quality of relationship.

- the primacy of peer culture over intergenerational culture. With the growing gap between school culture and the interests of young people, this peer culture is becoming more and more referential, and the influence exerted by social networks reinforces, even more, it. Reaching out to young people today requires reinvesting in peer places.
- the primacy of the imminent over time. The “everything, now” characterizes the behavior of many of our contemporaries today, especially young people. It is always about educating today for tomorrow. The difficult projection into the future, in a world inhabited by such a speed of change, is an obstacle to the realization of the educational process.

Educating in a plural context, at a time when, in Europe, the importance of migratory flows is generating difficulties in coexistence, requires great attention:

- the credibility of people involved in the world of education. Indeed, it is worth remembering that the foundation of authority lies first of all in the bearer of authority, in the coherence between what he says and what he does. Ensuring consistency between these different actors also appears to be important. Doesn't the first right of the child, at the dawn of the 21st century, lie in the consistency of the educators who accompany him/her on his/her path of growth? I have often been able to establish a correlation between the level of violence of a child or adolescent and that of the incoherence of the adults who accompany him/her in his/her educational path.
- the ability to “make alliances” with young people. Let us remember that trust cannot be decreed, it is built. As Don Bosco loved to repeat: “Without affection, no trust; without trust, no education!”
- sharing hope. How can we help young people to find their place in tomorrow's society, if the speech of the majority of adults is of the style “Yesterday was beautiful; today is difficult; tomorrow will be a catastrophe!” Don Bosco liked to repeat that “the educator he/she never has to complain about his/her time”.

I believe that, by paying close attention to each of these points, all of us, together: parents, teachers, educators, citizens, we will be able to continue, in the plural context of today's Europe, to be actors in the education of those who, tomorrow, will be called to take responsibility for our future!



Dear Audience, welcome, and thanks for the opportunity to give you a very short glimpse of basic preconditions to increase the understanding of the vulnerabilities of young people in modern societies! We have a clear time concept, so let's start.

#### NEETs - who are they and what makes them so challenging.

The share of young people between 15 and 25 years, who are not in employment, education or training – that is what NEET means, is quantified in the European Union by more than 10 % - by the way most in Italy (18 %), less for example in Germany (9 %), that means about 400.000 NEETs in our country! (Eurostat, 2018)

You know that disadvantage and social exclusion already starts in early childhood f.e. caused by conflicts or f.e. sexual abuse in parental home. Often young people reassume the parental experience of long time unemployment - deviations from their value and path system seem not to be attractive. Individual risk potentials increase, like educational disadvantage, addiction, lack of social competences, psychic diseases, which are not yet diagnosed... but the important thing I want to focus on today is the fact that we notice a lack of having confidence in their own abilities, the lack of feeling of success among that target group. Doomed to failure increases the risk of basic discouragement.

Probably you can imagine what it could mean in the end: Breaking off formation or training, administrative sanctions (no more money from governmental support), unemployment, exclusion, homelessness, a life of privation causes a precarious health situation - and the young people do not gain any access to social, physical and psychological public healthcare.

#### Practical action - salesian social work: What is to do?

These young disadvantaged people will not experience government as a supporting institution, mediation work even with emergency services often failed miserably - why?

This group of NEETs is very heterogeneous, they are very special, they are unique – every young boy or girl is different – that is nothing new for us, I suppose – but not manageable among governmental social systems. They are not made for each other.

Essential feature of our concept is a “round-the-clock” infrastructure and a direct presence. “It is like this: It is not a house with a sheet of paper at the door saying that if you need to talk to somebody you can do it between 1 and 4 in the afternoon from Monday to Friday – we are present all 24 hours seven days a week. And it does not matter at what time you ring and what the problem really is ... you will find somebody human here. Life is nothing that fits between opening hours - if somebody needs help, you will find somebody who cares.” This “to be there” and “to be available” forms the basis for the further measures and projects: food, trainings, medical and psychological care, rooms for maneuvers. So, we have created resources - to prevent the crash of young people in crisis and to be able to act preventively in time. 24 hours a day, 7 days a week, 365 days a year – love and expertise!

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Now I talk about the educational dimension - only love is not enough (Bettelheim), so it needs a special social formation - for us, the social workers! Presence does not only mean to be there, it means detecting the young’s needs, getting closer and keeping distance in a fluid manner, listening, exploring the others resources, reflecting her/him/itself, creating relationship – we call it “assistance” (Don Bosco). Let’s authorize them teaching us! In addition, we think outside the box, beyond the horizon, support innovative approaches, and try to consider the systemic aspects between individual life and responsible society, the link between human values and daily routine, the dependencies of our youth centres and globalization. We developed an eLearning Program “Street Pedagogy” – based on the experiences of our colleagues from the so called third world countries they made for decades...and they teach us!

So well, bonding means in our context: crossing (and go beyond) boundaries - this leads us to the next Dimension:

### Political work

Drear Audience, it is a shame – these vulnerable young people in these precarious situation do not fit in our governmental and legal system – because the system is not flexible, it follows the principles of pressure, threatening and restrictions, if somebody does not do what they want them to do. However, those responsible do not listen! Although our entire ethic, philosophic and spiritual sources from before Christ (and Aristoteles, Kant, Rawls, Sen and Nussbaum) are warning us, not to forget about them not to endanger society balance and democracy, we do not listen!

Human Rights (UNO 1948), European Social Charter (1961) International covenant on economic, social and cultural rights, International covenant on civil and political rights (General Assembly 1966) Youth Guarantee, (EU Commission 2013) European Pillar of social rights in 20 principles, Principle 4: active support for employment, 2016) it is all there, signed, ratified, legally binded – we don’t care!

