

## Introduction

The family, school, and local community are the fundamental educational environments responsible for the care, education, and upbringing of children and young people. This specific triad is based on interaction, cooperation, and partnership, with dialogue as their common denominator. From a pedagogical perspective, this cooperation or partnership manifests as the harmonious and voluntary collaboration of multiple entities within a given environment or environments, all working toward shared goals in education, upbringing, and care.

Changes taking place in contemporary local environments, spurred by advancing globalization, social transformations, increasing individual autonomy, the spread of individualization and anonymity, and the disintegration of traditional social structures—have amplified the disruptive influence of external factors, such as new media. These shifts pose a severe challenge to the harmonious cooperation of key educational environments. Recent events, such as the COVID-19 pandemic and the outbreak of war in Ukraine, have exacerbated existing crises and given rise to new risks, such as isolation, exclusion, forced migration, war trauma, and family breakdown. Moreover, the broadly understood safety of children and young people, which forms the foundation of socialization and education, remains a matter of utmost importance.

Considering the challenges of modern times that affect both individual and social life, we engage in discussions in the field of

pedagogical research and related disciplines, aiming to identify effective responses that can be translated into practical action in care, education, and upbringing. Particular emphasis is placed on examining the possibilities and limitations of partnerships between families, schools, and local communities in the context of contemporary cultural and social changes. Our premise is based on the assertion that strong partnerships among educational environments are instrumental in the formation, sustainability, and development of educational communities, and ultimately contribute to the overall quality of life in society.

Justyna Kusztal and Małgorzata Piasecka present their research on the functioning of local prevention systems for risky behaviors in children and adolescents. The authors explore questions regarding the symmetrical or asymmetrical nature of interactions between parents and schools, the child-centered versus adult-centered approach, and the safety of children and adolescents in the local environment. Grzegorz Gawron and Karina Leksy examine the cooperation between internal and external school stakeholders as an important element in initiatives aimed at improving pupils' health and well-being. Their analysis is conducted through the lens of the concept of co-production. Monika Zięciak investigates the relationships between pupils, their peers, and teachers, assessing how these interactions relate to young people's use of psychoactive substances. She demonstrates a significant link between teenagers' social connections at school and their substance use.

In the *Case Reports* section, Agnieszka Kosek and Monika Kowalska present research findings on strategies for supporting the development of children with FASD in family environments. They indicate important factors that promote development, as well as challenges in care and education. Ewa Krause analyzes university initiatives designed to support motherhood during studies. She notes that, from the perspective of education students, universities offer only a limited number of available support measures. The *Miscellanea* section opens with an article by Anna Murawska, who attempts to reconstruct Tomáš Halík's reflections on hope. She presents him as both a witness to and a teacher of hope. Paweł Maciaszek then examines Pope Francis's teachings on the culture of exclusion. One way to counteract attitudes of judgment and rejection is through education

and upbringing that support a culture of solidarity, care, and mercy. Renata Zubrzycka and Anna Wojnarska analyze the possibilities and limitations of applying a categorical approach in diagnosis and scientific research in the fields of special education and clinical psychology.

The volume concludes with the book review: Janina Kostkiewicz, *Z wrażliwości serca... Społeczno-personalistyczna pedagogika Stanisława Podoleńskiego SJ (1887–1945)* [From the Sensitivity of the Heart... Socio-Personalist Pedagogy of Stanisław Podoleński SJ (1887–1945)], authored by Stanisław Cieślak SJ.

We extend our gratitude to the authors who contributed to this volume for sharing their scholarly reflections. We also wish all readers an engaging and thought-provoking experience, hoping that this collection will inspire discussion on the cooperation between various educational environments.

#### ADDRESS FOR CORRESPONDENCE:

Krzysztof Biel SJ  
 Ignatianum University in Cracow  
 Institute of Educational Sciences  
 e-mail: [krzysztof.biel@ignatianum.edu.pl](mailto:krzysztof.biel@ignatianum.edu.pl)