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PRESENTACIÓN

Teoría, acción y resiliencia en las ciencias sociales contemporáneas

Presentamos a la comunidad académica y profesional el **Volumen 16, Número 2** de *Interacción y Perspectiva: Revista de Trabajo Social*. En esta edición, consolidamos un mosaico de 26 investigaciones que, desde diversas latitudes, dialogan con las tensiones y transformaciones del siglo XXI. Como Centro de Investigaciones de Trabajo Social (CITS), reafirmamos nuestro compromiso con la vigilancia epistemológica y la emancipación social, ofreciendo un espacio donde la rigurosidad metodológica se encuentra con la urgencia de los fenómenos humanos.

La estructura de este número refleja la multidimensionalidad de nuestra disciplina. Iniciamos con el área de trabajo social, donde se debate la naturaleza ontológica del paradigma clínico y su necesaria autonomía frente a la psicología, así como la reconstrucción histórica de nuestra intervención en el sector salud venezolano. En esta misma línea, exploramos la innovación tecnológica mediante el uso de "blogueros de plata" como estrategia contra el aislamiento en la vejez y los desafíos demográficos que impactan los servicios residenciales en Europa.

En el eje de familia y sociedad, se analizan las competencias parentales para la autodeterminación profesional y la percepción de los valores familiares en jóvenes inmersos en entornos de cambio y migración. Estas reflexiones se profundizan en el área de Derechos Humanos y justicia social, donde revisitamos las obras de Amartya Sen y Martha Nussbaum para cuestionar los repartos de bienes y capacidades en sociedades desiguales, abordando también las restricciones de género en el emprendimiento femenino y la protección de derechos en contextos críticos como el de Ucrania.

El desarrollo social y la política pública se hacen presentes a través del estudio de sistemas agroindustriales sostenibles y el papel fundamental del voluntariado en la construcción de la sociedad civil. Complementariamente, el área de educación nos invita a reflexionar sobre la comunicación intercultural, la rehabilitación psicológica de grupos vulnerables y la promoción de estilos de vida saludables desde la socialización juvenil.

Dedicamos un espacio significativo a los grupos vulnerables, analizando estrategias contra el edadismo rural, la labor de organizaciones benéficas en territorios desocupados y la profundización de las fragilidades que enfrentan los refugiados tras desastres naturales, como los recientes terremotos en Turquía. En paralelo, el bloque de responsabilidad social examina la formación de

identidad cívica en jóvenes, el bienestar de estudiantes migrantes y la construcción de relaciones laborales de buena fe.

Finalmente, cerramos esta edición con aportes de teoría e investigación social que atraviesan el turismo deportivo bajo la óptica de las configuraciones sociales, la despenalización criminológica en Asia y el papel estratégico de la retórica y la inteligencia artificial en la gestión de emergencias civiles.

Este número, no es solo una compilación de artículos; es una herramienta para la intervención transformadora. Esperamos que cada página inspire nuevas preguntas y fortalezca la praxis de quienes, día tras día, trabajan por la dignidad sustantiva de los seres humanos.

Raima Rujano

Editora

Directora del Centro de Investigaciones de Trabajo Social

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ARTÍCULO DE INVESTIGACIÓN

El paradigma clínico en el Trabajo Social: más allá de la gestión, la intervención terapéutica y su deslinde de la Psicología

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Resumen. Este artículo diserto sobre la naturaleza ontológica y epistemológica del Trabajo Social Clínico (TSC) y su intersección necesaria pero diferenciada con la psicología. Se analiza la identidad del trabajador social como terapeuta, fundamentada no en la patología individual, sino en la ecología del sujeto-en-situación y el sistema familiar. A través de una revisión crítica de la microfísica del poder de Foucault y los aportes de pioneros como Virginia Satir y Michael White, se establece que el TSC posee una epistemología propia que trasciende la gestión administrativa. Se examina el marco legal venezolano como sustento de la autonomía técnica y se propone un modelo de intervención interdisciplinario que evita el intrusismo a través del deslinde de los focos de intervención: el malestar relacional frente al trastorno intrapsíquico.

Palabras clave: Trabajo Social Clínico, terapia familiar, epistemología, Ley de Ejercicio Profesional, intervención sistémica.

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The clinical paradigma in Social Work: beyond case management, therapeutic intervention and its delimitation from Psychology

Abstract. This article discusses the nature of Clinical Social Work (CSW) and its intersection with psychology. It analyzes the identity of the social worker as a therapist, grounded in the ecology of the individual and the family system. By reviewing the contributions of figures such as Virginia Satir and Michael White, it is established that CSW does not represent an intrusion into psychology but rather a discipline with its own epistemology centered on the "subject-in-situation." The Venezuelan legal framework is examined, and a demarcation is proposed based on the focus of intervention: relational distress versus intrapsychic disorder.

Keywords: Clinical Social Work, Family Therapy, Epistemology, Professional Practice Law, Systemic Intervention.

INTRODUCCIÓN: LA GÉNESIS DE UNA IDENTIDAD EN DISPUTA

La historia del Trabajo Social ha estado marcada por una tensión dialéctica entre la asistencia técnica y la intervención profunda. Históricamente, la disciplina ha sido reducida a la gestión de recursos socioeconómicos, una visión que Mary Richmond ya intentaba trascender en 1917 con su obra *Social Diagnosis*. El TSC no es una rama nueva; es el reclamo de su herencia como una práctica terapéutica especializada.

Mientras que la psicología surge de la observación clínica del individuo introspectivo, el TSC emerge de la necesidad de intervenir en el sufrimiento provocado por la interacción persona-entorno. Siguiendo a Gordon Hearn, el TSC debe entenderse como la gestión de las "fronteras del yo". La crisis de identidad profesional no radica en la falta de herramientas, sino en la "colonización del saber" por parte del modelo médico-psiquiátrico. Debemos posicionarnos frente al sujeto-en-situación, no frente al síntoma aislado.

Asimismo, el presente trabajo se desarrolla bajo la modalidad de investigación documental con un enfoque de análisis crítico del discurso. Se realizó una revisión narrativa de fuentes primarias y secundarias que definen la epistemología del Trabajo Social Clínico (TSC). Los criterios de selección incluyeron textos fundacionales de la disciplina, marcos legales venezolanos vigentes y teorías contemporáneas de la intervención sistémica. La estrategia de análisis se fundamentó en la hermenéutica para interpretar la distinción ontológica entre la intervención psicoterapéutica y la intervención socio-clínica.

Definiciones epistemológicas: la frontera entre disciplinas

La evolución de las ciencias humanas en el siglo XXI nos exige transitar de un modelo de parcelación del saber hacia un paradigma de complejidad. Históricamente, la relación entre el Trabajo Social y la Psicología Clínica ha sido interpretada bajo una lógica de subordinación o de duplicidad innecesaria; sin embargo, un análisis riguroso de sus bases ontológicas revela una realidad distinta: la existencia de una frontera porosa y dinámica.

El Trabajo Social Clínico (TSC) no emerge como una extensión de la psicología, sino como una disciplina con una identidad epistémica propia, cuya génesis se halla en la intersección entre la justicia social y la salud mental relacional. Mientras la psicología clínica ha perfeccionado el estudio de la endopsiquis, el TSC ha desarrollado una especialización única en la interfaz sujeto-ambiente. Esta introducción propone que el deslinde entre ambas no es un acto de segregación, sino de precisión clínica, permitiendo que la psicoterapia se nutra de una mirada ecosistémica que reconoce al individuo no como una entidad aislada, sino como un 'nudo' en una red de significaciones sociales y vínculos sistémicos."

Para operacionalizar la práctica psicoterapéutica desde el Trabajo Social, es imperativo definir las categorías que sustentan nuestra praxis. La Tabla 1: Comparativo de competencias y campos de actuación, presenta un desglose taxonómico de las dimensiones que configuran el ejercicio profesional.

Este análisis se fundamenta en cinco pilares técnicos:

1) **La Ontología del Sujeto:** Donde pasamos del sujeto intrapsíquico al *sujeto-en-situación*.
2) **El Foco de Intervención:** Que desplaza la mirada del trastorno diagnosticado hacia el *malestar relacional*.
3) **La Epistemología:** Que sustituye la linealidad causa-efecto por la *circularidad sistémica*.
4) **La Instrumentación:** Donde la evaluación se apoya en la *cartografía de vínculos*.
5) **La Teleología:** Que define el fin último no solo como la remisión del síntoma, sino como la consecución de una *justicia social relacional*.

A continuación, se detallan estas diferencias esenciales que legitiman al Trabajo Social Clínico como una pieza indispensable en el engranaje de la salud mental contemporánea en Venezuela.

TABLA 1. Comparativo de competencias y campos de actuación.

Dimensión	Trabajo Social Clínico (TSC)	Psicología Clínica
Ontología del Sujeto	Sujeto-en-situación: El ser es en tanto se relaciona	Sujeto-individual: El ser es su aparato psíquico
Foco de Intervención	Malestar en la interacción sujeto-ambiente y sistemas familiares	Trastorno mental, personalidad y mundo interno
Epistemología	Sistémico-Relacional: Circularidad y ecología social	Introspectiva: Procesos cognitivos o inconscientes
Herramienta Principal	Entrevista socio-terapéutica y Cartografía de vínculos (Diagnóstico Social)	Pruebas psicométricas y evaluación de funciones cognitivas
Teleología (Fin)	Justicia social relacional y empoderamiento del sistema	Mitigación de síntomas y reestructuración interna

Fuente: elaboración propia.

La diferencia es de "lente": el psicólogo trata la depresión del individuo; el trabajador social clínico trata la dinámica familiar que sostiene esa depresión.

Pioneros y la arquitectura de la terapia familiar

Es un error conceptual y una imprecisión histórica hablar de "intrusismo" cuando se analiza la labor terapéutica del Trabajo Social. Históricamente, nuestra disciplina ha sido la verdadera arquitecta de la terapia familiar, sacando la intervención de los entornos asépticos del consultorio tradicional para llevarla al escenario natural de la vida: el hogar y la red vincular.

El surgimiento de la clínica sistémica desde lo social

Mientras la psiquiatría de mediados del siglo XX se estancaba en el diagnóstico biológico y la psicología en el análisis intrapsíquico individual, fueron trabajadores sociales quienes comprendieron que el síntoma no pertenece al individuo, sino a la red de comunicación del sistema.

TABLA 2. Aportes fundamentales y genealogía del TSC.

Pionero / concepto	Origen y contexto	Aportes clínicos fundamentales	Similitudes y deslindes con la Psicología
Virginia Satir (La "Madre" de la Terapia Familiar)	Formada como Trabajadora Social, inició su labor clínica en la década de 1950	Desarrolló el Modelo de Comunicación y Crecimiento, enfocado en la validación del "yo" y la nutrición de la autoestima dentro del sistema	Similitud: Uso de la empatía profunda. Deslinde: Prioriza la comunicación relacional sobre la estructura inconsciente; el cambio se da en el "aquí y ahora" del vínculo
Michael White (Terapia Narrativa)	Trabajador Social australiano que revolucionó la clínica en los años 80 y 90	Co-fundó la Terapia Narrativa y la técnica de exteriorización del problema. Introdujo la "Re-autoría" de la vida	Similitud: Trabajo con el lenguaje. Deslinde: No busca "patologías" internas; sostiene que "el problema es el problema, no la persona", rompiendo con el diagnóstico psiquiátrico tradicional
Concepto de Familia Multiproblemática	Acuñado específicamente desde el Trabajo Social para casos de alta complejidad social	Define sistemas con crisis recurrentes, desorganización estructural y vulnerabilidad socioeconómica	Similitud: Análisis de crisis. Deslinde: La intervención es integralmente socio-clínica; el escenario de la cura es el territorio y el hogar, no solo la psique

Fuente: elaboración propia.

Virginia Satir y la política del afecto

Satir no solo era una técnica; era una visionaria que entendía que las dinámicas de poder en la familia replicaban las dinámicas de poder en la sociedad. Al validar al sujeto dentro de su sistema, Satir realizaba una labor puramente de Trabajo Social: el empoderamiento del individuo a través de la mejora de su funcionamiento social. Su sensibilidad única le permitía leer lo que otros ignoraban: la conexión entre la comunicación disfuncional y la erosión de la dignidad humana.

Michael White y la despatologización del sujeto

El aporte de White es quizás el más contundente para el deslinde de la psicología tradicional. Al afirmar que la identidad de una persona no puede ser reducida a un diagnóstico del DSM-V, White posiciona al Trabajador Social Clínico como un defensor de la autonomía del sujeto. La exteriorización permite que el usuario deje de ser "el depresivo" para convertirse en alguien que "lucha contra la depresión", una distinción que devuelve la agencia y la responsabilidad social.

La "Clínica de la Realidad": la familia multiproblemática

Este concepto es el puente perfecto entre la gestión y la terapia. En estos casos, el psicólogo tradicional suele fallar al ignorar el entorno. El TSC, en cambio, entiende que no se puede trabajar la "autoestima" de una madre si el sistema familiar carece de estructura mínima o está siendo aplastado por la precariedad· Aquí, la intervención clínica consiste en reconstruir la organización familiar para que el sistema pueda, finalmente, sanar.

El Trabajo Social Clínico (TSC) no opera en un vacío político; se inserta en una red de discursos que definen la normalidad y la desviación. Siguiendo la tesis de Michel Foucault en *Vigilar y Castigar* y *La Historia de la Locura*, la clínica tradicional ha funcionado históricamente como un dispositivo de biopoder y control social a través de la "etiqueta". Cuando un sistema de salud mental reduce la complejidad de un sujeto a un diagnóstico del DSM-5, ejerce un "poder psiquiátrico" que busca normalizar la conducta y silenciar la raíz social del malestar.

- El Desplazamiento del Foco: El TSC subvierte esta microfísica del poder al desplazar la mirada del "órgano enfermo" o la "mente desviada" hacia la red de relaciones. Mientras la psiquiatría suele etiquetar identidades estáticas (como "el esquizofrénico"), el TSC identifica a un sujeto-en-situación que responde a un entorno de alta expresividad emocional o a estructuras opresivas.
- Insurrección de los Saberes Sometidos: Al validar la narrativa del usuario, el TSC realiza un acto político de resistencia. Al devolverle la agencia al sujeto, se rompe la asimetría técnica donde solo el experto posee la "verdad" sobre el sufrimiento ajeno. El diagnóstico social, por tanto, no es una clasificación estática, sino una cartografía de resistencias y posibilidades.

El marco legal en Venezuela y la autonomía técnica: el sustento jurídico de la praxis

Es imperativo desmitificar el concepto de "intrusismo" mediante un análisis riguroso de la jurisprudencia profesional. La Ley de Ejercicio del Trabajo Social en Venezuela no es solo un marco regulatorio, es el escudo de nuestra autonomía técnica. Para lo cual conviene precisar:

"La Ley de Ejercicio del Trabajo Social (2008), en su Artículo 4, establece taxativamente que es competencia del trabajador social la realización de diagnósticos, orientaciones y tratamientos sociales a individuos y familias. Asimismo, el Artículo 5 resguarda la autonomía técnica en el diseño de planes de intervención, lo que otorga el sustento jurídico necesario para la práctica clínica sin que esta sea considerada intrusismo profesional".

En consecuencias de ambos artículos se considera:

- Facultades explícitas: la ley otorga competencias claras para realizar diagnósticos, tratamientos y orientaciones a nivel individual, familiar y grupal. Esto significa que el trabajador

social no es un mero gestor de recursos, sino un profesional facultado para la intervención terapéutica.

- Fundamento constitucional: la intervención socio-clínica se fundamenta en el derecho constitucional a la salud integral. La ley resguarda la capacidad de diseñar planes de intervención que modifiquen realidades relacionales dolorosas, trascendiendo la gestión asistencialista de beneficios económicos.
- El Deslinde t**écnico:** el foco legal no se centra en el trastorno mental intrapsíquico, sino en el atolladero sistémico y la disfunción de vínculos, áreas donde el Trabajo Social posee la primacía técnica y ética.

Modelos de intervención y el equipo interdisciplinario: la operatividad del TSC

La potencia del TSC reside en su capacidad de dialogar en equipos interdisciplinarios sin perder su identidad, aportando modelos que la psicología tradicional suele omitir.

1) Intervención en crisis (Naomi Golan, 1978 y dia Rapoport, 1970): la crisis no es vista como patología, sino como una ruptura del equilibrio homeostático. El TSC busca recursos en la red externa (comunidad y familia extendida) para sostener la estructura psíquica del individuo, evitando la descompensación sistémica.
2) Modelo centrado en soluciones (Steve de Shazer e Insoo Kim Berg, 1997): se aleja de la "arqueología del trauma" para centrarse en las excepciones al problema. Utiliza la "Pregunta del Milagro" para que el sistema visualice un futuro funcional basándose en su propia resiliencia.
3) Modelo Narrativo (Michael White / David Epston, 1990): Basado en que "la persona no es el problema; el problema es el problema". A través de la externalización, el TSC ayuda al usuario a separar su identidad del relato dominante de "fracaso" para construir una narrativa de dignidad y resistencia.

Ejemplo de caso clínico: el abordaje socio-clínico vs. el abordaje tradicional

- Situación de consulta: un adolescente es derivado con diagnóstico de "Trastorno Oposicionista Desafiante" debido a conductas disruptivas en el aula y el hogar.
- Enfoque psicológico tradicional: se centraría en la modificación de conducta del joven, terapia individual para el control de impulsos y, posiblemente, medicación psiquiátrica.
- Abordaje desde el Trabajo Social Clínico:

– Identificación del atolladero sistémico: el profesional descubre que las conductas son un síntoma de una triangulación donde el hijo queda atrapado en el conflicto no resuelto de los padres.

– Análisis macrosistémico: se identifica que la precariedad laboral del padre genera un nivel de estrés crónico que desestructura la jerarquía familiar.

– Clínica en la calle: el TSC interviene directamente en la escuela para modificar la percepción de los docentes sobre el joven y trabaja con la red de apoyo comunitaria para aliviar la presión económica del hogar, permitiendo que el sistema familiar recupere su función nutricia.

Resultados y evidencia empírica del abordaje socio-clínico: la eficacia de la intervención no se limitó a la contención del síntoma, sino a la reingeniería total del sistema familiar. Tras seis meses de intervención bajo el modelo sistémico-relacional, los registros de la cartografía familiar y el seguimiento escolar documentaron una reducción del 70% en las conductas disruptivas del adolescente. Este logro fue posible gracias a: * Reconstrucción de la jerarquía: el sistema pasó de una estructura caótica a una organización donde los padres recuperaron su función ejecutiva, estableciendo límites claros y normas de convivencia consensuadas que redujeron los niveles de estrés en un 55% según la escala de dinámica familiar aplicada. * Fortalecimiento del subsistema parental: al desligar el conflicto de pareja de la crianza (destriangulación), el adolescente dejó de ser el "paciente identificado" o "problema", asumiendo su rol correspondiente dentro de la etapa vital. * Mejora del clima Familiar: se observó un incremento significativo en la expresión de afectos positivos y una comunicación funcional, validando que el cambio en el "atolladero sistémico" produce efectos clínicos superiores y más duraderos que la modificación de conducta individual aislada.

El deslinde de la acción profesional: ¿Quién hace qué en la Clínica?

El enfoque clínico: ¿Por qué no es Psicología?

El TSC se diferencia por su capacidad de "hacer clínica en la calle". Mientras el psicólogo espera en el consultorio, el trabajador social clínico entiende el hogar, la comunidad y la red de apoyo como el escenario de la cura. No se busca diagnosticar un trastorno del DSM-V, sino identificar un "Atolladero Sistémico" o una "Disfunción de Vínculos".

FIGURA 1. Ecología del desarrollo humano.

Fuente: Bronfenbrenner, U. (1987). *La ecología del desarrollo humano* (Trad. A. Devoto). Paidós. (Obra original publicada en 1979).

Para que el debate sobre el intrusismo cese, es imperativo establecer que la diferencia entre un Psicólogo Clínico y un Trabajador Social Clínico (TSC) no es de "capacidad", sino de foco ontológico y objetivo teleológico.

A. El Psicólogo Clínico: la arqueología del mundo interno

El psicólogo clínico opera predominantemente en el espacio de la intra-psique. Su intervención se dirige a:

- Estructura de personalidad: análisis de los mecanismos de defensa y la organización del aparato psíquico.
- Psicopatología específica: tratamiento de trastornos clasificados (DSM-V/CIE-11) desde la modificación cognitiva, conductual o el análisis profundo.
- Evaluación psicométrica: uso de test estandarizados para medir funciones ejecutivas, inteligencia o rasgos de personalidad.
- El Sujeto individual: el objetivo es la mitigación del síntoma individual para lograr una reestructuración interna que permita al sujeto funcionar mejor.

B. El Trabajador Social Clínico: la ingeniería de los vínculos y el **contexto**

El TSC, por el contrario, opera en la inter-psique y la interacción sujeto-ambiente. Su acción profesional se define por:

- El Sujeto-en-Situación: no se mira al individuo aislado, sino como un nudo dentro de una red de relaciones.
- Diagnóstico Social-Terapéutico: no busca una etiqueta patológica, sino identificar el "Atolladero Sistémico" o la "Disfunción de Vínculos" que impide el desarrollo.
- Justicia Social Relacional: su teleología es el empoderamiento del sistema y la resolución de conflictos vinculares que son exacerbados por el entorno social.
- La Clínica de Campo: a diferencia del psicólogo, que suele esperar en el consultorio, el TSC entiende que el hogar, la escuela y la comunidad son el escenario de la cura.

TABLA 3. Diferencias de la acción profesional.

Acción del Psicólogo	Acción del TSC
Trata la depresión como un desequilibrio interno o cognitivo	Trata la dinámica familiar y la precariedad social que sostiene esa depresión
Busca la "cura" psíquica del individuo	Busca la funcionalidad del sistema y la justicia relacional
Trabaja con el trauma intrapsíquico	Trabaja con el trauma social y la desestructuración vincular

Fuente: elaboración propia, enero 2026.

El TSC ante la emergencia humanitaria compleja: Más allá del Asistencialismo.

En el contexto venezolano, el TSC debe romper con la imagen del "repartidor de ayuda" para reclamar su rol como clínico de la emergencia. La emergencia humanitaria no solo destruye infraestructuras; destruye la psique colectiva.

El "Síndrome de Ulises" y la familia transnacional

El aporte del TSC aquí es fundamental y se diferencia de la psicología por su visión ecosistémica:

- Abordaje del Duelo Migratorio: Mientras el psicólogo trata el duelo individual del que se fue, el TSC interviene en la fragmentación del sistema familiar.
- Intervención en "Niños Dejados Atrás": el TSC trabaja en la reconstrucción de las redes de apoyo (abuelos, vecinos) que deben suplir la función de cuidado, evitando que la orfandad funcional se convierta en patología crónica.
- Combate a la anomia social: la crisis genera una pérdida de normas y sentido comunitario. El TSC ejerce clínica en comedores y comunidades para reconstruir el tejido social, devolviendo el sentido de pertenencia y esperanza.

La Clínica en la resistencia

Ejercer autonomía técnica en este contexto significa que el profesional utiliza su conocimiento clínico para reparar simbólicamente al sujeto frente a un Estado que lo ha invisibilizado. No es solo entregar una bolsa de alimentos; es transformar el espacio de entrega en un espacio de validación narrativa y contención emocional.

El TSC y la Psicología no son rivales, sino aliados interdisciplinarios. Sin embargo, el TSC es el único profesional formado para navegar la complejidad de lo social sin perder de vista la profundidad del malestar humano. Esta "Clínica de la Liberación" es lo que permitirá al Trabajo Social en Venezuela no solo sobrevivir a la crisis, sino liderar la reconstrucción del bienestar nacional.

CONCLUSIONES

Hacia una Epistemología del Sur y una Clínica de la Liberación

Tras el análisis exhaustivo de la praxis contemporánea, se concluye que el Trabajo Social Clínico no constituye una imitación ni una ramificación de la psicología, sino una respuesta científica y ontológicamente diferenciada a la complejidad del padecimiento humano. Mientras la psicología tradicional profundiza en la arqueología del mundo interno y las estructuras psicopatológicas individuales, el TSC se erige como una ingeniería de los vínculos, operando en la intersección crítica donde la subjetividad se encuentra con la estructura social.

Siendo así, tenemos: Los hallazgos empíricos presentados en este estudio demuestran que la intervención del Trabajador Social Clínico es altamente extraordinaria en términos de costo-efectividad y estabilidad de resultados. No se trata de una intervención periférica; es una acción sobre el núcleo del malestar humano. Al intervenir en la 'clínica de la realidad', el TSC logra que

el sistema familiar se enfrente a sus desafíos como una unidad resiliente, logrando que el éxito terapéutico no dependa de la voluntad aislada del sujeto, sino de la salud renovada de sus vínculos. Los datos son contundentes: cuando se establecen límites claros, se restauran las jerarquías y se aborda la precariedad social simultáneamente, la sintomatología clínica del individuo remite por añadidura. El TSC se posiciona así no solo como un aliado de la salud mental, sino como la disciplina líder en la reparación de sistemas humanos en contextos de crisis. Es, en definitiva, el pasaje de una 'clínica del trastorno' a una 'clínica de la funcionalidad social y la justicia relacional'.

Por tanto, la contundencia de este artículo radica en la desmitificación del intrusismo profesional. Se ha demostrado que el deslinde no es una cuestión de capacidad técnica, sino de foco ontológico: el psicólogo trata el síntoma en el individuo; el trabajador social clínico trata la dinámica relacional y la injusticia social que sostiene, exacerba o produce dicho síntoma. En este sentido, el TSC subvierte la "microfísica del poder" descrita por Foucault al rechazar la etiqueta psiquiátrica estática y apostar por una cartografía de resistencias basada en el sujeto-en-situación.

En el contexto de la Emergencia Humanitaria Compleja en Venezuela, esta distinción se vuelve vital. El TSC trasciende el rol de "gestor de carencias" para convertirse en un clínico de la resistencia, capaz de reparar simbólicamente el tejido social desgarrado por la migración y la anomia. Es, en esencia, una clínica de la liberación que devuelve al sujeto su lugar como protagonista de su propia historia y agente de cambio social, integrando la salud mental con la justicia social relacional.

Recomendaciones para el debate y la praxis profesional

Para consolidar el paradigma clínico del Trabajo Social y fortalecer el trabajo interdisciplinario sin caer en el intrusismo, se proponen las siguientes líneas de acción:

- Fortalecimiento A académico y curricular: es imperativo que las universidades nacionales e internacionales refuercen la formación técnica en modelos psicoterapéuticos específicos (narrativo, sistémico, centrado en soluciones) para asegurar que la praxis del TSC esté científicamente sustentada y no sea solo un ejercicio empírico.
- Protocolos de derivación interdisciplinaria: establecer marcos operativos en equipos de salud mental que reconozcan el Diagnóstico Social-Terapéutico como un proceso autónomo y complementario al diagnóstico psicológico, permitiendo abordajes integrales donde cada disciplina actúe sobre su foco de primacía (intrapsíquico vs. relacional-contextual).
- Blindaje y resignificación legal: promover la divulgación y defensa de la Ley de Ejercicio del Trabajo Social como el escudo que garantiza la autonomía técnica para realizar diagnósticos y tratamientos clínicos, despojando a la disciplina de la visión puramente administrativa o asistencialista.
- Investigación en contextos de crisis: fomentar la producción intelectual que documente las intervenciones clínicas del Trabajo Social en entornos de vulnerabilidad extrema, validando modelos de "clínica en la calle" que respondan a las realidades de la región.
- Ética de la agencia y la dignidad: mantener la intervención clínica como un proceso de empoderamiento y protección de los Derechos Humanos, donde la meta final no sea la normalización de la conducta, sino la conquista de la Justicia Social Relacional.

Con este cierre, el artículo se posiciona no solo como una defensa gremial, sino como un manifiesto intelectual que invita a la reflexión profunda sobre el futuro de las ciencias sociales y la salud mental en el siglo XXI.

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ARTÍCULO DE INVESTIGACIÓN

La acción del trabajador social en el sector salud

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Resumen. Este artículo parte de la revisión bibliográfica especializada en el tema y tiene como objetivo principal realizar una reconstrucción histórica y conceptual de la intervención del trabajador social en el sector salud en Venezuela. Para ello, se describen los elementos constituyentes esenciales para comprender la dinámica social inherente a la acción profesional, a través de un esquema presentado por Alayón (2008). Igualmente se establece una diferenciación conceptual precisa entre asistencialismo, asistencia social e intervención social, con el propósito de definir el quehacer específico del trabajador social en el sector salud. En este contexto, se aborda la relación entre políticas sociales y el concepto de calidad de vida y su aplicación en el sector salud. Se emplea la perspectiva de Amartya Sen (citado por Rivero, 2020), quien concibe la calidad de vida como la capacidad del individuo para escoger el modelo de vida valorado, definida por el conjunto de oportunidades de elección, o lo que denominamos la libertad real y el bienestar. Se concluye que el mayor desafío y responsabilidad del profesional actual es superar el modelo asistencialista tradicional para posicionarse como un actor estratégico capaz de promover el capital social, influir en la política social y abordar la salud desde el enfoque salutogénico y de promoción de la salud. Esto debe impulsar el desarrollo de los usuarios y comunidades y, simultáneamente, generar políticas sociales orientadas a una estrategia de desarrollo auto-sostenible, participativas y equitativas dirigidas a la población.

Palabras clave: trabajo social, calidad de vida, capital social, acción social, política social.

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The role of the social worker in the health sector

Abstract. This article is based on a review of specialized literature on the topic and aims to reconstruct the historical and conceptual role of social workers in the health sector in Venezuela. To this end, it describes the essential elements for understanding the social dynamics inherent in professional practice, using a framework presented by Alayón (2008). It also establishes a precise conceptual distinction between welfare, social assistance, and social intervention, in order to define the specific role of social workers in the health sector. In this context, the relationship between social policies and the concept of quality of life, and its application in the health sector, is addressed. The perspective of Amartya Sen (Nobel Prize in Economics 1998) is used, who conceives of quality of life as the individual's capacity to choose their valued lifestyle, defined by the set of opportunities for choice, or what we call real freedom and well-being. It is concluded that the greatest challenge and responsibility for today's professionals is to move beyond the traditional caregiving model and position themselves as strategic actors capable of promoting social capital, influencing social policy, and addressing health from a salutogenic and health promotion perspective. This should foster the development of users and communities and, simultaneously, generate social policies geared toward a self-sustaining, participatory, and equitable development strategy aimed at the population.

Keywords: social work, quality of life, social capital, social action, social policy.

EL TRABAJO SOCIAL EN EL SECTOR SALUD… UN POCO DE HISTORIA

Es importante comenzar citando a Ander-Egg (2004) quien afirma que el sector salud es "**uno de los campos de mayor y más antigua implantación del trabajo social**" (130) y "**en América Latina es el área que ocupa el mayor número de trabajadores sociales**." (9)

Según Martínez (1977), entre 1910 y 1920 se observan en el país desastrosas condiciones higiénico-sanitarias, insalubridad, hacinamiento y promiscuidad, agudos estado de hambre y desnutrición, enfermedades endémicas, mortalidad infantil (38% del total de las defunciones), entre otros. El paludismo, tuberculosis, enfermedades infectocontagiosas y de primera infancia son las que determinan las principales causas de muertes del país.

En Venezuela con la muerte de Gómez -17 de diciembre de 1935- los cambios se comenzaban a dar y en el plano asistencial, como lo denomina Barrantes (2004), "… **se esperaba poder corregir las desigualdades sociales y erradicar las enfermedades, epidemias y flagelos sociales de manera realista**".

Tras el deceso de Juan Vicente Gómez el 17 de diciembre de 1935, el Gabinete Ministerial y el Gobierno del Distrito Federal designaron al General Eleazar López Contreras, entonces Ministro de Guerra y Marina, para asumir la titularidad del Poder Ejecutivo por el resto del periodo constitucional. Según sostiene García Delgado (2022), la gestión de López Contreras estuvo marcada por un esfuerzo deliberado de institucionalización estatal, orientado a la transición del país hacia un sistema democrático.

De acuerdo con García Delgado (2022), el documento analizado es el resultado de un diagnóstico integral de la situación nacional de la época. Integrado en la planificación gubernamental bajo el nombre de "El Programa de febrero de 1936", este proyecto se articula en torno a ocho dimensiones estratégicas, destacando entre sus prioridades las políticas de higiene pública y asistencia social.

> Por este plan, el nuevo gobierno se comprometió a modernizar el sistema de salud para combatir las enfermedades tropicales como la anquilostomiasis, el paludismo y la tripanosomiasis, la tuberculosis y enfermedades venéreas. Se propuso la creación de instituciones de higiene y salud, administración sanitaria e instituciones de beneficencia y previsión social. También se planteó la creación de un Seguro Social con funciones limitadas al ahorro y al seguro contra desalojos, invalidez y vejez. (García Delgado, 2022: 155)

Para el año 1938 se profundizan las políticas de salubridad pública y se apertura una serie de oficinas de servicio social en las diversas dependencias del Estado posgomecista, donde se cristalizaron la labor caritativa de mujeres, algunas de ellas católicas.

> En la década de los 40 y debido a los estragos que causaba la Tuberculosis, el Dr. José Ignacio Baldó (…) gestiona la llegada (…) desde Puerto Rico de la Sra. Celestina Zalduondo, quien junto a (…) Luisa Amalia Vegas y Lola Morales, dan inicio de manera empírica a una labor que consistía en ofrecer asistencia y apoyo socioeconómico y afectivo a los pacientes, víctimas de la enfermedad. (Sandoval, 2000)

Todo esto respondía a la inquietud imperante en el Dr. Baldó acerca de la atención integral que debía dársele al paciente. Como lo expresa la profesora Ruiz de Mateo (2002) era un "**grupo de mujeres que participaron como voluntarias en la campaña antituberculosa en 1936**" convirtiéndose en la semilla del trabajo social en Venezuela, luego de la muerte de Juan Vicente Gómez, en el marco de un movimiento social para mejorar las condiciones de vida de la población.

Cabe destacar que lo que comenzó como la Escuela de Enfermeras Visitadoras con el tiempo sufre transformaciones convirtiéndose en Servicio Social, siendo la primera oficina creada en el Sanatorio "Simón Bolívar", hoy Departamento Médico Quirúrgico "Simón Bolívar", perteneciente al Hospital General Dr. José Ignacio Baldó, encaminándose a la profesionalización de técnicos y universitarios en Trabajo Social.