What a shame! Thus we act also politically: we fight for them and with them, we commission studies, publish scientific expertise, and we articulate precarious positions...otherwise those Youngsters stay excluded, marginalized, isolated.

### Spiritual workout

Let us consider a Japanese artwork. If Ken`ichiro Taniguchi, the Japanese artist, hits the road, he is not searching for beauty – he is interested in cracks, fractures, columns, wounds

in the streets surface. After drawing the “hecomi” (Japanese acronym for indentation, peeled spot, or depression on a floor, wall or road surface) right on there, he shapes yellow PVC material in his workshop, returns to the place, getting into dialog with the crack on the road until it fits in. You think he repairs it? Following the Japanese tradition of fixing a worthy tea bowl with gold to underline the individuality of things? Nevertheless. In an additional step, he folds and wrinkles the exact print and develops it to a beautiful sculpture – moveable, complex, unique, intrinsic – like a social worker assisting young people to autonomy growing.





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I thank DBI for the important meeting today and I thank the institutions present here and the fruitful dialogue that may arise from here.

“Salesiani per il Sociale” expresses the action of the Salesians of Don Bosco in Italy, in the context of interventions related to educational poverty, youth discomfort, integration of migrants and above all “youth leadership”, through the constant work of our workers and volunteers.

I bring my point of view as a Project Manager in the social interventions field, especially in supporting migrants and unaccompanied foreign minors, which represents many actions carried out by Salesiani per il Sociale, among the main areas of intervention in which we are engaged both at the level of our local realities, both nationally. Salesiani per il Sociale is a reality extended on a territorial level, with about 90 members and 46 family homes, scattered throughout the territory.

To give only a brief numerical dimension of the interventions related to migrants, we support about 4000 young migrants including a hundred of unaccompanied minors and about 500 young adults who just came out of age, 63 projects and services activated, I can mention and thank the realities of Turin, Naples, Catania, Rome, Gorizia.

From the data of the Italian Ministry of Labor in December, 70% of minors are around 16 and 17 years old, for a total of 7000 unaccompanied foreign minors on the national territory, a critical transition phase that must be well addressed.

First of all, I would like to focus on the work of educators with and for unaccompanied foreign minors and on the minors themselves: on the challenges and the construction of their life path in our country.

Among the various testimonies that we collect among our educators, the importance and delicacy of the role and work of educators emerges: listening, passion and educational presence and the family atmosphere that one breathes, as a peculiarity of the Salesian educational system. Many projects also involve the social workers, the development of intercultural skills. Without forgetting the role of mediators who support the educational activity.

The educational relationship that is established is itself a source of protection, guidance and accompaniment.

On the side of minors, it is necessary to think about the construction of structured accompaniment paths with individual and integrated paths that put the minor's abilities at the centre.

It is necessary to support and mediate with the family of origin whenever possible, to support the creation of housing and working autonomy paths and to identify reference figures and to encourage the construction of a social network.

In fact, in recent years we have realized how much it is necessary to foresee, think about guaranteeing integrated paths, personal growth, integration and community development in which minors can feel fully protected and safe.

The educational action is permeated with full attention to the needs of minors, an action that focuses on the minor, his/her history, his/her experience to ensure educational and integration paths that promote his/her potential, resources and that enthusiasm and creative ability of every young person.

Minors are welcomed, they attend language courses, they are accompanied in their placement in regular study paths and professional training and vocational courses. The street education activity is important, in which our operators initiate the first contact with the children they intercept in the most critical neighborhoods of the cities in which they operate.

Sports activities of socialization and non-formal education become an essential key to the educational and integration action conducted by the social workers.

The most delicate moment and that has represented and still represents a challenge today is the issue linked to the transition to adulthood where, due to the exit from the reception systems, many of the paths started to risk being interrupted. This is why it is extremely important to invest in this.

In particular, according to the recent research conducted by UNHCR, IOM and UNICEF (November 2019), the difficulties that hinder the transition to adulthood, are the following:

- Legislation: the slow and complex procedures for obtaining documents are a concrete obstacle in the lives of unaccompanied foreign minors.
- Timing: the window of time that most unaccompanied foreign minors have, due to their age at their arrival (16-17 years), is very limited to equip themselves with the necessary tools.
- Work: the difficulty in obtaining a regular employment contract affects also other aspects.
- Discrimination: forms of discrimination and racism, including in accessing the labor and housing markets, represent an obstacle and affect their personal well-being.
- Trauma: traumatic experiences lived in the country of origin or during the trip are difficult to overcome and make the path of social inclusion more complex.
- Violence: the presence of dynamics of violence, including those based on gender, experienced in particular by girls even when they are not victims of trafficking, strongly affects their path.

Each project we carry out carries within itself the involvement of educators, trainers, local institutions, volunteers, families and adult figures of reference.

The needs of unaccompanied foreign minors challenge us, we need to strengthen and invest in structured paths that guarantee 360-degree protection.

It is necessary to think together, build alliances, partnerships, network with other bodies, national and international, in a reciprocal exchange.

I am happy to see here the presence of the Sirius Network for the precious collaboration we have started in the last 2 years.

