

Introduction

The combination of rapid technological progress, economic transformations, the development of new media and other globalization processes have had a significant impact on the lives of modern humans. As a result, new expectations, hopes and anxieties are appearing today and the modern world is also generating new, previously unknown conditions for direct interactions, resulting in a more complex social context. This has considerable consequences and a significant impact on the process of educating the younger generation. Therefore, it seems reasonable to undertake a wide-ranging debate on the nature and quality of co-operation between different educational environments.

The educational environment is a space with a complex system of spontaneous developmental stimuli that induces a lasting change in the behavior of pupils and influences the development of certain attitudes, views and knowledge. The ultimate purpose of the educational activities carried out by the various educational environments is to create a mature personality prepared for many social roles in the society. The effectiveness of these processes undoubtedly depends on the level of integration of the activities of the different educational environments, which should be based on a constant exchange of views, thoughts and arguments.

The link between the interactions of different backgrounds is the alumnus and his good, and the common plane—the process of his education, socialization and inculturation. The primary and indispensable natural parenting environment is the family, and parents are the first and most important educators. However, education is not only a task for parents, but a common goal for all adults and for entire societies. Collaboration between different environments allows for the unification of educational influences, which in turn determines

the course and outcome of these processes. The alumnus as the subject of this collaboration should be involved in it. Effective education is a coherent education, where the parties involved in the process work in a similar way based on the same principles, goals and values.

Bearing in mind the above—by the synergy of educational environments we understand, first, the process of integration and co-operation at different levels of social life, many communities: family, school, peer group, local community, media and others. Secondly, synergy is also the result of the cooperation of different environments in creating a new quality.

Today, we are aware of the special need to truly integrate educational activities at many levels of social life, primarily because of the prevalence of the scale of risky and destructive influences. Hence, it is necessary to reflect on the scientific reflection and discussion of all interested people on issues that give them the opportunity for real synergies of educational environments, taking into account the challenges and conditions of the current social context.

It is our pleasure to present our new volume of the *Studia Paedagogica Ignatiana*, in which our authors raise exactly these questions and try to deliver possible answers to them. The purpose of this publication is to try to analyze and describe the changes that occur in the educational process as a result of the current social changes and globalization processes, in order to highlight on this basis the current needs and challenges facing the communities involved in the educational process. The aim and aspiration of the authors is to encourage reflection on the key elements of the changing social context and their implications for the whole process of education. Essential features of the broadly defined process of the synergy of educational environments that are particularly important today are: diversity and complementarity, co-operation and creativity as well as respect and trust and good and effective management.

We are aware that none of our conclusions can be perceived as “ultimate” and yet we certainly believe that all of the papers contained herein will contribute to a broader understanding of the social contexts of education. We hope that this volume of *Studia Paedagogica Ignatiana* will be recognized by our readers as precisely this kind of attempt to open up new horizons for thought and reflection on education.