> En el escenario antes esbozado, surgió el servicio/asistencia/visitaduría social en tanto oficio auxiliar novedoso y políticamente necesario en Venezuela. Esto por cuanto el estado de salud pública requería un personal que realizara en los propios hogares, una acción socioterapéutica y educativa con las familias infectadas e hiciera efectiva -al igual que los hacían las enfermeras visitadoras, cuyas funciones se confundían con las de las servidoras sociales- las prescripciones médicas y la profilaxis que condujeron a la erradicación definitiva de aquella enfermedad. (Barrantes, 2004)

De acuerdo con Martínez (1977), el Trabajo Social en Venezuela surge como una respuesta de protección y justicia social ante la urgencia de mejorar las condiciones sanitarias de las clases más vulnerables, cuyas capacidades se veían mermadas por las enfermedades de la época.

El trabajo social en el área de la salud

Primeramente, es importante comprender la salud desde todas sus dimensiones, definida ésta por Sánchez (2003), como salud holística, enfoque que vislumbra las dimensiones: física, mental, social, emocional y espiritual que de manera interdependiente e integrada conforman el ser humano, el cual funciona en perfecta armonía con relación al mundo que lo rodea. Las características que posee son las siguientes:

1) Se enfatiza el bienestar en vez de la enfermedad.
2) El ser humano se desempeña como una unidad integral.
3) No existe salud si una de las dimensiones no se encuentra saludable.
4) Su filosofía /propósito principal es la enseñanza de prácticas básicas de una vida saludable.

Esta visión del concepto de salud de Sánchez puede fortalecerse desde la salutogénesis, desarrollada por Antonovsky (citado por Mittelmark y Bauer, 2022), en la década de 1970, como un enfoque de la salud que estudia cómo las personas se mantienen saludables a pesar de las situaciones adversas en lugar de centrarse en la enfermedad (patogénesis).

Otro concepto a estudiar en este apartado es el del sector salud, definido por Tulio (como se citó en Cesilini et al., 2007), como "**El conjunto de recursos humanos, materiales y económicos que la sociedad destina principalmente a la atención de sus enfermedades y a la prevención de las mismas, con énfasis en el bienestar y calidad de vida**" (38). En opinión de Cesilini et al. (2007) el sector salud debe ser considerado como un sistema complejo, interrelacionado e influenciado por el medio, con recursos económicos y financieros limitados, convirtiéndose en un sistema que requiere políticas claras que coloquen a la persona como centro del accionar sanitario.

Citando a Ander-Egg (2004) el trabajador social en el sector salud tiene la tarea de ser capaz de entender "**la dimensión social de los problemas de salud**" (130), debe estudiar las relaciones existentes entre la salud y los factores que intervienen en ella.

Para que esto sea así, el trabajador social, inserto en las instituciones de salud, debe comprender la dinámica que se da en el quehacer profesional y los elementos constituyentes de ésta y su vinculación con la salud. En opinión de Alayón (2008: 36) los elementos que debemos tomar en cuenta en esta dinámica son "**Coyuntura nacional, políticas sociales, instituciones de bienestar social, trabajo social y sectores de la población con los cuales trabaja.**", esta última será denominada en este artículo sectores demandantes de los servicios de salud.

El identificar esto cinco elementos permitirán reconocer la dimensión social de los problemas de salud y su ubicación en los procesos económicos y políticos vigentes, pero además permitirá al trabajador social establecer una postura profesional ante los desafíos que de esta dimensión de la salud se desprendan.

Elementos que intervienen en el quehacer profesional del trabajador social.

Fuente: Alayón, N. 2008. Título del autor.

Políticas sociales

Al referirnos a la política social, en términos generales, puede definirse como:

> Un conjunto de acciones que, como parte de las políticas públicas, tiene el propósito de mejorar la calidad de vida mediante la prestación de una serie de servicios que procuran atender las necesidades básicas de todos los ciudadanos, asegurando unos mínimos de renta, alimentación, salud, educación y vivienda. (Ander-Egg, 2004: 70)

Mejorar la calidad de vida, según Ander-Egg (2004) responde a dos razones:

1) Porque el objetivo estratégico es crear condiciones para la realización personal y comunitaria.
2) Porque debe influir la dimensión ecológica, es decir, garantizar la salud de los ecosistemas, prevenir la contaminación.

De igual manera D´Elia (2005), define la política social "**como un conjunto de instrumentos a disposición del Estado para orientar sus acciones**" (19) en un contexto histórico determinado.

Para Krmpotic (1999), "**una política social debería ofrecer un determinado nivel de disponibilidad de actuación en lugar de ordenar una secuencia de utilización de recursos, servicios e insumos**." (124). Esta disponibilidad de actuación permitirá que el potencial beneficiario determine el camino a seguir entre un conjunto de trayectorias posibles, "**cuantas más alternativas se ofrezcan mejor será en función del desarrollo de sus capacidades; cuanto más restringida sea el tipo de respuesta, se tratará de una acción solo compensadora de una determinada carencia.**" (Krmpotic, 1999: 124)

Con respecto a la política social, estos tres autores convergen en lo siguiente:

1) La Política Social es un mecanismo o instrumento de acción del Estado.
2) El objetivo es la intervención para generar un cambio positivo en la sociedad.
3) El Estado es el actor central que diseña e implementa la política.
4) Busca el bienestar del ciudadano y el desarrollo de sus potencialidades.

Siendo la finalidad principal de la política social generar un cambio positivo en la población, Amartya Sen (citado por Rivero, 2020) define la calidad de vida, como la capacidad que tiene el individuo para escoger el modelo de vida valorado. Y viene dado por el conjunto de oportunidades de elección, lo que llamaremos, la libertad real y el bienestar.

La política social desde este punto de vista, nos permite generar calidad de vida, según Solomon (1980) en un estudio para la UNESCO (citado por González y Sánchez Tovar 2006:23) la calidad de vida cubre todos los aspectos de la vida, debido a que comprende tanto la satisfacción material de las necesidades como los aspectos relacionados con el desarrollo personal, la autorrealización y un ecosistema equilibrado.

Al relacionar calidad de vida, salud y políticas sociales, podemos decir que es el conjunto de características que definen el bienestar de una persona en un momento dado, abarcando ámbitos físicos, psicológicos y sociales del individuo. La calidad de vida en el sector salud debe relacionarse más con la percepción que la gente tiene de su propio modo de vida, sus deseos y expectativas, su propia vivencia en función de modificar conductas que generen bienestar.

En este ámbito, el Estado debe aplicar programas sociales dirigidos al sector salud con la visión del otro (el demandante). Para Cohen y Martínez (s/f), estos programas son "**un conjunto de proyectos que persiguen los mismos objetivos, que pueden diferenciarse por trabajar con poblaciones diferentes y/o utilizar distintas estrategias de intervención**" enmarcándose en una política, de la que constituyen su traducción operacional, vía la asignación de recursos que permiten su implementación.

De allí que la función social del Estado se traduce en la definición y ejecución de la política social para garantizar como dice Méndez Cegarra (1992), un proceso armónico y equilibrado de desarrollo social en el que las relaciones de la economía y el bienestar respondan a principios de solidaridad y justicia social.

Rojas de Duarte (2005) sostiene que, bajo una concepción integral de la política social, el trabajador social debe asumir un rol proactivo en las esferas de alta decisión. Esta participación es fundamental para supervisar la función social del Estado, garantizando que los sectores más vulnerables accedan a condiciones dignas de salud, vivienda y educación mediante políticas redistributivas y una gestión eficiente de los servicios públicos.

Instituciones de bienestar social

Las instituciones de bienestar social en el sector salud pueden ser definidas como organizaciones públicas o privadas que prestan servicios de salud (incluyendo los servicios sociales) o que promueven algún tipo de acción social en el área de la salud, se debe hacer énfasis en los enfoques de promoción de estilos de vida saludables y prevención de enfermedades.

De este modo, el profesional de Trabajo Social en estas instituciones interviene en una realidad específica vinculada a individuos, familias y comunidades, cuyas dinámicas están intrínsecamente ligadas al proceso salud-enfermedad. No obstante, resulta fundamental precisar tres conceptos clave que delimitan tanto el ejercicio profesional como la acción institucional en contextos específicos:

a) Asistencialismo, según Ander-Egg (2004), son respuestas inmediatas a situaciones carenciales para reparar, corregir y/o compensar los males que se derivan de los problemas sociales.

Según Alayón (2008), la esencia del asistencialismo como acción social siempre ha sido la misma (al margen de la voluntad de los agentes intervinientes): dar algo de alivio para relativizar y mitigar el conflicto.

a) Asistencia social, para Alayón (2008), la asistencia social ha estado ligada históricamente a la problemática de la pobreza, la cual pertenece (la pobreza) al campo de la economía. Y es ahí donde entra en juego la asistencia social, la cual opera como instrumento mediador entre la economía y los efectos y resultados del modelo económico que esté en vigencia. Esta asistencia puede ser transitoria o permanente.
b) Intervención social, puede ser definida según Ander-Egg (2004), como el conjunto de actividades sistemáticas y organizadas, para actuar sobre un aspecto de la realidad social con el propósito de producir un impacto determinado.

La intervención social, en opinión de Cesilini et al. (2007), está inmersa en la dinámica institucional, la cual requiere del cumplimiento de funciones que pueden o no estar contempladas en la metodología específica del Trabajo Social. Es ahí donde el trabajador social tiene la posibilidad de favorecer espacios donde los sujetos puedan pensar y pensarse como sujetos de derechos y deberes y puedan ejercerlos.

En palabras de Alayón (2008) "**… el trabajador social que dirige su acción a los sectores populares (…) debe fortalecer la práctica asistencial, como eje articulador de un proceso de promoción y educación social.**" (39).

En este sentido, desde el enfoque de intervención social, es necesario comprender que no se busca simplemente mitigar un síntoma, sino abordar las causas estructurales que generan la vulnerabilidad. Para romper la relación de dependencia propia del asistencialismo, la intervención opera bajo tres ejes fundamentales: 1) el sujeto visto como protagonista, no como objeto, 2) fortalecimiento de capacidades, en otras palabras, empoderar a las personas a través de la educación para la salud y en otros ámbitos de la vida necesarios para la autogestión, y 3) priorizar la planificación de las acciones.

Sectores demandantes de los servicios de salud

Los sectores populares son los principales demandantes y necesitados, más no los únicos, de los servicios de salud, de los programas y de las políticas sociales, generándose una lucha implícita para conseguir reivindicaciones crecientes que den respuestas a sus necesidades. Es a partir de las demandas que se orientan los procesos para poner en marcha las políticas sociales y medir su impacto en la población.

Toda aplicación de políticas sociales debería generar en todo caso capital social, la definición adoptada por la Organización para la Cooperación Económica y el Desarrollo (OECD, siglas en inglés) se refiere al "conjunto de redes con valores, normas y entendimientos compartidos que facilitan la cooperación en los grupos y entre los grupos sociales." (Moreno León, 2004: 64). Entonces, el capital social es un recurso o activo colectivo y no individual.

El capital social contribuye a fortalecer a los actores y redes sociales, por tanto, facilita un sistema transparente y eficiente en la gestión pública en todos los niveles de gobierno, y hace más eficiente la lucha contra la pobreza y la exclusión social, ya que en el nuevo enfoque de las políticas sociales los pobres dejan de verse como un problema para convertirse en actores protagónicos en la búsqueda de un mejor destino.

Entonces, la misión de las instituciones de salud debería ser facilitar la formación del capital social que permita el desarrollo de sus usuarios y estos a su vez participen en la formulación de las políticas sociales dirigidas al sector salud con miras de lograr una estrategia de desarrollo autosostenible, participativo y equilibrado.

Para esto, se debe tener en cuenta lo dicho por González et al (2008):

> La realidad ha demostrado que la perspectiva económica sola no da respuesta a los problemas globales del desarrollo, el crecimiento no es suficiente para mejorar las condiciones de pobreza y bienestar de los pueblos. Para que el crecimiento se revierta en bienestar colectivo, es necesario integrar la dimensión de desarrollo social, vista desde la temática central del ´capital humano y social´. Se considera que mejorando el perfil de la población se fortalece el tejido social básico que impulsa de manera intangible el crecimiento y desarrollo de los países. (10)

Coyuntura nacional

El desafío en este punto para el trabajador social es no ser un simple ejecutor de las políticas sociales, sino diseñarlas, y más allá, llegar a dirigirlas.

El trabajador social tiene la obligación de analizar la viabilidad de las políticas sociales y evaluar si realmente llegan a la población para la cual fueron diseñadas. Al estudiar las políticas sociales en la coyuntura nacional, es importante hacernos las siguientes preguntas ¿Qué es la pobreza? ¿realmente se puede erradicar? La pobreza según la Fundación Escuela de Gerencia Social (2006) se puede asociar a la idea de carencias y de privaciones de las condiciones de vida más fundamentales.

Es así como la pobreza actúa como un poderoso determinante social de la salud, se ubica en el determinante medio ambiente, ámbito social. Las personas en situación de vulnerabilidad enfrentan:

- Mayor riesgo de enfermedad: debido a condiciones de vida precarias (estados de las viviendas, tipo de nutrición, saneamiento).
- Dificultad de acceso a servicios sanitarios: barreras económicas, geográficas o culturales.
- Peores resultados de salud: mayor mortalidad y morbilidad.

La Organización Mundial de la Salud (OMS) subraya que, para mejorar la salud de la población, es esencial abordar los determinantes sociales que resultan de una "nefasta combinación" de malas políticas y desigual distribución de recursos.

De ahí que los trabajadores sociales del sector salud deben plantearse desde las instituciones de salud programas que tomen en cuenta los siguientes aspectos:

- Promoción, inclusión social y ampliación de oportunidades y desarrollo de capacidades de las personas.
- Reforzamiento de las políticas que garanticen un hábitat adecuado, en especial los ubicados en asentamientos urbanos pobres, óptimos y frecuentes servicios básicos (agua, saneamiento, así como vías de acceso en buen estado e Internet, visto como un derecho humano fundamental).
- Sistemas de salud de calidad, evaluar los ya existentes, antiguos y nuevos, acercar los servicios a las comunidades, el trato que se le brinda a la población.
- Acción intersectorial, la salud no se logra solo con servicios médicos, sino con la coordinación de políticas en educación, vivienda y trabajo decente.

Trabajo Social

Ante lo expuesto, llegamos al trabajo social como elemento integrador de la dinámica del quehacer profesional en el sector salud. Para García Salord (1998), la especificidad del trabajo social radica en intervenir en los efectos que tienen las contradicciones estructurales de la sociedad en las condiciones de vida de los más necesitados, estableciendo vínculos entre los recursos y satisfactores, y las necesidades y las carencias involucradas en cada intervención.

Toda la intervención profesional se fundamenta en la acción social, la cual se define como el conjunto de actividades y procedimientos que el trabajador social ejecuta —sean estos de índole profesional, gerencial u operativa—, con el propósito explícito de influir en las condiciones sociales. Esta acción se dirige a personas, grupos o comunidades para abordar y modificar las circunstancias adversas que resultan de la insatisfacción de necesidades básicas.

Competencias que debe desarrollar el trabajador social en su ejercicio profesional en el sector salud

En este apartado se definen en tres grandes áreas las competencias del trabajador social en el sector salud:

1) Intervención directa y asistencia socio sanitaria:

En los niveles micro y meso, el trabajador social despliega competencias centradas en la atención directa al usuario y la articulación con el equipo multidisciplinario. Su labor comienza con la elaboración de un diagnóstico social integral que, plasmado en el informe social, permite identificar los determinantes sociales, económicos y ambientales que condicionan el proceso salud-enfermedad. Esta visión holística facilita una colaboración efectiva con profesionales de medicina, enfermería y psicología, entre otros, aportando una perspectiva social indispensable para el tratamiento integral. Asimismo, el profesional está facultado para la intervención familiar en situaciones de crisis y el acompañamiento en diagnósticos complejos, diseñando planes de

alta hospitalaria que garantizan la continuidad de cuidados mediante la movilización de redes de apoyo y la coordinación estratégica de recursos comunitarios.

2) Gestión institucional, políticas públicas y mediación:

En el nivel macro, el ejercicio profesional exige competencias de gestión y análisis estructural para optimizar la organización de los servicios de salud. El trabajador social interviene activamente en la formulación y evaluación de políticas públicas, promoviendo principios de equidad y acceso universal al sistema de salud. Su capacidad técnica le permite dirigir y coordinar departamentos de Trabajo Social, normalizando la práctica asistencial a través de la creación de manuales y protocolos de procedimiento. Además, actúa como un puente crítico entre la institución y la ciudadanía, ejerciendo la asesoría sobre los derechos fundamentales y los deberes de los usuarios, al tiempo que consolida redes intersectoriales que fortalecen el tejido social y aseguran la protección de los grupos más vulnerables.

3) Docencia, investigación y ética profesional:

El desarrollo continuo y la calidad asistencial se sustentan en competencias de investigación y formación académica. El profesional de Trabajo Social lidera estudios científicos para identificar factores de riesgo que afecten a la población, integrando evidencia actualizada que mejore las estrategias de promoción de la salud y prevención de la enfermedad. Esta labor docente se extiende a la creación de espacios de capacitación para el personal de salud y grupos de apoyo para la comunidad.

Finalmente, el ejercicio profesional se rige por un sólido marco ético y bioético, donde la confidencialidad, la resiliencia y el respeto a la autonomía del paciente son transversales. El trabajador social demuestra una actitud reflexiva para enfrentar dilemas bioéticos y obstáculos del entorno institucional, manteniendo siempre el compromiso con el potencial humano y los valores fundamentales de justicia social.

Desafíos para el trabajador social del sector salud:

1) Reconfiguración y práctica profesional crítica

El primer desafío fundamental radica en la superación del paradigma asistencialista, transitando hacia una práctica que reivindique lo social como la especificidad y esencia del Trabajo Social en salud. Esto implica comprender que la intervención no debe centrarse en lo médico, sino en la estructura social, evitando fragmentar las problemáticas individuales de su origen estructural común. Para ello, es imperativo reactivar la investigación social en el campo sanitario, permitiendo el diseño de políticas sociales fundamentadas basadas en los determinantes sociales de la salud. Asimismo, el profesional debe formular proyectos orientados a mejorar la calidad de vida de los usuarios, garantizando la creación de comunidades sanas bajo los lineamientos de la Carta de Ottawa, promoviendo espacios de atención más humanos, justos y equitativos.

2) Acción comunitaria y promoción de la ciudadanía

Un segundo eje se centra en la transformación del rol del usuario, pasando de un receptor pasivo a un sujeto pleno de derechos-deberes y protagonista de su propia salud. El trabajador social debe actuar como un promotor de ciudadanía y un movilizador del talento humano, identificando potencialidades para la resolución de problemas colectivos (recursos generales de resis-

tencia, según la salutogénesis). Esto conlleva el fortalecimiento de la organización de grupos de usuarios y la creación de comités de salud comunitarios que fomenten la participación en la toma de decisiones. Bajo una visión integral de la persona, el profesional ejerce como educador social informal, facilitando que el individuo y su grupo familiar desarrollen capacidades para afrontar sus necesidades de salud de manera autónoma y organizada.

3) Intervención en red y salud pública

Finalmente, el Trabajo Social enfrenta el reto de integrarse estratégicamente en equipos multidisciplinarios de educación sanitaria y salud pública, especialmente en la atención primaria. Su labor es crucial en la prevención y atención de problemáticas sociales detectadas en los centros sanitarios que impactan la salud colectiva. Esta gestión incluye la compleja tarea de la reinserción social de pacientes tras hospitalizaciones prolongadas, buscando mitigar la ruptura con su vida cotidiana. Para potenciar este impacto, el profesional debe articular redes de apoyo que involucren tanto al voluntariado como al sector privado mediante la responsabilidad social empresarial, optimizando así los niveles de atención y los recursos disponibles para la población.

CONCLUSIONES

El trabajo social en el sector salud es un campo de acción fundamental y de larga tradición, especialmente relevante en América Latina. La práctica se articula en torno a la comprensión holística de la salud y la atención de las complejas dinámicas sociales que influyen en el proceso salud-enfermedad.

En Venezuela la disciplina se gestó antes de la época post-gomecista, impulsada por la necesidad de abordar las desigualdades sociales y erradicar epidemias como la tuberculosis; médicos como José Ignacio Baldó se preocuparon de la situación y es así como a partir de convenios internacionales trae al país a la trabajadora social puertorriqueña Celestina Zalduondo para que formara a los futuros trabajadores sociales; figuras venezolanas como Luisa Amalia Vegas y Lola Morales, fueron pioneras en la asistencia y apoyo socioeconómico a pacientes, sentando las bases para su posterior profesionalización.

Desde una visión amplia, es recomendable que los trabajadores sociales del sector salud adopten una perspectiva de salud holística (física, mental, social, emocional y espiritual) vinculada con el enfoque de la salutogénesis, desarrollada por Antonovsky, que se centra en cómo las personas se mantienen saludables a pesar de las adversidades, en lugar de solo en la enfermedad.

En este orden de ideas, el trabajador social debe comprender la dinámica profesional y su vinculación con la salud a través de cinco elementos clave que nos presenta Alayón: la Coyuntura Nacional, las Políticas Sociales, las Instituciones de Bienestar Social, el Trabajo Social y los Sectores Demandantes de los servicios.

De igual manera, la pobreza es identificada como un poderoso determinante social de la salud, pues la vulnerabilidad conlleva mayor riesgo de enfermedad, dificultad de acceso a servicios y peores resultados sanitarios. Abordar la salud requiere, por ende, atender estos determinantes sociales.

La política social es definida como un instrumento del Estado para generar un cambio positivo, buscando el bienestar, la calidad de vida y el desarrollo de las potencialidades ciudadanas, más allá de ser una mera acción compensadora de carencias.

La aplicación de políticas y programas sociales debe ir dirigida a generar Capital Social (redes y cooperación), facilitando que los usuarios se conviertan en actores protagónicos en la formulación de políticas y en la búsqueda de un desarrollo sostenible y participativo.

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ARTÍCULO DE INVESTIGACIÓN

Innovaciones en trabajo social: Los blogueros de plata como estrategia mediática para reducir el aislamiento social entre las personas mayores

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Resumen. El estudio tiene como objetivo proponer el uso de blogueros sénior como estrategia mediática para reducir el aislamiento social entre las personas mayores. Para ello, se realizó un análisis comparativo de experiencias en Rusia, China y Kazajistán mediante una encuesta a expertos (n=15), grupos focales (12 grupos de 8 a 10 participantes cada uno) y una encuesta (N=287) que incorporó la Escala de Soledad de UCLA, la Escala de Alfabetización Digital e instrumentos diseñados por los autores. Se aplicaron métodos estadísticos no paramétricos junto con un análisis temático de los datos cualitativos. Se encontró una correlación negativa significativa entre la frecuencia de creación de contenido digital y el nivel de soledad (ρ=–0,64, p<0,001), que varió entre países: Rusia (ρ=–0,58), China (ρ=–0,71) y Kazajistán (ρ=–0,43). Se identificaron tres modelos distintos de inclusión digital: Rusia: un modelo gestionado institucionalmente, centrado en la autorrealización a través de programas estatales; China: un modelo orientado al mercado, caracterizado por la competencia natural entre los blogueros sénior; Kazajistán: modelo funcional básico que enfatiza la competencia digital para el acceso a los servicios públicos. Los creadores de contenido activos mostraron bajos niveles de soledad en el 64,4 % de los casos, en comparación con el 20,5 % entre los creadores ocasionales. La interacción intergeneracional se correlacionó positivamente con la calidad de los blogs (ρ=0,69, p<0,001), especialmente en el modelo chino (61 % de los casos con cocreación de contenido). La transición del consumo pasivo a la creación activa de contenido es un factor importante para reducir el aislamiento social y mejorar la satisfacción social entre las personas mayores. La efectividad de las estrategias de medios depende de su alineación con la etapa de inclusión digital y el contexto cultural e institucional, aspectos que deben considerarse al diseñar programas sociales para trabajar con adultos mayores.

Palabras clave: inclusión digital, interacción intergeneracional, alfabetización digital, niveles de soledad, medios digitales.

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Innovations in social work: Silver bloggers as a media strategy to reduce social isolation among older people

Abstract. The study aims to propose the use of silver bloggers as a media strategy for reducing social isolation among older people. To attain this end, a comparative analysis of experiences in Russia, China, and Kazakhstan was conducted using expert survey (n=15), focus groups (12 groups of 8-10 participants each), and a questionnaire survey (N=287) incorporating the UCLA Loneliness Scale, the Digital Literacy Scale, and author-designed instruments. Non-parametric statistical methods along with thematic analysis of qualitative data were applied. A significant negative correlation was found between the frequency of digital content creation and the level of loneliness (ρ=–0.64, $p<0.001$), varying across countries: Russia (ρ=–0.58), China (ρ=–0.71), and Kazakhstan (ρ=–0.43). Three distinct models of digital inclusion were identified: Russia – institutionally managed model focused on self-realization through state programs; China – market-oriented model characterized by natural competition among granfluencers; Kazakhstan – basic functional model emphasizing digital competence for accessing public services. Active content creators showed low levels of loneliness in 64.4% of cases, compared with 20.5% among infrequent creators. Intergenerational interaction was positively correlated with the quality of blogging (ρ=0.69, $p<0.001$), most prominently in the Chinese model (61% of cases involving co-creation of content). The transition from passive consumption to active content creation is an important factor in reducing social isolation and enhancing social satisfaction among older people. The effectiveness of media strategies depends on their alignment with the stage of digital inclusion and the cultural-institutional context, which should be considered when designing social programs for working with senior adults.

Keywords: digital inclusion, digital media, intergenerational interaction, digital literacy, loneliness levels.

INTRODUCTION

Demographic changes in the modern world are characterized by a significant increase in the share of older people in the population structure, creating new challenges for social well-being. According to the United Nations, by 2050, the number of people over 60 will reach 2.1 billion worldwide (United Nations, Department of Economic and Social Affairs, Population Division, 2019). Population aging poses serious challenges for national social security systems and for professional social work (Chistyakov & Yastrebova, 2024; Isaakov & Oshmarin, 2024). The growing number of elderly citizens is accompanied by an increased burden on social services, a shortage of qualified specialists working with older people, and the need to develop innovative approaches to the provision of social services (Begishev et al., 2024; Frumina & Galanov, 2024; World Health Organization, 2025). Traditional models of social care, focused mainly on providing material assistance and basic care, are proving insufficient to meet the needs of modern seniors for social activity, self-realization, and maintaining quality of life (Polezhaeva, 2024). Under these conditions, the search for resource-efficient and scalable technologies of social work becomes especially

important as they can ensure the social integration of older people while making optimal use of the professional and financial resources of social services.

The social isolation of older people is a serious problem associated with the deterioration of physical and mental health, a decrease in quality of life, and increased mortality (Holt-Lunstad et al., 2015). Traditional forms of social support, such as family ties and local communities, often prove insufficient under the conditions of urbanization and changes in family structure (Panova et al., 2025).

At the same time, there is a rapid digitalization of social relations, which can both promote the social integration of older people and exacerbate their isolation in the absence of appropriate skills and support (Pavlova, 2024; Zharova, 2024). Mechanisms for reducing social isolation through digital participation have been analyzed in several studies. Chang et al. (2023) found that digital storytelling interventions contribute to improved mental health and social connections among older people. In this context, digital technologies and social media can provide new opportunities for maintaining social connections and active participation of senior people in public life (Smolin & Palchikova, 2024). Collective blogging creates social spaces that reduce isolation and help develop digital skills (Olsson, 2020).

The phenomenon of silver bloggers (older adults who actively create content in digital media) has developed in Asian countries, especially in China. This phenomenon is characterized not only by self-expression among senior people but also by the creation of new forms of social interaction, including intergenerational dialogue and the sharing of experience. Silver bloggers use various digital platforms for blogging, producing video content, participating in social projects, and organizing joint events.

The research problem lies in the insufficient understanding of the mechanisms through which digital blogging affects the social well-being of older people from the perspective of social work theory and practice (Markheim & Lukyanova, 2023; Aziyev et al., 2024). The lack of scientifically grounded data on how participation in digital content creation helps overcome social isolation hinders the development of effective social technologies for senior adults and the formation of professional competences among specialists in this field (Suiunalieva et al., 2024). Understanding these mechanisms is critically important for developing innovative methods of social work, designing professional development programs for social workers (Nikolaeva et al., 2023; Akhmetshin et al., 2025), and creating evidence-based recommendations for social service organizations (Shebzukhova et al., 2023; Shichkin et al., 2024). Despite the growing interest in the digital inclusion of seniors, a comprehensive comparative analysis of the silver blogger phenomenon as a professional tool for reducing social isolation in social work remains limited, which prevents its integration into the public social service system.

The objective of this study is to analyze the role of silver bloggers as a media strategy for supporting older people in the context of reducing social isolation and developing intergenerational connections, based on a comparative analysis of experiences in Russia, China, and Kazakhstan.

Research questions are as follows:

1) How does participation in digital blogging affect the level of social isolation among older people?
2) Which media strategies are most effective for engaging older people in digital content creation?

3) How does blogging contribute to the development of intergenerational interaction and the sharing of experience?
4) What are the cultural and institutional differences in the development of the silver blogger phenomenon in different countries, and how can this help in designing social programs for older people?

The structure of the article includes a literature overview on the digital inclusion of older people and intergenerational interaction, a description of the mixed research methodology, the presentation of data analysis results from three countries, and a discussion of the findings in the context of existing theoretical approaches and practical implications for developing support programs for seniors.

LITERATURE REVIEW

Studies on the digital participation of older people over the past decade show a significant shift from viewing this group as passive technology consumers to recognizing their active role in digital content creation. Celdrán et al. (2022) demonstrated that blogging among senior adults provides substantial relational benefits, including reduced isolation, cognitive stimulation, and strengthened identity. These findings are supported by the research of Brewer and Piper (2016), who documented cases of online content creation and dissemination among older bloggers, highlighting the importance of self-expression and social interaction. Olsson (2020) complemented it with an analysis of the prerequisites for digital engagement among senior adults, identifying creative self-expression as a key factor in expanding social connections.

Research has documented the diversity of digital activities among older bloggers, extending beyond traditional text blogging. Harley and Fitzpatrick (2009), using the example of the well-known YouTube blogger geriatric1927, demonstrated the potential of video blogging for intergenerational communication and the overcoming of age-related stereotypes. Durocher and Gauthier (2018) analyzed the phenomenon of thematic blogs created by senior adults, using a cooking blog as an example and interpreting it as a form of political expression and social participation. Hausknecht et al. (2019) studied the use of digital storytelling for preserving and transmitting the life experiences of older people, emphasizing the importance of this practice for maintaining intergenerational connectedness. These studies show that silver bloggers use multiple digital formats, from text blogs and video content to participation in social projects and the organization of joint online events, which requires a differentiated approach when designing programs to support digital participation in social work.

Cultural aspects of digital participation among seniors are highlighted in the studies by Ansie and Mbamba (2024), who examined culturally grounded digital storytelling interventions, and by Hu, who analyzed intergenerational digital contact during the COVID-19 pandemic in Europe (Hu, 2024; Vlasova, 2024).

Chinese studies demonstrate a more pronounced silver blogger phenomenon, reflected in the rapid growth of older internet users and their increasing activity on social media (Yang et al., 2022). Digital engagement shows a positive correlation with subjective well-being through mechanisms of socialization and the expansion of social circles. Liu and Li (2024) further de-

veloped this topic by analyzing the relationship between digital participation and mental health among older people in China, confirming the therapeutic potential of blogging. The granfluencers phenomenon has evolved organically within the context of the silver economy, where older bloggers such as Grandma Lin and Aunt Su Min use personal narratives to build intergenerational audiences and monetize their authenticity. This approach directly challenges age stereotypes and demonstrates the commercial value of senior adults as active participants in the digital space (Otrokov et al., 2023).

In Kazakhstan, research is predominantly applicable. Programs such as Digital Kazakhstan and the Centers for Active Longevity prioritize functional digital literacy over creative self-expression, which is reflected in the absence of a noticeable silver blogger trend in the country.

In Russia, scientific research on digital participation among older adults remains limited. At the practical level, state-run digital literacy programs such as Internet Alphabet and social work programs for older people are being developed. An example of an innovative approach is the Moscow Longevity project, which offers a variety of online activities for citizens over 55, including training in digital technologies, blogging, and participation in various forms of digital engagement (Moscow Government, n.d.). Despite the localized nature of such initiatives and the lack of systematic scientific analysis, they have the potential for integrating digital participation into social work (Turgaev & Turgaeva, 2024). However, systematic studies on the effectiveness of these programs in reducing social isolation and promoting silver blogging are insufficient, highlighting the relevance of the present study.

Understanding the barriers and factors that facilitate senior participation in digital creativity is critically important for developing effective social practices (Grudtsina et al., 2025). Reuter et al. (2021) systematized older adults' preferences for collaborative content creation and the need for community support, while Thege et al. (2019) identified technological anxiety and digital inequality as major obstacles. Other authors (Hladek et al., 2024; Okhremenko et al., 2024) proposed a value-oriented approach to bridging the digital divide. From the perspective of social work, the issue of universal support mechanisms is particularly important as they must be applicable to a heterogeneous group of older adults with diverse life experiences, capacities, socio-economic conditions, and cultural contexts (Pashkurov et al., 2025). A comparative analysis of experiences across different countries allows for the identification of both general patterns and culturally specific success factors (Pashkurov et al., 2025), which is necessary for adapting social work technologies to local conditions. Combating ageism and increasing the visibility of older adults in digital spaces are also important directions for social work (McGrath, 2018; Goonasekera & Goonasekera, 2024).

Despite a significant number of studies, substantial gaps remain in the literature, hindering the development of evidence-based social practices for older adults. First, there is a lack of comparative research analyzing cultural and institutional differences in the development of digital participation among older people, which complicates the adaptation of international experience to local social services. Second, few studies use mixed methods to assess the effectiveness of various media strategies in terms of their applicability to social service and their scalability. Third, the long-term effects of blogging participation on social well-being and intergenerational relationships are insufficiently studied, which is necessary to justify investment in digital inclusion programs as a social work approach for older adults.

METHODS

Researcg design

The study employs mixed methods that combine qualitative and quantitative methods to provide a comprehensive analysis of the silver blogger phenomenon. The selection of a mixed approach is driven by the need to examine participants' subjective experiences while also obtaining statistically significant data on the impact of digital blogging on the social well-being of older people.

