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## EDUCATIO

Online international Christian education journal

11<sup>th</sup> ISSUE CALL FOR PAPERS

### Education in the wake of *Laudato Si'*

The notion of Integral Ecology was detailed by pope Francis in the *Laudato Si'* encyclical letter published in 2015<sup>1</sup> during the ongoing debates on the environmental crisis; and has since reached a wide audience. Many have praised the Pope's expression of concern for the environment and the conservation of our common home. As awareness of the prospect of a global collapse<sup>2</sup> grows, the encyclical letter stands out as a message of hope.

The importance of Education permeates the letter and one of its six chapters is entirely dedicated to the subject. Unfortunately, in academic analyses of the implications of the letter Education is rarely covered, environmental aspects being heavily examined instead<sup>3</sup>.

The publication of the letter has given rise to educational projects and may serve as a reference for educators. However, it seems that the full educational implications of the notion of an Integral Ecology have not yet been thoroughly explored, nor has the meaning of what 'teaching' and 'educating' mean in this context.

Re-defining Education in the light of the encyclical letter should avoid two interlinked evils caused by a crude analysis of the profound encyclical message and underestimation of the extent of the integral change advocated for by Pope Francis. The first is to minimize the role of Education in the implementation of an Integral Ecology. The second is to simply 'green-wash' educational practices without reconsidering the overall scope of Education.

Can educational projects inspired by *Laudato Si'* evade analysis of the social, political, economic and ecological choices we face today, and debate on which educational approaches to promote? Should the notion of an Integral Ecology be guiding school life as a whole? Can certain educational practices outwith the orbit of Catholicism nevertheless be considered in agreement with the message of the Pope?

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<sup>1</sup>Francis does not merely provide a definition of an Integral Ecology: he elaborates on the notion throughout the text. It can be understood as an attempt to embrace the different features of Creation and the human being within a respectful and balanced state of affairs. "Everything in the world is connected". This is particularly the case of environmental and social issues. "We are faced not with two separate crises, one environmental and the other social, but rather with one complex crisis which is both social and environmental. Strategies for a solution demand an integrated approach to combating poverty, restoring dignity to the excluded, and at the same time protecting nature." (n.139)

<sup>2</sup>Cf page 2, Reading Suggestions, 1°) .

<sup>3</sup>Cf page 2, Reading Suggestions, 2°) .

The objective of the 11<sup>th</sup> issue of *Educatio* encourages contributors to challenge educational approaches and projects in the light of *Laudato Si'* and to single out existing projects that are true to its spirit. This involves the scrutiny of the practices adopted and the objectives pursued by Christian educators, and engagement in a dialogue with previous and current non-Christian educational traditions, whether religious or not. Prospective papers shall be categorised as follows:

- 1°) Integration of the substance of *Laudato Si'* in Education and Teaching from a variety of disciplinary approaches such as Theology, Philosophy, Anthropology, Environmental Sciences.
- 2°) Presentation and re-interpretation of tested or current educational and school practices in the light of *Laudato Si'*.
- 3°) Prospective educational developments related to *Laudato Si'*.

### Reading Suggestions

1°) Among the growing volume of research on the Anthropocene, see Bonneuil, Christophe, Fressoz, Jean-Baptiste, *L'événement Anthropocène*, Seuil, 2013 and the whole Seuil publishing house *Anthropocène* collection ; Bourg, Dominique, Joly, Pierre-Benoît, Kaufmann, Alain (dir.), *Du risque à la menace. Penser la catastrophe*, Puf, 2013; Beau, Rémi, Larrère, Catherine (dir.), *Penser l'Anthropocène*, Sciences Po Les Presses, 2018.

2°) The encyclical letter has impacted the Church (e.g. through Theology, Moral Theology and Ecclesiology) and a variety of spheres outside the Church, such as Politics, the Sciences and Economics. In addition, many interpretations of what an Integral Ecology is have been developed. See Pian, Christian, 'L'écologie intégrale dans *Laudato si'*. L'intérêt d'une notion et les risques d'une réception', *Revue d'éthique et de théologie morale*, HS, 2018, p. 47-58. However, there is a paucity of works on its educational implications. On the other hand, research on the Anthropocene has long reflected upon Education. See: Curnier, Daniel, *Quel rôle pour l'école dans la transition écologique ? Esquisse d'une sociologie politique, environnementale et prospective du curriculum prescrit*, PhD thesis in Environmental Sciences, Université de Lausanne, 2017 ; Lange, Jean-Marc, Kebaïli, Sonia, 'Penser l'éducation au temps de l'anthropocène : conditions de possibilités d'une culture de l'engagement', *Education et Socialisation*, 51, 2019, p. 1-15 ; Wallenhorst, Nathanaël, Pierron, Jean-Philippe (dir.), *Éduquer en Anthropocène*, Le Bord de l'eau, 2019.

Prospective authors for the 11th issue of *Educatio* shall delineate a topic addressing one of the aforementioned objectives.

Official languages of the journal are: English, Spanish, French, Italian, German

Submission procedure

- ① Prospective authors should send the title and the abstract of their contribution to the Secretariat and shall be notified of their acceptance by the Editorial Board.
- ② Upon acceptance by the Board, the authors should send the full paper to the Secretariat.

Submission deadline: 30 September 2020

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