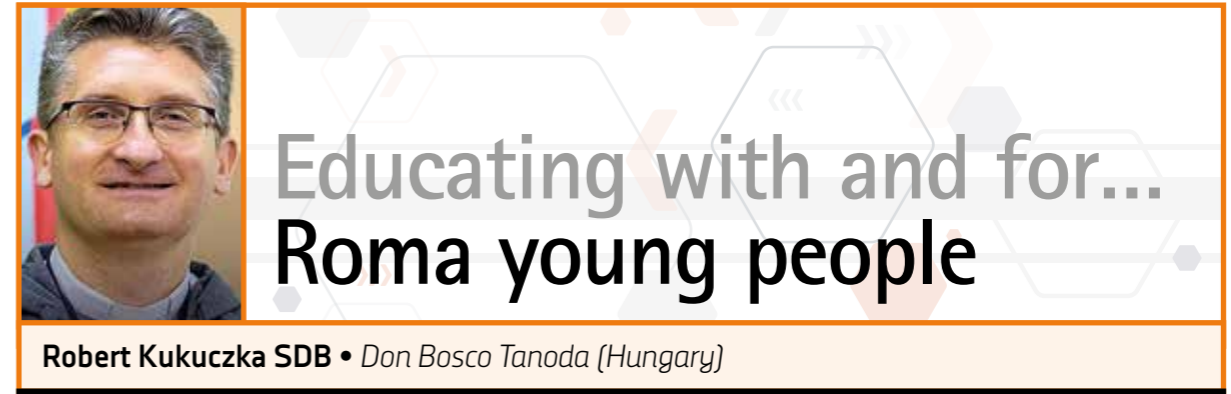
Partnerships are necessary to compare methodologies, practices and processes and to create a continuous synergy between public and private, between local and national to create projects that help trigger individual and community empowerment processes, in which the social and relational network can be strengthened in a solid way and around the minor, opportunities to educate to a sense of welcome, a sense of family and familiarity, rights and peace. With the minors as protagonists of this process.

As Pope Francis reminds us "We can start from below and, case by case, act at the most concrete and local levels, and then expand to the farthest reaches of our countries and our world, with the same care and concern that the Samaritan showed for each of the wounded man's injuries. Let us seek out others and embrace the world as it is, without fear of pain or a sense of inadequacy, because there we will discover all the goodness that God has planted in human hearts" (Fratelli Tutti, 78).

I would like to conclude by saying that our projects must push us towards this trajectory to meet the other and to become close, with a view to mutual responsibility and for the creation of "a space of co-responsibility, capable of initiating and generating new processes and transformations".



## EDUCATING IN EUROPE TODAY



I'm Father Robert, Polish Salesian Priest in Hungary from the Province of Krakow.

So far, I have been to Hungary for 16 years. I have been working for gipsy children for already 10 years now. Salesians play an important role in the reintegration of the disadvantaged groups like in the poorest region of Hungary, in Kazincbarcika that is an industrial town. We have been here since 1993 thanks to Father P. Havasi Jòsef's inspiration, our former Salesian Provincial. Nowadays we serve in 4 sectors:

1. Don Bosco Secondary School, where most of the students are roma. Don Bosco School consists of technical and vocational education training school with 12 different professions to choose between.
2. The Primary State School of Sajòkaza for roma children: we planned to open a new Salesian Tanoda in the beginning of September of 2021.
3. Workshop Program School: for "dropout" children.
4. Tanoda: we try to use the pedagogy which derives from the Don Bosco Preventive System based on his dream when he was 9 years of age. It consists of: socializing, repetition, learning support, reducing early school leaving, spiritual education, cooperation, helping in choosing one's conscious career. In the beginning of our oratorium work, we went to different phases for implementing different kinds of educational methods. In the beginning it was about spending free time usefully, having a snack together, then we gradually started to have learning with the involvement of volunteers, teachers, Salesians, and cooperators. In April 2019, we launched the Don Bosco Barcika Tanoda with the help of our provincial: father János Andrásfalvy SDB, since that time, the Tanoda is open 3 times a week and on Sunday mornings on weekends.

It is not usual for multiple disadvantaged students to spend their free time usefully, such as: study, language, computer science, gardening, freetime, family atmosphere, drawing, painting, handcraft, theatre, cinema, music, spiritual education. These actions are almost unknown to them, as a result, our out of school programs are closely related to the learning process:

time-management and gaming different pressure experiences. It is rather a learner-centered pedagogy than a learning-centered pedagogy that we are trying to implement. Salesian Tanoda is a non-mandatory service, of course, under cooperation agreement, parents and students undertake to be involved in it. Gypsies have already been going through a lot of disappointments and failures in the mandatory school system. So, it is very crucial that they get a sense of success, may find someone to listen to them and understand them. The family atmosphere is slowly growing which may contribute to success in their adult life. Sometimes parents rely on this, that their children are capable of things that they have never been capable of, like cleaning the house, learning, reading at home, singing, going to churches, praying alone or sometimes they ask their parents to pray together. In this way, we try to evangelize, the attitude of trying to understand someone else is growing which tries to balance the attitude of individualism and selfishness. They also need to see that not only is teaching possible but they also need to feel that they can count on us in many ways. The key goals in achieving these aims are: consistency and predictability. This is exactly what is lacking in their daily lives because of this they are often threatened by living the process of education too early and the result of this by the lack of a job.

Good working practices also need to be shared at international level: for example, through forums where roma and non-roma young people living very far apart, could communicate to each other. This also helps them to learn foreign languages as well as to develop social relationships as they found this difficult: to meet strangers.

Thank you for your attention. God bless you!



## EDUCATING IN EUROPE TODAY



# Educating with and for... Young people suffering addiction

**Gema Rodriguez** • *Coordinadora Estatal Plataformas Sociales Salesianas (Spain)*

“There is nothing better, when life passes through you, when you do not control something you have entered in, when you find yourself overwhelmed, that, in addition to adults, a person of your age appears, a person who can understand you, who supports you and that offers you alternatives” (from “Proyecto Toma las Riendas”).

