

Editorial

Through analysis of the history of education over the last centuries, it can be seen that creative schools of pedagogy, still valid also today, have their roots in charisms that have had a significant impact not only on the development of education, but also on the wider culture¹. In this publication, the source of cognition is the educational experience of the Italian teacher, Chiara Lubich (1920–2008), and the Focolare Movement of which she was the founder. In a phenomenological analysis of this experience, and referring directly to practice, the authors were invited to contribute to this volume by discovering the essence and fundamental principles of the movement. This involved the next stage of pedagogical interpretation, which allows for a theoretical embrace of pedagogy² defined as pedagogy of unity³. Hermeneu-

¹ Marina Motta, *Carismatica Europa. Come i Santi hanno rivoluzionato la storia dell'Occidente* (Roma: Città Nuova, 2015); Janina Kostkiewicz, *Pedagogie katolickich zgromadzeń zakonnych. Historia i współczesność*, vol. 1 (Kraków: Oficyna Wydawnicza "Impuls", 2012); vol. 2 [co-editor: Kazimierz Misiaszek] (Kraków: Oficyna Wydawnicza "Impuls", 2013); vol. 3 (Kraków: Oficyna Wydawnicza "Impuls", 2015).

² The notion of *pedagogy* applied here – as opposed to *pedagogics* as the systematic science – applies to a particular “art of education” comprising both educational activities, its ideal and reflection on these activities [cf. Bogdan Suchodolski, “Pedagogika”, in: *Encyklopedia pedagogiczna*, ed. W. Pomykała (Warszawa: Fundacja Innowacja, 1993), 535–536; *Pedagogika. Leksykon PWN*, ed. Bogusław Milerski, Bogusław Śliwerski (Warszawa: PWN, 2000), 144].

³ The culturally diverse research and socio-cultural context makes individual scientists adopt different definitions of pedagogy, however they always refer to Lubich’s idea of pedagogy of unity. For example they speak of *pedagogy of communion* [Italian *pedagogia di comunione*,

tics of anthropological and theological thought of Lubich depicts humanistic understanding of processes and phenomena of this experience that respects a spiritual sphere of human beings, both in its individual and collective dimension⁴.

Research on the educational experience of Chiara Lubich and the Focolare Movement is carried out primarily by a team of scientists from various academic centers in the world, affiliated with the international network of Education for Unity with its head office in Grottaferrata (Rome) and by Sophia University Institute in Loppiano near Florence⁵. Academic circles in Croatia and Slovenia are interested in Lubich's pedagogy as well⁶. Contributive papers are also available in Italian (Ezio Aceti, Michele De Beni, Teresa Boi, Francesco Châtel, Cinzia Donati, Anna Lisa Gasparini, Norma Marchesi, Giuseppe Milan, Martin Nkafu Nkemnkia, Angelo Vincenzo Zani); Spanish (Araceli Del Pozo Armentia, Cecilia Gatti, Cecilia Di Lascio, Paula Luengo Kanacri, Carina Rossa, Maria Nieves Tapia), Portuguese (Maria Emanuel Ameida, Maria José Dantas), German (Monika Scheidler, Alois Hechenberger, Mathias Kapsch), English (Miriam Mallia, Gianantonio Michelin, Michael James, Thomas Masters, Amy Uelmen) and French (Pierre Benoit, Maria Teresa Siniscalco). There is a wide range of educational institutions (schools, kindergartens and orphanages) that try to apply certain aspects of Lubich's pedagogy to the educational process⁷. In Polish

e.g. in Croatia, Germany and Italy], or pedagogy of brotherhood [Spanish *pedagogía de fraternidad* in Argentina] [see: Chiara Lubich, "Creare rapporti di comunione", in: *Pedagogy of Communion and the Agazzi Method*, ed. Michele De Beni, Vladimir Simovic, Annalisa Gasparini (Zagabria: University of Zagabria – Faculty of Teacher Education, 2012), 345.

⁴ Marian Nowak, *Teorie i koncepcje wychowania* (Warszawa: Wydawnictwa Akademickie i Profesjonalne, 2008), 145; Marian Nowak, "Metoda hermeneutyczna w pedagogice", *Roczniki Nauk Społecznych KUL* 2/21 (1993): 50.

⁵ The website <http://www.eduforunity.org/> includes data concerning academic works on Lubich's pedagogy; <http://www.sophiauniversity.org/en/>.

⁶ In the academic year 2008–2009 the Faculty of Pedagogics at the University of Zagreb launched post-graduate studies in pedagogy of communion and the Agazzi method [see: *Pedagogy*, 169–170].

⁷ Teresa Boi et al., "Persone in relazione", in: *Resurrezione di Roma. Dialogi interdisciplinari su città, persona e relazioni a partire da un testo di Chiara Lubich* (Roma: Città Nuova, 2018), 195–198; Mariola Teresa Kozubek, "Media w pedagogii jedności jako narzędzia w wychowaniu do powszechnego braterstwa. Przykład z trzech kręgów kulturowych: Europa, Afryka, Ameryka Łacińska", in: *Media w wychowaniu chrześcijańskim*, ed. Dorota Bis, Alina Rynio (Lublin: KUL, 2009), 1006–1026.

pedagogics, Chiara Lubich remains unknown. Only a few papers have been published (written by me and Dorota Kornas-Biela)⁸. They seek to capture the educational experience of Lubich in light of a pedagogical theory and her theological and anthropological and social thought⁹. The fact that the Catholic University of America in Washington has granted Chiara Lubich an honorary doctorate in the field of pedagogics prompts us to focus on this pedagogical phenomenon. In spite of the rich educational experience of the Movement (several educational institutions have been operating for over 40 years), there has been no comprehensive study of the pedagogy of Chiara Lubich, hence the idea of this publication.

