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## FROM THE EDITORS

The thematic part of this volume of „Pedagogical Forum” places in our readers’ hands critical reflections on education for peace. In an era characterized by globalization, rapid technological advances, and evolving social norms, the need for education to cultivate peace has never been more pressing. This volume aims to be a platform for exploring the dynamic interaction between conventional wisdom, postmodernism, and the emerging challenges shaping our educational landscape toward peace. „The future of the world,” as Nobel laureate Amartya Sen rightly said, „is closely linked to the future of freedom in the world” (Sen, 2006, p. 27)<sup>3</sup>. It is therefore important to confront threats to freedom, which are not only various forms of violence and slavery, but also violent structures, including political ones, that sustain the existence of wars and a lack of social justice. It is equally important that peacekeeping agencies, including those related to education, be activated to help transform this violent world into a „nest world,” that is, an enclave of peace, security, well-being, and happiness, which—unlike Plato’s caves—is a launching pad

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  - <sup>3</sup> In the original, „The future of the world is intimately connected with the future of *freedom* in the world.”

for greater freedom. Asking that education for peace build nesting spaces is certainly excessive and overly idealistic. What is possible, though, is a solid reflection and reconstruction of a philosophy of education aimed at discovering the value of peace, yet with the engagement of critical, analytical thinking, reinterpreting the many currents of social understanding of the human being and his or her opportunities for presence in the world. Therefore, in this volume we undertake a critical reflection on the value of peace at the socio-educational level, asking about approaches to studying attitudes toward peace or beliefs relating to it. We also explore the ways of experiencing peace, realizing it, the relationship of peace with the personality, behavior, and attitudes of people through the analysis of models of axiological education, and the study of the function of the value of peace in upbringing and education.

In the context of trying out various methods of building a „nest world” through peace education, the pioneering analyses made in the opening article by Prof. Andrzej Bałandynowicz and Prof. Joachim Thomas—in which the authors examine the interrelationship between socialization, education, and the pursuit of peace—stand out. The article examines various approaches and strategies used in education for peace. It also discusses the challenges and opportunities of implementing peace education in different contexts, considering cultural, socio-political, and economic factors. The focus of the second article, by Professors Kathrin Maier and Jarosław Michalski, is the proposal of peace education built on the basis of values, of which the primordial one is the human being. The researchers made the foundation of the presented concept the words of Paweł Włodkowiec: „Plus ratio quam vis” (more reason than force). The proposal deserves special attention, as it presents an attempt to root the values necessary to maintain democracy and build peace.

The search for values that will guarantee the peaceful coexistence of societies and nations is the aim of the reflections of Professors Zbigniew Babicki and Manfred Cassens in the text *Education for Peace and the Idea of Fraternity and Community Friendship*. The researchers base their concept of education for peace on the idea of fraternity and community friendship, postulating the extension of the practice of education for peace to the space of university student education and adult education in various organizational forms. A practical tool for cultivating empathy and solidarity with the experiences of „others” in conflictual contexts is offered by Professor Agnieszka Naumiuk, addressing the issue of education for peace in individual experience, based on the description of the life and activities of American activist Jane Addams. The experience of the Nobel Peace Prize winner is treated as a „lesson” for the present day, that educating for peace does not mean forcing declarations or reproducing stereotypes, but rather is a process of sincere discussion and ongoing changes in the maturing reflexivity of individuals and groups on the values created within the entire human community, including the role of women in this work.

The philosophical roots of peace education are spiritual traditions. Peace is the theme and goal of beliefs and rituals in various religions, which is also expressed in the articles presented above. In his text, Dr. Szymon Dąbrowski seeks inspiration for the education of tomorrow in Fr. Józef Tischner's project of solidarity ethics. According to his analysis, the ethics of solidarity fits into the contemporary projects of dialogical, personal, and humanistic education, strongly appreciating the role and importance of authentic and deep human relations in development processes. The ethics of solidarity is constituted by two basic values: hope and fidelity—which, as it were, guarantee the existence of what appears to be most valuable (subsequent values) in the family, school, community, as well as in the social sphere.

