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Foreword of the Editor: Fundamentals of Education. Education for Diversity, Equity, and Inclusion

Diversity, equity, and inclusion (DEI) are fundamentally essential concepts for education. According to the UNESCO *Salamanca Statement* (1994), which begins with a commitment to Education for All, it is imperative to recognise the necessity and urgency of providing education for all children, young people and adults 'within the regular education system'. The Framework For Action says, 'Inclusion and participation are essential to human dignity and the enjoyment and exercise of human rights.' In education, this is reflected in the 'genuine equalisation of opportunity.' 21 years later, the *Incheon Declaration and Framework for Action. Education 2030* (UNESCO, 2015) emphasises inclusion and equity as foundations for quality education. It promotes addressing all forms of exclusion and marginalisation, as well as disparities and inequalities in access, participation, and learning processes and outcomes. In this regard, education professionals should give due importance to promoting effective strategies, approaches, and programs to support the implementation of DEI education. (Corsino, Fuller, 2021; Ainscow, 2016) However, many questions remain unanswered about the best psycho-pedagogical and other interventions to reinforce DEI education.

Recent research (Marchall, 2022) emphasises the role of mentoring in promoting diversity, equity, and inclusion in education and research because this practice brings together mentors and mentees who collaborate to achieve this

goal through creativity, authenticity, and networking. The success of mentoring derives from active and respectful listening and the willingness to learn and accept opportunities for personal growth. Also, there is increasing awareness that diversity of thoughts, perspectives, and backgrounds yields stronger teams and more effective results. (Jones et al., 2023)

However, efforts to promote DEI education systems should be based on analysing particular contexts. In this regard, Ainscow (2020) provides a research-based framework that can be used to carry out such contextual analyses and concludes by arguing that an emphasis on inclusion and equity can potentially improve the quality of education for all young people within a national education system.

The concepts of diversity, equity, and inclusion are fundamental and more recently heavily discussed within research, and the larger society, so educating for DEI in research and academic institutions should be a priority. (Corsino, Fuller, 2021, Ainscow, 2020) Further, as we continue to explore, test, and implement these approaches, strategies, and programs, other questions remain regarding the best assessments to determine their impact: How and If progress has been made in Diversity, Equity, Inclusion within the field of education? What response education provides to all the changes in contemporary society while trying to ensure equal opportunities for all?

The Fundamentals of Education is an annual, reviewed scientific journal organised around a current topic. It has been published by Jan Dlugosz University in Czestochowa since 2008. It provides a high-standard platform for researchers and experts to share and discuss their ideas on a given theme of the year, which this time is, as written above, education for diversity, equity, and inclusion mainly from the academic, scholarly perspective, but also from an integrated, multidisciplinary perspective.

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