

## Introduction

The United Nations made a preliminary assessment as early as August 2020 of the impact of the COVID-19 pandemic. It found that it had caused a shock to educational systems which was on an unprecedented scale, disrupting the lives of nearly 1.6 billion pupils and students in more than 190 countries on all continents (ONZ 2020). The COVID-19 pandemic forced the modification of methods and forms of teaching and educational work at all levels of education. The new situation became the focus of attention of both the media and education researchers from many research centers around the world (see e.g., Olszewska 2020; Basilaia, Kvavadze 2020; Ali 2020; Radha, Mahalakshmi, Sathis Kumar, Saravanakumar 2020; Almanthari, Maulina, Bruce 2020). The research undertaken thus far has mainly focused on the effectiveness of distance learning and the difficulties associated with the transition to this form of learning. The non-teaching related effects of education during the COVID-19 pandemic have been addressed to a much lesser extent.

Today, from the perspective of two years of functioning of kindergartens, schools and universities under pandemic constraints, it is possible to ask about their consequences for education, but also about the effects that go beyond the sphere of education—on the health and well-being of all educational subjects, i.e. students, teachers and parents. The few studies carried out to date that refer to the well-being of pupils and students show that their well-being is most differentiated by their health situation as well as

by external (home) conditions for participating in remote education (Bieganowska-Skóra, Pankowska 2020). The increasing exposure to various health risks and the negative consequences of the pandemic on physical, mental and social well-being have opened up new fields for in-depth pedagogical reflection on the health and well-being of both students and teachers.

The texts published in the current issue of our journal contribute to research on the health and well-being of the various actors involved in educational processes and not only in the context of the pandemic and its consequences. After all, these are categories that cannot be omitted from consideration in any educational activities.

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