The nature and process of peace education is relational, contextual, and situational, and is not limited to specific student and teacher roles. The articles in this volume highlight how our preconceived notions about teachers, students, and the educational process itself must be transformed into efforts to educate for peace. The section begins with Professor Ewa Wiśniewska's *A Teacher's Values Are Essential in Educating Children and Youth for Peace*, in which the author presents a reflection on the role of the teacher in educating young people for peace as well as the justification of imperative values for the teacher in this process, such as tolerance, dialogue, and forgiveness. In turn, Professor Loren Toussaint as well as Dr. Martyna Czarnecka and Dr. Mariola Żelazkowska reach out to examine structures of violence, analyzing how peace and violence are experienced locally in schools and community educational spaces, with the goal of interrupting the direct presence of violence and engaging in daily peacemaking.

Peace education scholars, when analyzing the harsh realities surrounding schools and communities, root them in hope and possibility. This is what Prof. Agnieszka Szplit and Dr. Anita Garbat do in analyzing the support received in the Polish educational system by children arriving from Ukraine as a result of the ongoing armed conflict in their country. They discuss the main actors and forms of support implemented, as well as point to the requirement of high intercultural competence of aid implementers that is necessary for dialogue with the other, resisting the forces of exclusion, creating humanizing and transformative educational spaces. The importance of dialogue and the pedagogical relationship is also highlighted by Dr. Marta Krupska, who, inspired by the thought of representatives of phenomenological pedagogy Max van Manen and Lennart Vriens, points to the dependence and fragility of the child and the responsibility of the adult, and relates these experiences to education for peace.

The authors of this volume also point to the potential of social media as a space for sustainable peacebuilding and education. They explore whether and under what conditions social media can be used to cultivate conversations related to peace processes. Such analyses are included in the work of Professor Arndt Büssing and Dr. Monika Wolińska, who point out how the use of social media can help create pedagogical opportunities for critical dialogue in educational contexts. They

caution, however, that without a conscious pedagogical approach to integrating social media into peace education, critical appraisal, and ethical engagement, such integration will only exacerbate the inequalities it was intended to combat.

The path to sustainable peace is not without obstacles, but the collective wisdom shared by the authors of the thematic issue *Educating for Peace: Between Tradition, Postmodernity and New Challenges* sheds light on ways to deal with these challenges. As editors, we amplify these voices, expressing the hope that by engaging with the various viewpoints we can find inspiration to rethink, re-imagine, and recommit to the important task of promoting peace through education.

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The second part of “Pedagogical Forum”, titled “Articles and theses,” consists of eleven articles. The first three texts deal with broader issues of working with students. Aleksandra Tłuściak-Deliowska, in the article *The teacher’s verbal actions to support students’ learning*, refers to Urszula Dernowska’s book *Scaffolding in the didactic process: A study of teacher scaffolding* (2022). According to the author, this item deserves special attention because it presents a diagnostic account of actual communication events occurring in a lesson under natural conditions. The teacher appears there as a co-participant in the lesson discourse. In Polish scientific literature there is a noticeable lack of studies on scaffolding in the school classroom. Ewa Kulawska, in her article titled *Educational achievements and psychological well-being of early childhood students in remote education* addresses the important and ever-present problem of schooling during the COVID-19 pandemic. The author focuses her attention on explaining the effects of remote education in relation to school achievement in language and mathematics, and the mental condition of students in grades 1 through 3. She analyzes 40 empirical articles and reports of international scope. The research confirms a slowdown in the acquisition of knowledge and skills, “educational gaps” in mathematical concepts and language skills, a decrease in motivation, a decrease in students’ psychological well-being, and an increase in anxiety and stress. These deficiencies particularly affected children from culturally and educationally neglected backgrounds. On the other hand, Jan Amos Jelinek, in his article *Development of the shape of the Earth concept in Polish schoolchildren between the ages of 10 and 15*, presents the results of the EARTH-2 test. The test was conducted online on a sample of 890 students. The respondents were asked