Since 2013, CEPSS (State Coordinator of Salesian Social Platforms) has been developing the “Toma las riendas” (“Hold the reins”) project, training for prevention with young people based on empowerment and social participation.

The aim is to offer a space for meeting and learning between educators and young people of the Salesian Social Platforms in Spain, where the prevention of drug addiction is implemented through a broad approach, focused on the development of initiatives for the creation of healthy youth spaces.

One of the main innovations of the project was to establish a line of intervention and training with the participants themselves in the projects of the Coordination. In this way, they become protagonists of their own processes of transformation of reality, managing to improve even their peers.

Carrying out this type of action with young people who find themselves in situations of vulnerability, is a bet in which issues such as empowerment, resilience, change of vision and increase of self-esteem become truly visible.

At the same time, the methodology and the process itself are innovative as they combine joint actions with all the participants of “Tomas las riendas”, together with local actions by territories, carried out by the small teams that are constituted in each of the entities participating in the project.

In addition, both face-to-face training and online training are carried out. On the other hand, an important point of innovation lies in influencing the growth of groups of young people in their local areas and, ultimately, in bringing together changes and real social transformations.

It is important to underline the wealth that is generated in the project by placing it in a national scope of application. In this regard, young people and educators have the opportunity to

network and enrich themselves through the various contributions given and the collective work generated. On the other hand, it is necessary to underline the personal transformation the beneficiaries benefit from, since this involves an even greater empowerment process in people who are responsible and aware of being active agents of change and prevention in their areas of influence.

In recent years the project has developed in three training ways. An annual training (at the state level, currently in its ninth edition), several territorial laboratories (in different cities in the years 2017 and 2018) and an in-depth meeting for educators (in 2018) as well as workshops involving other entities to discuss the project's methodology in 2020.

Through the project, in 2017, a book entitled "Building Dreams" was published. It was generated from the reflections of the project in question and from other practical experiences, which, starting from prevention, participation and empowerment with young people, was able to grasp some methodological keys that can serve as a guide and orientation to the educational teams. This manual can be downloaded for free from CEPSS' website. Thank you for your attention.



## EDUCATING IN EUROPE TODAY



## Educating with and for... Young people in care services

**Antoine Farrugia SDB** • Salesians of Don Bosco Malta

A bit of context:

The Salesians in Malta started, as an historical response, to a need that was felt in society: people were voicing, particularly young people. More than 100 years ago, the Malta's Government listened and intervened and asked the Salesian in Turin to consider whether they would come to Malta, they did so, in fact they explored the idea and they came to an agreement to come to Malta.

The first house that they set up was St. Patrick's School (in 1903). It was a Residential school and a Trade School. However, what the Government invited them to do was to set up an Industrial School, in Italian it was translated into "Scuola Industriale", so for the Salesians in Turin, it was considered as a technical school. But, the Government in Malta was actually interested in having the Salesians to run a prison for young people.

So, this happened by chance/mistake, this was the first prison in history of the Salesian Congregation. Around this, there was immediately some tension because they said "How can we apply the Don Bosco Preventive System in a prison which relies on being repressive?" and they reached some sort of agreement.

Anyway, society's needs change over time. As knowledge increased and responses differed, the Salesians opened up new presences in the area of residential care as well as in youth centers.

But, who are these people in need of care? They come from a variety of backgrounds: from poverty, family, cultural issues, mental health and child protection. Then there are those who leave homes, or who are sent away for a while, but those who have a home to which to return to, they are different from unaccompanied minors, for example. Finally, there are young people in care who are facing an uncertain future. All these are different and we need to address their needs differently.

We can educate and accompany young people in care appropriately. In the European Union, young people who are in care, seem to be in poverty and socially excluded. The EU is not just about economics, we need to see how to balance the economic progress and the social cohesion. So, the Salesians can offer a vision here: to realise every child's potential and to

create strategies for this to happen systematically. This will lead us to help young people in care to integrate fully in society.

Of course, there are individual circumstances that lead young people into Care Services, but we believe that Education is always a matter of the heart, regardless the circumstances which lead them into care services.

One of the worrying situations is that what starts as a short-term homelessness can turn into chronic homelessness, unless their needs are met.

What Salesians learned is that the one-size-fits-all approach does not work. As Salesian educators, we believe that if young people are living with us, then our education needs to be all about accompanying that young person. We hope that, no matter the circumstances, every child can and should be helped to realize their potential. Young people in care have a particular profile, we are realizing more and more, every year, how much the experience of trauma in their lives, is important. Therefore, we need to take care of that. They probably experienced multiple losses before arriving in care, so they go to a grieving process which could be also seen in their acting out. They need the kind of care which compensates for their situation, for instance they need therapy, and to have people who can be "mirrors" for them and who can identify their potential so that they can believe in themselves; they need to be helped to capitalise their talents. This is how they can be saved in life. So, our aim is to stimulate what is good for them and to normalize their situation as far as possible. Our Salesian vision has to be an holistic care vision, this is what constitutes Salesian education in practice.