The comparative analysis of Russia, China, and Kazakhstan is particularly important as these countries represent fundamentally different models of digital inclusion for senior adults: an institutional "top-down" model focused on state programs (Russia); a market-oriented "bottom-up" model with the organic development of granfluencers (China); and a basic functional model emphasizing access to public services (Kazakhstan). This diversity allows us to trace different trajectories from basic digital literacy to active content creation and to identify both universal and culturally specific success factors relevant to social work.

Participants and sampling procedure

The total sample consisted of 287 respondents distributed across three countries: Russia (n=98), China (n=102), and Kazakhstan (n=87). The average age of participants was 67.3 years (SD=5.8). The gender distribution was relatively balanced (62% women). Most respondents lived in urban areas (78%) and had higher education (54%). The samples across countries were comparable in terms of key demographic characteristics.

Selection criteria: age 60 or older, experience in digital content creation for at least six months, and the ability to participate independently. Individuals with cognitive impairments or without internet access were excluded.

Recruitment procedure. The participants were selected separately for each data collection method.

Expert survey. Experts (n=15, five from each country) were selected based on the following criteria: at least five years of professional experience working with older people in the field of digital inclusion; participation in the development or implementation of digital literacy programs for senior adults; and the presence of scientific publications or practical work on the research topic. The distribution of experts by country and professional category is presented in Table 1.

TABLE 1. Expert sample by country and professional category.

Expert category	Russia (n=5)	China (n=5)	Kazakhstan (n=5)
Government programs/coordinators	2	-	2
Social services/active ageing centers	2	-	2
Platform developers/digital transformation specialists	-	2	1
Silver economy specialists	-	2	-
Academic researchers	1	1	-

Focus groups. Participants for the focus groups (12 groups of 8-10 people) were selected based on the general study criteria (age 60+, at least six months of digital content creation experience), ensuring heterogeneity in terms of digital literacy levels and types of platforms used. Recruitment was conducted through social service centers, online silver blogger communities, and educational programs for senior adults. Four focus groups were held in each country. Moderation was conducted in the participants' native language by trained facilitators who had experience working with older people.

Survey. The recruitment procedure for the quantitative survey (N=287) involved targeted sampling through social service centers, libraries, and online silver blogger communities, supplemented by a snowball method (each participant could recommend no more than two individuals meeting the inclusion criteria). The response rate was 73%.

Data collection instruments

TABLE 2. Research methods and instruments.

Methods	Participants	Instruments	Reliability indicators
Expert survey	15 experts (five from each country)	Structured questionnaire (25 questions)	-
Focus groups	12 groups (8-10 people each)	Semi-structured interview (90-120 min)	κ=0.78
Snowball sampling	287 respondents	UCLA Loneliness Scale (Russell, 1996)	α=0.89
		Digital Literacy Scale (Ng, 2012)	α=0.82
		Original questionnaire "The Digital Blogging Experience"*	α=0.84

Note: *The Digital Blogging Experience Questionnaire was developed by the authors based on existing theoretical models and validated in a pilot study (n=45).

Research procedure and ethical considerations

The study was conducted from March to September 2024 and included three consecutive stages (Table 3).

TABLE 3. Stages of the study and applied methods.

Stages	Period	Data collection methods	Procedures	Participants
1. Preparatory	March-April 2024	• Expert interviews • Pilot survey	• Development and validation of tools • Expert evaluation of programs • Questionnaire testing (n=45) • Back-translation and cultural adaptation	• 15 experts (5 from each country) • 45 respondents in the pilot study

TABLE 3. CONTINUATION

Stages	Period	Data collection methods	Procedures	Participants
2. Primary data collection	May-July 2024	• Surveys • Focus groups	• Quantitative surveys via online and offline channels • Conducting 12 focus groups • Audio recording and transcription of focus groups	• 287 survey respondents • 96-120 focus group participants
3. Processing and verification	August-September 2024	• Additional follow-up interviews	• Quantitative data analysis • Qualitative analysis of transcripts • Follow-up interviews to validate interpretations	• 12 participants in follow-up interviews

Ethical principles were followed in accordance with the Declaration of Helsinki, and approval was obtained from the Ethics Committee (Protocol No. 2024-03). All the participants provided informed consent.

Data analysis methods

The quantitative analysis employed non-parametric methods: descriptive statistics (median, quartiles), the Kruskal-Wallis test for group comparisons, the Mann-Whitney test for pairwise comparisons, Spearman's correlation coefficient, and the chi-square test for categorical variables. To analyze the relationship between the type of digital activity and loneliness levels, respondents were divided into three groups based on content creation frequency (active creators: >4 times/week; moderate creators: 2-4 times/week; occasional creators: <2 times/week) and three categories of loneliness according to the normative UCLA Loneliness Scale (low: <36 points; moderate: 36-44 points; high: >44 points).

The qualitative analysis used thematic analysis (Braun & Clarke, 2006), including transcription, coding, theme development, and verification procedures. Intercoder reliability was $\kappa=0.78$.

RESULTS

Table 4 presents the main tendencies and variability indicators of the research variables across the three countries. The median and quartiles were selected as measures of the main tendency and dispersion due to the non-parametric nature of the data.

The Kruskal-Wallis test revealed statistically significant differences between the countries across all measures ($p<0.001$).

Spearman's correlation analysis showed significant negative relationships between content creation frequency and loneliness levels in the overall sample ($\rho=-0.64$, $p<0.001$). The strength of the relationship varied by country: Russia ($\rho=-0.58$, $p<0.001$), China ($\rho=-0.71$, $p<0.001$), and Kazakhstan ($\rho=-0.43$, $p<0.01$).

TABLE 4. Key indicators of digital engagement and social well-being.

Indicator	Russia (n=98)	China (n=102)	Kazakhstan (n=87)	Total sample (N=287)
Loneliness level (UCLA), Me (Q1-Q3)	38.0 (32.0-44.0)	35.0 (29.0-41.0)	42.0 (36.0-48.0)	38.0 (32.0-45.0)
Digital literacy, Me (Q1-Q3)	67.0 (58.0-76.0)	72.0 (64.0-81.0)	54.0 (46.0-63.0)	65.0 (55.0-75.0)
Quality of intergenerational contact, Me (Q1-Q3)	42.0 (36.0-48.0)	46.0 (40.0-52.0)	38.0 (32.0-44.0)	42.0 (36.0-48.0)
Frequency of content creation (times/week), Me (Q1-Q3)	3.0 (2.0-5.0)	5.0 (3.0-7.0)	1.0 (0.0-2.0)	3.0 (1.0-5.0)
Blogging experience (months), Me (Q1-Q3)	18.0 (10.0-28.0)	24.0 (14.0-36.0)	9.0 (6.0-14.0)	18.0 (9.0-27.0)

Table 5 presents the distribution of respondents by level of loneliness and type of digital activity.

TABLE 5. Distribution of respondents by loneliness level and type of digital activity.

Activity types	Low loneliness level (<36 points)	Moderate loneliness level (36-44 points)	High loneliness level (>44 points)	Total
Active content creators (>4 times/week)	58 (64.4%)	24 (26.7%)	8 (8.9%)	90
Moderate creators (2-4 times/week)	42 (38.5%)	48 (44.0%)	19 (17.4%)	109
Occasional creators (<2 times/week)	18 (20.5%)	38 (43.2%)	32 (36.4%)	88
Total	118 (41.1%)	110 (38.3%)	59 (20.6%)	287

χ^2=47.32, df=4, p<0.001

The expert survey identified three dominant models of support for silver bloggers (Table 6).

TABLE 6. Expert evaluation of the effectiveness of media strategies by country.

Effectiveness criteria	Russia (n=5) Me (Q1-Q3)	China (n=5) Me (Q1-Q3)	Kazakhstan (n=5) Me (Q1-Q3)
Accessibility of training programs (1-10)	8.0 (7.0-9.0)	6.0 (5.0-7.0)	7.0 (6.0-8.0)
Encouraging content creation (1-10)	7.0 (6.0-8.0)	9.0 (8.0-10.0)	3.0 (2.0-4.0)
Intergenerational integration (1-10)	6.0 (5.0-7.0)	8.0 (7.0-9.0)	5.0 (4.0-6.0)
Sustainability of participation (1-10)	7.0 (6.0-8.0)	8.0 (7.0-9.0)	6.0 (5.0-7.0)
Overcoming barriers (1-10)	6.0 (5.0-7.0)	5.0 (4.0-6.0)	7.0 (6.0-8.0)

Experts characterized the Russian model as "institutionally managed" (100% agreement), the Chinese model as "market-oriented" (100% agreement), and the Kazakh model as "basic functional" (80% agreement).

The analysis has revealed a positive correlation between content creation frequency and the quality of intergenerational contact ($\rho=0.69$, $p<0.001$). Pairwise comparisons using the Mann-Whitney test showed significant differences between all the countries ($p<0.01$) (Table 7).

TABLE 7. Forms of intergenerational interaction through blogging (% of respondents).

Forms of interaction	Russia (n=98)	China (n=102)	Kazakhstan (n=87)
Creating content together with relatives	42%	61%	18%
Receiving technical assistance from young people	78%	65%	82%
Sharing life experiences through a blog	54%	73%	23%
Participating in intergenerational projects	31%	48%	15%
Commenting on the content posted by young bloggers	63%	79%	34%

Focus group data identified the main barriers and facilitating factors for participation in blogging (Tables 8 and 9).

TABLE 8. Frequency of barriers mentioned in focus groups (n=12 groups).

Barriers	Number of groups that mentioned (%)
Fear of technical errors	11 (91.7%)
Lack of confidence in the value of one's content	10 (83.3%)
Lack of technical support	9 (75.0%)
Privacy concerns	8 (66.7%)
Complexity of platform interfaces	7 (58.3%)
Negative audience reaction	6 (50.0%)
Physical limitations (vision, motor skills)	8 (66.7%)

TABLE 9. Success factors according to focus groups and expert survey.

Success factors	Russia	China	Kazakhstan
Structured training	+++	+	+++
Community support	+++	++	+
Commercial incentives	+	+++	–
Intergenerational mentoring	++	+++	+
Specialized platforms	+++	+	+
State support	+++	+	++

Note: +++ high significance, ++ moderate significance, + low significance, – not identified.

The analysis revealed fundamental differences in approaches to the development of the silver blogger phenomenon. In Russia, 67% of respondents reported participation in state-run digital literacy programs, compared with 23% in China and 58% in Kazakhstan. Commercial motivation was mentioned as important by 15% of Russian respondents, 72% of Chinese respondents, and 5% of Kazakh respondents.

The type of platforms used also differed significantly (χ^2=89.45, df=6, p<0.001): Russian respondents more often used specialized social networks for retirees (43%), Chinese respondents used universal platforms with commercial potential (81%), and Kazakh respondents relied on messaging apps for family communication (68%).

DISCUSSION

This study aimed to analyze the role of silver bloggers as a media strategy for reducing social isolation among older adults through a comparative analysis of experiences in Russia, China, and Kazakhstan. The main finding is that active participation in digital content creation significantly reduces social isolation (ρ=0.64, p<0.001). However, the magnitude of this effect is determined by the cultural and institutional context of media support strategies.

The strong negative correlation between content creation frequency and loneliness aligns with findings in (Celdrán et al., 2022; Chang et al., 2023), which demonstrate the psychosocial benefits of digital participation. Critically, this relationship is non-linear: transitioning to active content creation (more than four times per week) is associated with a threefold increase in the proportion of individuals with low levels of loneliness (from 20.5% to 64.4%), indicating a threshold effect of regular practice. This refines the conclusions in (Brewer & Piper, 2016; Ryabchikova et al., 2025) regarding self-expression through blogging: not all forms of self-expression reduce isolation, but systematic content creation does.

Differences in the correlation between countries (from ρ=–0.43 in Kazakhstan to ρ=–0.71 in China) extend existing literature by demonstrating the culturally mediated nature of the effect. In the Chinese model, 81% of respondents use universal platforms (such as WeChat, Douyin, Xiaohongshu), where the audience spans all age groups rather than being limited to networks for older people. This fosters richer intergenerational social interaction compared with the Kazakh model, where 68% of respondents are limited to family messaging apps with a narrow circle of relatives. This explains the apparent discrepancy with (Kryucheva & Tolstoukhova, 2023; Miller et al., 2023), regarding the limited impact of digital training on loneliness: training is effective only when it leads to active content creation in a broad social context, rather than mere consumption.

The comparative analysis of the three models has revealed that the effectiveness of media strategies is determined by their alignment with the stage of digital inclusion. The Russian institutionally managed model demonstrates high accessibility of training (Me=8.0) and the effectiveness of specialized "safe" platforms in reducing technological anxiety (mentioned in 91.7% of focus groups), which aligns with (Thege et al., 2019; Golubtsova et al., 2025) on the need to overcome psychological barriers. The Chinese market-oriented model received the highest ratings for stimulating content creation (Me=9.0), confirming the effectiveness of commercial motivation for 72% of respondents. The Kazakh basic model effectively addresses functional literacy

(Me=7.0 in overcoming barriers), but its low scores for stimulating creativity (Me=3.0) explain the higher levels of loneliness observed.

Data on intergenerational interaction (ρ=0.69 with content creation frequency) support the findings in (Sun et al., 2024) regarding joint accounts: 61% of Chinese respondents create content together with their relatives. The studies in (Pecorini & Duplàa, 2023; Togaibayeva et al., 2023) provide empirical support for the use of personal narratives to strengthen intergenerational solidarity. The high correlation between digital literacy and content creation frequency (ρ=0.72) highlights the need to focus educational programs on creation competences rather than mere content consumption, complementing the recommendations in (Gushevinalti et al., 2023; Ali et al., 2025) on participatory learning.

CONCLUSIONS

The identification of three distinct models allows for the adaptation of international experience to local conditions. For institutional support, it is recommended to strengthen intergenerational components and integrate specialized platforms with universal networks. For market-oriented contexts, it is critically important to provide basic training through social services. At the initial stage of digitalization, it is necessary to gradually complement functional literacy programs with content creation modules. A universal recommendation is to foster a regular content creation practice (more than four times a week) and to integrate digital safety modules (concerns were mentioned in 66.7% of focus groups).

The targeted nature of the sample, consisting of active content creators, does not allow for generalizing the findings or identifying typical behavior among older people, particularly those facing insurmountable entry barriers. The cross-sectional design does not allow for establishing cause-and-effect relationships. Reverse causality is possible, where less lonely individuals are more likely to participate digitally. Significant differences in the development of the phenomenon between countries (especially its absence in Kazakhstan) limit the possibilities for full comparison. The use of self-reporting methods may also lead to social desirability bias.

In the future, it is necessary to conduct longitudinal studies to track the long-term impact of transitioning to active content creation on the social well-being of older people. Intervention studies with randomized controlled designs will help establish cause-and-effect relationships and assess the effectiveness of introducing elements of different models into social services. Qualitative studies of motivation and barriers in various cultural contexts will enhance the understanding of culturally mediated mechanisms.

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ARTÍCULO DE INVESTIGACIÓN

Desafío demográfico del siglo XXI: el envejecimiento de la población en la República Checa y su impacto en los sistemas sociales, sanitarios y económicos en el contexto de los servicios sociales residenciales

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Resumen. El artículo aborda los cambios demográficos fundamentales en la República Checa, especialmente el envejecimiento de la población y su impacto en la atención sanitaria, la atención social y la economía. El análisis se basa en datos estadísticos disponibles y en proyecciones para los próximos 50 a 100 años, identificando desafíos clave como el aumento de las enfermedades crónicas, la escasez de atención geriátrica y la necesidad de innovación en los cuidados de larga duración. Al mismo tiempo, el trabajo explora el concepto de envejecimiento saludable y su implementación mediante estrategias de políticas públicas, innovación tecnológica y la promoción de una sociedad inclusiva. Se pone especial énfasis en la lucha contra el edadismo y en el uso de tecnologías modernas, como la robótica y la telemedicina, para garantizar una atención digna y eficaz a las personas mayores. El texto formula recomendaciones para la adaptación sostenible de los sistemas públicos de atención en el contexto de los cambios demográficos previstos.

Palabras clave: edadismo, innovación, envejecimiento de la población, servicios sociales.

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Demographic challenge of the 21st century: ageing of the opulation in the Czech Republic and its impact on social, health and economic systems in the context of residential social services

Abstract. The article deals with the fundamental demographic changes in the Czech Republic, especially the ageing of the population and its impact on health care, social care and the economy. The analysis is based on available statistical data and forecasts for the next 50-100 years, identifying key challenges such as the increase in chronic diseases, the lack of geriatric care and the need for innovation in long-term care. At the same time, the paper explores the concept of healthy ageing and its implementation through policy strategies, technological innovation and the promotion of an inclusive society. Particular emphasis is placed on combating ageism and on the use of modern technologies, such as robotics and telemedicine, to ensure dignified and effective care for the elderly. The text makes recommendations for the sustainable adaptation of public care systems in the context of expected demographic changes.

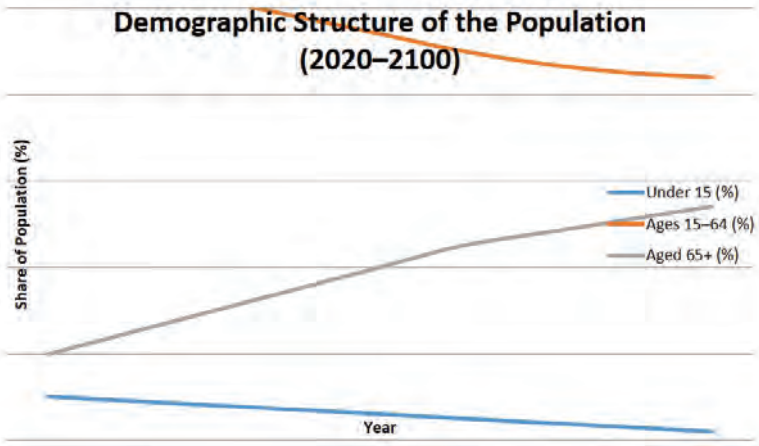
Keywords: ageis, innovation, population ageing, social services.

INTRODUCTION

The composition of the population of the Czech Republic is currently changing and this trend will be even more pronounced in the coming decades. A major factor in this change is the ageing of the population, which brings major social, economic and health challenges. This article focuses on an analysis of the current situation and forecasts for the next 50-100 years, with an emphasis on the growing share of the elderly in the total population.

According to Eurostat statistics - Český statistický úřad/Czech Statistical Office (online, 2024), 20.5% of the Czech Republic's population will be over 65 years old in 2020, making it one of the countries with a significantly ageing population in Europe. This proportion is estimated to continue to rise in the coming decades.

GRAPH 1. Age distribution of the population in the Czech Republic in 2010-2100.



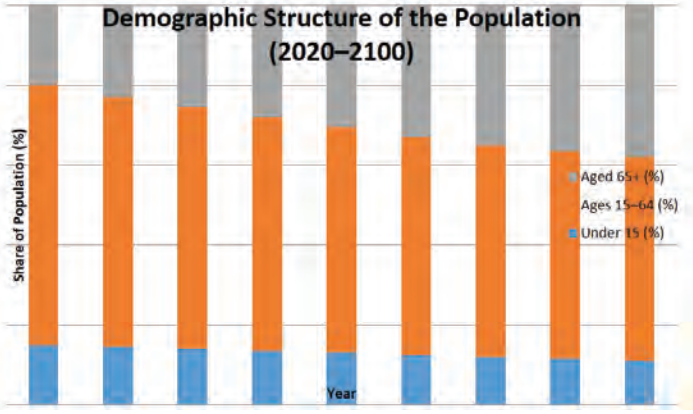
Sources: Český statistický úřad/Czech Statistical Office (online, 2024).

The chart shows estimates of the percentage of the population aged 65 and over, 15 and under, and 15-64 between 2020 and 2100. We can see that the share of the population aged over 65 will increase, while the share of the population aged under 15 and the population aged 15-64 will decrease (Český statistický úřad/Czech Statistical Office, online, 2024).

Currently, the Czech Republic already has a high proportion of seniors in its population, and the ageing trend is deepening. According to the Czech Statistical Office, more than 20% of the population will be over 65 years old in 2020. Based on demographic models, it can be predicted that the proportion of seniors (people over 65) in the population of the Czech Republic will increase significantly over the next 50-100 years. This increase will be supported by a decline in the birth rate and an increase in life expectancy. The impact of migration and life expectancy will also enter into this variable. The increased proportion of the elderly has consequences for the economy, such as an increase in the cost of health care and social benefits. These factors will require new strategies and policies to ensure sustainable financing of public budgets. As the population ages, the demand for specialised health care, geriatric services and care for the elderly increases. Investment in infrastructure and training of health personnel will be necessary. The growing proportion of older people poses a challenge to public finances, health, social care and the labour market. Policies and systems will need to be adapted to be sustainable and capable of providing quality care and support for the growing number of older citizens (Horecký and Lusková, 2019).

The outlook for the composition of the population of the Czech Republic over the next 50-100 years indicates a significant demographic shift towards a higher proportion of seniors, as shown in the following graph (Czech Statistical Office, online, citation 2024-04-25), which shows the total share of each age group, in percentage of the total population in given years, in a bar chart. This trend will require a comprehensive approach and preparation in the areas of health, social care, economics and public policy. Ensuring the sustainability of care and support systems for the growing number of older people will be a priority to ensure their quality of life and contribution to the overall well-being of society. The forecast of the proportion of older people in the Czech Republic by 2100 is based on demographic patterns and trends that show a significant increase in the proportion of the population in the older age groups. This development has major implications for the country's social policy, economy and health care.

GRAPH 2. Age distribution of the population in the Czech Republic in 2010-2100.



Sources: Český statistický úřad/Czech Statistical Office (online, 2024).

RESULTS AND DISCUSSION

Ageing in Illness and the Trend of Healthy Ageing in the Czech Republic

The Czech Republic, like many other European countries, is facing a significantly ageing population, making it one of the countries with the oldest population in Europe. This trend has serious implications for health and social systems, as well as for the economy and the labour market. It is therefore essential to focus on promoting healthy ageing, which will enable older people to live independently and well for as long as possible. *The Global Action Plan on Healthy Ageing* (Tomeš and Šámalová, 2017), published by the World Health Organization (WHO), defines healthy ageing as a process that ensures that older people are able to maintain the functional abilities that will enable them to live well in later life. This plan includes four key areas. The first is changing the way we think about ageing and older people. Combating ageism and promoting a positive perception of aging. Changing the way we think about ageing and older people. Combating ageism and promoting a positive perception of ageing.

Aging is a natural physiological process that involves a number of changes affecting the organism. Changes in the physical field are reflected in education primarily by worsening resistance to adverse and disruptive influence, loss of energy, by reducing sensory capacity (Špatenková and Smékalová, 2015; Na et al., 2024; AlZubi, 2023; Kusuma et al., 2022).

Population ageing is one of the most important demographic trends of the 21st century, bringing many challenges but also opportunities. One of the key areas to focus on is changing the way we think about ageing and older people. Ageism, or prejudice and discrimination based on age, is a widespread problem that negatively affects not only older people but society as a whole. Ageism manifests itself in a variety of ways, from stereotypes and negative attitudes towards older people to systematic discrimination in all areas of life, including employment, healthcare and social services. This phenomenon has serious consequences for the physical and mental health of older people, their social inclusion and overall quality of life (Sýkorová, 2017).

Research conducted by the Státní zdravotní ústav/National Institute of Public Health (online, 2024) in 2004-2014, with an update in 2020-2022, further shows that ageism can lead to poorer health: Older people who face negative attitudes and discrimination have a higher risk of developing depression, anxiety, and other health problems. Reduced self-esteem and self-worth. Negative stereotypes can undermine older people‘s self-esteem and their willingness to participate in society. There may also appear to be limited opportunities. Age discrimination often leads to limited employment opportunities and less access to education and retraining (Sýkorová, 2017).

Positive perceptions of ageing and older people are key to creating an inclusive society that values the contributions of all generations. Several strategies can help change the way we think about ageing. Education and awareness raising. Education campaigns and programmes can help dispel myths and prejudices about ageing and highlight the value that older people bring to society. Intergenerational projects. Projects that bring people of different age groups together can promote mutual understanding and respect. Examples include intergenerational training programmes where younger and older generations learn from each other.

Presenting positive stories and successful older people in the media can inspire others and help to shift perceptions of ageing. Policies and legislation against discrimination: promoting laws and policies that protect older people from discrimination is essential to creating a just society (Ptáček and Ptáček, 2021).

Combating ageism and promoting a positive perception of ageing is essential to ensure a dignified and quality life for older people. A society that values and supports its older members not only improves their living conditions but also strengthens social cohesion and intergenerational solidarity. We all have a responsibility to contribute to this change and to create an environment where old age is seen as a natural and valuable part of life. Ensuring that every country has a healthcare system that promotes healthy ageing. Access to quality healthcare for older people. Creating communities that enable older people to maintain their independence and participation in society. Supporting community services and infrastructure for older people. Ensuring better data collection and research on ageing. Improving evidence and research in geriatrics and gerontology (Dix et al., 2024).

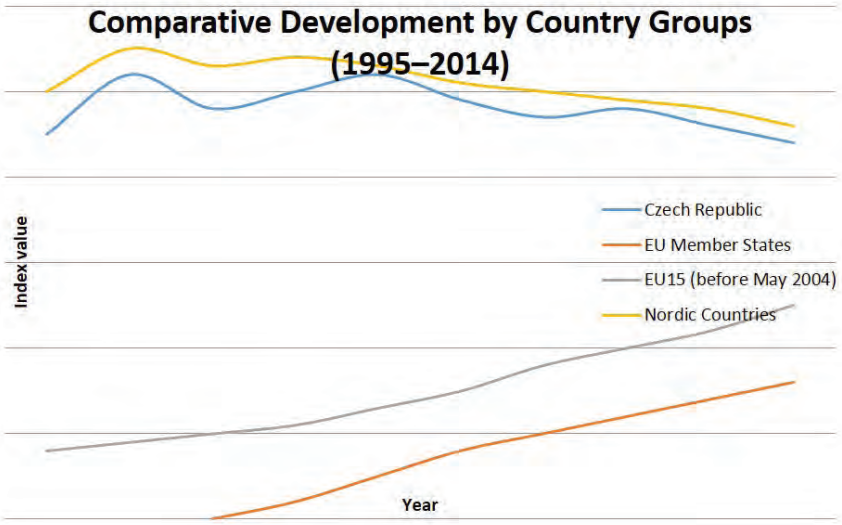
Current status and challenges in the Czech Republic

According to the Strategy for Preparing for an Ageing Society 2019 - 2025 (Ondrášek et al., 2024), published by the Association of Small and Medium-sized Enterprises, there are several key challenges in the Czech Republic. Increasing prevalence of chronic diseases. As the population ages, the number of seniors suffering from chronic diseases such as cardiovascular diseases, diabetes and dementia is increasing. Shortage of medical personnel specialized in geriatric care. Geriatrics is a demanding field requiring specific knowledge and skills that are currently underserved.

A questionnaire survey conducted by the Association of Social Service Providers of the Czech Republic confirms that the elderly are a very frequent target group of the analysed services. They were identified as one of the primary target groups in 37% of day care providers. In terms of the age structure of their clients as of 31 January 2020, 17% of the facilities were dominated by clients from the category of younger seniors (65-80 years old), and 17% by older seniors (over 80 years old). However, almost half of the facilities surveyed are adults aged 27-64. In the smallest number of facilities, young adults (19-26 years old) predominate - 11% and children and adolescents (0-18 years old) - 10%. Seniors are the primary target group for 99% of nursing home providers. Older seniors predominate in 74% of facilities, while younger seniors predominate in the remaining 26%. Seniors are also the predominant age group in assisted living facilities, although they were identified as one of the primary target groups in 45% of facilities. Older seniors are the predominant group in 43% of residential care homes, compared to 40% of younger seniors. Respite homes are less common, with a predominance of adults (16%) or young adults (1%). 78% of respite respondents identified seniors as one of their primary target groups, which is reflected in the age structure of their clients. In 40% of facilities, younger seniors are the predominant age group, and in 37% older seniors. Less frequently, adults (10%), young adults (8%) and children and adolescents are the predominant groups in respite services (Asociace poskytovatelů sociálních služeb ČR/Association of Social Service Providers of the Czech Republic, 2021).

Inadequate infrastructure and lack of beds in long-term care. Lack of capacity in long-term care facilities and their outdated infrastructure. Figure 3 showing the capacity to ageing population ratio shows that the existing population will need a greater proportion of care than at present. Not only is there insufficient bed capacity, but there is and will be a shortage of care and support staff (Ministerstvo práce a sociálních věcí ČR/ Ministry of Labor and Social Affairs of the Czech Republic, 2023).

GRAPH 3. Capacities as a proportion of the population 65+.



Sources: Ministerstvo práce a sociální věcí ČR/ Ministry of Labor and Social Affairs of the Czech Republic (2023).

The healthy ageing trend is gradually being promoted in the Czech Republic through various initiatives and programmes. Programmes promoting an active lifestyle for seniors. The Ministry of Labour and Social Affairs of the Czech Republic and the Association of Social Service Providers of the Czech Republic organise various programmes focused on physical activity and healthy lifestyle for the elderly. Community centres and clubs for the elderly. Promoting social participation of seniors through community activities. Innovations in home care and telemedicine. Developing new technologies and services that enable seniors to remain in their home environment for as long as possible.

Population ageing represents a significant challenge for the Czech Republic. However, through the implementation of measures aimed at promoting healthy ageing and the use of the recommendations of *the Global Action Plan* (Vidovićová et al., 2020) for healthy ageing, it is possible to ensure that ageing is associated with quality of life, independence and active participation of older people in society.

Old age is an inevitable part of human life and can be a time of joy, fulfilment and wisdom. According to Holmer (2019), a leading expert on aging, emphasizes that with attitude and support, old age can be not only bearable but graceful. What factors and practical tips can contribute to making old age beautiful and fulfilling?

According to Jirkovska (2022), one of the key factors for a graceful old age is maintaining an active lifestyle. This gerontologist has inspired me with many reflections, lectures, publications. Regular physical activity not only strengthens the body, but also improves mental health and overall well-being. Practical tips include taking daily walks, a simple way to stay physically active while enjoying the outdoors. Special exercises such as yoga or tai chi can improve flexibility, balance and strength, reducing the risk of falls and other health problems. Activities that are gentle on the joints while effectively strengthening the whole body are excellent swimming and water aerobics.

Social isolation can have negative effects on mental and physical health. Holmer (2019) stresses the importance of maintaining social contact and being actively involved in community life. Some tips on how to achieve this. Local community centers, especially in my area, not a large metropolitan city, often offer a variety of programs and activities for seniors that provide opportunities to meet and socialize, focusing specifically on the traditional activities of the region. Our Central Bohemia is unique in its versatility. The overlap with other regions gives the opportunity to be drawn into activities typical of other regions. Involvement in volunteer activities can bring a sense of fulfilment and meaningfulness, while allowing you to meet new people. Regularly seeing family, including grandchildren, can bring joy and strengthen family bonds.

Maintaining mental activity is key to healthy ageing. Ondrusova and Krahulcova (2020) recommend several strategies. Learning new things, such as learning a foreign language, playing a musical instrument, or taking courses, can stimulate the brain and improve cognitive function. Regularly reading books, magazines and writing (e.g., journaling, articles) helps keep the mind active and sharp. Any activities such as board games and puzzles. Games like chess, crossword puzzles or sudoku can be a fun way to exercise the mind. Regular medical care and a healthy lifestyle are essential for a quality old age. Ondrusova and Krahulcova (2020) recommend the following: doctor visits and preventive check-ups can detect and address health problems early.

A diet rich in vitamins, minerals, fibre and healthy fats is the key to maintaining good health. Quality sleep is essential for the regeneration of body and mind. In the elderly, sufficient sleep is quite often forgotten, which may be only fragmentary, but its insufficiency leads to moodiness, aggression, lack of appetite, especially in clients affected by dementia, the manifestations of basic deficiency are very high (Dragomirecka, 2022).

Mental well-being and a positive approach to ageing can significantly affect quality of life in old age. Some tips from Holmer. Cultivating hobbies and interests is what gives life meaning, a sense of self-fulfillment, having joy in the little things. Engaging in activities that you enjoy and find fulfilling can bring joy and meaning to everyday life. Meditation and relaxation is what the generation of today‘s seniors is not very familiar with, they were used to a different way of life where there was not much room for this activity. Meditation and relaxation can help manage stress and improve overall mental well-being. Practicing gratitude and focusing on the positive aspects of life can bring greater contentment and happiness (Holmer, 2019).

Old age can be graceful provided it is accompanied by an active and healthy lifestyle, social engagement, mental stimulation and a positive attitude. Stárek (2022) stresses that everyone can contribute to making their old age fulfilling and joyful. Implementing these practical tips can help older people live their golden years with grace and dignity.

Social exclusion is discussed by Daněk, Klugerová (2023). Social exclusion is a major issue that modern society is attempting to address. It has negative impacts not only on a local level but also on a national, European, and even global scale. In today's interconnected society, it is important to recognize that social exclusion issues in other countries or on other continents will have an impact on us. Therefore, it is crucial to strive for the elimination, prevention, and combat of social exclusion through all possible means. Cooperative learning, which replaces traditional competitiveness, plays a crucial role in strength - ening social bonds among students and developing their collaborative skills (Bačová, 2024).

The future of residential care services with a view to the use of new technologies

Residential care services are an essential part of supporting not only older people who are no longer able to live independently and need an individual level of support Due to the growing number of older people and staff shortages, modern technologies are increasingly being researched and implemented that could revolutionise this area. Robotics, artificial intelligence (AI) and other advanced technologies promise to improve the quality of care, efficiency of services and well-being of clients.

Robotics is one of the fastest growing technologies in social care. Modern robots can assist in many activities that increase the comfort and safety of seniors. Assistive robots can help seniors with everyday tasks such as getting out of bed, getting dressed, or moving between rooms. For example, robots like „Robear" are designed to safely lift and move people with limited mobility. Social robots like „Pepper" or „Paro" provide companionship and emotional support to seniors. These robots can hold simple conversations, respond to emotional needs and help alleviate feelings of loneliness. Robotic assistance in Robotic assistance in therapy can be used in rehabilitation programs to help seniors exercise and maintain physical fitness. For example, exoskeletons promote movement and strengthen muscles in people with reduced mobility (Navratl and Příhoda, 2022).

Artificial intelligence and smart technologies can significantly improve the quality of care and enable better monitoring and anticipation of seniors' needs. AI systems can analyse health data and predict potential health complications, enabling early intervention and prevention. For example, monitoring systems can detect changes in behavior or health status that may signal the onset of disease. The integration of smart technologies in residential facilities can enhance the safety and comfort of seniors. Sensors can monitor movement, detect falls, control temperature and humidity, and automate lighting and other home systems. Virtual assistants, such as Amazon Alexa or Google Home, can help seniors with daily tasks, remind them of medications, set alarms, or facilitate communication with family and staff (Hricova et al., 2024).

