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FROM THE EDITOR

The basis of this special issue of *Pedagogical Forum (Forum Pedagogiczne)*, entitled *Education for Peace: Between Theory and Educational Practice*, is the concept of peace understood not only as a distant goal but also as a dynamic process and an educational objective. Education for Peace can be defined as a process focused on developing attitudes, skills, and values that promote peace both in everyday life and within the broader social context. It is an educational approach that extends beyond traditional schooling, aiming to instil in individuals the ability to resolve conflicts non-violently, share power, counter oppression, promote intercultural harmony, and build communities founded on compassion and justice. Education

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for Peace also supports efforts to protect human rights and the environment, recognizing their crucial role in building a peaceful future.

Peace, at its core, is multifaceted, taking on different meanings and interpretations in various contexts, cultures, mindsets, and worldviews. However, at a fundamental level, peace is a condition for both individual and collective well-being. Education for Peace is the practice of integrating these diverse methods of learning and striving for peace within specific contexts. It also involves learning for peace, through peace, and about peace, as Johan Galtung (1996) formulated. Only when people across all areas of society cooperate with a view to peaceful coexistence can conditions be created in which violence among people, against each other, and against nature is reduced (Wulf 2022). This underscores the importance of both formal and non-formal education that encompasses knowledge, skills, and attitudes that support peace.

For many years, there has been an emphasis on the need to create a culture of peace. Social structures are beginning to change, and people's actions are increasingly oriented toward the values of non-violence and peacebuilding, particularly through peace education. The articles collected in this volume offer a broad understanding of peace, from its theoretical foundations to concrete educational practices aimed at cultivating a culture of peace in various settings.

The opening article by Agnieszka Piejka, *A Broad Understanding of Peace as a Foundation for Approaching Education for Peace*, sets the stage by exploring the conceptual foundations of peace and how these can inform educational strategies. Following this, Piotr Jednaszewski delves into historical and cultural perspectives in *Education and Peace in Anglo-Saxon Culture*, providing valuable context for understanding contemporary challenges and opportunities.

Several contributions focus on rationality, freedom, and value-based education. Agnieszka Głowała's article, *Upbringing for Peace in the Context of Values Preferred by Candidates for Elementary Education Teachers*, examines how future educators perceive and prioritize values related to peace. This discussion is further enhanced by articles from Anna Mróz and Anna Kawula, which address intercultural competencies and the challenges faced by teachers.

The issue also explores the impact of new media on education for peace (Anita Karyń), the challenges posed by migration and the need for inclusive education (Katarzyna Wójcik), and innovative approaches to intercultural non-formal education (Anna Młynarczuk-Sokołowska). These articles highlight the dynamic interplay between global phenomena and local educational practices.

Furthermore, this issue sheds light on the perspectives of children and youth. Articles such as *Polish Preschool Children's Understanding of the Meaning of 'Peace'* and *'Children Shouldn't Play with Guns': Strengthening Intercultural Communication Between Polish and Ukrainian Students* offer valuable insights into the perceptions and educational needs of younger generations in fostering peace.

The collection concludes with a series of articles exploring diverse contexts and methods for promoting peace. Topics range from the role of legal institutions and court decisions (Jakub Sewerynik) to the specific needs of senior citizens in the digital age (Katarzyna Racka). Each article contributes a unique perspective, underscoring the multifaceted nature of Education for Peace.

We hope that the content presented will inspire you to reflect on the role of education in peacebuilding and encourage active involvement in creating a more peaceful and just world.

“We come to know what it means to think when we ourselves try to think. If the attempt is to be successful, we must be ready to learn thinking”.

Martin Heidegger, *What is called Thinking* (1968, p. 3)

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