For young people in care, accompaniment means sensitively addressing their needs and their trauma, this happens in the way we care, in the way we offer therapy formally or informally or the therapeutic environment which we create to cater for their needs. We address their needs for belonging, we do not just keep young people in care like as they are "borders", they have certain needs which are deepen and we need to look after that, so there is the issue of grief that comes to the natural family, they might be issues that need to be tackle in therapy, care in a short period, so sometimes there is a need to create an "artificial family", the family that Don Bosco used to create for his children as well in residential care. But then, some young people, they might be in care for a little while and some might be there for longer periods. So we need to create alternative family-like-care structures. And if it is in the best interest of the child, we try to find them an alternative family, so that we were in partnership with the foster families and we provided training as well as matching together with ongoing support where these young people/children can have a family which keeps being there for them. This provides meaningful human relationships.

Then, we also need to address long-term care. Now if we look at the way we engage with young people in care services, there is a Salesian style even in the setting, the homeliness and the welcoming that you find when you enter to a Salesian house where the system is based on relationship, a system where even chance encounters are an opportunity for the holistic growth of the young person. The Salesian approach is open, hospitable, warm and caring. Young people are called by name, they feel known, accepted and respected. All aspects of the young person are important: body, mind, heart, soul: immersed in an educative environment. They interact with, and are influenced by, the various aspects of the educative process, which includes the physical environment and the quality of human relationships.

Problems with young people when they come to age 18 is that they might be considered now adults, and the care system abandons them. That cannot happen! They are still vulnerable,

they still need homes, they need to be accompanied and their risks need to be looked after.

What we have learnt is that there is a need to plan transitions between Services: Residential Care and Foster Care to Aftercare Services which will look after the children as they become adults.

There are some policy and high-level instruments, but are they being correctly applied? There are a lot of recommendations, but I think there is still room for improvement there. (UN CRC, C.o.eE. Committee of Ministers Rec (2005), Youth Guarantee, European Pillar of Social Rights).

However, the high-level policies need to be translated into ground-level if they are to be of help to young people in care. Otherwise, they won't be of much help, they will just remain "policy dreams". But, the Salesian ethos brings creativity and dedication to enable their implementation.

To conclude, we, as Salesians, believe that improvements can happen if we work together with like-minded partners in Europe (e.g. EuroChild).

Thank you for listening!



## PROJECTION OF "ONE WORLD"



# One World: True Medicine

Don Bosco International Media Academy • DBIMA (Paris, France)

To whom does the Universe belong ? Certainly, not humans alone. Our interconnection and interdependence with all that surrounds us should be confirmation of enough that the universe actually belongs to every living creature. And even that we perceive as not living – the earth itself, its mantle, the stones that make the mountains, and the valleys – this universe belongs to them as much as it does to us.

But what about our partnership with these beings ? Our stewardship of our planet ? We have driven away and massacred these beings, creating deforestation in our wake. Our overconsumption of meat, derived from intense factory farming techniques, disregards the spiritual being of our animals and depletes our natural resources. We used the ocean as a dumping ground and polluted the air where the birds once flew. Technology may make us move faster and further while air pollution kills 9 million people a year.

We created an economic strategy and promised to raise the living standard of the poor, but the rich only became richer and the poor poorer, and now we live separated by suspicion and fear, trying to make as much money as possible while deliberately ignoring the impending fate of our world. Our endless need for « Economic Growth » - our belief that money can buy anything has left us in a spiritual void – and our world in grave danger.

Then came the virus called « Corona », the « invisible enemy » that threatens and challenges our entire human race. It is an equalizer, sweeping across borders regardless of ideology, infecting people regardless of race, creed or religion. Even royalty and Hollywood superheroes are not immune. Only a complete lockdown, a complete halt of all economic activities seems to slow its advance. Some will say that maintaining « our way of life » is more important. Some say that there is no such thing as climate change. Some will say the virus is the result of an impatient God. But surely, hasn't God graced the planet with the same means of self-defense as all his creatures ? Some might try to convince themselves that the timing of this new plague is coincidental.

Native people have been the forebearers on this idea – that the entire planet is a living organism and one day it will fight to protect itself. The world seems undergoing a drastic revolution. Fewer vehicles on the move has caused a drop in the nitrogen dioxide levels (NO<sub>2</sub>).

## EDUCATING FOR THE FUTURE OF EUROPE AND BEYOND



## From DBWAVE to DBTE: Vocational Education and Training (VET) in the EU and beyond

**Tarcizio Morais SDB** • *Don Bosco Schools and VET, Coordinator*

The waters in the seas, rivers and lakes have begun to clear. We see swans in the Venice canals. And dolphins playing on the Italian seashores. We witness empty streets all over the world becoming a safe haven for the animals playing there. In the following weeks and months nature will show us how things could be. How they should be.

In the quiet confinement, life is slowing, families are regrouping, getting back to the things that are truly important in life. Amidst this, our heroes – civilians and military doctors, nurses and care workers, law enforcement and social workers and all those who continue our food distribution and other essential services, working day and night to save lives. This time can be a blessing. If we take this moment to reflect, meditate and pray that we may accept this truth : that the universe is a common home to every creature in it – that everything is interconnected – including ourselves. If we meet the challenge of this event and broaden our focus of concern and our daily behaviour to include sustainable environmental ecology.

If we vow to protect all human life and begin to practice concrete acts of solidarity with the poor, if we begin to conduct ourselves ethically in all our economic affairs, if we cultivate a sense of deep communion with the rest of nature, and great love and compassion for all our fellow beings, if we do this, then, this dramatic human event will be a turning point.

Our life is very short, let us come together to create a better home for our future generations. Let's dare to take the leap. Let's dare to try. Let's dare to change.