Telemedicine is becoming an increasingly important tool in the field of social care, especially in the context of pandemic situations or shortages of health personnel. Telemedicine allows seniors to consult their health problems with doctors and specialists remotely, which is particularly advantageous for people with limited mobility, or in remote areas remote health monitoring: Wearable technologies such as smart watches and health sensors can monitor seniors' vital signs and send the data to health professionals for analysis.

Apps and online platforms can provide therapeutic programs focused on the physical and mental well-being of seniors, such as exercise, meditation, or cognitive training (Jochmann et al., 2022).

Despite the many advantages, new technologies also bring certain challenges and ethical issues. Not all seniors are open to using modern technology. It is important to ensure that new technologies are intuitive and easy to use. With the increasing use of digital technologies, increased attention must be paid to the protection of seniors‘ personal and health data. While technology can greatly improve the quality of care, it is important not to forget the human touch and personal interactions that are indispensable to many seniors.

The future of residential care services in the Czech Republic promises significant changes thanks to the integration of robotics, artificial intelligence and other advanced technologies. These innovations can improve the quality of life of seniors, increase the efficiency of care and enable better adaptation to individual needs. However, it is crucial that this transition is carried out sensitively and ethically, with an emphasis on safety and humanity in elderly care.

It is necessary to mention the aspect of professional practice and professional training, as stated by Stárek, Klugerová & Víšek (2022) The development and nature of quality work placement is not only the work of the university but also each student, specifically from the perspective of representation of the given university when a student creates the first impression not only in itself but also in the university itself and may thus open or close the gates to undertaking further work placement. The ever-expanding portfolio of institutions with which they collaborate or participate in project activities, conferences, professional seminars generates awareness of the diversity of the profession, but also the interconnectedness and transfer of information that evaluates the student, the university and their expertise or performance.

Providers of residential social services in the regions of the Czech Republic

The system of social services in the Czech Republic is a key part of the state policy aimed at ensuring support and protection of vulnerable groups. These services are provided by a wide range of entities, including state institutions, regions, municipalities, non-profit organisations, religious organisations and private entities. The diversity of providers not only allows for a wider range of coverage of the needs of individual target groups, but also for a variability of approaches in their organisation and implementation. Within the Czech Republic, however, it is necessary to take into account regional specificities, which are reflected in different capacities, forms and availability of residential social services.

Each region of the Czech Republic faces its own demographic, geographic and socio-economic challenges that affect the way social services are provided. For example, **the Central Bohemian Region**, which is the largest and one of the most populous regions in the Czech Republic, shows considerable variability in the structure of the needs of its inhabitants. This variability is due to the combination of densely populated areas close to the capital Prague and rural regions with significantly lower population density. The provision of social services in this region therefore requires a comprehensive approach that reflects geographical, demographic and socio-economic characteristics.

In line with the data presented by Wija et al. (2019), there are significant regional differences in the number and structure of residential social services in the Czech Republic. These differences are based not only on historical contexts, but also on the different availability of financial resources and organisational capacities in different regions. The graphical overview mentioned in this study points to the uneven distribution of social service facilities, which has a major impact on their accessibility for different target groups, such as seniors, people with disabilities or people in crisis situations.

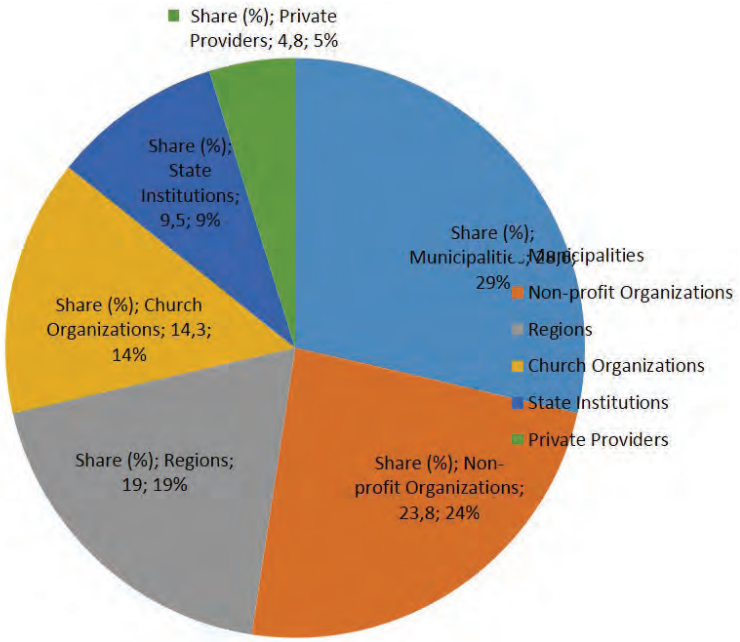
TABLE 1. Distribution of the number of residential social services by region.

Region	Number of Residential Social Services	Rank
Karlovy Vary	60	1
Vysočina	65	2
Liberec	70	3
Pardubice	75	4
Zlín	80	5
South Bohemian	80	6
Hradec Králové	85	7
Plzeň	90	8
Olomouc	95	9
Ústí nad Labem	110	10
South Moravian	120	11
Moravian-Silesian	130	12
Prague	140	13
Central Bohemian	150	14

Sources: Wija et al. (2019).

From the point of view of providers, the system of residential social services in the Czech Republic is characterised by considerable diversity. According to the data of the Association of Social Service Providers of the Czech Republic (2021), different types of providers account for the total volume of services provided: state institutions (10%), regions (20%), municipalities (30%), non-profit organisations (25%), religious organisations (15%) and private providers (5%). This dispersion of providers reflects not only different approaches to the organisation of services, but also different sources of funding and priorities of individual entities. Municipalities, as the most important providers of residential social services, usually respond to the acute local needs of the population. In contrast, non-profit and religious organisations often bring innovative approaches and long-term oriented services, while regions and state institutions focus on systematic planning and support of specific services with higher professional intensity.

GRAPH 4. Distribution of social services in the Czech Republic by provider.



Sources: Asociace poskytovatelů sociálních služeb ČR/Association of Social Service Providers of the Czech Republic (2021).

Specifically in the Central Bohemian Region, it is necessary to adapt the system of social services to the diverse needs of the population in different types of localities. Densely populated areas around Prague often require services aimed at supporting families, seniors and low-income people, while rural regions face challenges related to lack of transport accessibility and limited capacity of facilities. These differences require a coordinated approach that includes not only regional planning, but also support for innovation and increased collaboration among providers.

One of the main objectives in developing the system of residential social services is to ensure their uniform availability and quality across the region. This can be achieved through better coordination between different types of providers, greater support for non-profit organisations and increased financial investment in infrastructure and service capacity, particularly in less accessible areas. Another key step is the use of modern technologies and best practices that can make the organisation of services more efficient and accessible.

The system of residential social services in the Czech Republic is a complex structure whose functionality depends on the cooperation of a wide range of actors. Although the current system allows a high degree of adaptability, there are still challenges related to regional inequalities, capacity constraints and different sources of funding. These challenges require continuous reflection and innovation to ensure that residential social services remain an effective tool for supporting vulnerable populations in all regions of the Czech Republic.

The need for legislative changes

The law no. 108/2006 coll. about social services when it was released was revolutionary as it influenced all perspectives of and systems of social services. however, the development of society is crucial and thus it is important to continue with improvements. The novel of law no. 108/2006 coll. is long-term topic which still does not change the reality.

Into priorities that are possible and needed we include these:

1) Support for informal care - adding care givers to aimed group fo the law including the definition in the law.
2) Contribution for care - to add the responsibility of an applicant to provide owner of the account to where the financial contribution is sent.

   — To add responsibility for regional office of Office for Labour of Czech Republic which controls the usage of the financial contribution, to legally define the process of controls.

3) The changes are of social services - to add the subsidiarity into primary principles f the law. To defines social services of community character. To join the residential service) housing for elderly people, housing with specific regime, and housing for people with health handicap) into new social services „house of social services". to extend the primary activities of care services to „help while securing the safety and possibility to stay in natural environment", to extend the asylum housing also for people with addiction for substances and some other services like „learning of skills for gaining independent housing". To extend the circle of services that are provided without any financial contribution, to broaden the aimed clients' group of social counselling for people who are in danger of becoming substances addicted and victims of gender violence.
4) To anchor the standard of material, technical, and personal provision for social services (the closer fixture will be provided in legal transcript).
5) To set up the valorisation mechanism for maximum spending for social services. Improving the system for calendar years based on legally defined conditions.
6) Changes in quality of provided services. The revision on provider's responsibilities which will be followed by change of quality standards + adding the responsibilities focused on protection of clients' rights. In relation to changes responsibility for modification and origin of new delicts in area of protection client's right + adjustment of legal definition of quality.
7) Changes in adjustments of clients' movements. The cancellation of mandatory usage of specific adjustments to limit clients' aggression towards the care givers in order to respect clients' individuality. The modification of obligation to use some adjustment. Further, to completely omit the use of adjustments (i.e. usage of medicaments).
8) The changes in the area of social services registration. The placement of an extra step for possible clients interested into obtaining the registration. Further, to add more details into responsibilities of a client interested into registration in order to changes of relevant information without previous request of a provider die to changes in primary registration. The changes will affect process of registration, request of a provider to be included into register of social services, records of information and even its separation into private and public part.

9) The change in are of effectivity during provide the social services = securing the social work. Limitation of activities involved in social work and responsibilities of social workers in offices 3rd type involving the definition of term social worker - social curator. The responsibility of assigned local office to directly search for subject which provide social services without registration.
10) Changes in area of classification for social services provision. Exact definition that social services are provided by social workers assigned by regional office. The adjustment of definition of term social worker based on notes from practice. Also, including new activities which are realised by social workers. The modification of study programs responding to changes conducted within the law. Plus, it is suggested to add more details in area of social workers leaders‘ work.

(Stárek and Zpěvák, 2024)

Social work with the elderly is an essential tool to support their dignified, active and meaningful ageing. Demographic changes, which bring an increase in the proportion of the elderly population, not only create an increased demand for specialised social services, but also the need to adapt existing approaches and methods. Social work focuses on the elderly and their families and responds to their changing needs, which include not only the practical aspects of life but also emotional, psychological and social dimensions. Ensuring their full participation in society is therefore a key challenge that requires innovative approaches, interdisciplinary cooperation and systemic change (Stárek, Klugerová, Daněk, Vlach, 2025).

CONCLUSION

Demographic changes associated with population ageing represent a major challenge for the sustainability of health, social and economic systems in the Czech Republic. The proportion of the population over 65 years of age reached more than 20% in 2020 and this trend is projected to continue, leading to a significant increase in the number of seniors in society over the next 50-100 years. This demographic shift has wide-ranging implications in many areas. One of the most important aspects is the need to expand and innovate geriatric and long-term care, which must respond to the increased incidence of chronic diseases such as cardiovascular disease, diabetes and dementia. Insufficient capacity in inpatient facilities, outdated infrastructure and a lack of qualified medical staff are major barriers to effective care delivery. Current care systems face not only staff shortages but also insufficient support for informal carers, whose importance will grow in the coming decades. An important contribution of this article is the emphasis on the implementation of the concept of healthy ageing, which promotes the active participation of older people in society, the prevention of disease and the maintenance of functional autonomy. The World Health Organization (WHO) defines healthy aging as a process that enables seniors to maintain functional abilities and live a full life. In the Czech Republic, however, healthy ageing is still in the phase of gradual integration into practice, with the priority remaining the fight against ageism, whose manifestations negatively affect the physical and mental health of seniors, their self-esteem and social participation. The article also identifies the use of modern technology as a key factor in sustainable care. Robotics, artificial intelligence and telemedicine can make a significant contribution to addressing staff shortages and improving the quality of care.

For example, assistive robots are already helping seniors with daily activities such as transferring or dressing, while AI systems enable health monitoring and predicting complications. Yet, it is essential to be mindful of the ethical issues involved in integrating these technologies, particularly the protection of personal data and maintaining a human touch in care. Another key area identified in the text is regional inequality in access to social services. The capacity and structure of residential facilities varies across regions, reflecting historical, demographic and economic differences. This problem requires a coordinated approach, involving better planning, increased investment in infrastructure and capacity expansion, particularly in less accessible areas.

In order to address these challenges, it is essential to introduce legislation that reflects the current needs of an ageing society. Priority changes include supporting informal carers, broadening the definition of community and residential services, introducing quality standards and a systemic reassessment of funding. The implementation of these measures can contribute to the creation of a sustainable care system that will ensure that older people can live with dignity and have access to modern services. Population ageing should not only be seen as a threat but also as an opportunity for the development of society. Adopting innovative approaches, strengthening intergenerational solidarity and promoting healthy ageing are the way to tackle this challenge successfully. The Czech Republic has the opportunity to become an example for other countries on how to effectively integrate demographic change into their policies and practices, while strengthening the quality of life of all generations.

Population ageing is a universal phenomenon that affects all developed societies, regardless of their geographical or cultural differences. This process highlights the deep interconnectedness of the social, economic and health systems that form the backbone of modern society. Although demographic change often raises concerns about the increasing burden on public budgets and care capacities, it is also necessary to see this development as an opportunity to redefine society‘s values and priorities. In the context of an ageing population, it is crucial to strengthen systemic resilience, which consists not only in effective resource management but above all in building an inclusive society. Such a society must be able to see old age not only as the final stage of human life, but as a natural part of it, enriched with experience, wisdom and the potential to contribute to society. Intergenerational solidarity, based on mutual respect and cooperation, is an essential tool that can support this approach. The importance of innovation as an engine of social and economic transformation should also be emphasised. Technological advances such as artificial intelligence, telemedicine and robotics can not only mitigate the effects of ageing but also contribute to greater personalisation and humanisation of care. At the same time, however, there is a need to ensure that these technologies serve as tools to empower and support the individual, rather than as mechanisms to isolate or dehumanise them. A fundamental question raised by the ageing process is that of the values on which society is built. Ensuring a dignified life for all its members, regardless of age, is a test not only of organisational and financial capacity, but also of the moral principles by which society operates. Population ageing must therefore be seen in the wider context of sustainable development, which takes account of environmental, social and economic aspects and which emphasises the fair distribution of resources between generations.

In conclusion, the ageing process is above all a challenge to change. It requires strengthening solidarity, deepening international cooperation and linking scientific knowledge to concrete action by politicians, care providers and civil society. Any strategy to respond to this phenomenon should be based on the principles of humanity, innovation and sustainability, which will be the basis for the harmonious development of future societies.

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ARTÍCULO DE INVESTIGACIÓN

Desarrollo de las competencias de los padres para apoyar la autodeterminación profesional de los niños: estudio de caso del Servicio de Apoyo a los Padres*

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Resumen. A medida que un niño crece, sus padres actúan como figuras clave, no solo brindándole apoyo emocional, sino también como autoridad que moldea su comportamiento y valores. Los padres sirven como modelos a seguir, contribuyen al desarrollo de habilidades sociales, transmiten experiencias vitales y brindan apoyo en situaciones difíciles. El estudio explora la experiencia del Servicio de Apoyo a Padres, creado y en funcionamiento en la Universidad Estatal de Ciencias Sociales y Educación de Samara (Rusia). Se presentan los resultados de estudios empíricos sobre el problema de la autodeterminación profesional de los jóvenes. Se destaca la asesoría a padres sobre temas relacionados con la elección de profesión de sus hijos como una práctica eficaz de orientación vocacional. Se describen las formas de interacción entre especialistas universitarios y padres de estudiantes de diferentes edades, desde preescolar hasta la graduación, y se destacan las peculiaridades del trabajo con familias de niños con discapacidad. Las iniciativas para enseñar a los padres habilidades que apoyen la autodeterminación profesional de sus hijos se alinean con las recomendaciones modernas para la orientación profesional temprana y el desarrollo de competencias profesionales a lo largo de la vida. La evidencia indica que la participación de los padres en actividades de orientación profesional fomenta la formación de ideas positivas sobre el trabajo y la diversidad profesional en los niños, contribuyendo así a una autodeterminación profesional exitosa. Por lo tanto, parece beneficioso integrar estos proyectos en las estrategias educativas nacionales para garantizar la escalabilidad y un impacto sostenible.

Palabras clave: orientación vocacional, asesoramiento parental, escolares, niños con discapacidad, familia.

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Developing parents' competencies to support children's professional self-determination: case study of the Parent Support Service

Abstract. As a child grows up, their parents act as key figures, not only providing emotional support but also acting as an authority that shapes the child's behavioral and value orientations. Parents serve as role models, aid in the development of social skills, pass on life experience, and provide support in difficult situations. The study explores the experience of the Parent Support Service created and operating under Samara State University of Social Sciences and Education (Russia). The results of empirical studies on the problem of professional self-determination of youth are reported. Counseling for parents on issues related to their child's choice of profession is highlighted as an effective vocational guidance practice. The forms of interaction between university specialists and the parents of students of different age groups, from preschool to graduation, are described, and the peculiarities of work with the families of children with disabilities are illuminated. Initiatives to teach parents skills to support the professional self-determination of their children align with modern recommendations for early career guidance and the lifelong development of professional competencies. The evidence base indicates that parents' involvement in career guidance activities supports the formation of positive ideas about work and professional diversity in children, thus contributing to successful professional self-determination. Therefore, it appears beneficial to integrate such projects into national education strategies to ensure scalability and sustainable impact.

Keywords: vocational guidance, parental counseling, schoolchildren, children with disabilities, family.

INTRODUCTION

The choice of career path by children and adolescents is an incredibly complex and multifaceted process. Optimal professional self-determination can only be achieved with the deliberate cooperation of the family and educational institutions, considering the characteristics of each specific child, such as their interests, abilities, and opportunities.

The problems of career choice are closely tied to the theories of identity and life roles. Another factor that needs to be accounted for is children's age-specific psychological characteristics, which require differentiated support from specialists for different age periods. Modern developmental models emphasize many interacting levels that affect professional development, ranging from the family to the macro system (Klimov, 2012). Empirical studies demonstrate that parental support and expectations have a significant impact on the educational aspirations and professional plans of adolescents (Priazhnikov & Priazhnikova, 2012; Zeer & Symaniuk, 2018).

Research in labor psychology (Konstantinovskiy & Popova, 2015; Stegniy & Shuvalov, 2016) and the psychology of professionalism (Martynenko, 2006) gives evidence that the conflict between individual preferences and social demands can be addressed by developing flexibil-

ity, self-learning skills, and career mobility in young people and by building institutional support at the level of education and the labor market.

Socio-psychological studies confirm the multifaceted role of parents, who influence the child's motivation and development through behavior modeling and the formation of expectations. Certain parenting types correlate with higher academic outcomes and confidence in adolescents' own professional opportunities. Systemic factors also deserve to be considered, as the socio-economic status of the family and access to information and educational resources substantially modify parental influence.

Changes in the labor market, such as digitalization, the transformation of requirements for competencies, and uncertainty in career trajectories, reinforce the significance of studying professional self-determination from an interdisciplinary perspective. The psychopedagogical perspective needs to be combined with sociological analytics and economic forecasting (Kliucharev, 2015) in order to form the skills of adaptive career planning and continuous vocational training in both adolescents and their families.

METHODOLOGICAL APPROACHES TO THE RESEARCH PROBLEM

The psychopedagogical perspective adopted in the development of the Parent Support Service project approaches the person as an active, developing personality. The basis was the acmeological approach, which incorporates the laws of personality and professionalism development under the influence of self-determination, accumulated life experience, the social environment, and the level of education. The design of the project relied on classical and modern studies analyzing personality changes in the process of interaction (Leontiev & Shelobanova, 2001), the issues of personal and professional self-determination (Rubinstein, 2022), and ideas about personality as a subject of professional activity (Klimov, 2012). Particular attention was paid to the analysis of motives and factors behind career choice (Holland, 1964; Ilin, 2008; etc.) and the concepts of life trajectories of young people (Priazhnikov & Priazhnikova, 2012; Abulkhanova, 2017; etc.).

Recent studies (Zakharov, 2017; Aleksandrova, 2023) confirm the effectiveness of integrating acmeological attitudes with the theories of career development. For example, the perception of building a career as a continuous constructive process aligns with the emphasis on the subject's activity and the influence of the environment. Age psychology (Smirnov, 2015) emphasizes that the development of professional identity is a long process that requires systemic support from both educational institutions and the family.

Proceeding from these theoretical principles, a series of practical tools and programs were developed, aimed at building the competencies of parents in the upbringing and vocational guidance of their children.

The understanding of professional self-determination as a multidimensional phenomenon calls for an interdisciplinary approach that allows for both individual and institutional determinants in the formation of professional choices.

In his analysis of the life path of a personality, S.L. Rubinstein stressed the decisive role of activity in the process of self-determination. Rubinstein asserted that transitions between the stages of the life trajectory occur through the active activity of the personality, in which the mental and spiritual aspects of development are revealed and realized. The scholar noted that "the person not only has a certain relationship with the world, but also determines this relationship themselves, which is the essence of conscious self-determination" (Rubinstein, 2022: 243), emphasizing the primary role of the subject in the design of their own life path.

Current research (Abulkhanova, 2017) considers self-determination not only as an internal process but as an outcome of social integration and interactions. In the practical plane, this means that career guidance programs for parents should include components for the development of skills in networking, organizing collective interaction, and using the resources of local communities to direct children to real professional opportunities. Given the rapid changes taking place in the labor market, the problems of professional self-determination become ever more relevant and require in-depth scientific study. The target of professional self-determination is often defined as an informed choice of life and professional trajectory.

The process of professional self-determination can be lengthy, often stretching for many years, and even its lifelong continuation is not uncommon. During this process, a wide range of factors influence the formation of professional preferences and self-awareness. Among these, the key aspects in childhood and adolescence are the parental position, the closest social environment, as well as targeted pedagogical and psychological interventions.

Scientific literature presents many approaches to the psychological determinants of career choice. While some perspectives emphasize the internal evolution of the person and their interests as indicators of a successful solution (Leontiev & Shelobanova, 2001), others interpret professional preferences as a product of external social conditions and the requirements of professions (Ilin, 2008; Klimov, 2012). Contemporary interdisciplinary research (Zakharov, 2017; Skripova, 2019; etc.) tends to integrate individual and social determinants. Hence, the choice of profession is viewed as a result of the interaction of personal predispositions, cognitive and motivational resources, and the surrounding social environment. In turn, pedagogical studies (Skripova, 2019; Balaeva et al., 2023) emphasize that systemic career guidance programs combining diagnostics, practice, and support facilitate adaptive choice most effectively. Considering age categories, children and adolescents are especially sensitive to the social context in their choice of profession, including school culture, family values, and access to opportunities.

Mass media and social networks are one of the most influential channels shaping the ideas of children and adolescents about the professional world. In particular, social networks give immediate access to positive information about "influencer" careers, yet they often fail to convey the realities of employment, competency requirements, and the risks of economic instability. These channels provide information on fields demanded in the labor market, rank the popularity of various specialties, and broadcast ideas mainly about the highly profitable professional trajectories. To some extent, this influence reorients young people from professions that are expedient from the standpoint of the national economy to flashy public professions in demand primarily among the teenage audience (Lipai et al., 2015; Solovyev & Makarenko, 2016).

By actively participating in preparation for the choice of a profession, parents can compensate for the teenager's lack of life and professional experience and aid them in the decision-making process. Socio-psychological models explain the influence of parental perceptions through reinforcement mechanisms, simulations, and the formation of expectations of success. Effective parental support requires specific knowledge of modern employment trajectories and the skills of communication with adolescents. In this way, more adaptive decisions by children can be facilitated by programs to increase parental competence in career guidance.

Current sociocultural conditions often force the final choice of professional trajectory upon school graduates, and this choice in the vast majority of cases (Skrynnikova & Oganesova, 2021) is made together with the parents or with their active participation. In this context, organized counseling support for parents is proposed as a means to improve their competence in career guidance.

Therefore, targeted counseling programs for parents can improve their ability to create a supportive environment and engage adolescents in a reflexive choice of future professional path and career trajectory.

MATERIALS AND METHODS

In 2023, Russian general education organizations adopted a universal vocational guidance model, the so-called Career Guidance Minimum, which set the task of systematic involvement of parents in the processes of children's professional self-determination. Legal representatives are listed as one of the seven key subjects of the implementation of the Minimum, making the study of their competence and methods of interaction with educational institutions a subject of applied interest.

The present study relies on two complementary bodies of data. The first is a theoretical and empirical array of Russian scientific literature, which enabled argumentation regarding the nature and structure of parental competencies in vocational guidance. The second block is provided by an empirical study conducted on the residents of Samara Urban District and settlements in Samara Region to determine the real state and prospects for the development of these competencies.

In 2023, a project to provide psychological, pedagogical and methodological consultations to parents was initiated at Samara State University of Social Sciences and Education (Bakulina, 2024). The counseling was provided to parents with the involvement of academic personnel, which improved the quality of consultations and facilitated the translation of evidence-based practices into the regional environment. Russian studies on additional education testify to the effectiveness of such inter-institutional connections, especially when using mixed communication channels (online + offline).

Personal consultations were booked via an electronic form on the website of the Parent Support Service project (Parent Support Service. Samara State University of Social Sciences and Education, n.d.). Information for the target audience was distributed via social networks (including a VKontakte page (Parent Support Service – SSUSSE, n.d.)), as well as traditional channels through announcements in kindergartens and schools.

To assess the effectiveness of the project, methods of psychological and pedagogical diagnostics were applied, including a survey of parents and the analysis of their requests and questions. The obtained empirical data were generalized, grouped, and systematized to identify typical needs and competency gaps and guide further interventions.

The systematization of parents' requests makes it possible to form modular competence-building programs targeting specific age stages of the child, the social context of the family, and the local professional requirements of the region. Such recommendations align with the approaches of domestic pedagogues who offer differentiated career guidance practices that account for family attitudes and the regional labor market.

RESULTS

Over the course of practical implementation of the project, specialists organized group and individual consultations for 3,093 parents. The greatest popularity was enjoyed by webinars "Principles of adjusting the needs and interests of the child" (616 participants), "Professional self-determination of schoolchildren in the IT sphere. Where and how to organize the self-education of schoolchildren?" (438 participants), "Vocational guidance for school students considering the individual features of psychophysiological constitution" (411 participants), and "On the responsibilities of children in the family" (229 participants). These figures illustrate the considerable interest of families in the practice-oriented formats of distance support.

A differentiated approach to the development of parents' competencies in career guidance for children can and should be employed. The participants in our study were differentiated based on various grounds, including the age of the child in question.

TABLE 1. Distribution of parents contacting the Parent Support Service by the age of the children.

Age group	Number of requests	%
Preschool children	216	7
Elementary school students	311	10
Middle school students	991	32
High school students	1,575	51
Total	3,093	100

Source: developed by the authors.

The predominance of requests from mothers (>70%) supports the results of sociopsychological studies arguing that mothers are more likely to initiate pedagogical and educational support for the child. This suggests the need for special forms of work to engage fathers and other family members in assisting the professional self-determination of children.

One of the key objectives of counseling was to bring to parents' awareness the need to create an environment of respect and open communication in the family.

Consultations with the families of preschoolers (216 requests, 7%) and elementary school students (311 requests, 10%) mainly consisted of recommendations for expanding children's knowledge about the world of professions and, most importantly, nurturing their striving for knowledge, professional flexibility, and continuous development. These components create a solid foundation for future professional identity and adaptation in the labor market.

The parents of middle school students (991 requests, 32%) were recommended to expand adolescents' understanding of the range of professions, their pay levels, and qualification requirements. For instance, parents can tactfully assist in choosing extracurricular classes, hobbies, project areas, and additional education programs. These recommendations are consonant with the conclusions of Russian research on the profile development of adolescents (Chistiakova & Agapova, 1989), which emphasizes the importance of practice-oriented motives and social support from the family in the formation of children's professional interests.

The parents of ninth-graders were recommended to pursue professional internships – temporary employment over the vacation period or project practice that gives specific work experience. Russian studies of professional self-determination in adolescents show the effectiveness of early professional internships, suggesting that these contacts with the profession reduce uncertainty and increase motivation to learn.

High school students (1,575 requests, 51%) required closer attention due to the large number of requests from parents and the urgency of professional choice for young men and women. Modern Russian studies on adolescent self-determination (Morozova, 2004; et al.) confirm that the discussion of alternatives and predictive modeling of the future increase the stability of the choice and lower the risk of impulsive decisions.

Our study also took into consideration the fact that the student's professional choice is not dictated solely by the position of the parents. In actuality, both objective family circumstances and relatives' expectations regarding the result of the child's choice play a substantial role. The Russian scientific tradition emphasizes the multidimensionality of determinants in career guidance. The family's socio-economic status and educational resources, cultural attitudes, and regulatory expectations all shape the field of available and preferred options for a teenager. The parents participating in the study were asked to rank the life tasks the family will be able to solve once the child decides on their life path and begins to work in the chosen specialty. Table 2 lists only the most prioritized options.

TABLE 2. Priority life tasks of families contacting the Parent Support Service for consultations.

Life task	Number	%
Ensuring survival	361	12
Continuing family traditions	728	24
Improving the family]s social status	399	13
Spiritual and intellectual growth	340	11
Improving the financial standing	1,265	41
Total	3,093	100

Source: developed by the authors.

As can be seen from the data, most often parents associate the child's choice of professional path with the opportunity to improve the financial standing of the family as a whole and the child as its member (1,265 references, 41%). The chief criterion in assessing the desired profession is potential income, which often extends to contemplating part-time jobs and combinations as ways to improve well-being. Parents' reasoning often takes an economic turn: "you won't earn money in this profession," "look into more lucrative options." The anticipated difficulty of studies and actual professional work is also emphasized as a means of adjusting the child's ambitions.

The described trend reflects the pragmatic function of parental influence, as parents focus their choice on resources that ensure the economic security of the family. Russian studies of family attitudes in vocational education (Skrynnikova & Oganesova, 2021) find economic considerations to be critical in conditions of social uncertainty and labor market instability. Age psychology stresses that adolescence is the stage of developing identity and professional preferences, and the conflict between parents' pragmatism and the personal aspirations of the child can generate intra-family tensions (Timonin, 2012).

In expressing their objections to the chosen profession, parents tend to employ cognitive strategies, exaggerating the difficulty of the profession, downplaying the child's abilities, and appealing to the objective realities of the labor market. Educational psychology (Kuznetsova, 2020) refers to such strategies as translational attitudes that can promote adaptive choice in resource-limited settings but simultaneously undermine motivation for self-realization and reduce readiness for educational efforts.

The second most common motivation of parents for the child's professional choice is the desire to follow the dynastic model (728 mentions, 24%), meaning that parents often expect the child to continue the family's professional tradition. This standpoint can be seen as a double-edged sword. On the one hand, it narrows the likely scope of choice, as the teenager can accept the "transmitted" profession "by inertia" without deep reflective analysis or checking if it aligns with their own interests and aptitudes. On the other hand, closeness to the chosen profession gives the child a fairly realistic idea of its content and requirements. For example, the children of medical workers are aware of the possibility of unscheduled calls and revisions, and the children of teachers know the amount of work that goes into preparing for lessons and checking homework. Therefore, when the teenager leans into the profession of their parents, it is important to clarify their motives and level of awareness. Passive adherence to tradition is often associated with deficits in reflective strategies in adolescents. Accordingly, the practice of consulting should include the methods of reflection on motivation (discussions, motivational value analysis).

Other family strategy priorities are less represented in the sample. Specifically, 399 respondents (13%) consider the priority to be building useful ties to increase social status and create career opportunities. Such families find special importance in the prospect of their child entering a university, where they can find connections with more high-status circles. The problem of the focus on connections and status fits into the framework of studies on stratification and intergenerational mobility. Although pragmatically justified, the striving for social connections can lead to a career choice resting on the status criterion rather than personal interests, thus increasing the risk of professional insolvency and psychological discomfort.

Another 361 respondents (12%) are primarily focused on the child's quick entry into the labor market, provided at least minimal earnings, placing an emphasis on early economic independence. Forcing a child to enter the labor market reflects family strategies for survival and economic rationality.

Finally, 340 parents (11%) give priority to the accumulation of intellectual capital and the spiritual growth of their child. For them, the key question is what opportunities for personal development the chosen profession provides. The focus of some parents on the child's personal development is consistent with approaches to developmental education and humanistic pedagogy.

Overall, the data indicate a high degree of parental involvement in the development of children's lives and professional plans. Nevertheless, we would like to emphasize that choosing a profession and determining ways to continue education remain difficult tasks for both students and their parents. Parental recommendations often disagree with the real needs of industries in personnel. Since parents are not always able to objectively assess the interests and abilities of the child, parental desires and the professional aspirations of adolescents frequently do not coincide.

Another potential basis for a differentiated approach to working with parents can also be the sociocultural model of professional self-determination predominant in the family.

TABLE 3. Distribution of parents contacting the Parent Support Service for consultations by the adopted socio-cultural models of professional self-determination.

Model of professional self-determination	Number	%
Traditional	671	22
Industrial	696	23
Post-industrial	1,726	56

Source: developed by the authors.

The TIPI questionnaire developed by I.S. Sergeev (2021) was applied to establish the distribution of families according to sociocultural models of professional self-determination. A total of 22% of respondents adhere to the traditional model, considering the child's professional self-determination in conditions of strictly limited choice. For these families, the lack of options does not equal conflict, as self-restraint is perceived as an organic, grounded strategy. Russian studies in the field of age and social psychology indicate that family value attitudes outline the "realm of possibility" for the teenager, defining both preferences and restrictions in the choice of profession. The high value of familiar roles in traditional families provides stability but reduces the motivational autonomy of the teenager.

In turn, 23% of parents gravitate towards the industrial model of professional self-determination, convinced that the child has a wide range of educational and professional trajectories available to them. The main risk of the industrial model lies in the possible alienation of the individual from the profession. A highly diversified individual might not fit well into the strict requirements of professional standards. Furthermore, broad educational opportunities in the absence of value orientation and professional reflection increase the likelihood of unverified choice and the frustration of professional identity.

In this connection, career guidance practices should be concerned not only with the availability of trajectories but also with the development of the teenager's professional reflection.

The largest group of parents (56%) is focused on the post-industrial model, where the choice of profession is interpreted as the formation of a unique set of competencies based on the person's capabilities and needs and as creating a workplace "for oneself." In the post-industrial paradigm, the process of self-determination becomes virtually continuous. Most families oriented towards individualizing competencies create a favorable environment for self-determination. However, the continuity of choice requires constant support with diagnostic tools, flexible educational routes, and support in labor adaptation.

