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Editorial:
Pedagogical and Educational Consequences
of the Anthropocene

The concept of the Anthropocene formulated at the beginning of the 21st century by Paul Crutzen and Eugene Stoermer, has been permanently located in the transdisciplinary lexicon of the earth sciences, social sciences, humanities, and art. It points to such a dimension of human agency that is profoundly and irreversibly transforming the biosphere and geological time. The current situation is connected with the climate change, ecological catastrophes, biodiversity loss, the so-called sixth extinction, and global capitalism, along with the associated phenomenon of polycrisis, prompts reflection on the complex consequences of an anthropocentric worldview and a revision of existing models of thought and activities. The world is no longer a background for exclusively human activity; it emerges as a dense network of relationships in which humans, animals, plants, technologies, and hybrid entities co-create the living conditions of all ecosystems. This shift of perspective has pedagogical consequences: it requires new languages, new ethics, and new practices. Among all the sciences, pedagogy also learns to recognize these new conditions, name them, and contextualize, and based on them, undertake courageous attempts of post-anthropocentric educational transformations. This volume provides a brief overview of such recognitions and attempts. Alongside themes of greenwashing, climate antinatalism, critical pro-climate education, climate literacy, and the educational role of media in the Anthropocene, it also includes evidence of explorations of non-anthropocentric philosophies and theories constructed on the edge of the natural sciences, social sciences, humanities, and techno-sciences. It also deals with the issues of new postcolonial and post-anthropocentric methodologies, an epistemic reorientation toward nonhuman subjects, non-anthropocentric pedagogies, and educational – holistic, hybrid, and performative – multispecies communities, created on based on the theories of networks, relationality, and wildness. With its diverse themes, threads, and non-anthropocentric, or even post-anthropocentric, tropes and intuitions, this volume

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contributes to a broad discussion on the tasks of pedagogy and the role of education in the complex times of polycrisis and the (post)Anthropocene. We highly recommend these interesting literature subjects, and, we hope, inspiringly woven net of anthropocentric and pedagogical reflections.

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