

# Editorial

Dear Readers, Esteemed Colleagues, Dear Friends,

You are holding a new issue of our journal, arriving during a period that sociologists and psychologists are increasingly referring to as the „era of permacrisis.“ Scarcely had we, as a society, caught our breath after a global pandemic that fundamentally tested the limits of our health and social systems, when we found ourselves in the shadow of an armed conflict just beyond our borders. These tectonic shifts in society are not only reshaping geopolitical maps but, above all, the internal map of the individual’s experience. The role of science—and particularly the human and social sciences—in such times is not merely to impartially observe and record data. It is our moral obligation to seek meaning within the chaos, to define points of stability, and to offer solutions for practice. It is precisely this ambition that is woven through the current issue we present to the professional community. Values as an Anchor in the Storm The dominant theme resonating across the contributions is resilience and its sources. We open with a highly relevant study by a collective of authors (Dykyi et al.), who focused on the axiological anchoring of volunteers in Ukraine. Their findings serve as a fascinating probe into the „psychology of action.“ It becomes evident that in borderline situations, such as war, helping others ceases to be merely an altruistic gesture and becomes a fundamental existential strategy. Personal values here function as the strongest predictor of motivation, which is a key insight for us as therapists and social workers: if we wish to build a resilient society, we must begin with the cultivation of values. The Invisible Among Us Social work has attention to those whose voices are often drowned out in public discourse encoded in its very DNA. In this issue, we therefore dedicate significant space to themes of social exclusion. Whether

it is an analysis of life alternatives for homeless youth (Pavelkova et al.) or a critical look at the socio-legal status of persons with disabilities (Šurín et al.), the authors agree on one thing: the systemic gaps remain too wide. These texts are not merely dry statements of fact, but an appeal for the necessity of bridging legislative frameworks with the real needs of clients in the field.

**Education at a Crossroads** The second strong pillar of this issue is a reflection on changes in education. The digital transformation, accelerated by the pandemic, has placed new challenges before educators. However, the authors (Rudenskyi et al., Shyshak et al.) rightly warn that the discussion cannot be narrowed down solely to the technical provision of distance learning. The real challenge lies deeper—in the ability to maintain human contact and motivation even through computer screens. Here, the indispensability of social support reveals itself. Research on the impact of family and teachers on youth education (Mahrik et al.) reminds us that a child is not an isolated unit processing information, but a bio-psycho-social being whose performance is directly proportional to the quality of the relationships in which they live.

**Competencies for the Future** We close the circle with a look at the future of higher education. Paradoxically, in the age of artificial intelligence, it is not „hard skills“ that are coming to the forefront, but soft skills—the capacity for communication, empathy, and critical thinking (Savitska et al.). For us, who are educating future generations of helping professionals, this is a clear signal: we must teach students not only to know, but above all to understand and to feel. Dear colleagues, I believe that the presented collection of scientific articles will be for you not only a source of new citations for your work but, primarily, an inspiration for your daily practice—whether behind the lectern, in the therapist’s chair, or in the field.

**Michal Oláh**