These models differ in the nature of parental influence on the choice of profession, in the extent of the child's subjectivity, and in the number of options available. A differentiated approach involves identifying the family model and adjusting the interaction accordingly. With traditional families, the work will involve the development of reflective skills in the teenager and a soft discussion of opportunities. Children from industrial families will benefit from strengthening professional identification and clarifying value priorities. Finally, post-industrial families require assistance in building individual trajectories and transitioning between the stages of education and employment.

At individual consultations, parents tend to ask typical questions on how to hold a dialogue about the child's professional future and what to do if the teenager, as it appears to them, does not show interest in choosing a profession. Experts note the need to first establish the relevance of the topic for the child themselves: whether they are interested in this issue and what aspects are important to them. The analysis of trends in the labor market and education is introduced into the dialogue as a tool to expand knowledge. Meanwhile, parents are encouraged to maintain a supportive position, presenting career guidance as research, a creative and promising process, and not as an imposed requirement.

It is extremely important to respect the statements made by the teenager. Parents are strongly discouraged from mocking or belittling their child's ideas, even if they seem fantastical or unrealistic.

The support service also receives requests from parents of children with disabilities. In this case, career guidance acquires a specific focus on developing readiness for independent choice, considering the child's unique personal, physical, and mental capabilities. The counselor needs to help identify the child's strengths and assess real professional resources and possible barriers. Individual consultations for the parents of "special children" aim to expand their ideas about vocational education options and forms of employment, as supported by Russian monographs on inclusive vocational education. The practical value of such consultations lies in the formation of realistic but positive expectations in parents and the provision of specific recommendations on supporting the professional development of the child.

DISCUSSION

The conducted analysis of work with the parents of children in various age groups revealed a number of problems, the key one being the inconsistency between the efforts of the family and

the educational organization in career guidance. At the same time, we can observe a change in parental attitudes from the model of direct transfer of the profession in the family (labor dynasty) towards the understanding of continuous education as the basic principle of the post-industrial professional trajectory. More than half of the parents in the project saw the profession as a resource for individual well-being and self-realization, expressing a position that reflects current labor market realities.

Counseled parents are increasingly aware of the limitations of traditional and industrial models of professional self-determination, which is that they can only provide a basic financial minimum and a minimal set of social statuses. In contrast, the post-industrial paradigm, focusing on multiprofessionalism, flexibility, and a dynamic set of competencies, empowers professional mobility and gives space for personality development.

Under the differentiated approach, the targeted counseling of parents on the professional self-determination of children becomes an important resource in professional choice and, therefore, in building a more meaningful life trajectory for the child. The essence of developing parents' competencies in this area is to expand their career guidance potential. The components of this potential include willingness to factor in the interests and capabilities of the child when assisting them in choosing a profession and the availability of information and practical tools (knowledge of modern professions, ability to organize professional internships, the skills of partnering with educational institutions and specialists).

Parents' readiness is formed by their awareness of the professions in demand, desire to fill gaps in knowledge, and ability to design an individual educational and professional trajectory together with the child and interested parties. In practice, the need is for parents to be able to organize professional internships and provide access to specialized events, as these efforts lower the risk of erroneous choices and reinforce the adolescent's motivation.

CONCLUSIONS

The evidence-based link between adequate professional choices and feelings of well-being, happiness, and personal effectiveness is supported by a number of studies. The present study demonstrated the experience of Samara State University of Social Sciences and Education in developing and implementing a project to improve the competencies of parents in vocational guidance for children from preschool to graduation. The project is integrated into the Federal Project "Modern School" under the National Project "Education" and presents a system of psychological, pedagogical, methodological, and consulting support for the parent community.

The main conclusion of the study concerns the challenges of teaching parents to support children, given the inability to fully predict future conditions in the modern world. Economic and political changes, technological progress, labor market transformation, and family circumstances can dramatically affect the realization of professional plans that parents build for their child. Nevertheless, purposeful planning and active steps in the chosen direction reduce uncertainty and increase the likelihood of young people's successful self-realization.

Effective support for children's professional self-determination is a synthesis of early preparation, coordinated interaction of the family and educational structures, the development of

parental competencies, and the adaptation of approaches to the changing socio-economic context. This integrated approach promotes informed professional choices that can meet both the interests and needs of the person and current social demand, contributing to the long-term well-being of the individual.

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ARTÍCULO DE INVESTIGACIÓN

La percepción de los valores familiares por parte de los jóvenes en un entorno social cambiante*

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Resumen. La investigación se centró en jóvenes que se adaptan a nuevos contextos culturales o regionales. El método principal empleado fue una encuesta. Los resultados muestran que el amor, la comprensión mutua, el respeto y el apoyo siguen siendo valores familiares fundamentales, mientras que el cambio social y la globalización se perciben como influencias importantes. Surgieron diferencias de género: las mujeres dieron mayor importancia a la cercanía emocional, mientras que los hombres tendieron a priorizar la estabilidad financiera y la independencia. A pesar de los indicios de una creciente autonomía, se preservaron la comunicación regular y los vínculos afectivos con la familia, lo que indica que los valores fundamentales mantienen su relevancia incluso cuando los estudiantes se enfrentan a desafíos de adaptación en nuevos entornos. El análisis estadístico reveló una correlación moderada entre el género y la orientación de valores (V de Cramer = 0,63), lo que confirma que las expectativas de género siguen moldeando la percepción de los roles familiares. Los hallazgos

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sugieren que, si bien los valores tradicionales siguen siendo importantes, los jóvenes los reinterpretan en el contexto de la vida digital, la migración y la evolución de los roles de género. Estas reinterpretaciones demuestran una flexibilidad para equilibrar las normas culturales heredadas con las realidades sociales contemporáneas. El estudio subraya la necesidad de entornos educativos y sociales que apoyen la continuidad cultural, al tiempo que abordan los desafíos de un mundo en constante cambio y fomentan la formación de valores saludables entre los jóvenes.

Palabras clave: valores familiares, percepciones juveniles, cambio social, diferencias de género, disonancia cognitiva.

The perception of family values by young people in a changing social environment

Abstract. In modern society, the formation of traditional family values among young people is becoming increasingly important. This study explores how young people perceive traditional family values amid ongoing social change. The research focused on young people adapting to new cultural or regional contexts, such as relocation for higher education. A survey was conducted among 50 participants at the Elabuga Institute of Kazan Federal University, equally divided between local residents and those from the Luhansk People's Republic. The results show that love, mutual understanding, respect, and support remain central family values, while social change and globalization are viewed as major influences. Gender differences emerged: women placed more emphasis on emotional closeness, while men tended to prioritize financial stability and independence. Despite signs of growing autonomy, regular communication and emotional bonds with family were preserved, indicating that core values maintain their significance even when students face adaptation challenges in new environments. Statistical analysis revealed a moderate connection between gender and value orientation (Cramer's V = 0.63), confirming that gender-linked expectations continue to shape perceptions of family roles. The findings suggest that while traditional values remain important, young people reinterpret them in the context of digital life, migration, and evolving gender roles. These reinterpretations demonstrate a flexible approach to balancing inherited cultural norms with contemporary social realities. Overall, the study underscores the need for supportive educational and social environments that respect cultural continuity while addressing the challenges of a rapidly changing world and fostering healthy value formation among young adults.

Key words: family values, youth perceptions, social change, gender differences, cognitive dissonance.

INTRODUCTION

In the era of globalization and digital transformation, there is a radical change in generational paradigms that poses a difficult choice for young people: whether to maintain established values or adapt to new challenges (demographic, ideological, value, identity)? The formulation of this problem allows us to study the perception of traditional values by university students in

the context of the transformation of traditional values. It is the modern youth of 18-25 years old, who found themselves at the "junction of eras", who are simultaneously the carriers of traditional values and the agents of changes (Gapsalamov et al., 2020; Akhmetshin et al., 2021; Shichkin et al., 2024).

One of the key traditional values for Russian society is undoubtedly the family. A survey by the All-Russian Center for the Study of Public Opinion (VTsIOM) showed that even for the youngest Russians (18-24 years old), family and raising children remain a priority goal in life (74%) (VTsIOM, 2023). Nevertheless, there are many factors that influence the formation of the value attitude of young people towards the family and its traditions. One of these significant factors is the change in the social environment. In this regard, special attention should be paid to the category "student youth of higher education", especially to those students who, due to certain life circumstances, are forced to change their region of residence to regions with a social environment that is not identical to them. The new social environment calls into question the sustainability of traditions, which leads to a conflict of values among students, especially freshmen.

METHODOLOGY

In the course of this study, we had to identify the perception of traditional family values by students of higher education in the context of a changing social environment based on the factors influencing the formation and change of these values, as well as determine the impact of social transformations on family relationships and students' expectations.

Research methodology

During the study, we relied on the concept of cognitive dissonance by Leon Festinger (1968), who defined cognitive dissonance as a person's uncomfortable state resulting from a mismatch between their actions and thoughts. In the theory of cognitive dissonance, Leon Festinger (1968) hypothesized that internal tension (discomfort) is so unpleasant for the psyche that a person seeks to "remove" it by any means, often distorting or correcting his own views, that is, dissonance becomes an inevitable consequence of making a decision (conscious or unconscious).

Research hypothesis

Together, the above provisions made it possible to formulate a study hypothesis about the perception of traditional family values by higher education students in the context of social changes based on cognitive dissonance due to the need to combine conflicting attitudes obtained from different sources (family, university, peers, digital environment). It follows that students' family values depend on their social environment and cultural traditions, yet students raised in traditional families are more likely to retain traditional family values despite social changes.

Social environment factors influence students' psychological well-being, academic performance, and social adjustment. In the new social conditions, students are faced with the need to choose between two or more significant, but contradictory values (for example, family vs. career, religion vs. science, etc.). A person is forced to make a choice that contradicts one of the sides

of his personality. This leads to psychological discomfort caused by the contradiction between beliefs, actions and changed circumstances.

Research problems

The proposed hypothesis determines the need to solve the following tasks:

1) In the context of social changes, identify the sources of cognitive dissonance among high school students in a new social environment that affects their perception of traditional family values.
2) Develop a questionnaire and conduct a survey of higher school students in determining their perception of traditional family values in the context of social changes.
3) Analyze the received personal data to find ways to harmonize the adoption of traditional family values by students of higher education in the new social conditions.

Solving the tasks

The indicated tasks were solved during the study as follows. Identification of sources of cognitive dissonance in high school students in a new social environment that affects their perception of traditional family values was carried out on the basis of a theoretical analysis of special scientific literature and statistical studies (Usova et al., 2020; Manukyan, 2022; Gritsenko et al., 2023; Korotaeva et al., 2023; Ali et al., 2024; Gilemkhanova, 2024; Karabanova et al., 2024).

The problem of the current state of the sociocultural environment raises the question of the vector of cultural changes in society. As E.N. Gilemkhanova (2024) notices, trends in civilizational development lead to a revision of basic cultural norms. This trend indicates a change in the perception of traditional family values by modern youth.

One of the powerful trends today is the digitalization of the social environment. Establishing the connection between the basic values of a person and the nature of psychological adaptation to global digital risks was carried out by O.A. Karabanova, O.A. Tikhomandritskaya and S.V. Molchanov (2024), who identified groups differing in the level of psychological adaptation to digitalization, revealed differences in basic beliefs and social beliefs, value orientations in people with different levels of psychological adaptation to digitalization and conducted a comparative study of the age characteristics of psychological adaptation of the personality to digitalization in youth and middle maturity.

However, V.V. Gritsenko, M.Y. Chibisova, N.V. Tkachenko and O.E. Khukhlaev (2023) point to the tendency of young people to integrate into a new social environment, which provides positive relationships between indicators of socio-cultural adaptation and indicators of psychological well-being.

It is worth noting that the preservation of traditional family values is one of the factors for the adaptation of the individual in the new social environment. O.V. Usova, N.G. Chevtaeva, A.S. Nikitina, C. Scavo (2020) describe the phenomenon of social representation of the family through its perception by educators as prosperous or dysfunctional, which is formed as a response to prosocial/deviant behavior demonstrated by students in grades 7-11.

The study by E.V. Korotaeva, A.S. Andryunina and I.G. Chugaeva (2023) proves that the harmonization of family and school relations as a social environment is possible if the development of educational relations is built on the principle of dialogue aimed at bringing together the interests of educational subjects, developing a single educational strategy, common values and goals of education.

Within the framework of the concept of cognitive dissonance, we were interested in the work of V.R. Manukyan (2022), which focuses on the process of growing up of young people during the period of "emerging adulthood" in terms of the course of psychological separation from parents and its relationship with the formation of adult identity (subjective adulthood) and psychological well-being.

Our study also focuses on the perception of traditional family values by high school students based on gender type (male vs. female). This choice is due to the desire to understand how gender interacts with traditional family values in the minds of a key group (high school students) influenced by modern sociocultural trends.

Modern researchers pay great attention to gender issues. In particular, R.A. Saavedra, R. Ranjan, A. Philominraj and C.A.C. Urzua (2024) conduct an analysis of values associated with pedagogical training and differences in value preferences depending on the gender of students at universities in central-southern Chile.

Anticipating a gender future in the lens of young people's relationship financial habits and their work and family plans are considered by E. Wolfinger, B. Hanckel and K. Huppatz (2025). N. Ali, U. Daraz, M. Ibrahim, M. Hussain, Y. Khan, S Ali (2024) establish the relationship between student's gender and their family's socioeconomic status on academic performance. A. Christofidou and G. Zafeiridou (2025) pay attention to such a gender aspect as the analysis of the problem of changing fatherhood and hybrid masculinity in Cyprus, considering modern gender relations and social changes in a unique context between tradition and modernity, while noting how much this context affects the behavior of a man as a man and as a father.

The problem of "positive humanity", namely the rejection of a fixed gender approach, is reflected in the work of F. Mackay (2025), which argues that this will allow a new look at men as equal, humane, inclusive, positive and healthy people, without the need to constantly single them out as men and male representatives.

In addition, research is currently underway that notes the commitment of women to traditional lifestyles. In particular, R.L. Stotzer and A. Nelson (2024) distinguish three main topics of women's choice of traditional life, namely, the belief system, practicality and sense of security, as well as the interweaving of themes of isolation and romanticization of lifestyle.

The studies discussed above prompted us to clarify gender differences in the context of the perception of family values by university students in a changing social environment.

In the process of analyzing the problem under study, based on a number of methods proposed in psychological and pedagogical science (Abrahamyan, 2009; Bukhtoyarova et al., 2015; Shcherbina, 2024), the author's questionnaire "Perception of traditional values by university students in the context of a changing social environment" was developed, in the structure of which factors were identified that affect the formation and change these values as triggers for the

cognitive dissonance of high school students. The questionnaire included questions about family values, family relationships, the impact of social change on family relationships and expectations. The Cramer coefficient was used to analyze the relationship between two categorical variables (by gender) and calculate the similarity of survey data according to the selected statistical criterion in the processing of questionnaire data.

RESULTS

The survey was attended by 50 students of Elabuga Institute of KFU, including 25 respondents – students who arrived from the Luhansk People's Republic (50%) and 25 respondents – residents of the Republic of Tatarstan (50%). Among the respondents there are 30 female students (60%) and 20 male students (40%). From the personal data, the marital status of the respondents was established. Thus, 90% of respondents (45 people) are "not married"; 10% (5 people) are "legally married"; 10% (5 people) are "in a relationship", 0% (0 people) are "divorced".

Table 1 shows the age of the respondents (from 18 to 20 years).

TABLE 1. Age of students participating in the survey.

Age	Absolute value	Percentage
18-20 years	25	50%
21-23 years	20	40%
24-25 years	5	10%

Analysis of the data showed that the sample was dominated by women (60%), which may be due to a higher proportion of women among university students. This can affect perceptions of family values, as women are traditionally more family-oriented.

Most of the respondents are aged 18-20, which corresponds to student age. This may affect their perception of family values, since at this age there is an active formation of life priorities.

Equal distribution between the Republic of Tatarstan and new regions of Russia may indicate a variety of cultural and social influences on the perception of family values of higher education students.

Most respondents are not married, which is typical of student age. This can affect their expectations of future family relationships.

In the section of the questionnaire "Perception of family values", respondents answered the following questions.

To the question "What family values are most important to you?" The following data were obtained: "love and mutual understanding" – 40 respondents; "respect and support" – 35 respondents; "traditions and cultural values" – 20 respondents; "financial stability" – 15 respondents; "personal space and independence" – 10 respondents; "others" – 5 respondents (Table 2).

TABLE 2. Respondents' answers to the question "What family values are most important to you?".

Family values	Absolute value	Percentage
Love and mutual understanding	40	80%
Respect and support	35	70%
Traditions and cultural values	20	40%
Financial stability	15	30%
Personal space and independence	10	20%
Others	5	10%

From the data presented in Table 2, it can be seen that the majority of respondents note the importance of love and mutual understanding, which reflects the common values inherent in young people. Women are more likely to point out the importance of respect and support, which may be due to their more emotional perception of family relationships.

To the next question "Do you think family values have changed over the past 10 years?" respondents answered: "Yes, they have changed significantly" – 30 respondents; "Yes, but not insignificantly" – 15 respondents; "No, they remained the same" – 5 respondents; "I find it difficult to answer" – 0 respondents (Table 3).

TABLE 3. Respondents' answers to the question "Do you think family values have changed over the past 10 years?"

Changing of family values	Absolute value	Percentage
Yes, changed significantly	30	60%
Yes, but not significantly	15	30%
No, they remained the same	5	10%
I find it difficult to answer	0	0%

As we can see, the majority of respondents believe that family values have changed over the past 10 years. This may be due to social and cultural changes.

Next, the respondents were asked to answer the question "What factors do you think influence the change in family values?". The following answers were received: "social changes and globalization" – 35 respondents; "economic conditions" – 20 respondents; "cultural and religious traditions" – 15 respondents; "education and upbringing" – 10 respondents; "Media and Internet" – 5 respondents; "others" – 5 respondents (Table 4).

TABLE 4. Respondents' answers to the question "What factors do you think influence the change in family values?"

Factors influencing family values	Absolute value	Percentage
Social change and globalization	35	70%
Economic conditions	20	40%
Cultural and religious traditions	15	30%
Education and upbringing	10	20%
Media and Internet	5	10%
Others	5	10%

Responses from respondents in Table 4 indicate that social change and globalization are the major factors influencing family values. Taken together, this reflects the impact of current trends on perceptions of family relationships.

In the "Family Relationships" section of the questionnaire, students answered the questions which results are presented below. To the question "How do you assess the relationship in your family?" the students' choice of answers indicated that "very good" relationships – 20 respondents, "good" – 20 respondents, "satisfactory" – 10 respondents, "bad" – 0 respondents, "very bad" – 0 respondents. The percentages are shown in Table 5.

TABLE 5. Respondents' answers to the question "How do you assess the relationship in your family?"

Assessing family relationships	Absolute value	Percentage
Very good	20	40%
Good	20	40%
Satisfactory	10	20%
Bad	0	0%
Very bad	0	0%

Most respondents rate their family relationships as "good" or "very good," which may indicate a positive perception of family relationships.

To the question "How often do you communicate with your family members?" respondents answered: "daily" – 25 respondents; "several times a week" – 15 respondents; "several times a month" – 10 respondents; "rarely" – 0 respondents; "practically do not communicate" – 0 respondents (Table 6).

TABLE 6. Respondents' answers to the question "How often do you communicate with your family members?"

Frequency of communication with family	Absolute value	Percentage
Daily	25	50%
Several times a week	15	30%
Several times a month	10	20%
Seldom	0	0%
Practically do not communicate	0	0%

According to the indicator "Frequency of communication with the family", we see that the majority of respondents communicate with the family daily or several times a week. Student responses point to the importance of family ties.

In order to determine the dynamics of changes in family relationships since the students were in a new social environment, they were asked to answer the question "What changes in family relationships have you noticed in recent years?" As a result, the answers showed that 15 respondents chose "increasing distance and independence"; "increased emotional intimacy" – 20 respondents; "changing roles and responsibilities" – 0 respondents; "decrease in the significance of traditions" – 5 respondents; "others" – 0 respondents (Table 7).

TABLE 7. Respondents' answers to the question "What changes in family relationships have you noticed in recent years?"

Changes in family relationships	Absolute value	Percentage
Increasing distance and independence	15	30%
Increased emotional intimacy	20	40%
Changing roles and responsibilities	10	20%
Decrease in the significance of traditions	5	10%
Others	0	0%

The survey results presented in Table 7, on the one hand, indicate a tendency to distance and independence of young people from their parents, and on the other hand, an increase in emotional intimacy between them. Such an indicator may reflect modern trends in family relationships.

At the next stage of the survey, in the section "Social Changes and Family Values", to the question "Do you think social changes affect family values?" students answered: "Yes, significantly affect" – 35 respondents (70%); "Yes, but insignificant" – 10 respondents (20%); "No, do not affect" – 5 respondents (10%); "I find it difficult to answer" – 0 respondents (0%). Thus, the majority of respondents believe that social changes significantly affect family values. This reflects students' awareness of the influence of external factors on family relationships.

Further in this section, respondents were asked to answer the question "What social changes do you think most strongly affect family values?" The results of the responses to this question are presented in Table 8.

TABLE 8. Respondents' answers to the question "What social changes do you think most strongly affect family values?"

Social changes	Absolute value	Percentage
Urbanization and migration	20	40%
Changing gender roles	15	30%
Technology and Internet development	10	20%
Changing economic conditions	5	10%
Political changes	0	0%
Others	0	0%

As Table 8 shows, urbanization and migration, as well as changing gender roles, are major social changes affecting family values.

Also during the survey, students expressed their opinion on the impact of modern social changes on family values. The results of the answers to this question are presented in Table 9.

TABLE 9. Respondents' answers to the question "Do you think modern social changes contribute to the strengthening or destruction of family values?"

The impact of social change on family values	Absolute value	Percentage
To strengthening	20	40%
To destruction	20	40%
Not affected	10	20%
I find it difficult to answer	0	0%

According to respondents, social changes contribute to both the strengthening and destruction of family values, which reflects the ambiguity of their impact on this category of persons.

The next section focused on the role of education and upbringing in shaping traditional family values. Most students (30 respondents – 60%) believe that education and upbringing "Yes, significantly affect" the perception of family values; 15 respondents (30%) chose the answer "Yes, but not significantly"; 5 respondents (10%) – "No, do not affect"; 0 respondents (0%) – "I find it difficult to answer." Most respondents believe that education and upbringing significantly affect the perception of family values. The opinion of the surveyed students indicates their awareness of the importance of upbringing in the formation of family values.

In choosing the most important aspects of education and upbringing for the formation of family values, students identified: "family education" – 30 respondents (60%); "school education" – 20 respondents (40%); "university education" – 10 respondents (20%); "religious education" – 5 respondents (10%); "cultural education" – 5 respondents (10%); "others" – 0 respon-

dents (0%). According to respondents, family education is a major aspect affecting family values, reflecting the importance of family traditions and values.

The questionnaire also included a section "Personal expectations and plans", which allows us to determine the attitude of students to the image of their future family and the role of family traditions in it. According to the results of the survey, it turned out that students would like to convey to their children such family values as: "love and mutual understanding" – 30 respondents (60%); "respect and support" – 25 respondents (50%); "traditions and cultural values" – 15 respondents (30%); "financial stability" – 10 respondents (20%); "personal space and independence" – 5 respondents (10%); "others" – 5 respondents (10%). Students project their future family in the image of a "traditional family" (25 respondents – 50%); "modern family with flexible roles" (20 respondents – 40%); "families with a focus on personal freedom" (5 respondents – 10%); "families with a focus on financial stability" (5 respondents – 10%); "other" (5 respondents – 10%). The survey results indicate the desire of the majority of respondents to convey love and mutual understanding to their children, which reflects the common values inherent in young people.

As a result of the survey, students pointed to changes in family relationships that they would like to see in the future. So, 20 respondents (40%) want "more emotional intimacy"; "more financial stability" – 15 respondents (30%); "more respect and support" – 10 respondents (20%); "more personal space" – 5 respondents (10%); "others" – 10 respondents (20%). That is, most respondents see their future family as traditional or modern with flexible roles, which reflect the variety of expectations from family relationships.

At the conclusion of the survey, students were invited to provide comments and/or additional comments on the research topic. The results of the survey are presented in Table 10.

TABLE 10. Comments and/or additional comments on the study topic.

Comments available	Absolute value	Percentage
Yes	10	20%
No	40	80%

Table 10 provides a detailed overview of questionnaire data, including absolute values and percentages for each block of responses.

DISCUSSION

As noted above, in this study we were interested in gender differences in the context of the perception of family values by university students in a changing social environment. According to the results of the survey, the following data were obtained, which demonstrate the perception of family values by university students in the context of a gender change in the social environment.

Table 11 provides an overview of students' sex differences.

TABLE 11. General information on respondents' sex differences.

Sex	Absolute value	Percentage
Male	20	40%
Female	30	60%

Table 12 provides a gender perspective of respondents on perceptions of family values.

TABLE 12. Comparison of respondents' perceptions of family values according to gender.

Family values	Male	Female
Love and mutual understanding	16 (80%)	24 (80%)
Respect and support	14 (70%)	21 (70%)
Traditions and cultural values	8 (40%)	12 (40%)
Financial stability	6 (30%)	9 (30%)
Personal space and independence	4 (20%)	6 (20%)
Others	2 (10%)	3 (10%)

The differences between males and females in family relationships are presented in Table 13.

TABLE 13. Comparison of respondents' perceptions of family relationships by gender type.

Assessing family relationships	Male	Female
Very good	8 (40%)	12 (40%)
Good	8 (40%)	12 (40%)
Satisfactory	4 (20%)	6 (20%)
Bad	0 (0%)	0 (0%)
Very Bad	0 (0%)	0 (0%)

TABLE 14. Comparison of respondents' perceptions by gender type.

Frequency of communication with family	Male	Female
Daily	10 (50%)	15 (50%)
Several times a week	6 (30%)	9 (30%)
Several times a month	4 (20%)	6 (20%)
Seldom	0 (0%)	0 (0%)
Practically do not communicate	0 (0%)	0 (0%)

As a follow-up to the analysis of the questionnaire data, the authors also compared respondents' responses by gender type about their vision of social change and the impact of these changes on family values (Table 15, Table 16, Table 17).

TABLE 15. Respondents' perceptions of the impact of social change (by gender type).

The impact of social change	Male	Female
Yes, significantly affect	14 (70%)	21 (70%)
Yes, but not significantly	4 (20%)	6 (20%)
No, do not affect	2 (10%)	3 (10%)
I find it difficult to answer	0 (0%)	0 (0%)

TABLE 16. Respondents' perceptions of social changes (by gender type).

Social changes	Male	Female
Urbanization and migration	8 (40%)	12 (40%)
Changing gender roles	6 (30%)	9 (30%)
Technology and Internet development	4 (20%)	6 (20%)
Changing economic conditions	2 (10%)	3 (10%)
Political changes	0 (0%)	0 (0%)
Others	0 (0%)	0 (0%)

TABLE 17. Respondents' perceptions of the impact of social change on family values (by gender type).

The impact of social change on family values	Male	Female
To strengthening	8 (40%)	12 (40%)
To destruction	8 (40%)	12 (40%)
Not affected	4 (20%)	6 (20%)
I find it difficult to answer	0 (0%)	0 (0%)

A comparison of the opinions of male and female respondents on the impact of education and upbringing on the formation of family values in the individual is presented below in Table 18.

TABLE 18. Respondents' perceptions of the impact of the impact of education and upbringing (by gender type).

Impact of education and upbringing	Male	Female
Yes, significantly affect	12 (60%)	18 (60%)
Yes, but not significantly	6 (30%)	9 (30%)
No, do not affect	2 (10%)	3 (10%)
I find it difficult to answer	0 (0%)	0 (0%)

TABLE 19. Respondents' perceptions of the impact of the aspects of education and upbringing (by gender type).

Aspects of education and upbringing	Male	Female
Family education	12 (60%)	18 (60%)
School education	8 (40%)	12 (40%)
University education	4 (20%)	6 (20%)
Religious education	2 (10%)	3 (10%)
Cultural education	2 (10%)	3 (10%)
Others	0 (0%)	0 (0%)

Below is a comparison of personal expectations and plans of male and female respondents according to their sex (Table 20, Table 21, Table 22).

In Table 20 you can see which categories of family values are preferred by male and female representatives for transmission to their children.

TABLE 20. Respondents' preferred family values to pass on to children (by gender type).

Family values to pass on to children	Male	Female
Love and mutual understanding	12 (60%)	18 (60%)
Respect and support	10 (50%)	15 (50%)
Traditions and cultural values	6 (30%)	9 (30%)
Financial stability	4 (20%)	6 (20%)
Personal space and independence	2 (10%)	3 (10%)
Others	2 (10%)	3 (10%)

TABLE 21. Respondents' views of male and female students about their vision of a future family (by gender type).

Vision of a future family	Male	Female
Traditional family	10 (50%)	15 (50%)
Modern family with flexible roles	8 (40%)	12 (40%)
Family with a focus on personal freedoms	2 (10%)	3 (10%)
Family with a focus on financial stability	2 (10%)	3 (10%)
Other	2 (10%)	3 (10%)

TABLE 22. Respondents' expected future changes in family relationships, which certainly reflect their positions on family values (expected changes in family relations by gender).

Expected changes in family relationships	Male	Female
More emotional intimacy	8 (40%)	12 (40%)
More financial stability	6 (30%)	9 (30%)
More respect and support	4 (20%)	6 (20%)
More personal space	2 (10%)	3 (10%)
Others	4 (20%)	6 (20%)

In the last section of the questionnaire "Additional Comments" one can also see differences in the opinions of male and female representatives, reflecting absolute values and percentages for each block of answers (Table 23).

TABLE 23. Comments and/or additional comments on the study topic.

Comments available	Male	Female
Yes	4 (20%)	6 (20%)
No	16 (80%)	24 (80%)

Comparison of questionnaire data by sex shows that, overall, responses from female and male respondents are similar across most questions. However, there are some differences in the perception of family values and expectations from future family relationships by male and female representatives. For example, female respondents are more likely to note the importance of love and mutual understanding, as well as emotional intimacy in family relationships. Male respondents are more likely to point out the importance of financial stability and personal space.

When examining differences in perceptions of family values among male and female respondents, it became necessary to assess the degree of relationship between these categories. For this purpose, the Cramer correlation coefficient was used, which is used specifically to study the relationships between nominal features.

Baseline data were structured into a conjugacy table reflecting the distribution of frequency of choices of certain meanings of family values among different genders. Consider an example of such a table for the family priority of "love and mutual understanding", which turned out to be one of the key aspects in the study (Table 24).

TABLE 24. Table of conjugacy for family priority of "love and mutual understanding" of male and female respondents.

Family value	Men	Women
Love and understanding	16	24
Respect	14	21
Traditions	8	12
Financial stability	6	9
Personal space	4	6
Others	2	3

This table allows us to clearly see the differences in preferences regarding each aspect of the family.

The main stage of the assessment of relationships includes the calculation of the indicator ("chi-square"), based on a comparison of empirically obtained and theoretically expected frequencies of choosing different response options. Expected frequencies are calculated based on the assumption of independence of features and allow to identify deviations from random distribution.

According to the results of calculations, it turned out that the total value characterizing the entire table was about 20. Further, this indicator serves as the basis for determining the Cramer coefficient. Its formula takes into account the sample size and the structure of the tables (the minimum number of rows or columns). The coefficient we obtained was approximately 0.63.

The obtained value of the Cramer coefficient indicates the presence of an average strength of connection between the gender of the respondent and the choice of priority family values. A value closer to 1 would mean almost complete dependence, while proximity to 0 would indicate the absence of the influence of the gender trait on preferences for family values.

Thus, our findings confirm the presence of a noticeable, albeit moderate, effect of gender on respondents' perception of the most important family values in a new social environment (higher education away from home), which has an impact on changing their traditional family life. Gender affects ideas about the importance of certain elements of family relationships. However, the strength of the identified dependence remains moderate, emphasizing the importance of taking into account other factors that affect the formation of views on the family.

Justification of questionnaire results:

General information

Gender: The sample is dominated by women (60%), which may be due to a higher proportion of women among university students. This can affect perceptions of family values, as women are traditionally more family-oriented.

Age: Most respondents are 18-20 years old, which corresponds to student age. This can affect their perception of family values, since at this age there is an active formation of life priorities.

Location: Equal distribution between the Republic of Tatarstan and new regions of Russia may indicate a variety of cultural and social influences on the perception of family values.

Marital status: Most respondents are unmarried, which is typical of student age. This can affect their expectations of future family relationships.

Perceptions of family values

Family values: Most respondents note the importance of love and mutual understanding, which reflects the common values inherent in young people. Women are more likely to point out the importance of respect and support, which may be due to their more emotional perception of family relationships.

Changing family values: Most respondents believe that family values have changed over the past 10 years, which may be due to social and cultural changes.

Influencers: Social change and globalization are major influences on family values, reflecting the impact of current trends on perceptions of family relationships.

Family relationships

Assessing family relationships: Most respondents rate their family relationships as good or very good, which may indicate a positive perception of family relationships.

Frequency of communication with family: Most respondents communicate with family daily or several times a week, reflecting the importance of family ties.

Changes in family relationships: Increasing distance and independence, and increased emotional intimacy are major changes, which may reflect current trends in family relationships.

Social change and family values

Impact of social change: Most respondents believe that social change significantly affects family values, reflecting awareness of the impact of external factors on family relationships.

Social change: Urbanization and migration, as well as changing gender roles, are major social changes affecting family values.

Impact on family values: Social change can both strengthen and destroy family values, reflecting the ambiguity of their impact.

The role of education and upbringing

Impact of education and upbringing: The majority of respondents believe that education and upbringing significantly affect the perception of family values, which reflects the importance of upbringing in the formation of family values.

Aspects of education and upbringing: Family upbringing is a major aspect affecting family values, reflecting the importance of family traditions and values.

Personal expectations and plans

Family values to pass on to children: Most respondents want to pass on love and understanding to their children, reflecting the general values shared by young people.

Future family vision: Most respondents see their future family as traditional or modern with flexible roles, reflecting the diversity of expectations of family relationships.

Expected changes in family relationships: Most respondents expect more emotional intimacy and financial stability, reflecting current trends in family relationships.

Additional comments

Availability of comments: Most respondents have no additional comments, which may indicate satisfaction with the survey results or no need for additional clarification.