This volume is composed of thirteen papers, three reports and three reviews of books published abroad. It begins with the Spanish philosopher Jesús Morán, who outlines the anthropological perspective of Chiara Lubich for the third millennium. The authors of the next two papers, the German educator Monika Scheidler and a Polish one – Dorota Kornas-Biela, present pedagogical implications resulting from an analysis of Lubich’s texts concerning her spiritual experience. The next three papers belong to the sphere of pedeutology. The Italian scholars Michele De Beni, Italo Fiorin and Maria Teresa Siniscalco analyze Lubich’s writings and extract required features of a contemporary teacher and educator and a new shape of a contemporary school. The next authors write about a social aspect of education that can be seen in the analyzed educational experience: the Brazilian educator Maria José Dantas presents a special formative-and-educational method of global reach – teleconferences *Collegamento CH*; Giuseppe Milan from Padua outlines a suggestion of education in multiculturalism; Mariola T. Kozubek points at love as a special dynamic of upbringing in a family; two Argentinians, Maria Ines Nin Marquez and Carina Rossa, write about interpersonal upbringing from the perspective of pedagogics and cognitive science. The final three articles concern specific applications of the pedagogical thought of Lubich in educational practice. Spanish authors Robert Roche Olivar and Sandra Rodriguez Gil describe pro-social upbringing inspired by the charism of unity. The Argentinian author Maria Nieves Tapia discovers the common points of her pedagogy of “learning by serving” and the pedagogy of unity.

⁸ Cf.: http://www.wtl.us.edu.pl/e107_plugins/katalog_ECTS/ects.php?prac_tryb=3andhttp://www.eduforunity.org/.

⁹ Papers are also available in the field of theology [R. Bennicelli, L. Abignente, T. Fitych, Ł. Kamykowski, M. Szewieczek] and economics [A. Biela, S. Grochmal, J. Ptaszyńska].

Sonja Mei Tin Huang from Taiwan provides the readers with the application of Lubich's thought in the Asian culture through academic research.

The reports concern three international scientific events that took place in June 2018: Paolo De Maina writes about an interdisciplinary conference on sociological imagination and social promotion of the category of "agapic action" (Salerno, Italy); Teresa Boi presents a scientific seminar of theoreticians and practitioners on "Pedagogy in Dialogue: Research, Application and Perspectives" (Škofja Loka, Slovenia); Carina Rossa reports on the 4th International Scholas Chairs Congress "University and School. Towards a Revival of Universities that 'Go Forth'" (Castel Gandolfo, Italy).

The reviews cover three positions that refer to the influence of the charism of unity on various areas of social and cultural life: Witold Kania reviews a book entitled *The Promotion of the Welfare and Protection of Children and Adolescents* by Viviana Carlevaris Colonnetti and Carina Rossa, published in Spanish in Buenos Aires and Madrid (2018), concerning the issue of protection of minors. Raul Silva refers to an interdisciplinary analysis of a text by Lubich included in a book by many authors entitled *Resurrection of Rome. Interdisciplinary dialogues about the city, the person and relations*, published in Italian in Rome (2017). Araceli Del Pozo reviews a book entitled *A Dialogue of Life* by Silvina Chemen and Francisco Canzani, published in Spanish in Buenos Aires (2013) and English in New York (2015).

As the editor of this volume, I would like to express my gratitude to the editorial staff of the journal for the space provided. I would like to thank the authors for their creative reflection and for taking up the challenge of academic analysis of Chiara Lubich's pedagogy. I would like to thank Archbishop Angelo Vincenzo Zani, Secretary of the Congregation for the Catholic Education, for his foreword. I would like to extend my appreciation to the reviewers of the articles and their translators into Polish: Father Wojciech Czekaj, Stanisław Grochmal, Father Łukasz Kamykowski, Małgorzata Radomska, Mateusz Smieszek and Ewelina Łęgowska. My words of gratitude go to our Italian-speaking consultants: Giuseppina Manici, Grazia Passa, Antonio Cocoluto and Raul Silva. I would like to thank the Mariapoli Foundation for its financial support that enables this book to be published in four languages. Finally, let me express my gratitude to Renata Simon and Francisco Canzani from the Focolare Movement Research Center, and to everyone who in various ways has shown us friendliness, support and possibility of consultation, especially from the Central Archives.

The reflection on the pedagogy of Chiara Lubich leads us to these areas and aspects of education, which today are usually marginalized or over-

looked, giving way to research on the effective preparation of young people to functioning in the socio-economic sphere. Chiara Lubich convinces us, however, that what counts in education and upbringing is community, relationship with God, mutual respect to the point of serving one another. This pedagogy is worth thinking over, especially in the light of the fact that it has been positively verified in the experience of individuals and communities. I hope that you will find this volume interesting and it will inspire you to study the writings of Chiara Lubich in detail, and to adopt a more humanistic perspective to education, both in your theoretical reflection and pedagogical practice.

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