

Freedom. Responsibility. Meaning of Life Existential Perspectives on Poverty and Education

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The aim of education is to live a good life. Our life succeeds and unfolds meaning when we develop as a personality and, on this basis, can live a life in freedom that we can justify to ourselves and to others with inner approval. In order to grow well into this adventure of life, conducive relationships in the family and educational system are of decisive importance. These are embedded in a social and societal environment that either has a supporting effect or hinders development.

Poverty or exclusion of social groups represent a toxic environment that calls the ability of children to lead a meaningful life massively and fundamentally into question. On the other hand, material prosperity alone does not guarantee that children will have the supportive relationships that will help them grow and mature and that they need to achieve the goal of a successful life.

The current issue of RES aims to focus on these outlined perspectives on education based on different and interdisciplinary approaches and to examine them together in an international European context. Viewed from the - poor as well as wealthy - margins of society, education and upbringing faces very fundamental questions: What do children need not only to survive or to “function” sufficiently well, but to lead a good life? What role can educational institutions play in this? What is the contribution of religion and the church to this question - historically, currently but also in perspective? What responsibility do we have in a common Europe? We invite authors to approach this weighty topic in dialogue between West and East, between theory and practice, between history and the present, theologically as well as from the perspective of non-theological disciplines (e.g. philosophy, education, art history, political science, etc.).

Guest Editors: Teresa Leonhard and Helmut P. Gaisbauer

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Email: res.sibiu@gmail.com

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