The Salesian experience in the professional field goes back to Don Bosco, a priest from Turin founder of the salesian society, who in the period of 1853-1862, organised six workshops in Valdocco, on the outskirts of Turin: shoemakers, tailors, bookbinders, carpenters, printers, blacksmiths. With the help of the collaborators, the works for young craftsmen gradually became FP institutes. Don Bosco's deep and lived intuition is that of youth education, which he considered a fundamental factor in social transformation. Since these origins, the Salesian Vocational Training has acquired over time a universal scope and breadth, tested by the most disparate and demanding situations and grafted into a rich cultural and pedagogical heritage. That's why today we continue to promote vocational training as a privileged means of attention to people in need and their inclusion in society and the world of work.

Don Bosco T-VET centres cater for 60.000 learners in Europe, out of which, around 70% face a vulnerable or exclusion situation due to different factors (socio-economic, learning difficulties, ethnic discrimination, racism). Don Bosco organisations count on over 250 T-VET centres in 12 different European countries and over 150 years of experience providing quality based initial and continuous VET. As all Europeans, we are engaged in improving and promoting integral human development, building an answer to the green and digital transition, in a more sustainable world for a new generation, of inclusion and equality and improve employability and competitiveness and thus stimulate economic growth.

In order to answer some important challenges in our European context, we begin to think about processes of systematisation and deepening of the educational dynamics of our TVET centres.

That's why we started our DBWAVE Project: Don Bosco Web for a more Accessible and inclusive VET in Europe. The main objective of the promoters of the initiative is to create a Salesian work network at the European level to foster the internationalization of the institution through the participation of its centers in the various Erasmus+ programs available and in project proposals in which they can collaborate together.

Objectives:

- Encourage the creation of transnational and national VET providers' networks and partnerships to work together at national and European level to improve the quality and



## EDUCATING FOR THE FUTURE OF EUROPE AND BEYOND



## Learning together on Education and Migration

Mialy Dermish • SIRIUS Policy Network, Secretary General

efficiency of VET, enhance its impact and relevance for learners and employers, and build cross-border cooperation for VET quality and attractiveness;

- foster communication, dissemination and support for implementation of the VET policy agenda at EU and national level, to exchange knowledge, feedback and experience of policy implementation and sharing of best practices on VET excellence.
- to strengthen the commitment of the Salesians of Don Bosco in the TVET sector,
- promote accelerated growth and sustainable development among the young people (and give them a voice) and eradicate widespread and severe poverty and stop the marginalisation of young Europeans in the current process of globalisation
- to understand Salesian vocational education and training systems in Europe and to develop a common program of pedagogy, training, administration and staff targeting for TVET.
- to help create and develop VET training centres by promoting the exchange of pedagogical, educational, training, learning experiences, relations with companies and sharing best practices on excellence in SDB VET.

At the end, we dream on creating a NETWORK OF SALESIAN VOCATIONAL TRAINING CENTERS and start DBTECH Europe, as we already have in other places around the world (DB TECH AFRICA, INDIA, ASEAN).

Our goal is to consolidate, update or improve their skills through the acquisition of knowledge, skills and competences for a more productive and responsible exercise of a professional activity. Our dream is to give future and build a new generation where happiness and progress is united in fraternity and a space of continuous newness in favour of the youngest and their sense of life.

In our project we have eight Salesian partners involved in DBWAVE project from six countries:

1. Federazione CNOS-FAP (Italy);
2. Fundacion Tech Don Bosco (Spain);
3. Szalézi Intézmény Fenntartó (Hungary);
4. Association Maisons Don Bosco (France);
5. Inspectoría Salesiana María Auxiliadora (SMX Province, Spain);
6. Don Bosco Onderwijscentrum (Belgium);
7. Deutsche Provinz der Salesianer Don Boscos (GER Province, Germany);
8. DBI (Don Bosco International, liaison office at the EU level in Brussels).

For us it is a great and natural challenge to keep on working on this project and in the future to have our "DB Tech Europe" at the service of the young people, especially those of them who need us the more.



Thank you so much for inviting the Sirius network we are thrilled to present at this event a little about our work. Last night I had a little time to read about Don Bosco himself, to learn that he was a true educator with a deep understanding of how important the education and well-being of our children is in our world. And I found a quote that he said. "Pay special attention to students with more difficulties."

For me, this original quote by Don Bosco really encapsulates a lot of what we are trying to work towards with the SIRIUS Policy Network on Migrant Education and I will tell a little story here to explain why.

Some of you may know that despite common myth, the North star is not the brightest star in the sky. In fact, the brightest star is SIRIUS – also called the Dog Star. In some ways, this encapsulates the cause of our network, for the intelligence of migrant and refugee children are often unseen in the classroom, in our classrooms here in the Northern Hemisphere, and this due to language challenges, differing understanding of how to act and how to be in a classroom culturally. However, these children, these stars can often be just as bright, if not brighter than their counterparts and deserve the attention of their teachers and education systems however sometimes are subject to their dismissal.

And so Don Bosco's words, which reflect a deep understanding that children and students who may present as those who have difficulties really mean that we need to dig further into why children may be struggling with academic studies. They ask us to look at the whole child, the whole community around them and to take that into consideration as we aim to support those children.

Here at the SIRIUS Policy Network this is exactly what we try and do. A mix of educational researchers, EU networks, Ministries of Education and migrant organisations, we try and engage students, teachers, parents, families, social workers and other educational support personnel in research, peer learning and advocacy in order to share and push for better evidenced practice and policies in classrooms.