CONCLUSION

Detailed conclusion based on the results of a questionnaire survey and the obtained Cramer coefficient.

General information

The sample is dominated by women (60%), which may be due to a higher proportion of women among university students. This can affect perceptions of family values, as women are traditionally more family-oriented. The majority of respondents are aged 18-23, which corresponds to student age and can affect their perception of family values, since at this age there is an active formation of life priorities. Equal distribution between the Republic of Tatarstan and new regions of Russia may indicate a variety of cultural and social influences on the perception of family values. The majority of respondents are unmarried, which is typical of student age and can affect their expectations of future family relationships.

Perceptions of family values

Most respondents note the importance of love and mutual understanding, which reflects the common values inherent in young people. Women are more likely to point out the importance of respect and support, which may be due to their more emotional perception of family relationships. Most respondents believe that family values have changed over the past 10 years, which may be due to social and cultural changes. Social change and globalization are major factors influencing family values, reflecting the impact of current trends on perceptions of family relationships.

Family relationships

Most respondents rate relationships in their family as good or very good, which may indicate a positive perception of family relationships. Most respondents communicate with family daily or several times a week, reflecting the importance of family ties. Increasing distance and independence, as well as increased emotional intimacy, are major changes, which may reflect current trends in family relationships.

Social change and family values

Most respondents believe that social changes significantly affect family values, which reflects the awareness of the influence of external factors on family relations. Urbanization and migration, as well as changing gender roles, are major social changes affecting family values. Social change can both strengthen and destroy family values, reflecting the ambiguity of their impact.

Role of education and upbringing

Most respondents believe that education and upbringing significantly affect the perception of family values, which reflects the importance of upbringing in the formation of family values. Family education is a major aspect affecting family values, reflecting the importance of family traditions and values.

Personal expectations and plans

Most respondents want to convey love and understanding to their children, which reflects the common values inherent in young people. Most respondents see their future family as traditional or modern with flexible roles, reflecting the diversity of expectations of family relationships. Most respondents expect more emotional intimacy and financial stability, reflecting current trends in family relationships.

Additional comments

Most respondents have no additional comments, which may indicate satisfaction with the survey results or no need for additional explanations.

Cramer coefficient

The Cramer coefficient is 0.63, indicating a moderate relationship between gender and perceptions of family values. This means that the gender of respondents has a moderate influence on their perception of family values. This may be due to differences in cultural and social expectations, as well as differences in upbringing and education.

General conclusion

The results of the questionnaire survey show that university students generally value family relationships and family values, such as love, mutual understanding and respect. Social changes have a significant impact on the perception of family values, which reflects modern trends in society. Education and upbringing play an important role in the formation of family values, which emphasizes the importance of family traditions and values in upbringing.

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ARTÍCULO DE INVESTIGACIÓN

La filosofía de la justicia social en la obra de Amartya Sen y Martha Nussbaum: Aspectos éticos y jurídicos

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Resumen. En los dominios del pensamiento crítico y de la teoría social contemporánea, la justicia social, en términos filosóficos, se ha establecido como una categoría analítica con claros matices emancipatorios, que busca cuestionar cómo una comunidad determinada reparte bienes de valor, cargas, oportunidades y reconocimiento simbólico entre sus integrantes, prestando particular atención a los más desfavorecidos en las relaciones asimétricas de poder. La investigación que se desarrolló en este artículo tuvo por objetivo interpretar los fundamentos éticos y jurídicos de la filosofía de la justicia social en las obras de Amartya Sen y Martha Nussbaum. Para lograr este objetivo se hizo uso del análisis documental y del método comparativo. En las conclusiones, los resultados obtenidos sugieren que el enfoque de las capacidades humanas puede beneficiar a las sociedades del siglo XXI, ya que cuestiona las soluciones sencillas frente a un mundo cada vez más conflictivo y desigual. Por lo tanto, se sugiere valorar el fenómeno del desarrollo, no solo a través de la acumulación de riqueza ni de la complejidad tecnológica (economismo determinista), sino por la verdadera capacidad de cada individuo para vivir en dignidad sustantiva, en un contexto de libertad, seguridad y reconocimiento social, por encima de la pobreza.

Palabras clave: pensamiento crítico, justicia social, enfoque de las capacidades humanas, Amartya Sen, Martha Nussbaum.

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The philosophy of social justice in the work of Amartya Sen and Martha Nussbaum: Ethical and legal aspects

Abstract. In the fields of critical thinking and contemporary social theory, social justice, in philosophical terms, has established itself as an analytical category with clear emancipatory nuances, which seeks to question how a given community distributes valuable goods, burdens, opportunities, and symbolic recognition among its members, paying particular attention to those most disadvantaged in asymmetrical power relations. The research carried out in this article aimed to interpret the ethical and legal foundations of the philosophy of social justice in the works of Amartya Sen and Martha Nussbaum. To achieve this objective, documentary analysis and the comparative method were used. In the conclusions, the results obtained suggest that the human capabilities approach can benefit 21st-century societies, as it challenges simple solutions in the face of an increasingly conflictive and unequal world. Therefore, it is suggested that development should be assessed not only through the accumulation of wealth or technological complexity (deterministic economism), but also through everyone's true capacity to live in substantive dignity, in a context of freedom, security, and social recognition, above poverty.

Keywords: critical thinking, social justice, human capabilities approach, Amartya Sen, Martha Nussbaum.

INTRODUCCIÓN

La justicia social, en el plano filosófico, se ha configurado como una categoría crítica destinada a interrogar la forma en que una comunidad distribuye bienes, cargas, oportunidades y reconocimiento simbólico entre sus miembros, con especial énfasis en los más vulnerables. Para autores como Citlaly (2024), más que un criterio distributivo, la justicia social expresa una pretensión de corrección moral frente a instituciones que, aunque legales, pueden perpetuar exclusiones materiales y formas estructurales de dominación. Esta noción, nutrida por la tradición aristotélica y reconfigurada por teorías contemporáneas de la igualdad y el reconocimiento (Sen, 2009), sitúa en el centro la dignidad de las personas, su vulnerabilidad y su capacidad de agencia frente a las estructuras sociales.

Desde esta perspectiva, la justicia social no se reduce a un equilibrio formal de derechos, sino que reclama transformar los contextos de vida concretos en los que el acceso efectivo a recursos y libertades se ve sistemáticamente restringido, tal como afirma Nussbaum (2012). Por estas razones, al problematizar la desigualdad, no solo como un dato económico sino como una falla ética de la comunidad política, la justicia social opera como criterio normativo para evaluar y reorientar las prácticas del derecho, las políticas públicas y la cultura democrática en general.

En este horizonte epistemológico, la obra de Amartya Sen (2009), introduce un giro decisivo al desplazar el foco desde los recursos y utilidades hacia las capacidades reales de las personas para hacer y ser aquello que valoran. Su propuesta filosófica se distancia de las concepciones puramente institucionalistas de la justicia, en la medida en que insiste en la evaluación comparativa

de situaciones concretas de injusticia y no en la construcción de modelos ideales desligados de la experiencia histórica concreta.

Cuando se concibe la libertad como capacidad efectiva y no solo como ausencia de interferencias, Sen (2009) articula un enfoque que permite comprender la pobreza, la exclusión o la discriminación como privaciones de libertad sustantiva y, por tanto, como fracasos de la justicia. Este énfasis en la agencia y en la pluralidad de bienes relevantes lleva a replantear, los criterios normativos que utilizan los Estados y los organismos internacionales para medir el desarrollo y el bienestar. Así, para Eslava (2010), la justicia social deja de ser un ideal abstracto para convertirse en un programa de evaluación crítica de la realidad, anclado en la observación de qué pueden, o no pueden, hacer las personas en sus contextos socioeconómicos específicos.

Por su parte, Martha Nussbaum radicaliza y sistematiza el enfoque de las capacidades humanas al proponer una lista abierta, pero normativamente densa, de capacidades centrales que cualquier orden político mínimamente justo debería garantizar (Nussbaum, 2012). Frente a la tentación de reducir la justicia a un cálculo agregativo de bienestar o a una mera igualdad formal de derechos, Nussbaum (2012), insiste en que la dignidad humana exige asegurar ciertos umbrales de funcionamiento en ámbitos como la salud, la integridad corporal, la participación política, la educación, la imaginación o el control sobre el propio entorno cultural y social.

En este orden de ideas, su reflexión vincula, además, la justicia social con una antropología filosófica que reconoce la fragilidad de la vida humana, la importancia de las emociones y la interdependencia como condiciones estructurales de la existencia. De este modo, en Nussbaum (2012), la justicia no se limita a corregir desigualdades de ingreso, sino que se despliega como una tarea de construcción de mundos de vida en los que las personas puedan desarrollar proyectos significativos. En esa clave, la propuesta de esta filósofa norteamericana ofrece una base poderosa para pensar obligaciones jurídicas concretas en materia de derechos sociales, económicos, culturales y ambientales.

La investigación que se propone en este artículo se orienta a interpretar los fundamentos éticos y jurídicos de la filosofía de la justicia social en las obras de Amartya Sen y Martha Nussbaum, con el propósito de examinar cómo su enfoque de las capacidades contribuye a la construcción de un paradigma normativo orientado a la equidad, la dignidad humana y la expansión de las libertades sustantivas en las sociedades contemporáneas.

En su decurso, este objetivo general se despliega en dos preguntas que articulan el hilo conductor del trabajo: en primer lugar, se pregunta ¿de qué modo el enfoque de las capacidades elaborado por Amartya Sen reconfigura la comprensión de los derechos humanos y de las políticas de desarrollo cuando se las examina a partir de las privaciones reales, que sufren las personas en contextos de pobreza y desigualdad?

En segundo lugar, nos preguntamos ¿cómo la propuesta de Martha Nussbaum permite traducir filosófica y jurídicamente el lenguaje de las capacidades en obligaciones concretas para los Estados y en estándares normativos que sirvan de referencia para evaluar el grado de justicia social alcanzado por las democracias contemporáneas? En términos hermenéuticos, pensamos que la respuesta articulada a estos interrogantes permite valorar, en términos hermenéuticos, la productividad teórica y práctica de este enfoque filosóficos para replantear el vínculo entre ética, derecho y justicia.

Para abordar estas cuestiones, el artículo se organiza en cinco partes estrechamente interrelacionadas. En la primera se presenta el marco teórico, en el que se reconstruyen los principales debates filosóficos sobre justicia social, así como las líneas maestras del enfoque de las capacidades en la obra de Sen y Nussbaum. La segunda sección se dedica a la metodología, explicitando el tipo de estudio —de carácter fundamentalmente teórico y analítico—, los criterios de selección de fuentes y el modo en que se realiza la comparación crítica entre ambos autores. La tercera parte expone los resultados del análisis, identificando los puntos de convergencia y las diferencias relevantes en sus concepciones de justicia, dignidad y derechos.

De seguida, en la cuarta sección se desarrolla una discusión filosófica que contrasta estas propuestas con los desafíos actuales que enfrentan las sociedades del Sur Global marcadas por desigualdades persistentes, crisis democráticas y vulneraciones masivas de derechos. Por último, la quinta parte presenta las conclusiones, en las que se sintetizan las principales ideas de los autores abordados y, al mismo tiempo, se sugieren posibles proyecciones teóricas y jurídicas del enfoque de las capacidades para el estudio de la justicia social en contextos latinoamericanos y globales.

FUNDAMENTOS TEÓRICOS

A lo largo de la historia reciente del pensamiento filosófico, la justicia social se ha constituido en una preocupación transversal que involucra tanto la ética de la distribución como el debate acerca de los principios que fundamentan la legitimidad de las instituciones. Desde Rawls (1971), hasta la crítica comunitarista y las posiciones igualitarias, al decir de Eslava (2010), el núcleo de la discusión radica en decidir qué criterios validan la distribución de cargas y beneficios en la sociedad y cómo se pueden compatibilizar demandas de reconocimiento y equidad en contextos cambiantes.

Esta pluralidad de enfoques ha derivado en la formulación de marcos teóricos que no se agotan en el contractualismo ni el utilitarismo, sino que exploran la tensión dialéctica entre justicia formal y sustantiva, abriendo el terreno a debates sobre migración, salud, educación y participación democrática en clave distributiva, entre otros temas.

En el epicentro de estas discusiones, el enfoque de las capacidades propuesto por Amartya Sen y Martha Nussbaum emerge como un marco alternativo y crítico, orientado a superar las limitaciones de las teorías clásicas. Tal como sostiene Colmenarejo (2016), mientras Sen (2009) argumenta que el bienestar debe evaluarse a partir de las oportunidades reales que tienen las personas para desplegar sus vidas, evitando restringir la justicia a un catálogo de bienes o reglas fijas, Nussbaum (2012) propone una formalización normativa en la que subraya la necesidad de definir un umbral de capacidades centrales que todo individuo debe poder.

Desde nuestro punto de vista, la vitalidad de esta perspectiva reside precisamente en su capacidad para articular juicios contextuales, atender la diversidad y ajustarse al dinamismo social, profundizando en la idea de agencia y en la centralidad de la dignidad humana como principio rector del desarrollo.

En este orden de ideas, si se examinan los fundamentos éticos del enfoque de capacidades, se advierte que ambos autores critican los modelos economicistas y reduccionistas, situando la libertad sustantiva y la función social de las capacidades en el núcleo de toda construcción normativa. Para Sen (2002), la justicia no sólo involucra la imparcialidad de reglas y procedimientos, si no también, y esto es lo más importante, la posibilidad efectiva de tomar decisiones y realizar proyectos vitales, lo que implica ampliar el horizonte de derechos reconocidos y sostenidos por la sociedad. Nussbaum (2007; 2012), por su parte, introduce una visión más prescriptiva, defendiendo la universalización de un catálogo mínimo de capacidades basado en el respeto a la dignidad, la igualdad y el desarrollo integral de cada persona, con una clara dimensión ética y emancipadora.

Desde la perspectiva jurídica, estas propuestas adquieren una relevancia inusitada en la medida que orientan la elaboración y reforma de políticas públicas fundadas en la garantía de umbrales mínimos para todas las personas, desvinculándose tanto del asistencialismo como de enfoques puramente formales de derechos. Al decir de Murillo y Hernández (2011), el modelo de justicia social delineado por Nussbaum invita a los Estados a reestructurar sus marcos constitucionales y legislaciones para asegurar, por un lado, la protección jurídica de derechos y; por el otro, la promoción activa de condiciones materiales que viabilicen la vida digna. Sen, en cambio, insiste en la necesidad de deliberación democrática para definir prioridades y adaptar el enfoque a las circunstancias e identidades de cada comunidad política.

En suma, la reconstrucción crítica de los debates sobre justicia social y la exploración del enfoque de las capacidades permiten, al menos teóricamente, advertir tanto el potencial disruptivo de este paradigma como las tensiones y desafíos que comporta. Las contribuciones de Sen (2009) y Nussbaum (2012), aunque convergentes en la crítica a los modelos tradicionales y en la apuesta por la agencia y la dignidad humana, difieren en la formalización de los criterios mínimos de justicia y en el equilibrio entre universalismo y contextualismo. No obstante, dichas diferencias enriquecen el panorama de la filosofía política contemporánea y ofrecen una base epistemológica sólida para re-pensar la transformación ética y jurídica de las sociedades actuales.

METODOLOGÍA

De conformidad con su naturaleza social y filosófica, la presente investigación se enmarca en una metodología eminentemente cualitativa, fundamentada en el análisis documental como vía privilegiada, para abordar con rigor y profundidad, los desafíos teóricos que plantea la filosofía de la justicia social, especialmente desde las contribuciones de pensadores de la talla de Amartya Sen y Martha Nussbaum.

La elección de este método se debe, en lo esencial, a su capacidad para posibilitar una exploración exhaustiva y crítica de textos académicos de alto impacto, permitiendo así reconstruir y problematizar los argumentos que han delineado el enfoque contemporáneo de las capacidades. Además, tal como sostienen Aranda et al. (2024), el análisis documental se reconoce ampliamente en estudios filosóficos por aportar un mapeo conceptual, junto a una visión dialógica entre autores y contextos, crucial para una comprensión holística del problema investigado.

En este orden de ideas, la selección de fuentes respondió a criterios claros y exigentes postulados por la American Educational Research Association (2025), orientados a garantizar la solidez epistemológica y la fiabilidad de los hallazgos presentados. En este sentido, se consideraron únicamente artículos científicos originales publicados en inglés y español en revistas académicas arbitradas, bajo el sistema de pares ciegos, preferentemente indexadas en bases como WOS y Scopus. A ello se suman libros de reconocido valor académico publicados por los propios Sen y Nussbaum, así como monografías y ensayos especializados que enriquecen la discusión teórica. El propósito central al restringir las fuentes estriba en asegurar que el debate reconstruido sea de máxima actualidad y relevancia, evitando interpretaciones de segunda mano y priorizando la información directamente vinculada con el estado más avanzado de la bibliografía internacional sobre el tema.

Con el objetivo de identificar perfiles teóricos, matices argumentativos y puntos de divergencia y convergencia entre los autores estudiados, se integró el método comparativo como estrategia metodológica complementaria. Siguiendo los aportes de Nohlen (2018), esta herramienta permitió desgranar la arquitectura interna de cada propuesta, señalando tanto los elementos éticos fundacionales como los aspectos jurídicos derivados, y logró contrastar cómo cada autor aborda nociones tales como la agencia, la dignidad y el marco normativo de la justicia social. A través de la comparación sistemática se obtuvieron insumos suficientes para el análisis cruzado de ambos modelos, potenciando la riqueza interpretativa y, simultáneamente, garantizando un a esclarecimiento de sus aportes y limitaciones.

Como es lógico imaginar, la investigación avanzó en varias etapas diferenciadas, desde un levantamiento preliminar de la bibliografía relevante hasta una lectura crítica y anotada de textos clave, seguida por la elaboración de matrices comparativas y concluyendo con una síntesis integradora. En la fase inicial se revisaron y clasificaron documentos de acuerdo con su pertinencia temática y su peso en la literatura especializada; posteriormente, se realizó el análisis detallado de los textos, identificando sus categorías filosóficas centrales. Por su parte, la etapa comparativa permitió valorar, humildemente, la estructura argumentativa de cada obra y, finalmente, se articularon los hallazgos bajo el prisma del objetivo general de la investigación, favoreciendo una exposición ordenada y coherente de los resultados.

No obstante, la coherencia metodológica descrita, conviene también advertir ciertas limitaciones inherentes a este diseño eminentemente cualitativo. En primer lugar, el énfasis en fuentes documentales puede dejar fuera algunas interpretaciones emergentes que circulan en foros académicos de reciente creación o en debates orales aún no publicados y este caso no parece ser la excepción (Hovey et al., 2022). Por otra parte, al decir de Piovani y Krawczyk (2017), la elección del método comparativo implica asumir las asimetrías discursivas que subyacen entre trayectorias intelectuales formadas en contextos disímiles. Finalmente, el carácter teórico de la investigación excluye, por su propia naturaleza, análisis empíricos y estudios de campo, lo que podría restringir el alcance práctico inmediato de las conclusiones, pero no disminuye la validez científica de las ciencias humanas.

RESULTADOS

El enfoque de las capacidades de Amartya Sen. Reconfigurando los derechos humanos y las políticas de desarrollo frente a la realidad de la pobreza y la desigualdad

El enfoque de las capacidades de Amartya Sen (1999), reconfigura la comprensión de los derechos humanos al desplazar la atención desde el reconocimiento formal de prerrogativas abstractas que figuran desde la declaración Universal de los Derechos Humanos (Asamblea General de las Naciones, 1948), hacia las libertades sustantivas que las personas efectivamente pueden ejercer en su vida cotidiana.

En este orden de ideas, en lugar de preguntar, hermenéuticamente, qué derechos están proclamados en un texto normativo, este enfoque nos obliga a indagar qué funcionamientos valiosos (estar nutrido, educado, participar en la vida pública, vivir sin miedo) son realmente alcanzables para quienes viven en contextos de pobreza y desigualdad. De este modo, las privaciones dejan de ser vistas únicamente como carencias de ingresos para convertirse en fallas estructurales en el espacio de las capacidades, lo que redefine la agenda de los derechos humanos como un proyecto de expansión concreta de oportunidades reales y no solo de garantías formales o expectativas de derechos. En términos más concretos:

> La teoría de las capacidades humanas presenta como elementos constitutivos los funcionamientos y las capacidades. Desde ellos Sen analiza problemas sociales que afectan al bienestar humano, como la desigualdad, la pobreza, la calidad de vida, la ausencia de desarrollo humano y la injusticia social, permitiendo realizar una nueva mirada de estos problemas. La pretensión de la teoría de las capacidades es evaluar el bienestar y la libertad de la persona que realmente tiene para hacer esto o aquello, las cosas que le resulta valioso ser o hacer. (Urquijo, 2014, p. 63)

En el plano de las políticas de desarrollo, el aporte práctico del enfoque de las capacidades radica, desde nuestro punto de vista, en cuestionar indicadores economicistas como el PIB per cápita y proponer, en su lugar, una medición multidimensional del bienestar que refleje la riqueza de la vida humana, de ahí que Sen sea el autor principal del índice de desarrollo humano.

En cualquier caso y como sostiene Stewart (2013), en la obra de Sen el desarrollo deja de identificarse con el crecimiento económico y pasa a entenderse como un proceso de ampliación de capacidades humanas, donde la lucha contra la pobreza consiste en remover obstáculos que impiden a las personas desplegar proyectos vitales que consideran valiosos. Se trata de una relectura de las teorías tradicionales del desarrollo que tiene consecuencias normativas profundas, y es que, obliga a rediseñar programas sociales, marcos de protección y agendas de cooperación internacional a partir de mapas concretos de privaciones (en salud, educación, participación, seguridad) y no de promedios macroeconómicos que suelen encubrir desigualdades severas. Así las cosas:

> Individuals cannot flourish alone: Indeed, they cannot function alone. When they are born, the family provides their life support. In turn, families cannot function independently of the societies in which they are located. Being a member of a family, of a locality and of the larger society is an essential component of a flourishing existence. Since these groupings can provide good or bad conditions for the individual, it is not only their existence but also their

> nature that is relevant to human development. Thus a major task of the human development approach—which aims to assess human progress and identify the conditions for human flourishing—is to explore the nature of social institutions that are favourable for human flourishing, as against those that impede it. (Stewart, 2013, p. 1)

Hipotéticamente, la articulación entre capacidades y derechos humanos permite concebir, para quienes suscriben esta investigación, estos últimos como reclamos justificados sobre estados de cosas que aseguren a cada persona un umbral mínimo de libertades reales, contextualizable según las condiciones sociales y culturales. Por lo tanto, el enfoque de Sen (1999; 2009) actúa aquí como un "espacio informacional" para evaluar el grado de cumplimiento de los derechos, ofreciendo criterios para monitorear no solo la adopción de normas, sino su impacto en la eliminación de privaciones sistémicas. En la práctica, esto se traduce en herramientas concretas para la evaluación de políticas públicas, diseño de indicadores y rendición de cuentas, que permiten identificar cualitativamente, con mayor precisión, quiénes quedan excluidos del goce efectivo de derechos y por qué mecanismos de discriminación, dominación o negligencia institucional.

CUADRO 1. Aspectos centrales del enfoque de las capacidades de Amartya Sen.

Elemento central	Descripción sintética	Relación con los derechos humanos y el desarrollo
Capacidad	Libertad sustantiva: lo que una persona puede realmente ser y hacer en su contexto concreto.	Define el estándar material para considerar realizado un derecho humano.
Funcionamientos	Estados de ser y hacer efectivamente logrados (estar nutrido, educado, participar, etc.).	Permiten evaluar empíricamente si los derechos se traducen en vidas dignas.
Privación de capacidades	Insuficiencia de capacidades, más allá de la falta de ingresos, que limita proyectos de vida valiosos.	Redefine la pobreza como falla estructural en el goce efectivo de los derechos fundamentales.
Derechos humanos	Reclamos normativos ligados a umbrales mínimos de capacidades que deben ser garantizados.	Vincula cada derecho a condiciones reales de libertad y oportunidad.
Políticas de desarrollo	Procesos orientados a expandir capacidades, no solo a aumentar recursos o crecimiento económico.	Reorienta la agenda de desarrollo hacia la eliminación de privaciones concretas.
Agencia individual y colectiva	Capacidad de actuar, deliberar y transformar el entorno propio y colectivo.	Refuerza la dimensión participativa y democrática de los derechos humanos.
Evaluación multidimensional	Análisis del bienestar en múltiples dimensiones (salud, educación, participación, seguridad, etc.).	Ofrece criterios para monitorear el impacto real de las leyes y políticas públicas.

Fuente: elaborado por los autores (2025), con base a la lectura analítica de (Sen, 1999; 2002; 2009).

El análisis del enfoque de las capacidades de Amartya Sen (Cuadro 1) refleja, desde una perspectiva filosófica, un cambio profundo de una visión puramente legalista o economicista de la justicia hacia una interpretación sustantiva de la buena vida humana, en la que lo fundamental

ya no son las normas establecidas o los indicadores acumulados, sino lo que las personas pueden realmente llegar a ser y hacer en situaciones específicas de vulnerabilidad (Sen, 1999).

Al conectar capacidades, funcionamientos, privaciones, derechos, políticas de desarrollo, agencia y evaluación multidimensional, este modelo desafía la noción de sujetos abstractos y demuestra que cualquier teoría de la justicia, que pase por alto las desigualdades concretas de poder, tiempo, cuerpo y territorio está epistemológicamente incompleta. En este contexto, el cuadro 1 actúa únicamente como un instrumento de descripción, sino como una invitación normativa a reconsiderar los derechos humanos como demandas de transformación institucional y social, y a visualizar el desarrollo como una práctica crítica destinada a desmantelar estructuras que transforman la desigualdad en destino, recuperando para el lenguaje de la justicia su aspecto profundamente ético y emancipatorio.

De las capacidades a los umbrales constitucionales: La traducción normativa de Nussbaum en obligaciones estatales y estándares de justicia social

La teoría de las capacidades de Martha Nussbaum (2012), introduce una novedad crucial al enfoque original de Amartya Sen (1999), al proponer una lista específica y universal de capacidades esenciales que toda sociedad democrática debe garantizar a sus ciudadanos, para asegurar una vida digna. Esta sistematización normativa permite superar la vaguedad conceptual, estableciendo un punto de referencia claro que facilita la formulación de políticas públicas y la construcción de marcos jurídicos concretos. A diferencia de Sen (1999), cuyo enfoque es más abierto y contextual, Nussbaum busca formalizar criterios mínimos y universales, integrando dimensiones éticas y prácticas que permitan evaluar y exigir derechos sociales con mayor precisión. En lo concreto la filósofa estadounidense habla de 10 capacidades centrales:

- **Vida**. Poder vivir hasta el término de una vida humana de una duración normal-, no morir de forma prematura o antes de que la propia vida se vea tan reducida que no merezca la pena vivirla.
- **Salud física**. Poder mantener una buena salud, incluida la salud reproductiva; recibir una alimentación adecuada; disponer de un lugar apropiado para vivir.
- **Integridad física**. Podre desplazarse libremente un lugar a otro; estar protegidos de los ataques violentos, incluidas las agresiones sexuales y para la elección en cuestiones reproductivas.
- **Sentidos, imaginación y pensamientos**. Poder utilizar los sentidos, la imaginación, el pensamiento y el racionamiento, y hacerlo de un modo "verdaderamente humano."
- **Emociones**. Poder sentir apego por cosas y personas externas a nosotros mismos; poder amar a quienes nos aman y se preocupan por nosotros.
- **Razón práctica**. Poder formarse una concepción del bien y reflexionar críticamente ante la propia vida.
- **Afiliación**. Poder vivir con y para los demás, reconocer y mostrar interés por otros seres humanos, participar en formas diversas de interacción social.

- **Otras especies**. Poder vivir una relación próxima y respetuosa con los animales, las plantas y el mundo natural.
- **Juego**. Poder reír, jugar y disfrutar de actividades recreativas.
- **Control sobre el propio entorno**. a) Político. Poder participar de forma efectiva de las decisiones públicas que gobiernan nuestra vida. c) Material. Poder poseer propiedades (tanto muebles como inmuebles) (Nussbaum, 2012, p. 25) (negritas añadidas).

En este hilo conductor, la propuesta de Nussbaum (2012) traduce filosóficamente el lenguaje de las capacidades en "obligaciones positivas" para el Estado, definiendo que garantizar las capacidades esenciales, no es un acto de beneficencia, sino un mandato de justicia, que pone a la legislación y a la administración pública como responsables directos del bienestar integral de las personas comunes en sus mundos de vida.

Según expone Mondragón (2023), jurídicamente, esta traducción se articula en estándares normativos que pueden ser incorporados a las constituciones, legislaciones y sistemas de protección social, delimitando los umbrales por debajo de los cuales ningún ciudadano debería caer. Esta formalización convierte la garantía de capacidades fundamentales en una regla de justicia social comprobable y exigible, transformando el diálogo político en un diálogo de derechos.

Por su parte, los autores de este artículo de investigación suponen que, en términos prácticos, esta estandarización permite evaluar el grado de justicia social alcanzado por una democracia a partir del cumplimiento efectivo de estos umbrales. Los indicadores derivados del catálogo nussbaumiano, por un lado, valoran la existencia formal de derechos, al tiempo que, por el otro, verifican si las condiciones materiales, culturales y políticas están garantizadas para todos. Así, la evaluación democrática se vuelve más objetiva y tangible, centrada en la calidad de vida real y no en meras declaraciones políticamente volátiles e indicadores macroeconómicos. Por tanto, el enfoque potencia la rendición de cuentas y el diseño de políticas más inclusivas y eficaces (Nussbaum, 2012).

CUADRO 2. Enfoque de las capacidades humanas en Martha Nussbaum.

Aspectos centrales del enfoque de Martha Nussbaum	Descripción breve
Lista universal de capacidades	Catálogo normativo de capacidades que deben garantizarse para una vida digna
Obligaciones positivas del Estado	El compromiso estatal no es asistencial sino de justicia y garantía jurídica activa
Derechos sociales jurídicamente exigibles	Incorporación de las capacidades en los marcos legales como estándares mínimos de justicia
Evaluación desde la realidad efectiva de las personas vulnerables	Valoración del cumplimiento con el listado universal de capacidades, basada en condiciones materiales, sociales y culturales reales
Enfoque normativo y prescriptivo	Busca definir obligaciones y límites claros para garantizar la justicia social

Fuente: Elaborado por los autores (2025), con base a la lectura analítica de (Nussbaum, 2007; 2012).

En líneas generales, el Cuadro 2 resume cómo la propuesta de Nussbaum (2007; 2012), al ser clara y normativa, va más allá de una simple descripción filosófica para conectarse con la realidad del derecho y la política. Permite una comprensión práctica del enfoque de capacidades que guía a los Estados en sus responsabilidades de protección social y pública. Desde un enfoque filosófico, esta formalización enfrenta el desafío de concretar la justicia social, previniendo el peligro de que las intenciones positivas se reduzcan a simples aspiraciones o afirmaciones sin sustancia. Cuando relaciona dialécticamente capacidades, deberes y normativas legales, Nussbaum (2012) transforma el discurso sobre libertades en uno sobre responsabilidades públicas concretas y rendición de cuentas, esencial cuando se trata de reforzar la legitimidad democrática y fomentar comunidades inclusivas y equitativas en el siglo XXI.

DISCUSIÓN DE RESULTADOS EN CLAVE COMPARATIVA Y FILOSÓFICA

Las propuestas del enfoque de las capacidades humanas de Amartya Sen y Martha Nussbaum adquieren una importancia renovada al ser contrastadas con los problemas estructurales de las sociedades del Sur Global, donde las desigualdades materiales y simbólicas persisten como núcleos duros de exclusión. En palabras de Pitasse (2024), el desafío de garantizar derechos fundamentales en contextos de alta fragilidad institucional exige ir más allá de la retórica del desarrollo y concebir sistemas de protección que permitan a las personas no solo sobrevivir, sino decidir libremente sus trayectorias existenciales. De ahí que la justicia social, en esta perspectiva, no pueda limitarse a la distribución de recursos, sino que debe orientarse, activamente, a remover obstáculos estructurales de segregación y discriminación, entre otros.

> Bearing this in mind, Amartya Sen (1992, 2006) points out that poverty is not only about a lack of income (which sometimes is also referred to as consumption incapacity) but rather a condition in which a person is considered incapable of achieving, by herself, a basic level of capability. Conceptually, he acknowledges that poverty is a 'failure of certain basic capabilities'2 (Sen, 2006, p. 34). This is based on what a person's *actual* functionings are (e.g. being nourished and healthy), and what alternative set of outcomes *could* be achieved (e.g. a person's freedom to function). (Pitasse, 2024, p. 248)

Desde una vista ética, tanto Sen (2009) como Nussbaum (2012) presentan una crítica profunda al asistencialismo y a las políticas públicas que ven la pobreza como un dato a manejar, en lugar de como una injusticia a cambiar. De esta manera, se destaca la importancia de la deliberación democrática y la diversidad de experiencias en la determinación de las capacidades significativas, sosteniendo que la justicia social se logra solo cuando las personas toman parte en la definición de sus propias condiciones de bienestar. Nussbaum (2007), a su vez, plantea la exigencia moral de que ningún ciudadano debe estar por debajo de un umbral mínimo de capacidades esenciales, reconfigurando la conexión entre dignidad humana y políticas públicas, y demandando para la ética un papel normativo respecto a la obligación estatal en general.

En el plano jurídico, ambos pensadores sugieren que el lenguaje de los derechos debe operar como mecanismo de garantía real y concreta, no solo como declaración formal vacía. Sen (1999) propone que los sistemas jurídicos incorporen mecanismos participativos para adaptar los estándares a contextos cambiantes y para fiscalizar su cumplimiento a partir de experiencias vividas y

privaciones efectivas. Por su parte, Nussbaum (2016), traduce el catálogo de las capacidades en obligaciones jurídicas positivas que requieren políticas activas de igualdad y protección, proponiendo una arquitectura normativa exigible ante los tribunales y fiscalizable por la sociedad civil organizada.

CUADRO 3. Mirada comparativa Sen/ Nussbaum.