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to identify the correct graphic symbol representing the location of people, trees, and clouds, the movement of people and objects on Earth, and the phenomenon of day and night. One in three students inconsistently pointed to a spherical Earth when explaining the location of various objects. Every fourth respondent, a student graduating from elementary school, had difficulty explaining basic astronomical concepts. Agnieszka Sobolewska-Popko, in her article *Developing parental competence in the context of supporting children with nutritional neophobia*, addresses the issue of children with eating problems. It seems that the ability to eat is acquired naturally. Some children may have the above problems. The author presents the results of research on the competence of parents, understood as the knowledge and skills to deal with difficult situations in which selective eating occurs. Modern times are a culture of oversaturation and consumerism. A child can be overstimulated, which in turn can hinder his or her ability to acquire skills in eating as well. Monika Parchomiuk, Katarzyna Ćwirynkało, and Agnieszka Żyta are the authors of the article titled *Preparation of people with intellectual disabilities for the role of co-researchers – A proposal for training in inclusive research*, dedicated to disability issues. Inclusive research involves various forms of participation of researchers with disabilities during the research process. The authors analyze their own experience in preparing people with intellectual disabilities for the role of co-researchers. The study included people living in the Lubelskie and Warmian-Masurian provinces. The article discusses the recommendations and advantages, but also the risks and difficulties, associated with preparing this group of people to participate in inclusive research. The next article, *Visually impaired individuals' strategies for coping with stress*, by Beata Szabała, also deals with the field of special pedagogy. The author surveyed 100 blind and 100 visually impaired respondents. In interpreting the data, she used the Mini – COPE Inventory by Charles S. Carver. The results indicate that visually impaired people most prefer active coping and planning strategies, followed by acceptance, seeking emotional and instrumental support, and positive reevaluation. Sociodemographic and medical factors, on the other hand, are associated with coping strategies to varying degrees.

Marcin Leźnicki's article, *Negative aesthetics at the foundation of eco-education (environmental education)*, discusses a comprehensive analysis of the relationship that occurs between negative aesthetics and eco-education. In the first part of his text, the author takes a retrospective look at the origins of negative aesthetics, its evolutions and precursors. The second part presents specific examples and areas in which negative aesthetics interacts with the development of eco-education. The author also tries to show that negative aesthetics can be used as an inspiring tool in the process of learning about environmental changes and ecological awareness of the whole society. Agnieszka Suchocka's article, titled *Pedagogical drama in intercultural learning*, responds to a current problem faced by Polish society today, namely the presence of "others." The purpose of the text is to reflect on the practical use of pedagogical drama in intercultural education, which can

facilitate group integrity while preserving individual identity. In her research, the author, while describing the identity of drama and intercultural education, tries to show them in the perspective of the goals of intercultural education. Olena Bocharova and Inesa Melnik, in their article titled *Martin Wight's theory as a context for interdisciplinarity in comparative pedagogy*, refer to the original publication by Martin Wight, founder of the English school of international political theory, *International Theory: The Three Traditions* (1992). It presents three traditions: realism (Machiavellianism), rationalism (Horatianism) and revolutionism (Kantianism). In part one of the article, the authors present the theory of international society and its basic assumptions. Part two discusses changes in the methodology of conducting and organizing comparative research. These changes included, among others: the subject of research, e.g., the state as a unit of research, the activities of international organizations (PISA, TIMSS) and their role in the development of education, the spread of competitiveness among education systems, and the development of globalization and its impact on education. In the following article entitled „The approach of the university towards cultural diversity, migration and refugees: An analysis of learning programmes of preschool and early school education,“ Joanna Cukras-Stelałowska and Alina Szwarc address the issue of preparing future teachers to work with students in a culturally diverse environment. Recognizing the insufficient knowledge of students about migration and refugees, the authors point to the need for scientific reflection on the problem of education in this area. The section under discussion concludes with an article by Adam Solak titled *Human labor as a moral value*. Its significant value is that it allows one to look at labor from a different point of view. Today's scientific discourses on human labor show its various areas, aspects, and horizons in an individual, social, and even international perspective. The author encourages a re-reading of labor as a moral value, not just an economic one. Labor seems to be abandoned in today's discussion as a contemporary pedagogical category.