Some of our core activities, which we are very lucky to have Don Bosco International as a part of include

- Producing a yearly EU-wide research publication called SIRIUS Watch – the 2020 edition of which is nearly ready, and you will be happy to hear that it focused on assessing a wide range of educational policies across 20+ EU countries. This year of course we honed in on the impact and experience of teachers and other stakeholders during the school closures due to covid-19
- Undertaking peer learning activities, where we share experiences by sending teachers, social workers and policy-makers to different environments in order to understand how and why different initiatives might be successful in their individual contexts
- Bringing together all stakeholders in educational systems at a national level in order to discuss and inform current practice and policy, whether it be on entrance assessment or multilingualism
- An EU level policy conference which usually brings together 100+ participants to discuss relevant issues. Last year, we did an online workshop on inclusive digital education where content was decided and discussed by all participants and each country developed SMART goals at the end.

Other activities we are pursuing this year include research into the impact of Covid on refugee education, looking at developing truly inclusive mechanisms and processes both at practitioner and policy level for including migrants, working together with other research institutions such as the OECD to develop a framework for us to analyse holistic models of education for migrant and refugee education, supporting and advocating with others towards the EU in order that their new policy tools - are really useful and maximise many of the already existing amazing resources that we have today.

Why do I tell you about us? Well, today is a challenging world. And, as I discovered last night, the world of Don Bosco was a challenging world. Today is a world where a pandemic has ripped open the searing wounds of our societies. Families that were happily sitting at tables helping children with school-work and enjoying living and working in a conflict-free environment for the first time in years are now going hungry because jobs no longer exist. Children who were beginning to learn how to speak a language of instruction at school are now isolated without peer support and the opportunity to practice that language as they can no longer go to school, Teachers who relied on peer support, social workers and parental connections are now struggling to deal with all day with a mask on an trying to understand their students without connection to their wider communities in a normal, day to day interactions. It is now, that the work of people like Don Bosco should be highlighted and now that we should take solace and have hope that if others can live through times like this then so can we.

But solace and hope are not enough. They must be combined with the effort to look for truth and evidence-based actions and policies. These are things we can do, and we can do together. I would like to leave you with 2 thoughts on predictions for 2021 in education. A small snippet of predictions that will soon be published in the Foundation for European Progressive Studies 2020 Yearbook. And while I leave you with them I would like you all to think about which predictions you would like to see come true, which Don Bosco would work towards. And even more so, think if you could influence one small action in one of them, what would it be?

### Positive scenario

After strong investment directed towards vulnerable communities through financial instruments that schools and school leaders are able to access and manage themselves, we

will find that the learning gaps that might have occurred were significantly mitigated in the 2021 school year. This highlights the importance of bold political and financial leadership, and the recognition that teachers and leaders who have direct contact with learners are best placed to make rapid decisions about how to use investment for their communities with optimum effect.

### Negative scenario

Long-standing differences in the learning achievements of vulnerable communities in comparison to other learners were further engrained at the end of the school year in 2020. Continued disruption to many school systems will put an extra strain on the educational attainment of these learners, among them those still in early childhood, those with learning needs and disabilities, migrant and refugee learners, those who do not speak the language of instruction, learners from lower socio-economic backgrounds and those from vulnerable households with parents who are abusive and/or struggling with mental health issues. Depending on age and grade, many learner may struggle to catch up with what their peers are achieving within the period of formal education, particularly older learners in the 15+ age range who will have less opportunity for intervention before they reach an age of independence.



## EDUCATING FOR THE FUTURE OF EUROPE AND BEYOND



## VET as a bridge between Europe and Africa: the SAAM project

George Tharanyil SDB • Don Bosco Tech Africa, Executive Director

Vocational Education and Training has been the foundation and central pillar in the advancement of Technology and in the development of nations. This has been true with almost all the countries in Europe and around the world. Some to a great extent and others to a lesser extent. And Don Bosco Institutions, right from the time of our father and founder Don Bosco, have contributed greatly towards it, through the TVET centers we run and operate all around the world.

In Africa too this contribution is very much evident. In sub-Saharan Africa, the Salesians of Don Bosco run 102 training centers, spread across 34 countries. These training centers are coordinated by the Don Bosco Tech Africa network.

Don Bosco Tech Africa Network is proud to be part of the SAAM project that brings together the European Union and the African Union. It is funded by the European Union under the annual action Programme 2018 of the Pan-African Programme for the component of an AU-EU skills for Youth Employment Program entitled "EU-AU VET Mobility project. San Viator from Spain is the Project Holder and Mundus, the implementing partner.

14 out of the 17 participating schools come from the Don Bosco Tech Africa network. And that represents 82%. And from Europe about 20% of the participating schools are Don Bosco institutions. And this is a clear indication that in DBTECH Africa and in Don Bosco, you can find a reliable and strong partner in advancing TVET and education in general.

This is a pilot project modeled after the Erasmus Plus program with the mobility taking place between Europe and Africa. Three sets of mobility are expected with the European Teachers coming to Africa, then Teachers from Africa moving to Europe and finally students from Africa moving to Europe.

EU-AU collaboration in TVET is not new. Most countries in Africa have benefited from the EU experience and from EU funding for TVET. This has happened both at the government level and at the Private level. And this has contributed to national development and employment opportunities for the young people. And I am sure that the SAAM project is going to open up opportunities for the youngsters from Africa. I am sure that it will contribute to greater creativity and innovation within our Training centers in Africa. And as for the European Teachers visiting

## EDUCATING FOR THE FUTURE OF EUROPE AND BEYOND



## Investing in Children for the Future of Europe

H.E. Marie Louise Coleiro • *Preca, Eurochild, President*

Africa I am sure it is going to be a learning experience technically, culturally and in terms of the great African values that can contribute to human wellbeing.