Aspecto	Amartya Sen	Martha Nussbaum
Definición de capacidades	Contextual, pluralista, deliberativa.	Lista universal, mínimo normativo.
Dimensión ética	Justicia como ampliación de las opciones de vida y pluralismo cultural.	Dignidad como obligación prescriptiva, umbrales mínimos.
Dimensión jurídica	Derechos vinculados a procesos democráticos y casos reales.	Derechos ligados a estándares constitucionales concretos.
Participación y agencia	Central: la deliberación define las capacidades relevantes.	Secundaria: énfasis en la protección activa y jurídica de las personas vulnerables.
Aplicabilidad	Flexible a contextos y tradiciones locales.	Rigurosa y uniforme para todos los Estados.

Fuente: elaborado por los autores (2025), con base a la lectura analítica de Sen (1999; 2002; 2009) y Nussbaum (2007; 2012; 2016).

Finalmente, la información sistematizada en el cuadro 3 deja ver que, si bien Sen (1999; 2002; 2009) y Nussbaum (2007; 2012; 2016) coinciden en el diagnóstico de los males del formalismo y el economicismo, sus vías de solución divergen en el equilibrio entre pluralidad y normatividad. En este contexto, Sen (1999) privilegia la adaptabilidad y la sensibilidad cultural, mientras Nussbaum (2012) apuesta por la universalización y la exigibilidad jurídica.

Este contraste desafía a las democracias del Sur Global a encontrar caminos intermedios, capaces de conjugar participación deliberativa y protección de mínimos universales, evitando en el proceso tanto la deriva relativista como el peligro de ignorar las especificidades locales. Definitivamente, la ética y el derecho, desde el enfoque de las capacidades, se tornan como espacios críticos, abiertos a la reinvención de sus propios fundamentos en la lucha contra las injusticias sociales.

CONCLUSIONES

En principio, debemos aclarar que estas conclusiones no pretenden repetir las ideas desarrolladas a lo largo de esta investigación, sino expresar las reflexiones razonadas de los autores. En consecuencia, las preocupaciones de Amartya Sen y Martha Nussbaum sobre las capacidades humanas, nos colocan, como comunidad académica, ante la urgencia de abandonar concepciones estrechas de la justicia social que se agotan en la distribución de bienes o en la formalidad jurídica de derechos enunciados positivamente.

De modo que, si se logra situar las capacidades y los funcionamientos en el centro del análisis, ambos filósofos nos invitan a pensar la justicia, no solo como un problema de estructuras

normativas y de discursos jurídicos, sino como una cuestión de vidas concretas, de biografías truncadas o posibilitadas por el modo en que organizamos nuestras instituciones sociales. Desde esta perspectiva, la pobreza y la desigualdad dejan de ser únicamente indicadores socioeconómicos y se revelan, nítidamente, como formas de privación de humanidad, en tanto restringen lo que las personas pueden llegar a ser y hacer en el contexto particular en el que despliegan su proyecto de vida.

Al mismo tiempo, la propuesta de Sen (2009) y Nussbaum (2012), nos obliga a revisar críticamente el imaginario jurídico contemporáneo, en el que los derechos humanos aparecen, muchas veces, como repertorios axiológicos abstractos, desvinculados de las condiciones materiales que los vuelven realizables en un tiempo y espacio determinado. Por lo tanto, si aceptamos que la justicia social requiere garantizar umbrales mínimos de capacidades, entonces el lenguaje de los derechos humanos se ve interpelado a convertirse en un discurso-realidad de obligaciones concretas: obligaciones de los Estados, pero también de actores globales, de estructuras económicas y de la propia ciudadanía organizada. En este tránsito que no está exento de contradicciones objetivas y subjetivas, los derechos humanos se transforman en una gramática de la responsabilidad colectiva, orientada a ampliar de manera efectiva las libertades ontológicas sustantivas que sustentan la dignidad humana.

En el plano latinoamericano y del Sur Global en general, atravesado por la persistencia de desigualdades históricas, desigualdades étnicas, de género y territoriales, junto a múltiples formas de violencia, el enfoque de las capacidades humanas ofrece un repertorio de herramientas particularmente fértiles para repensar y experimentar la justicia social.

En lo concreto el enfoque de las capacidades humanas, permite articular, desde una clave normativa consistente en la teoría en la práctica, la exigencia de redistribución con la de reconocimiento y participación, evitando en el proceso la falsa disyuntiva (falacia del falso dilema) entre políticas materiales y políticas simbólicas. Asimismo, se abre un espacio epistemológico y ontológico para interpelar, críticamente, los modelos de desarrollo dominantes hasta ahora (liberalismo y socialismo) que sacrifican cuerpos y territorios en nombre del crecimiento económicos o el desarrollo tecnológico, proponiendo en su lugar una idea de desarrollo humano que se mide por la expansión real de las posibilidades de vida digna, en todas las formas de vida superior u no solo la humana (Nussbaum, 2012).

En una mirada geopolítica crítica, en el ámbito global, caracterizado por diversas crisis: ecológicas, desplazamientos forzados y nuevos autoritarismos, el enfoque de las capacidades se proyecta como un paradigma capaz de tejer puentes entre la ética, el derecho y la política. Por estas razones, al insistir en la centralidad de la agencia y de la deliberación pública, Sen y Nussbaum nos recuerdan, a su modo, que ninguna arquitectura institucional propia de la modernidad occidental, es legítima si no se deja interpelar por las voces de quienes sufren las privaciones más severas en términos materiales y morales. Este giro nos anima a concebir los arreglos jurídicos y las políticas públicas, como estructuras revisables, sometidas a un constante examen crítico a la luz de las vidas que habilitan o que excluyen cotidianamente.

Por último, los hallazgos obtenidos permiten afirmar que, el enfoque de las capacidades humanas tiene mucho que ofrecer a las sociedades del siglo XXI, precisamente porque desconfía de las respuestas simples ante un mundo crecientemente conflictivo y desigual. Nos propone medir

el progreso no por la acumulación de riqueza ni por la sofisticación tecnológica (economismo determinista), sino por la capacidad real de cada persona para llevar una vida que considere valiosa, en condiciones de libertad, seguridad y reconocimiento social.

De ahí que, si tomamos en serio esta invitación de cambio paradigmático, la filosofía de la justicia social deja de ser un ejercicio abstracto para convertirse en una práctica crítica orientada a desmantelar injusticias, ampliar horizontes de posibilidad y reconfigurar, desde dentro, los lenguajes éticos y jurídicos con los que nos damos forma como comunidad política.

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ARTÍCULO DE INVESTIGACIÓN

Protección y responsabilidad de los derechos humanos en la interacción con los órganos estatales del Ministerio de Justicia: el caso de Ucrania

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Resumen. El propósito de este artículo es estudiar las relaciones administrativo-legales en el ámbito de la protección de los derechos humanos mediante el análisis y desarrollo de mecanismos que garanticen la supremacía de los derechos y libertades individuales en el sistema de relaciones sociales que surgen, cambian y terminan durante el ejercicio de sus competencias por parte del Ministerio de Justicia de Ucrania. El estudio identifica los rasgos característicos de los mecanismos de gestión del poder, organizativos-legales y de supervisión que regulan la interacción entre el Ministerio, otras autoridades estatales, personas físicas y jurídicas, así como instituciones internacionales, con el fin de garantizar la correcta implementación, protección y restablecimiento de los derechos humanos en Ucrania. El estudio utiliza un conjunto de métodos: análisis y síntesis, enfoques epistemológicos y dialécticos, métodos jurídicos comparativos, estadísticos, formal-legales y generalización científica. Para lograr este objetivo, el artículo describe los vectores clave de interacción del Ministerio con otros sujetos de protección de los derechos humanos: autoridades estatales, gobiernos locales, instituciones internacionales, organizaciones de la sociedad civil y ciudadanía. Los resultados del estudio muestran que los mecanismos jurídicos que garantizan la observancia y la protección de los derechos humanos, en particular el derecho a la protección social, desempeñan un

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papel importante en la formulación e implementación de la política estatal, coordinando la asistencia jurídica gratuita, facilitando el acceso a la justicia y medidas conexas. Se presta especial atención a la dimensión internacional de las relaciones administrativas y jurídicas, condicionada por las obligaciones de Ucrania en materia de derechos sociales y la cooperación con el Consejo de Europa y las agencias de la ONU.

Palabras clave: relaciones jurídico-administrativas, derechos sociales, órganos de justicia, asistencia jurídica gratuita, recursos ciudadanos, personas jurídicas, personas físicas.

Protection and safeguarding of human rights in interactions with the state bodies of the Ministry of Justice: the case of Ukraine

Abstract. The purpose of this article is to examine administrative and legal relations in the sphere of human rights protection by analysing and designing mechanisms that ensure the primacy of individual rights and freedoms within the system of social relations that arise, change, and terminate in the course of the Ministry of Justice of Ukraine exercising its powers. The study identifies characteristic features of the authoritative-managerial, organizational-legal, and oversight mechanisms governing interactions between the Ministry, other public authorities, natural and legal persons, and international institutions with a view to ensuring the proper realisation, protection, and restoration of human rights in Ukraine. The research employs a set of methods: analysis and synthesis, epistemological and dialectical approaches, comparative-legal, statistical, formal-legal methods, and scholarly generalisation. To achieve the stated aim, the article outlines the key vectors of the Ministry's interaction with other actors in human rights protection — state authorities, local self-government, international institutions, civil society organisations, and citizens. The findings show that legal mechanisms ensuring the observance and protection of human rights — particularly the right to social protection — play an essential role in shaping and implementing state policy through coordination of free legal aid, facilitation of access to justice, and related measures. Particular attention is given to the international dimensions of administrative and legal relations as shaped by Ukraine's obligations in the field of social rights and cooperation with Council of Europe and UN institutions.

Keywords: administrative and legal relations, social rights, justice authorities, free legal aid, citizens' petitions, legal entities, natural persons.

INTRODUCTION

The Constitution of Ukraine guarantees citizens the right to social protection (Art. 46) and defines the human being, his or her life, honour and dignity, inviolability and security as the highest social value (Art. 3) (Constitution of Ukraine, 1996). These provisions form the constitutional foundation for developing mechanisms to realise social rights, in which the Ministry of Justice of Ukraine (MoJ) plays a leading role.

The effective realisation of social rights is inseparable from a properly functioning system of public administration, a component of which is the set of administrative and legal relations that arise between individuals and executive authorities, including the MoJ. The Ministry acts as a key actor implementing institutional, procedural, and regulatory mechanisms for ensuring and guaranteeing social rights.

The MoJ performs an important function in the formation and implementation of state human rights policy. It coordinates the provision of free legal aid, facilitates access to justice, administers the Unified Register of Regulatory Acts, and provides legal awareness-raising for the population. Through these tools, administrative and legal influence is exerted to secure social rights.

The core legal framework for establishing instruments that ensure social rights — particularly the right to social protection and legal assistance — includes the Law of Ukraine "On Free Legal Aid" (2011), which guarantees the right of everyone, including low-income persons, persons with disabilities, veterans, children, and pensioners, to free legal aid (Arts. 3, 14) as a manifestation of social justice; the Law of Ukraine "On Citizens' Petitions" (1996), which promotes the democratization of governance by ensuring feedback between justice authorities and citizens; the Law of Ukraine "On Social Services" (2019), which defines the organizational and legal foundations for the provision of social services aimed at preventing difficult life circumstances and overcoming or minimising their negative consequences; as well as subordinate acts of the MoJ regulating relations in the field of social protection.

When defining the nature of the administrative and legal relations in which the MoJ engages in the protection and safeguarding of human rights, including social rights, it should be emphasised that these relations underpin the Ministry's effective functioning as an executive authority; ensure orderliness in its administrative activity; and provide for the realisation, protection, and safeguarding of human rights and freedoms together with the implementation of state social policy.

LITERATURE REVIEW

A review of scholarly and regulatory sources reveals substantial theoretical-legal and empirical groundwork on administrative and legal relations in human rights protection and social welfare involving Ukraine's justice authorities and other actors.

Ukrainian scholars devote considerable attention to building the conceptual apparatus of administrative and legal relations within the theory of administrative law. V. Halunko and colleagues P. Dikhtievskyi, O. Kuzmenko, S. Stetsenko (2018) comprehensively delineate the subject matter of administrative law as relations between public authorities and the individual. Other foundational authors, Yu. Bytiak, V. Harashchuk, V. Bohutskyi (2010) define administrative and legal relations as a specific type of social relations. A significant contribution is the work of V. Halunko, V. Kurylo, S. Koroied, O. Drozd et al. (2015), which underpins this article's theoretical-methodological analysis by disclosing the content and structure of administrative and legal relations and identifying their defining legal characteristics.

A body of research directly addresses the configuration of relations between the MoJ and other participants in the protection and realisation of social rights. Ye. Sobol's monograph (2014) details the administrative and legal mechanism for realising the rights of socially vulnerable groups, including persons with disabilities, highlighting the role of public authorities in this process.

The empirical base primarily comprises regulatory acts that govern the MoJ's administrative and legal relations with other subjects. The Constitution of Ukraine (1996) is the fundamental source, guaranteeing the right to social protection and the observance and safeguarding of human rights and freedoms. A key act is Cabinet of Ministers Resolution No. 228 (2014), which defines the Ministry's legal status as a body vested with public powers to secure, guarantee, and oversee the observance of human rights and freedoms, including the right to social protection. Also central is the Law of Ukraine No. 3460-VI (2011) on legal aid and legal awareness-raising. The article further analyses data published in reports on citizens' petitions processed by the Central Interregional Department of the MoJ (Kyiv) for 2023 through Q1 2025, which inform the identification of gaps in the Department's work and in handling citizens' petitions as a component of realising and observing constitutional rights and of implementing the principle of the social state.

International legal instruments incorporated into national legislation are a separate category of sources: the European Convention on Human Rights (Council of Europe, 1950), the UN Covenants (1966, 1973), and the Convention against Torture (1992). These form the normative basis for state policy in protecting fundamental and social rights and directly relate to the MoJ's function as a coordinator of human rights policy.

Accordingly, contemporary literature and documents indicate the indispensable role of the MoJ as a subject of administrative and legal relations that provides a set of institutional, procedural, and regulatory mechanisms for guaranteeing the social rights of individuals and citizens as a constitutionally enshrined system of human rights.

METHODOLOGY

The study rests on a system of general scientific and special-legal methods that enable a comprehensive analysis of the essence and content of administrative and legal relations in safeguarding social rights realised by the MoJ through institutional, procedural, and regulatory mechanisms.

The dialectical method was used to explore administrative and legal relations as the foundation of executive power and as a vehicle for implementing state policy on interactions between the state and individuals, including social protection; and to reveal their interconnection with national legislation and international human rights standards.

A system-structural method served to define the place and role of the MoJ within the governance mechanism for protecting human rights, to examine legal instruments of social protection, and to analyse the structure of administrative and legal relations among subjects, including their rights and duties.

Analysis and synthesis allowed the decomposition of the research object into constituent elements (normative base, subjects, object of legal regulation, etc.) and the subsequent synthesis of findings into an integrated scientific concept.

A comparative-legal method combined with statistical analysis enabled the examination of official data (reports of the Interregional Justice Department of the MoJ, Kyiv) to confirm the relevance of the problem and assess the effectiveness of law-enforcement practice by the justice authority. Analysis of the Department's activities in ensuring citizens' right to petition across key areas from 2023 to H1 2025 revealed certain shortcomings, particularly gaps in organizational-legal support that resulted in violations of the right to petition and limitations on access to public information as an effective tool of social protection.

The formal-legal method was applied to interpret legal acts and analyse legal terms and categories, including "administrative and legal relations," "object," "subject," and "content" of relations.

The methodological approach is grounded in the principles of objectivity, scientific rigour, and comprehensiveness, ensuring the reliability and practical significance of the results. Combining these methods made it possible to integrate theoretical analysis with empirical data and to formulate conclusions and proposals for improving the administrative and legal mechanism governing relations in the protection of social rights as an integral component of fundamental rights within the activities of the MoJ.

RESEARCH FINDINGS

One priority of a democratic state governed by the rule of law is the protection of human rights and freedoms, implemented through a system of public authorities, notably the MoJ. In this context, specific administrative and legal relations emerge as instruments for executing state policy on the protection of fundamental rights with due regard to their social dimension. Disclosing the nature of such relations is pertinent to enhancing the effectiveness of public administration, ensuring constitutional guarantees, and refining regulatory frameworks for social protection.

Halunko and colleagues (Dikhtievskyi et al., 2018) emphasise that legal relations arise exclusively between people as a special kind of the most significant social relations, and identify relations between public authorities and the individual as the subject matter of administrative law. In turn, Bytiak, Harashchuk, Bohutskyi et al. (2010) define administrative and legal relations as social relations in the sphere of public administration whose participants possess rights and duties regulated by administrative law. Other scholars (Halunko et al., 2015) conceptualise the essence of administrative and legal relations, in a narrow sense, as social relations regulated by administrative norms and primarily governing public-law relations in internal state administration. In the sphere of social welfare, relations arise under social security law between natural persons and social protection agencies concerning the provision of specific types of social support (Smoliarova, 2017).

Building on these scholarly positions, the administrative and legal relations of the MoJ in safeguarding social rights display the following traits: one party is always a public authority —

the MoJ endowed by law with a defined scope of powers; the relations are administrative-legal in nature, since they fall within the domain of public administration; the public interest — the protection and safeguarding of social rights as an integral component of fundamental rights — constitutes their substantive core.

Social welfare relations, in turn, are a special type of social relations within the field of social security; they arise under legal norms; are volitional social relations; are characterised by an individual link between subjects; and are protected by the state (Smoliarova, 2017).

Administrative and legal relations arising in the MoJ's activity to protect social rights have several specific features distinguishing them from general administrative relations in public governance. They serve as the legal form for implementing state policy on ensuring, observing, and protecting human rights and on providing guarantees of social rights in the administrative-legal plane. Drawing on administrative-law scholarship, the MoJ's relations in this field are characterised by:

1) ***Public-authority character.*** The MoJ invariably acts as a subject of public powers with organizational-legal superiority over the other party (a citizen, legal entity, etc.), establishing a subordinative model typical of administrative law.
2) ***Rights-protective orientation.*** Unlike general administrative functions, these relations are targeted at protecting social rights as fundamental rights and freedoms. They encompass: exercising the right to petition; facilitating access to justice; ensuring access to public information; coordinating legal aid; enforcing ECtHR judgments; and conducting legal awareness-raising, including on social protection mechanisms. They are, therefore, human-centred in line with Art. 3 of the Constitution of Ukraine (1996).
3) ***Complex (inter-branch) legal nature.*** The relations intersect with international law (enforcement of ECtHR judgments), civil procedure (procedural mechanisms of legal aid in conjunction with protecting social rights), and information law (access to open registers, where safeguarding social rights is a crucial aspect).
4) ***Preventive and guarantee-based content.*** Many MoJ functions not only respond to violations but also prevent them: legal expertise of draft and adopted legislation for compliance with human rights standards, the ECHR, and ECtHR practice (Cabinet Resolution No. 228, 2014); provision of legislative clarifications and legal awareness-raising, including on social protection; development of rights-protection standards for appealing acts or omissions of public administration, including in social protection. This moves the relations beyond formal administration and gives them a prophylactic-guarantee character.
5) ***Orientation toward international standards.*** The MoJ adapts national legislation to international obligations, including the European Convention on Human Rights (1950), the International Covenant on Civil and Political Rights (1966), the Convention against Torture (1992), and recommendations of the Council of Europe and the UN. Among soft-law norms one may note, inter alia, the Agreement between Ukraine and the Czech Republic on Social Security (4 July 2001), which precludes deprivation or reduction of benefits owing to residence in the other Contracting State; Council of the EU instruments on gender equality in access to goods and services (Directive 2004/113/EC); and the European Code of Social Security (1964).

6) ***Special implementation mechanisms*** coordinated or administered by the MoJ: approval of regulations on the system of free legal aid (a key instrument for implementing constitutional guarantees in protecting social rights); coordination of the enforcement of ECtHR judgments in cases against Ukraine; organisation of access to legal information through open registers (which create conditions for effective protection of legal interests, enhance legal awareness, and foster democratic governance); and registration of subjects of public oversight (political parties, CSOs, etc.).
7) ***Public accountability.*** Because the realisation and protection of social rights are fundamental rights, legislation and ongoing civic oversight oblige the MoJ to publish reports, respond to requests and petitions, and ensure transparency via open data.

Empirical analysis of the ***MoJ's Central Interregional Department (Kyiv)*** open-data portal on citizens' petitions (2022–Q1 2025) indicates: no work being ensured or conducted in legal outreach to the population (indicator—0%); a decline of more than 50% in the effectiveness of petitions concerning state registration of legal entities, printed media, and legalisation of public associations; but an increase of over 50% in petitions relating to state registration of proprietary rights to immovable property. The latter is plausibly explained by wartime-related factors: inconsistencies in registries and the difficulty of confirming rights after loss of documents; the need for internally displaced persons to confirm title; entries of social benefits; and mass inheritance or gift transactions under wartime risk.

In addition, in the law-enforcement domain, the number and share of complaints regarding the activities of justice bodies, notaries, and civil status registration increased (from 7,384 (2.23%) in 2023 to 8,032 (3.98%) in 2024), suggesting shortcomings by justice authorities in guaranteeing the constitutional principle of safeguarding citizens' social rights.

Insufficient legal awareness-raising by justice authorities results from structural reforms, wartime conditions, and managerial miscalculations. Restoring it requires a clear strategy, budgetary support, digital tools, and inter-agency coordination.

STRUCTURE OF ADMINISTRATIVE AND LEGAL RELATIONS

Leading administrative-law scholars identify a structure comprising interrelated elements: subjects, objects, the content of legal relations, and juridical facts (Halunko et al. 2015). In our context, the structure of the MoJ's administrative and legal relations consists of: the subjects of these relations; their objects; and the content of relations concerning the safeguarding of social rights as fundamental rights.

Subjects. In line with the MoJ Statute (Cabinet Resolution No. 228, 2014), the participants endowed with administrative legal personality include:

1) ***Public authorities*** (ministries, state services, local self-government): relations encompass a broad range of interactions grounded in subordination, coordination, legality, mutual responsibility, and the realisation of the public interest. The MoJ is entitled to receive, free of charge, information, documents, and materials necessary to fulfil its tasks from other ministries and central/local executive bodies and local self-government, including statistical data. It coordinates other executive bodies' actions on legal expertise of normative

acts; implementation of the national human rights strategy; and performance of Ukraine's international obligations in human rights and social protection, including the execution of ECtHR judgments.

2) ***Officials*** (civil servants, heads of bodies) act as subjects when participating in the development and implementation of state policy—including social protection—by drafting relevant regulations; taking part in inter-agency working groups under MoJ auspices; conducting legal awareness activities; and ensuring access to free legal aid through communication with local FLA centres. The key legislative act is the Law of Ukraine "On Free Legal Aid" (2 June 2011, No. 3460-VI), which defines legal aid as a service aimed at ensuring the realisation of rights and freedoms, protecting social rights and freedoms, and restoring them in case of violation.

3) ***Natural persons*** — citizens of Ukraine, foreigners, and stateless persons are full subjects of administrative and legal relations with the MoJ, especially regarding the realisation, safeguarding, and protection of social rights. Individuals may report violations and initiate the restoration of social guarantees by filing petitions, complaints, and requests for public information; seeking free legal aid; participating in MoJ-initiated awareness events; and appealing acts of MoJ officials administratively or judicially. Foreigners and stateless persons exercise constitutional and international guarantees (petition, protection, social guarantees, freedom of expression, etc.) under Ukrainian law and ratified treaties. Interaction may be mediated through the network of FLA centres; the Unified State Register of Court Decisions; MoJ e-services (registers, personal cabinets); and participation in public consultations.

   Open-data analysis for 2022–Q1 2025 (Central Interregional MoJ, Kyiv) allows the following inferences: no ensured or conducted legal awareness work (0% indicator); a decline exceeding 50% in outcomes for petitions on state registration of legal entities, printed media, and legalisation of CSOs; but growth exceeding 50% in petitions concerning state registration of property rights to real estate for reasons connected with wartime realities. Moreover, according to the Apparatus of the Verkhovna Rada (2025), complaints about the activities of justice authorities, notaries, and civil status registration rose from 7,384 (2.23%) in 2023 to 8,032 (3.98%) in 2024, indicating gaps in safeguarding citizens' social rights.

4) ***Legal entities*** (enterprises, institutions, organisations, law firms, public associations) constitute the fourth group. Their relations with the MoJ are authoritative-subordinative: the MoJ wields public powers and legal entities are addressees of public-law requirements. In such relations, legal entities exercise their right to state registration (establishment, termination, change of legal form); must comply with administrative legislation when interacting with the MoJ; and receive administrative services in registration, licensing, etc. Legal entities may submit requests for public information. Proper organisation of information openness not only guarantees the constitutional right of access to information but also creates a preventive and legal protection tool for social rights, strengthens trust in public authorities, and fosters the rule-of-law state.

Following Halunko et al. (2015), *the object* of legal relations is that toward which the subjects' interests are directed and on which they enter administrative and legal relations. In our study, the object encompasses social processes linked to the realisation, guaranteeing, and legal safeguarding of subjective rights, freedoms, and lawful interests of natural and legal persons. Within the MoJ's remit in safeguarding social rights, the object includes: the realisation and guarantee of the right to civil status registration; the right to free legal aid (particularly for vulnerable groups); the right to a fair hearing in proceedings involving social rights; and access to information from registers, among others.

The content of administrative and legal relations is the aggregate of public subjective rights (public legal capacities) and legal duties of the subjects of administrative law, whereby each subjective right of one subject correlates with a legal duty of the other, and vice versa (Halunko et al., 2015). In the MoJ's relations with individuals in securing and safeguarding human rights, content is revealed in the combination of authoritative-managerial mechanisms with the state's rights-protective functions: the duty of the MoJ to guarantee the realisation of social rights and to create conditions for their effective protection according to the principles of the rule of law, accessibility, openness, and non-discrimination.

CONCLUSIONS

The Ministry of Justice of Ukraine performs a range of tasks of a human rights protection and regulatory-implementation nature, which are embodied in specific administrative-legal relations. Administrative-legal relations in the field of safeguarding social human rights represent authoritative and subordinative interactions that arise between the Ministry of Justice of Ukraine and natural or legal persons concerning the realization and protection of social rights as fundamental human rights. These relations are characterized by their unilateral authoritative nature, legal regulation, and procedural formalization.

To enhance the effectiveness of administrative-legal relations of the Ministry of Justice of Ukraine in the field of protection and safeguarding of social human rights, the following relevant directions for improvement are proposed:

1) **Improving international legal relations.** In order to increase the effectiveness of international legal relations conditioned by Ukraine's obligations in the sphere of social human rights protection and cooperation with institutions of the Council of Europe and the United Nations, it is necessary to systematically implement international standards into domestic legislation and administrative practice. This includes the revision of national legal acts with due consideration of the recommendations and decisions of international organizations, thereby ensuring the compliance of administrative procedures with international obligations.
2) **Restoring the role of the justice bodies in legal education.** For the resumption of justice bodies' activities in the field of legal education of the population, it is essential to:

   — Develop an updated National Strategy for Legal Education of the Population for 2025–2028, which should include: a clear distribution of powers between justice bodies, local self-government, and the education system; performance indicators (number of events, level

of public outreach, quality of legal awareness); and the inclusion of educational programs aimed at increasing citizens' awareness of the realization, protection, and safeguarding of their social rights.

— Resume regular legal education campaigns with updated content, such as "I Have the Right!", with the further dissemination of legal information. Cooperation with the system of free legal aid should be strengthened by organizing open consultations, developing legal brochures and online courses, and conducting thematic seminars (for example, "Rights during War and Social Protection," "Barrier-Free Legal Aid," "Counteracting Domestic and Conflict-Related Violence"). Digital channels should be utilized for educational purposes by creating a unified information portal with legal advice, video tutorials, and a chatbot. Additionally, YouTube videos on citizens' rights in everyday situations, the spectrum of social rights, and ways to protect them should be developed and maintained. Law students, lawyers, and judges should be engaged in volunteer legal education activities.

3) **Improving the handling of citizens' appeals.** Regarding the improvement of the Ministry of Justice of Ukraine's work with citizens' appeals, it is necessary to digitalize the process of submitting and reviewing appeals by introducing an online service that allows for: tracking the status of an appeal; receiving automatic notifications regarding its review; and evaluating the quality of the response. It would be appropriate, and in line with the development of digital public services, to integrate online appeals to the Ministry of Justice with "Diia" and other state platforms in order to simplify access.

The implementation of these directions will contribute to the improvement of administrative-legal relations of the Ministry of Justice of Ukraine in the sphere of the protection of citizens' rights and social safeguarding, which constitute an essential element of the national mechanism for ensuring fundamental human rights and freedoms. Their effectiveness depends on the quality of legal regulation, the clarity of state social protection mechanisms, the openness of public authorities, and the ability to respond to contemporary challenges. The construction of a rule-of-law state presupposes the continuous improvement of these relations in line with international legal standards.

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ARTÍCULO DE INVESTIGACIÓN

Explorando las restricciones de género en las oportunidades emprendedoras para las mujeres en Pakistán

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Resumen. Este artículo de investigación cualitativa examina las experiencias de las mujeres emprendedoras en Pakistán a través de la lente de la teoría del techo de cristal. Basándose en entrevistas con mujeres emprendedoras y perspectivas de expertos, el estudio explora las barreras socioculturales, institucionales y financieras arraigadas que restringen el acceso de las mujeres a las oportunidades emprendedoras. Más allá de estas restricciones visibles, el análisis introduce y conceptualiza una dimensión crítica pero pasada por alto del techo de cristal: el techo del conocimiento. Esto se refiere a la asimetría de información y la limitada alfabetización emprendedora que impiden a las mujeres acceder, comprender y utilizar el apoyo empresarial disponible, los esquemas financieros y los marcos legales. Los hallazgos revelan que el techo del conocimiento refuerza la desigualdad de género al reducir la autonomía de las mujeres, obstaculizar el crecimiento empresarial y perpetuar la dependencia de intermediarios masculinos. A pesar de estos desafíos, el estudio destaca la resiliencia y las estrategias adaptativas que las mujeres emplean para navegar por sistemas restrictivos. Las recomendaciones enfatizan el desmantelamiento de ambos techos, visibles e invisibles, mediante una comunicación institucional fortalecida, la construcción de capacidades dirigida y estructuras de apoyo inclusivas para fomentar el empoderamiento de las mujeres, el desarrollo inclusivo y la alleviación sostenible de la pobreza en Pakistán.

Palabras clave: emprendimiento femenino, teoría del techo de cristal, desigualdad de género, barreras socioculturales, barreras institucionales.

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Exploring gender constraints in entrepreneurial opportunities for women in Pakistan

Abstract. This qualitative research paper examines the experiences of women entrepreneurs in Pakistan through the lens of the glass ceiling theory. Drawing on interviews with women entrepreneurs as well as expert perspectives, the study explores entrenched socio-cultural, institutional, and financial barriers that restrict women's access to entrepreneurial opportunities. Beyond these visible constraints, the analysis introduces and conceptualizes a critical yet overlooked dimension of the glass ceiling: the knowledge ceiling. This refers to the information asymmetry and limited entrepreneurial literacy that prevent women from accessing, understanding, and utilizing available business support, financial schemes, and legal frameworks. The findings reveal that the knowledge ceiling reinforces gender inequality by reducing women's autonomy, hindering business growth, and perpetuating dependency on male intermediaries. Despite these challenges, the study highlights the resilience and adaptive strategies women employ to navigate restrictive systems. The recommendations emphasize dismantling both visible and invisible ceilings through strengthened institutional communication, targeted capacity-building, and inclusive support structures to foster women's empowerment, inclusive development, and sustainable poverty alleviation in Pakistan.

Keywords: gender inequality, sociocultural barriers, gender inequality, sociocultural barriers, institutional barriers.

INTRODUCTION

Women's entrepreneurship plays a vital role in driving economic development, promoting gender equality, and alleviating poverty worldwide. Women's entrepreneurship serves as a powerful catalyst for economic development and social progress, enabling greater gender equality and poverty alleviation (Afza & Rashid, 2009). It empowers women to generate income, create jobs, and contribute to inclusive growth, aligning with global development agendas such as the United Nations Sustainable Development Goals (SDGs). Despite these recognized benefits, women entrepreneurs continue to face significant challenges, especially in developing countries where socio-cultural norms, institutional barriers, and economic inequalities persist (Jamali, 2009). In Pakistan, patriarchal norms and gender-biased expectations continue to shape women's roles in both the household and workplace, restricting their ability to participate fully in economic activities (Solanki, 2019). While public and private initiatives have been introduced to encourage female entrepreneurship, most programs remain underutilized due to a lack of awareness and accessibility (Qureshi et al., 2021). Limited access to finance, weak institutional support, and mobility constraints further hinder women from establishing or expanding their businesses (Yaqoob, 2020).

This research highlights a critical yet underexplored dimension of these challenges: the "knowledge ceiling." Beyond these visible obstacles, this study highlights a less-examined dimension of inequality what can be described as the knowledge ceiling. This refers to the limited access to information and entrepreneurial literacy that prevents women from navigating business

systems and policies effectively.The knowledge ceiling reinforces gender inequality by reducing women's autonomy and limiting their capacity to make informed business decisions (Tunio et al., 2021).

This research, therefore, examines how socio-cultural, institutional, and informational barriers intersect to shape women's entrepreneurial experiences in Pakistan. Understanding these interlinked constraints is essential for designing inclusive policies that dismantle structural inequalities and promote sustainable empowerment for women (Vossenberg, 2013).

This study therefore asks: How do socio-cultural, institutional, and informational barriers intersect to produce a knowledge ceiling in women's entrepreneurship in Pakistan?

LITERATURE REVIEW

Glass Ceiling Theory

The concept of the glass ceiling has long served as a metaphor for the invisible barriers that prevent women and marginalized groups from advancing into leadership and decision-making positions, despite possessing the skills and qualifications necessary to succeed. Originally coined by Marilyn Loden in 1978, the term describes a range of attitudinal, cultural, and structural impediments that restrict women's progress within professional hierarchies (Loden, 1985). Unlike overt forms of discrimination, the glass ceiling is subtle and systemic, embedded in workplace cultures, institutional practices, and societal expectations. Within entrepreneurship, the glass ceiling manifests differently than in corporate hierarchies. Women entrepreneurs are not striving for promotion within an organization; instead, they are working to establish and grow their own ventures. Nevertheless, they face analogous barriers: lack of access to finance, exclusion from influential networks, skepticism about their competence, and cultural biases that prioritize men's economic roles. In Pakistan, these barriers are particularly pronounced given entrenched patriarchy, limited financial literacy, and socio-cultural expectations that women prioritize domestic responsibilities over professional pursuits. Within entrepreneurship, the glass ceiling manifests not through promotions but through systemic exclusion from financial, social, and institutional opportunities (Audrey Babic & Hansez, 2021).

