

Editorial

The current special issue of the *Paedagogia Christiana* journal undertakes the intentional promotion of the theory and practice of integral education, directing our attention first to integral pedagogy, but also to integral teaching and education as implemented in practice. There are many reasons for choosing such a leading theme, among which the seventieth anniversary of *The Universal Declaration of Human Rights* (in 1948) deserves special attention. It is this document that contains a clear statement of the right of the human person to full development, including integral upbringing and teaching which, as a goal, should have “the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms”¹.

This concept is clearly indicated by Pope Pius XI in his Encyclical *Divini Illius Magistri* announced on December 31, 1929 (and therefore ninety years ago), writing that “it is clear that there can be no true education which is not wholly directed to man’s last end”². The rank and place of integral education in the teaching of the Catholic Church were then clearly demonstrated at the Second Vatican Council, including in the *Declaration on Christian Education*³.

¹ UN, *The Universal Declaration of Human Rights (UDHR)* proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A).

² Pius XI, *Encyclical ‘Divini Illius Magistri’ (On Christian Education)*, n. 7.

³ Vatican Council II, *Gravissimum Educationis. The Declaration on Christian Education*. Promulgated by Pope Paul VI. October 28, 1965.

As part of an effort to emphasize this rank and place an integral approach to upbringing and teaching, the creation by Pope Francis in September 2016 of the new Office for Service for “integral human development” (*motu proprio Humanum progesionem*) can be read, as also the appointment of Cardinal Peter Kodwo Appiah Turkson. This commission began its activities from January 1, 2017 under the motto taken from the words of Pope Francis: “In all its existence and action, the Church is called to promote integral human development”.

Integral education is one of the fundamental pedagogical categories that adopts different interpretations in contemporary pedagogical thought and has been present especially in the experience of Christian education which shows that integrity cannot ignore the spiritual sphere of man and his supernatural vocation. Integral education refers to educational theories or institutions which are informed by integral thought. There is, therefore, a great need to reflect on man, embracing all of his bodily-spiritual nature and, consequently, a consideration of his integral development and integral upbringing. Indications on this path have already been determined in particular in philosophical and theological analyses, as well as directly in pedagogical reflection. At the same time, the dynamically changing socio-cultural context, and thus also the conditions of educational processes, stimulate the constant observation of education in its integral dimension, discovering its complexity and difficulties in its implementation. To help in dealing with and recognizing integral upbringing and teaching and reviving his ideas, we present, *Paedagogia Christiana*, to our readers and friends in the hope that it will contribute to inspire and revive our personal sensitivity and our environment on the issues of integral education.

This thematic issue consists of a total of 13 texts by Polish and foreign authors in English, and commences with two articles from the environment of the Institute of Pedagogy of the John Paul II Catholic University of Lublin, Marian Nowak, on the subject of: “Education as Supporting the Integral Development of a Pupil” and Lucyna Dziaczkowska on the subject of: “Analysis of Selected Approaches to the Integral Pedagogy in Polish Pedagogical Thought”. Both articles aim to express the specificity of the concept of integral upbringing by showing its development and the specificity and theoretical foundations especially in the integral humanism of Jacques Maritain – in the first article by M. Nowak, while in Polish pedagogical thought – in the second article by Lucyna Dziaczkowska.

The specificity of this concept of education is displayed by the third article from the milieu of the Catholic University of Milan, by Giuseppe Mari,

entitled: “Christian Faith as an Important Element of Culture and Integral Education”. The author, starting from the mission and role of Christians as individualistic souls of the world, also indicates the implementation of this mission through the development of reflection and the practice of integral education and its role in the culture of Europe and the world.

Leszek Waga from the University of Opole in the article: “Integration of Pedagogical Knowledge in the Light of Questions about the Empirical Foundations of General Pedagogy and Understanding of the Concept of *Generality*”, takes the more wider problems involved in the integration of pedagogical knowledge in the area of General Pedagogy, referring to such categories as experience and generality.

The issues of integral education transferred to the field of methodology, particularly pedagogical qualitative research, we have in an article by Magdalena Ciechowska and Anna Walulik from the Ignatianum Academy in Kraków on: “Integral Upbringing in the Perspective of Pedagogical Qualitative Research”.

From the Roman University “La Sapienza”, Silvia Cataldi in the article: “The Public and Social Character of Love in the History of Sociological Thought”, in a sense opens a second group of articles addressing more specific problems – in this case, love and its public and social character in sociological reflection.

Again, from the Krakow community of the Ignatianum Academy, Zbigniew Marek, Anna Walulik and Janusz Mólka in the article on: “Integral Upbringing Inspired by the Gospel” – seek biblical and even more evangelical inspiration for the implementation of integral education.

Also from the Krakow community, from the Jagiellonian University, Anna Gaweł in the article: “Education for Health as Bodily and Spiritual Well-Being”, describes important and fundamental for integral education problems of health education implemented in the area of body and spiritual well-being.

Danuta Opozda from the Institute of Pedagogy of the John Paul II Catholic University of Lublin in the article: “Integral Upbringing in the Basic Category of Practice and Theory of Family Pedagogy”, describes the category of integral education as present both in theory and in the pedagogical sub-discipline that is Family Pedagogy.

In the area of pedeutology, and more specifically the integral formation and development of the teacher, we are introduced by the authors from the Ignatianum Academy in Krakow: Maria Szymańska and Grzegorz Zelek,

with an article on: “The Role and Meaning of Formation in Teacher Integral Development”.

There are also themes in the area of Special Education, in which three more articles are introduced. First, we find in this section of articles a very important indication for the integral development of students with special educational needs, by Ewa Domagała-Zyśk from the Institute of Pedagogy of John Paul II Catholic University in Lublin: “Integral Development of Students with Special Educational Needs in Inclusive Education”. This section continues with the articles by Beata Borowska-Beszta from the Nicolaus Copernicus University in Toruń writing about: “Catholic Males with Physical Disabilities on Disability Concepts in the Context of Religious Practices – Secondary Qualitative Data Analysis”, and then Katarzyna Uzar-Szcześniak from the Alzheimer’s Centre in Ścinawa in the article: “Pedagogy in Therapy and Care Work of Persons Suffering from Dementia”.

In fact, all the articles in this issue, *Paedagogia Christiana*, convince us of this potential and aim to strengthen us with the hope of realizing an integral upbringing in our present times and reveal selected ways of realizing this possibility.

Marian Nowak