The section next “Forum” is “Colloquia.” It contains four English-language texts. The first text by Maria del Pilar Alcolea Pina and Zbigniew Formella is titled *Effective teacher and effective teaching practices: Literature perspective and learning experience—A qualitative study between Italy and Spain (Part I)*. Many educators remind us of the need to consider the voice of the student when studying the effectiveness of the teaching process. Research requires appropriate methods and techniques. Teachers are external factors that significantly influence the learning process. However, it should be remembered that one of the most important elements of quality teacher influence is the perception of the learning process by the students themselves. Such an approach requires a holistic paradigm. This is made possible by the humanistic perspective, which treats the student as a person. Research on teacher effectiveness is described from the perspective of students' experiences. The next text is an article by Anna Prokopiak. It is titled *Autonomy and coping with stress in persons with ASD*. The author presents an empirical analysis of problems affecting

persons with autism spectrum disorders from the perspective of psychosocial determinants. The purpose of the analysis is to try to identify the direct causes and conditions necessary for the formation of autonomy in people with autism. The research looks at the level of autonomy of people with ASD, the degree of their psychosocial functioning and possible correlations between the two variables. In order to obtain research data, the author used the diagnostic survey method and used the following tools: the Index of Autonomic Functioning (IAF), the Adult Behavior and Personality Questionnaire (AQ), the C.S. Carver Stress Coping Inventory—adapted by Zygfryd Juczyński and Nina Ogińska-Bulik (Mini-COPE)—and the author’s Interview Questionnaire. Katarzyna Bogacka is the author of the following article titled *Upbringing according to values. An Analysis of Grimm’s tale Hansel and Gretel in accordance with the theories of Max Scheler and Milton Rokeach*. The author attempts to show the well-known Brothers Grimm fairytale “Hansel and Gretel” from the perspective of values. She analyzes the fairytale on the basis of Max Scheler’s phenomenological concept of value hierarchy and based on Milton Rokeach’s theory. The analysis of the fairy tale revealed the following idealistic message: the experience of anomie, an inverted value hierarchy, and negative values can be overcome by the effort to find an a priori existing universal value system. The most important task of an educator, therefore, is the ability to choose the right values. The last text from the English-language section, by Danuta Wloch, titled *What is applied behavior analysis? I know I understand nothing. Invitation to discussion*, addresses the problem of SAZ. The author makes an in-depth analysis of the SAZ phenomenon and cites how it is perceived and understood by those who work with ASC children. By presenting the various meanings given to SAZ, the author tries to clarify the misunderstandings that exist in this area and to organize the existing knowledge by showing its historical background.

The “Reviews” section contains two review texts. The author of the first is Aneta Żmijewska. It concerns the publication of Monika Wolińska and Jarosław Michalski, *The sense of life in the process of adaptation to freedom. An Anthropological and Pedagogical Study*, Plock: Scientific Publishing House of the Mazovian Public University in Plock 2022, pp. 314. The author of the second text is Agnieszka Gronostajska. The review concerns the book by Lukasz Kalisz, *Social Functions of Salesian Schools in the Vilnius School District during the Second Republic*, University of Białystok Publishing House, Białystok 2021, pp. 257.

The “Chronicle” section includes two reports. The author of the first is Anna Sarbiewska. It concerns the 6th National Scientific Conference about the teacher’s work titled *Teacher Development and School Development. (A conference seen through the eye of a teacher)*. Zbigniew Babicki, the author of the second report, reports on the 8th International Scientific Conference on Global Education. The conference was titled *Child and childhood in a crisis situation – the context of war*.