Don Bosco Tech Africa has the slogan "Quality of life and Decent Employment". Our TVET centers strive to provide this for the youngsters. Don Bosco centers do not just provide a skill to the youngster, instead it prepares the youngster for life. Thus enhancing his or her own personal life and the life of the society and the nation in general.

The EU has adopted the SDG pledge that no child or no young person is left behind in Europe. I think this has to be taken more seriously at the global level if we are to attain the Sustainable development goals, especially numbers 4, 1 and 8, that speak of Quality Education, No Poverty and Decent work and economic growth. This is more true of Africa. And VET can be a great tool in achieving this. And there has to be a concerted effort from everyone, especially from the governments and the industry. At the industrial level we in Africa cannot be left behind. We are already adopting the Internet of things and Industry 4. But our training centers are still not up to date. And this is where the EU and the AU need to come together.

And you can find a reliable and strong partner in Don Bosco Tech Africa.



Thank you for inviting me to this important meeting. I am delighted to be here today on behalf of Eurochild to discuss why we must invest in children to ensure a fair and sustainable future.

So, what is Eurochild, and how do we advocate for children's rights?

With almost a membership of 200 organisations and individuals, from across 35 European countries, Eurochild is the largest network of children's rights organisations in Europe.

We are honoured to count Don Bosco International among our membership – and deeply value the experience and expertise within your network, in particular in the fields of education and inclusion. I myself have also direct experience from my own country, of the multitude of inclusive educational initiatives that the Don Bosco organisations take on board. My country reaps the benefits of your initiatives and I thank you also for that.

We, as Eurochild, work WITH and FOR children throughout Europe, striving for a society that respects the rights of children.

We aim to ensure that children's rights are visible in all EU policies. Our strength is derived from our members, the direct involvement of children in our work, and close working relationships with the EU institutions. We indeed work in close collaboration with our national members, civil society partners - such as the EU Alliance for investing in Children - and with EU institutions, to ensure stable communication channels and fruitful cooperation between the national and the European level.

We fight against child poverty and advocate for systemic reforms that address structural inequalities by calling for the prioritisation of public investment in education, healthcare, housing, family support, and childcare.

We also believe that children are experts in their own lives and must be listened to in decisions affecting them. For this reason, we work to protect children's right to participate in all decisions that will impact them. For example, we want to ensure that children will play a role in the upcoming Conference on the Future of Europe, and that children's rights will be taken into consideration during all relevant debates.

As you can imagine, the unprecedented challenges brought by the COVID-19 crisis drastically changed our way of working and our planned advocacy actions. The pandemic is having far-reaching effects on Europe's economic and social fabric and, consequently, on children's well-being. The crisis is exacerbating existing inequalities, and putting huge pressure on available health and social welfare services, making it even more urgent to act.

For this reason, since the very beginning of the pandemic, Eurochild has urged European leaders to recognise the necessity of investing in children.

The European Union is putting in place the largest stimulus package in its history. The Next Generation EU is a financial recovery instrument that will make available 750 billion euros to counter the impact of this crisis on those citizens most affected by the pandemic. These resources must be used to invest in children. Because children are among the most vulnerable and affected categories. Because there is no better investment in a sustainable long-term socio-economic development than investing in children.

We are also advocating to obtain a strong and strategic European Child Guarantee, a fundamental instrument that will support Member States in protecting the most vulnerable children and trigger national spending in services for children and families, including improving access to education.

We must urge European and national policy makers to recognise that investing in children is a prerequisite to ensure a fair and sustainable European recovery. Investing in children means investing in a fairer Europe which will protect its citizens from the long-term impact caused by the pandemic. It means investing in the social fabric of our Union to ensure the stability of its very future.

To conclude, this crisis is providing the EU with a unique opportunity to build a more social and fair Europe. To make it possible, the "Next Generation EU" needs to earn its title by truly putting the well-being of children and young people at the core of its recovery. The EU has the necessary resources to ensure a fairer society for us all in which children grow up happy, healthy and equipped to realise their full potential. This is the proper occasion to make it happen.



Thanks to all the participants and speakers of this meeting who wanted to celebrate the upcoming Feast of Don Bosco together.

His heart as an educator and priest, full of concerns for the daily needs of young people, "reacted" with interventions in the educational, social and even political fields. He thus becomes a great builder of educational works for the new generations, to whom he transmitted many values through school, culture, professional training, catechesis and the intelligent use of free time; his boys were trained to be upright and competent workers, social actors with great civic sense, Christians witnessing an active citizenship.

He had an intellectual and emotional intuition of the world of youth, especially of the most "abandoned" ones; he felt the need to intervene in this sense on a large scale, in the ecclesiastical world and in civil society, as a primary requirement for the life of the social order.

The fundamental project of the founder of the Salesians operated in the civil and social fields, but with precise and essential religious implications: Don Bosco gave proof of a double citizenship: that of the earthly city and that of the heavenly city, together.

He had that charismatic ability to gather around him hundreds of young people enthusiastic about his educational mission, to support the youth of the lower classes who, left to their fate, would potentially be a social danger. This is why he has always tried to network with all those who could collaborate with his cause, as we have seen in this online meeting.

Today we all know and appreciate the work of Valdocco and its founder: he anticipated various topics in his life that we are facing today; with an educational action based on the human rights of children and teenagers, he showed how extremely positive results can be achieved. In synergy with many collaborators, he realised the validity of a social system that responded to a logic of solidarity, honesty and subsidiarity.

As a traveling educator on the streets of Turin, the secret of Don Bosco's originality lies in his love for children. From our side, we wish everyone to discover the same.

Thank you all!





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