

The words of the Congress

SCENARIOS

The professor. Quentin Wodon, Lead Economist of the World Bank, reflects on world scenarios, second session of the International Conference, which question educators and educational and training processes.

Today we introduce you to the understanding of the "World Scenarios" which will be at the center of the second session of the Conference entitled "Confrontation with the challenges of education today".

Quentin Wodon, Lead Economist of the World Bank, will introduce us to this second session, who will accompany us to understand the critical issues, the phenomena that accompany the global context and that challenge us in terms of education.

What world is it today?

Your question is very broad; in what world do we live? We live in a world that is becoming more colourized and more violent, some worlds and refugee crisis that is showing some examples of that trans.

We have a lot of progress in the world for many decades, and I think that many people are worried that we may transition to a new face.

But where is perhaps the most is the growing in equality, the fact that people who are very well-educated to who were born in families that had many advantages turned to do well.

But those who were born from families that were in poverty and faced a lot of obstacles in the US for example where I live this manifest itself in many ways including in the educational opportunities that they have or don't have.

I am also well worried about the question, of whether the people in ten, twenty, thirty, forty years will have decent jobs given the progress of the technology and the threat that the technology may imbibe some of the jobs that people currently own, so I think that we live in a world that is difficult and in competition for resources is very harsh.

In what scenarios is the educational act located in the new global context?

Now, what can we do in Catholic Education to try to respond to some of those challenges?

I think we have to give hope, I think we have to really equip students with the skills that they will need including the skills in the labour market. And we of course make sure that the children, actually, learn in school. So let me take this response one by one.

Learning in the school, and working at the World Bank and the data that we have suggests that in lower income countries between five and six children in every 10 children are actually not able to read and understand the text that is appropriate for their age. We call that learning poverty. Learning poverty is highly relevant and it is also relevant also in many Catholic schools. Even the Catholic schools little better in terms of teaching the fundamentals, many children in Catholic

schools as well are not learning enough. So, we first need to make sure that the children do learn. We need to equip them with skills to be successful in their lives.

This means, that we need to emphasize for example that so more soft skills much more than we used to, and then we need to provide a hope and I think that, beyond what you learn in school that is related to the fundamentals or what you learn that is useful for progressing to the secondary education or may be to courage for truth to get a good job.

I think the school is one of the most important ways that we can help children to live with one another, and they are some beautiful examples of things happening in Catholic schools and also of course in other schools.

That help people, students live together in that can also help later on for solving some of the major crisis that the world confronts.

If I have just one more minute I will give one example, it is a priest in Burkina Faso, and he created a new school. It is a secondary school about ten year ago, I mean the school does very, very well. So the students are very successful. But what I find more interesting, that the school is actually located in an area where large part of the population is Muslim. This mean is along with Catholics, Muslims and all the students in the schools.

And what he did a series of very simple steps. So that all children would be able to practice their faith and deepen their faith, or those do not have that is fine too. But in the respect for the other. For example, the Christian schools would give a message to encourage the Muslim students for Ramadan, and Muslims schools would give a message to encourage the Christian schools for the period of lent or Christmas.

I find that very, very interesting the way he created the respect for the other in the schools and I know that catholic education this also emphasized, or we need to emphasise it more and promote it even more.

Let me conclude we need to make sure the children actually lean the fundamentals with skills need to equip them with skills that they will need to be successful in life, and then we also need to help them learn that the value of what we call in French fraternity and living together. So, thank you so much.