

Editorial

2/2025 Humanity as a Fundamental Value of Education (not only) in Leisure Time

Caritas et veritas 2/2025 was created with the awareness that life in the 21st century is marked by tension between massive technological advances, social upheavals, and radical changes in human needs—and at the same time by a lasting desire for humanity, which, despite growing uncertainties, has not lost its significance. Most of the articles were therefore guided by a question that periodically recurs in the humanities and social sciences, but which takes on new urgency in times of crisis: Can contemporary education and training still humanise people? And if so, how? This broad framework opens Jakub Luksch's introductory interview with Professor Jakub Sirovátka, who returns to the very core of the topic: the philosophy of education, the concept of humanity as a key goal of education, and its role in today's world.

In their article, *Interim Bridges to 'Them': The Challenges of Education and Living with Diversity Raised by the Ukrainian Crisis*, Jana Karlová and Lucie Ludvíková explore the topic of coexistence and education in diversity against the backdrop of the integration of Ukrainian children into Czech elementary schools. Their qualitative study shows how the categories of 'us' and 'them' are formed in everyday school practice and how, paradoxically, the success of integration often depends not on systemic settings, but on the openness, flexibility, and improvisational skills of individual teachers. It is these small but effective gestures of humanity that create temporary bridges between children, families, and cultures. Helena Dojčarová explores humanity as a principle of a holistic approach in her text, *Humanity and Spirituality in Social and Pedagogical Rehabilitation*. She focuses on the spiritual dimension of the human being as a neglected but deeply formative component of rehabilitation. Existential analysis, logotherapy, a client-oriented approach, and an ecological model open up space for understanding people in their vulnerability, values, and direction. The text shows that pedagogical and social rehabilitation have tools at their disposal that can be not only professional but also humanly integrating—and thus truly humanising.

In the encyclical, *Fratelli tutti*, Pope Francis recalls the need for universal love as a prerequisite for the future of humanity. In the article, *The Demand for Universal Love in the Globalised World And its Current Challenges for Social Work Based on the Social Encyclical of Pope Francis Fratelli Tutti (2020)*, Jindřich Šrajer focuses on how this message resonates in social work. He examines the concepts of universal brotherhood and social friendship as value frameworks that can provide social work with motivational depth and an ethical anchor. The author shows that humanity in a globalised world is not an abstract ideal, but a practical task that affects ways of helping, professional identity, and views of other people. Lyudmyla Ivanyuk enters into a direct confrontation with the reality of war. Her text, *Ethical Values of Education in Wartime: the Ukrainian Context*, analyses which ethical values are becoming vital in Ukrainian educational institutions during the ongoing war. Empathy, dignity, justice, and civic responsibility emerge as values that help young people find their bearings amid chaos and loss. At the same time, however, they encounter

institutional limits and the psychological impacts of armed conflict. Education here proves to be a space for moral resistance and quiet recovery—a workshop of humanity at a time when it is most threatened.

From the humanising dimension of the crisis, we move on to the humanising power of leisure activities. In their text, *Value and Demographic Characteristics of the Czech Population Engaged in Humanities-Oriented Leisure Activities: A Challenge for Values Education and Social Security*, Jiří Pospíšil and Ivana Olecká analyse the relationship between participation in humanities-oriented leisure activities and value preferences. Their representative research confirms that such activities are not just a hobby, but significantly support the cultivation of values that can be described as the backbone of pedagogical humanisation—peace, justice, responsibility, and humanity. The authors show that leisure time can be a powerful space for non-violent personality formation, for building a world of values that subsequently influences the life of society. While the previous texts deal with various contexts of contemporary man, the study, *Character Formation of Generation Z in Christian Religious Education Through Spiritual Formation* (Imanuel Herman Prawiromaruto, Kalis Stevanus, Thomas Pentury, Alvonce Poluan, and Tan Lie-lie) focuses on one specific generation – Generation Z. The authors show how the digital environment shapes their identity and how spiritual formation can help cultivate their values and character. The text raises the question of whether it is possible to educate for humanity in an environment of digital permanent presence – and how religious and educational institutions can offer a counterbalance to speed, fragmentation, and overload.

The *Varia* section opens with Silvie Ročovská's study, *Ethics in the Practice of Mediation*. Mediation is viewed here as a profession operating in a space of value tensions, requiring sensitive ethical reflection. The text combines documentary analysis with the author's professional experience, highlights the dilemmas that arise in family mediation, and offers practical guidelines for ethically responsible decision-making. Finally, Lucie Kolářová's review of Sarah Jaquette Ray's book, *A Guide to Climate Anxiety*, revisits the theme of humanity in times of global threat—this time in relation to environmental fear and the possibilities of resilience.

We hope that this issue will offer readers not only professional insights, but also encouragement to think about what it means to be human in today's world—and how education can protect, restore, and creatively develop this humanity.

On behalf of the entire editorial team, we wish you inspiring reading.

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(co-editors of this issue)