In Pakistan, this metaphor is reflected in the persistent gender gap that limits women's business participation. Patriarchal attitudes, gender bias, and restrictive cultural norms continue to define acceptable roles for women, reducing their participation in the formal economy (Yaqoob, 2020). Women are often denied access to capital, property, and training, which are essential for entrepreneurial growth (Kaciak & Welsh, 2020). Additionally, family expectations and social stigma reinforce the perception that women's professional ambitions must remain secondary to domestic responsibilities (Solanki, 2019).

The glass ceiling in entrepreneurship can be understood across several dimensions. The *financial ceiling* reflects the exclusion of women from formal credit systems and financial markets (Khursheed et al., 2021). The *social ceiling* encompasses mobility restrictions and gender norms that confine women to home-based enterprises (Villaseca et al., 2021). Finally, the *hierarchical ceiling* limits women's visibility and voice in business associations and policy forums (R. U. Khan et al., 2021).

The theory is typically conceptualized in three interconnected domains:

- Financial Ceiling – Women face systemic exclusion from capital markets, venture funding, and credit schemes. Lack of collateral, property ownership, and financial literacy amplifies these barriers, leaving women reliant on personal savings or kinship networks.
- Social and Cultural Ceiling – Persistent gender stereotypes, expectations around marriage and family, and restrictions on mobility limit women's agency. These cultural ceilings often shape women's risk appetite and their perceived legitimacy as entrepreneurs.
- Hierarchical Ceiling – While less relevant to entrepreneurship than corporate careers, women entrepreneurs still confront a hierarchy in access to networks, markets, and institutional recognition. Male-dominated chambers of commerce, industry associations, and policymaking bodies often marginalize women's voices.

While glass ceiling theory has traditionally focused on corporate hierarchies, its application to entrepreneurial ecosystems remains underdeveloped. Existing literature tends to emphasize structural or financial constraints, overlooking informational asymmetries that shape entrepreneurial agency.

This research builds on these established ceilings but also extends the theory by introducing the concept of a knowledge ceiling. While financial and cultural barriers are visible and well-documented, the glass ceiling also persists in the form of information asymmetry. Women often lack access to accurate information about financial products, government programs, legal rights, and business networks. This gap constrains their decision-making, reduces their ability to scale ventures, and reinforces dependency on male intermediaries.

Women's entrepreneurship in Pakistan

Entrepreneurship is often presented as a pathway to women's empowerment, offering opportunities for financial independence, agency, and leadership. In Pakistan, however, women entrepreneurs represent only a small fraction of the business landscape. According to the Global Gender Gap Report (2021), Pakistan ranks among the lowest in the world for women's economic participation, with only about 1 percent of entrepreneurs being female compared to 21 percent male. As of 2025, no updated national statistics or surveys are available on the percentage of female entrepreneurs in Pakistan, and this absence of reliable data highlights a broader systemic issue; the lack of consistent measurement and reporting of women's economic participation itself remains a significant barrier to understanding and addressing gender disparities.

Several factors contribute to this disparity. The patriarchal structure of Pakistani society places men as primary breadwinners and women as caretakers, creating normative barriers to women's professional ambitions. Women are often discouraged from pursuing careers outside the home, and those who do face scrutiny, skepticism, or outright resistance from their families and communities. This cultural climate shapes women's entrepreneurial journeys, limiting not only their opportunities but also their aspirations.

At the institutional level, women face barriers in accessing financial resources. Only 3 percent of loans disbursed by the State Bank of Pakistan are allocated to women (State Bank of Pakistan, 2021). Requirements for collateral, often property or land titles, disadvantage women,

who are less likely than men to own assets. Furthermore, financial institutions often lack gender-sensitive policies, and loan officers may hold biases against women borrowers. This results in a structural exclusion that forces many women to rely on savings, dowries, or informal family contributions to launch their ventures.

Another critical barrier is mobility. Cultural norms restrict women's movement in public spaces, making it difficult for them to travel for business, attend networking events, or meet clients. Public transport is often unsafe or inaccessible, with an Asian Development Bank study noting that 70 percent of women in Pakistan face harassment on public transport (Asian Development Bank, 2014). Restricted mobility limits women's ability to expand their businesses beyond immediate communities, reinforcing small-scale or home-based operations. Despite these constraints, women entrepreneurs in Pakistan have made significant contributions. High-profile role models like Mussarat Misbah, Jehan Ara, and Maria B have broken barriers in beauty, technology, and fashion, demonstrating women's potential to innovate and lead. However, such examples remain exceptions rather than norms. For most women, entrepreneurial success is contingent on access to family networks or elite social capital, which exacerbates inequality between privileged and marginalized groups of women.

The knowledge gap in women's entrepreneurship

While socio-cultural and financial barriers are widely discussed, a less-examined but equally critical barrier is the knowledge gap. Many women entrepreneurs in Pakistan lack awareness of:

- Government and institutional support schemes, such as microfinance loans, credit guarantee programs, or incubator facilities.
- Legal rights regarding property ownership, inheritance, and business registration.
- Market opportunities and regulatory frameworks that shape entrepreneurial ecosystems.
- Digital platforms that could expand outreach and scale operations.

Interviews from this study revealed that many entrepreneurs were unaware of microfinance initiatives offered by the State Bank of Pakistan or of digital platforms created by chambers of commerce to support women. This lack of knowledge often results in reliance on kinship networks or informal mentors, leaving women excluded from broader institutional ecosystems. Experts interviewed acknowledged this gap, highlighting a disconnect between top-down policy intentions and bottom-up entrepreneurial realities.

The knowledge gap is not only about awareness but also about application. Even when women know about schemes, they may lack the technical skills or literacy to navigate bureaucratic procedures. Complex registration processes, tax compliance requirements, and loan applications create additional layers of difficulty. This contributes to what this study identifies as a knowledge ceiling, an invisible but powerful barrier that prevents women from fully leveraging their entrepreneurial potential.

International perspectives and comparative insights

Globally, women entrepreneurs face similar barriers, though with varying intensity. In countries such as India, Bangladesh, and Nigeria, studies show that women struggle with ac-

cess to finance, restricted mobility, and exclusion from male-dominated networks. However, targeted interventions such as microfinance in Bangladesh or women-only incubators in India have shown promise in bridging these gaps. In developed economies, the glass ceiling persists in different forms. Women entrepreneurs in Western contexts may have better access to finance but continue to face gender bias in venture capital, where less than 3 percent of funding goes to women-led startups. Moreover, women globally often operate in "feminized" sectors retail, fashion, and food services, where profit margins and growth potential are lower compared to male-dominated industries like technology or manufacturing.

Comparatively, Pakistan faces unique challenges. Cultural restrictions are more stringent, institutional outreach is weaker, and educational disparities are wider. At the same time, Pakistan has a young population and a growing digital infrastructure, which could provide new opportunities if knowledge barriers are addressed. Digital literacy, online marketplaces, and virtual mentorship networks could help women bypass traditional barriers, but only if awareness and access are deliberately expanded.

Research gap

Despite growing recognition of women's entrepreneurship as a driver of development, the literature reveals significant gaps:

- Overemphasis on financial and cultural barriers – While these are important, the knowledge gap remains underexplored, particularly in the context of Pakistan.
- Limited qualitative research – Much of the existing literature relies on surveys and statistical data, with fewer studies capturing women's lived experiences and perspectives.
- Insufficient attention to institutional communication – Policies and schemes exist, but little research investigates why entrepreneurs remain unaware of them.
- Neglect of intersectionality – Few studies examine how age, education, marital status, and urban-rural divides shape entrepreneurial experiences.

By addressing these gaps, this study contributes to the literature by highlighting the knowledge ceiling as a critical extension of glass ceiling theory, grounded in the qualitative voices of women entrepreneurs and institutional experts in Pakistan.

METHODOLOGY

This study employed a qualitative research design to explore the lived experiences of women entrepreneurs in Pakistan and to analyze the barriers they encounter through the lens of the glass ceiling theory. A qualitative approach was selected because it allows for in-depth exploration of participants' perceptions, narratives, and contextual realities that cannot be adequately captured through quantitative methods (Patton, 2015).

Data collection

Primary data were collected through semi-structured interviews. Two groups of participants were targeted:

1) Women entrepreneurs from diverse sectors, including fashion, digital services, hospitality, and other small businesses.
2) Experts and institutional stakeholders, such as tax commissioners, banking officials, and SME policy professionals, whose perspectives provided an institutional context for the entrepreneurial challenges identified.

The semi-structured format allowed for both comparability across interviews and flexibility to probe emerging themes. Questions were designed to cover socio-cultural barriers, institutional constraints, and knowledge or awareness gaps, while also leaving space for participants to share personal experiences and insights (as shown in Table 1).

TABLE 1. Sociodemographic Profile of Respondents.

Details		Frequency
Gender	Female	16
Marital Status	Married	9
	Unmarried	7
Family Type	Joint	7
	Nuclear	8
	Living alone	1
Location	Islamabad	15
	Rawalpindi	1
Educational Level	Graduate	10
	Post Graduate	6
Sources of Fund	Own Savings	13
	Loan	2
	Government Schemes/Competitions	1
Legal Structure of Business	Registered	11
	Unregistered	5
Business Type	Sole proprietorship	10
	Partnership	5
	Private Limited	1
Business Tenure	Less than 5 years	13
	More than 5 years	3

Source: Field survey conducted by the authors (2023).

Sampling

Participants were selected using a purposive sampling strategy, ensuring representation from both entrepreneurs and experts. Women entrepreneurs at different stages of their business journeys, ranging from emerging to more established, were included to capture variation in challenges. Experts were chosen based on their roles in financial institutions, regulatory bodies, or policy frameworks relevant to women's entrepreneurship.

Data analysis

The data were analyzed using thematic analysis. Interview transcripts were coded to identify recurring themes related to socio-cultural, institutional, and knowledge-based barriers. Patterns were then compared across entrepreneurs and experts to highlight convergences and divergences in perception. Special attention was given to identifying the gap between available institutional support and women's awareness or utilization of such resources, forming the basis of the proposed "knowledge ceiling."

Ethical considerations

Participants were assured of confidentiality, and pseudonyms were used where necessary to protect identities. Informed consent was obtained before each interview, with participants briefed on the objectives of the study and their right to withdraw at any time.

Trustworthiness and reliability

To ensure the trustworthiness of the qualitative findings, several strategies were employed:

- Triangulation: Using both entrepreneurs and expert respondents provided cross-validation of findings. For instance, the lack of awareness among entrepreneurs about financial schemes was corroborated by experts' acknowledgment of poor outreach.
- Thick Description: Detailed accounts of participants' narratives are presented in the findings, allowing readers to assess transferability to other contexts.
- Reflexivity: The researcher maintained a reflexive approach, acknowledging personal positionality as a female researcher engaging with gendered issues, while taking care to minimize bias in interpretation.

The study adhered to ethical standards throughout the research process. Participation was voluntary, and informed consent was obtained. Confidentiality was maintained by anonymizing names and removing identifying details. The interviews did not include questions that could cause harm or distress, and participants retained the right to withdraw at any stage. Ethical clearance was obtained from the relevant institutional review board.

While qualitative methods provided deep insights, limitations must be acknowledged. The sample was geographically limited to Islamabad and Rawalpindi, which may not fully capture rural or provincial experiences where barriers are often more severe. The reliance on convenience sampling also means the findings are not statistically generalizable. Furthermore, while interviews provided valuable narratives, the study was constrained by the willingness of participants to share sensitive experiences, especially regarding gender-based discrimination. Nevertheless, the methodology allowed for a rich, context-sensitive understanding of the barriers faced by women entrepreneurs and the persistence of the glass ceiling in Pakistan.

Findings

The qualitative analysis revealed four overarching themes that illustrate how the glass ceiling manifests in women's entrepreneurship in Pakistan: socio-cultural and mobility barriers, institutional and financial hurdles, knowledge gaps among entrepreneurs, and comparative institu-

tional insights. These findings demonstrate the interplay between visible barriers and the less visible knowledge ceiling that perpetuates gender inequality.

Socio-cultural and mobility barriers

The data indicate that women entrepreneurs face persistent socio-cultural barriers that limit their ability to fully engage in business activities. Family responsibilities emerged as one of the strongest constraints, as women are often expected to prioritize domestic and caregiving roles over professional pursuits. This double burden restricts the time and energy they can allocate to their ventures, ultimately hindering business growth.

Mobility restrictions compound these challenges. Social norms in many households discourage or prohibit women from traveling independently for business purposes. This limits access to suppliers, clients, and markets beyond their immediate communities. As a result, women-led businesses often remain small-scale or confined to home-based operations, reducing their competitiveness in broader markets.

Overall, socio-cultural norms serve as a significant layer of the glass ceiling by reinforcing expectations that women should remain within the private sphere, thereby curtailing their capacity to pursue entrepreneurial opportunities on equal footing with men.

Institutional and financial hurdles

The second major theme concerns the institutional and financial barriers that restrict women's access to resources and opportunities. Financial exclusion is a critical factor. Women frequently face difficulties securing loans and credit due to collateral requirements, male guardian or guarantor expectations, and implicit gender biases within financial institutions. Many women rely on personal savings, family support, or dowries to start their businesses, which are not sustainable or sufficient for scaling operations. Limited financial literacy further compounds these challenges, leaving many entrepreneurs unfamiliar with banking procedures or investment planning.

Regulatory opacity emerged as another significant hurdle. While support programs exist, such as microfinance schemes and SME development initiatives, they are often poorly communicated or difficult to access. Entrepreneurs reported confusion about eligibility criteria, procedural requirements, and points of access. As a result, these schemes remain underutilized, despite being formally available. The findings also highlighted the role of kinship advantage. Women from elite or well-connected families often bypass institutional barriers through social capital. These women are better positioned to register businesses, access financing, and enter networks, whereas others without such connections face far greater obstacles. This dynamic perpetuates inequality among women themselves, reinforcing hierarchies within female entrepreneurship. In sum, institutional and financial hurdles constitute a structural layer of the glass ceiling, limiting women's access to essential resources and restricting their capacity to expand beyond micro-entrepreneurship.

Knowledge gaps among entrepreneurs

One of the most striking findings of this study is the prevalence of knowledge gaps among women entrepreneurs, which operates as an invisible yet powerful barrier. A large proportion of participants demonstrated limited awareness of existing government or institutional support

mechanisms. For example, many entrepreneurs were unfamiliar with microfinance initiatives, women-focused tax exemptions, or training programs offered by national agencies. This lack of awareness directly reduces their ability to benefit from available opportunities. Beyond program awareness, gaps in legal and regulatory literacy also emerged. Many women lacked understanding of property rights, inheritance laws, and business registration processes, all of which are crucial for securing collateral, formalizing enterprises, and expanding operations. Inadequate familiarity with tax structures further limits compliance and reduces the ability to take advantage of exemptions or simplified procedures targeted at women. The absence of structured mentorship and formal training exacerbates these challenges. Most entrepreneurs rely on informal sources of knowledge, such as family, peers, or experiential trial and error. While these avenues provide some support, they create uneven levels of preparedness and reinforce disparities between women with access to strong networks and those without them.

These findings highlight what this study terms the knowledge ceiling, a dimension of the glass ceiling characterized by information asymmetry, limited entrepreneurial literacy, and weak institutional outreach. This ceiling is less visible than financial or cultural barriers but equally restrictive, as it prevents women from leveraging existing resources to advance their businesses.

Comparative institutional insights

The perspectives of institutional experts provided an important counterpoint to entrepreneurs' experiences. Experts from financial, academic, and regulatory institutions generally emphasized that numerous programs exist to support women entrepreneurs. However, they acknowledged that these programs remain underutilized due to weak outreach, poor communication, and complex bureaucratic procedures. A critical insight from experts is the disconnect between top-down policy intentions and bottom-up entrepreneurial realities. While policymakers often assume that information about schemes will naturally reach beneficiaries, in practice, women remain unaware of or unable to navigate these opportunities. Outreach strategies frequently fail to target grassroots communities effectively, being concentrated in urban centers and communicated in formats inaccessible to rural or less educated women.

Experts also noted that while policy frameworks increasingly recognize women's entrepreneurship as a development priority, institutional cultures remain male-dominated and resistant to change. Women continue to encounter systemic biases in banking, taxation, and regulatory agencies, further reinforcing the barriers identified by entrepreneurs. The findings demonstrate that women entrepreneurs in Pakistan face a multi-layered glass ceiling. Socio-cultural norms restrict mobility and reinforce domestic responsibilities; institutional and financial barriers limit access to capital and create regulatory opacity; and knowledge gaps manifest as a lack of awareness, literacy, and structured support. These barriers are further compounded by a disconnect between institutional intentions and entrepreneurial realities, leaving women unable to fully benefit from available resources. Together, these findings underscore the persistence of gender inequality in entrepreneurship and highlight the knowledge ceiling as an underexplored yet critical dimension of the glass ceiling.

DISCUSSION

Reinterpreting the glass ceiling in entrepreneurship

The findings of this study reaffirm that women entrepreneurs in Pakistan encounter barriers that align closely with the concept of the glass ceiling. Traditionally, this theory has been applied to corporate hierarchies, where women encounter invisible barriers that prevent them from advancing into leadership roles. In the entrepreneurial context, however, the glass ceiling operates differently. Rather than being limited by promotion structures, women face systemic obstacles that constrain their ability to launch, sustain, and scale their enterprises.

This study shows that the glass ceiling in entrepreneurship is multi-layered: social and cultural expectations restrict mobility; institutional and financial systems limit access to credit and resources; and less visible knowledge barriers prevent women from fully engaging with existing opportunities. These findings broaden the scope of glass ceiling theory, underscoring its applicability beyond corporate environments and demonstrating its relevance in entrepreneurial ecosystems.

Socio-cultural barriers as persistent ceilings

The persistence of socio-cultural norms in shaping women's entrepreneurial trajectories highlights the enduring influence of patriarchy in Pakistan. Family responsibilities and restricted mobility emerged as major barriers, consistent with existing scholarship that identifies unpaid care work and limited public presence as structural impediments to women's empowerment. What is particularly significant is how these cultural constraints normalize the subordination of entrepreneurship to domestic roles. Even when women establish businesses, they are often treated as secondary earners, expected to prioritize household obligations before business growth. This normalization of restricted agency represents a deeply embedded cultural ceiling that is resistant to change. While some high-profile entrepreneurs manage to defy these norms, the majority of women remain constrained by cultural expectations. This confirms that socio-cultural ceilings continue to reproduce inequality, restricting women's opportunities to compete in markets on equal footing with men.

Institutional and financial barriers as structural ceilings

Institutional and financial barriers reinforce the glass ceiling by structurally limiting women's access to resources. The difficulty of securing loans due to collateral requirements and male guarantor expectations exemplifies how financial systems reproduce gender inequality. Even when credit schemes exist, discriminatory practices and a lack of gender-sensitive policies restrict women's access. The opacity of regulatory frameworks exacerbates these barriers. Women often encounter unclear eligibility criteria, complex registration processes, and bureaucratic inefficiencies. As a result, institutional initiatives, though present in theory, fail to deliver in practice. This mismatch illustrates what can be described as an implementation ceiling, where well-intentioned policies do not translate into tangible benefits for target groups. The finding that kinship networks can bypass institutional hurdles further highlights systemic inequality. Women from elite or well-connected families are better positioned to succeed, while others without such networks

remain excluded. This confirms the stratified nature of entrepreneurship, where opportunities are unevenly distributed within the category of "women entrepreneurs" itself.

The knowledge ceiling: extending the glass ceiling framework

Perhaps the most important contribution of this study is the identification of the knowledge ceiling as a critical but underexplored dimension of the glass ceiling. Knowledge gaps manifested at multiple levels: lack of awareness of government programs, limited financial and legal literacy, and absence of structured mentorship or training. These deficits not only reduce women's ability to access opportunities but also perpetuate dependency on male relatives or informal networks. Unlike cultural or financial barriers, the knowledge ceiling is less visible but equally restrictive. The significance of this finding lies in its extension of the glass ceiling theory. The theory traditionally emphasizes visible institutional barriers (e.g., exclusion from leadership roles) and cultural ceilings (e.g., gender stereotypes). By introducing the concept of a knowledge ceiling, this study demonstrates that information asymmetry and weak institutional communication can themselves function as invisible barriers. Moreover, this ceiling operates at a foundational level: without adequate entrepreneurial literacy, women are unable to fully benefit even when other barriers are reduced, such as when financial schemes or support networks are made available. This highlights the interdependence between knowledge and other ceilings where institutional and socio-cultural barriers are intensified by the absence of accessible, reliable, and relevant information.

By situating the knowledge ceiling within the broader framework of women's entrepreneurship, the study emphasizes the need for targeted interventions. Structured mentorship programs, accessible legal and financial training, and more inclusive dissemination of information by state and private institutions are essential to dismantling this invisible barrier. Recognizing knowledge as a ceiling in its own right allows policymakers, educators, and development actors to design multi-dimensional strategies that empower women not only to enter entrepreneurial spaces but also to thrive within them.

Intersectionality and uneven access

The study also highlights the importance of intersectionality in analyzing women's entrepreneurship. Barriers are not experienced uniformly but vary by age, education, marital status, and socio-economic background. Younger women, those with limited education, or women from rural areas often face compounded disadvantages, experiencing both cultural and knowledge ceilings more acutely. Conversely, women from elite backgrounds with strong kinship networks are better equipped to overcome institutional hurdles. This demonstrates that women entrepreneurs are not a homogeneous group and that efforts to dismantle the glass ceiling must account for intersecting identities and varying levels of privilege.

Bridging the gap between policy and practice

The perspectives of institutional experts highlight a fundamental disconnect between top-down policy intentions and bottom-up realities. While numerous programs exist to support women, they remain underutilized due to weak communication, bureaucratic inefficiencies, and a lack of targeted outreach. This gap between knowledge production and knowledge dissemi-

nation reinforces the knowledge ceiling. Policies assume that information will naturally reach beneficiaries, but in practice, women often remain unaware of opportunities or unable to engage with them. This confirms that policy design alone is insufficient; implementation strategies must actively bridge the gap between institutions and grassroots women entrepreneurs.

Contribution to literature

This study makes three key contributions to the literature on women's entrepreneurship and glass ceiling theory:

- Contextualizing the glass ceiling in entrepreneurship: By applying the theory to Pakistan's entrepreneurial ecosystem, the study highlights how invisible barriers function outside corporate hierarchies.
- Introducing the concept of the knowledge ceiling: The findings extend the theoretical framework by demonstrating that information asymmetry and lack of entrepreneurial literacy operate as hidden but powerful barriers.
- Emphasizing intersectionality: The study shows that experiences of the glass ceiling vary across women, shaped by factors such as class, education, and family background.

Together, these contributions provide a more nuanced understanding of women's entrepreneurship and highlight the need for multi-dimensional approaches to dismantling barriers.

Implications

The implications of these findings are twofold:

- Theoretical: Glass ceiling theory must expand to incorporate knowledge-based barriers, particularly in contexts where literacy and institutional communication are weak. Recognizing the knowledge ceiling helps explain why formal policies often fail to produce substantive change.
- Practical: Policymakers, financial institutions, and NGOs must prioritize not only designing supportive schemes but also ensuring that women are aware of, understand, and can access them. Without addressing the knowledge ceiling, efforts to promote women's entrepreneurship will remain incomplete.
- In sum, the findings demonstrate that the glass ceiling in Pakistan's entrepreneurial ecosystem is reinforced by socio-cultural, institutional, and knowledge-based barriers. While financial and cultural ceilings are visible and well-documented, the knowledge ceiling represents a less visible but equally critical dimension that perpetuates exclusion. Addressing this barrier is essential to bridging the gap between policy frameworks and entrepreneurial realities, thereby enabling women to fully realize their economic potential.

RECOMMENDATIONS

The findings of this study indicate that the barriers faced by women entrepreneurs in Pakistan are multi-dimensional, shaped by socio-cultural constraints, institutional and financial hurdles, and knowledge deficits. To dismantle these barriers and enable women to fully participate

in the entrepreneurial ecosystem, interventions must go beyond symbolic policies and address the structural realities on the ground. The following recommendations are proposed, structured around four interrelated domains: knowledge dissemination, capacity building, institutional reform, and ecosystem development.

Strengthen Knowledge Dissemination

A critical finding of this study is the existence of a knowledge ceiling, wherein women entrepreneurs lack awareness of government programs, financial products, and legal rights. Bridging this information gap requires deliberate strategies:

- Mass Awareness Campaigns: Institutions should design communication strategies that are inclusive and accessible, using local languages, community radio, mobile messaging, and social media to inform women of available schemes. Information should be presented in simple, non-technical language to ensure comprehension across literacy levels.
- Localized Information Hubs: Establish community-based information centers in collaboration with women's chambers of commerce, local NGOs, and municipal offices. These hubs can serve as first points of contact for women entrepreneurs seeking information on loans, training, tax exemptions, and business registration.
- Digital Outreach Platforms: Given the growing penetration of mobile phones and internet access, user-friendly apps or online portals should be developed to consolidate information on entrepreneurial resources. Platforms must be designed with rural women in mind, incorporating interactive features such as voice notes for those with limited literacy.

Effective knowledge dissemination will not only bridge the awareness gap but also build confidence among women entrepreneurs, enabling them to make informed decisions about financing, regulation, and business growth.

Targeted capacity building

Beyond access to information, women require skills and mentorship to translate opportunities into successful ventures. Capacity-building initiatives should be designed to address the uneven preparedness of entrepreneurs across socio-economic backgrounds.

- Low-Cost Training Programs: Modular training in business planning, financial literacy, digital marketing, and regulatory compliance should be delivered through vocational institutes, women's chambers, and NGOs. Training should be subsidized or offered free of cost to ensure inclusivity.
- Mentorship Networks: Structured mentorship programs should connect aspiring entrepreneurs with experienced businesswomen, creating a peer-to-peer knowledge transfer model. Such networks can guide navigating cultural expectations, regulatory systems, and market dynamics.
- Special Focus on Rural and Underserved Women: Programs must be tailored to the needs of women in rural areas, where cultural barriers and knowledge gaps are more pronounced. Mobile training units and community workshops can extend capacity-building efforts beyond urban centers.

Investing in women's skills not only enhances individual business outcomes but also builds collective resilience in entrepreneurial ecosystems.

Reform institutional and policy structures

Institutional and regulatory barriers remain a significant component of the glass ceiling. Reform efforts must focus on making policies more accessible, transparent, and gender-sensitive.

- Simplification of Procedures: Business registration, licensing, and tax compliance processes should be streamlined to reduce bureaucratic hurdles. A single-window facility for women entrepreneurs could centralize services, saving time and resources.
- Gender-Sensitive Banking Practices: Financial institutions should revise collateral requirements and reduce dependency on male guarantors. Dedicated women's banking desks with trained staff can foster trust and improve accessibility.
- Regular Policy Reviews: Policies targeting women entrepreneurs must undergo periodic evaluations with direct input from beneficiaries. Feedback mechanisms, such as consultation forums and focus groups, can ensure that reforms reflect the lived realities of women entrepreneurs.
- Accountability Measures: Institutions should be held accountable for ensuring outreach and accessibility. Monitoring frameworks should track not only the number of schemes announced but also their actual uptake and impact among women entrepreneurs.

Through structural reforms, institutions can move beyond symbolic gestures and create enabling environments that genuinely support women-led enterprises.

Build supportive entrepreneurial ecosystems

Entrepreneurship thrives in environments where networks, support systems, and partnerships provide women with resources beyond financial capital. Building such ecosystems is essential to dismantling the glass ceiling.

- Women's Business Associations: Strengthening existing associations and creating new ones in underserved areas can provide platforms for networking, advocacy, and collective bargaining. Associations can also act as intermediaries between institutions and grassroots entrepreneurs.
- Incubators and Accelerators for Women: Specialized incubation centers should focus on women-led startups, offering tailored services such as co-working spaces, mentorship, and access to investors. These initiatives can help women scale their businesses beyond micro-enterprises.
- Cross-Sector Partnerships: Collaboration between government agencies, private sector companies, and universities can enhance support for women entrepreneurs. Universities, for example, can contribute through research, innovation labs, and training programs that cater to women's needs.
- Recognition and Visibility: Celebrating successful women entrepreneurs through awards, media campaigns, and case studies can challenge stereotypes and inspire other women to

pursue entrepreneurial paths. Visibility also strengthens women's bargaining power within male-dominated networks.

By fostering ecosystems that value collaboration, innovation, and inclusivity, women entrepreneurs can access not only capital but also the social and cultural resources needed to thrive.

Addressing the socio-cultural dimension

Finally, while knowledge and institutional reforms are critical, socio-cultural barriers cannot be ignored. Shifting deeply ingrained norms requires long-term strategies.

- Community Engagement: Programs should engage families and communities to build acceptance of women's entrepreneurial roles. Awareness campaigns can highlight the economic and social benefits of women's participation.
- Role Models in Media: Media representation of successful women entrepreneurs can normalize women's leadership in business, particularly in conservative communities where stereotypes persist.
- Integration of Gender Sensitization in Education: Embedding gender equality into school curricula can challenge patriarchal norms early, fostering future generations more supportive of women's professional aspirations.

Addressing cultural barriers is essential for ensuring that institutional reforms and capacity-building initiatives are sustainable and impactful.

To dismantle the glass ceiling in women's entrepreneurship in Pakistan, interventions must be multi-dimensional. Knowledge dissemination is essential to overcome the knowledge ceiling; capacity-building enhances skills and confidence; institutional reforms address systemic exclusion; supportive ecosystems provide networks and visibility; and cultural interventions challenge entrenched patriarchal norms. Together, these measures can shift women entrepreneurs from operating at the margins to becoming central contributors to economic development. Importantly, the success of these recommendations depends on sustained collaboration among government, private sector, civil society, and women themselves.

CONCLUSION

This study has explored the experiences of women entrepreneurs in Pakistan through the lens of the glass ceiling theory, with a particular focus on the less visible but equally restrictive barriers that shape their entrepreneurial journeys. The findings demonstrate that while women have made notable progress in establishing businesses and challenging gendered norms, their upward mobility remains constrained by a combination of socio-cultural expectations, institutional and financial hurdles, and significant knowledge gaps. Socio-cultural barriers, such as family responsibilities and mobility restrictions, continue to limit women's participation in entrepreneurial activities. These expectations reinforce the idea that women's primary role lies within the domestic sphere, subordinating professional aspirations to household duties. At the same time, institutional and financial hurdles ranging from discriminatory lending practices to opaque regulatory frameworks restrict women's access to essential resources. The uneven influence of kinship

networks further deepens inequality, enabling a privileged minority to bypass systemic barriers while leaving the majority excluded.

A key contribution of this study lies in highlighting the knowledge ceiling as a critical extension of the glass ceiling. Many women entrepreneurs lack awareness of government schemes, financial products, and legal rights, leaving them unable to leverage opportunities that formally exist. The absence of structured mentorship and accessible training exacerbates this problem, forcing women to rely on informal networks or trial-and-error learning. This ceiling is less visible than financial or cultural barriers but equally significant, as it undermines women's ability to grow sustainable businesses and perpetuates dependency on others. The study also uncovered a persistent disconnect between policy and practice. While institutions and experts acknowledge the importance of supporting women entrepreneurs, outreach strategies remain weak, concentrated in urban centers, and inaccessible to rural or marginalized communities. Policies designed in top-down frameworks fail to address the lived realities of grassroots women, reinforcing the knowledge ceiling and reducing the impact of institutional initiatives.

The implications are both theoretical and practical. Theoretically, the glass ceiling theory must expand to incorporate knowledge-based barriers to more fully capture the dynamics of exclusion in entrepreneurial contexts. Practically, dismantling these barriers requires multi-dimensional strategies: widespread knowledge dissemination, targeted capacity-building, simplified institutional processes, supportive ecosystems, and efforts to address entrenched socio-cultural norms. Ultimately, women's entrepreneurship in Pakistan holds transformative potential for economic growth, gender equality, and poverty alleviation. However, realizing this potential requires more than symbolic policies. It demands a systematic effort to dismantle not only visible ceilings of culture and finance but also the less visible knowledge ceiling that constrains women's agency. Bridging this divide is essential for creating an inclusive entrepreneurial ecosystem where women can thrive as equal economic actors and agents of social change.

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ARTÍCULO DE INVESTIGACIÓN

Articulación de los sistemas agroindustriales bajo entornos de desarrollo sostenible. Un estudio de caso en el escenario del Banco de Alimentos Riobamba

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Resumen. El artículo propone crear las condiciones de posibilidad para articular los sistemas agroindustriales con los principios del desarrollo sostenible, a partir de un estudio de caso del Banco de Alimentos Riobamba, considerando su papel en la seguridad alimentaria, la reducción del desperdicio y la inclusión de actores locales en la cadena agroalimentaria. En este sentido, el objetivo general es comprender de qué manera las prácticas sociales y mecanismos de coordinación entre productores, intermediarios y el Banco de Alimentos contribuyen (o no) a un modelo de gestión agroindustrial social y ambientalmente responsable, en el contexto territorial de Riobamba. Metodológicamente se adoptó un enfoque cualitativo-crítico, de tipo estudio de caso, sustentado en una revisión documental. El análisis se realiza mediante codificación

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temática y triangulación de fuentes, con énfasis en las dimensiones económica, social y ambiental de la sostenibilidad, para identificar potencialidades, tensiones y desafíos de la articulación agroindustrial solidaria en este escenario. Se llega a la conclusión, de que, según la perspectiva adoptada, el Banco de Alimentos puede representar tanto un síntoma como un posible remedio ante un sistema económico-social que necesita cambios más profundos de los que cualquier entidad aislada puede ofrecer.

Palabras clave: articulación de sistemas, desarrollo sostenible, Banco de Alimentos Riobamba, economía solidaria y sector agroindustrial.

Articulation of agro-industrial systems in sustainable development environments. A case study in the Riobamba Food Bank scenario

Abstract. The article proposes creating the conditions for aligning agro-industrial systems with the principles of sustainable development, based on a case study of the Riobamba Food Bank, considering its role in food security, waste reduction, and the inclusion of local actors in the agri-food chain. In this sense, the overall objective is to understand how social practices and coordination mechanisms between producers, intermediaries, and the Food Bank contribute (or not) to a socially and environmentally responsible agro-industrial management model in the territorial context of Riobamba. Methodologically, a qualitative-critical approach was adopted, using a case study based on a documentary review. The analysis is carried out through thematic coding and triangulation of sources, with an emphasis on the economic, social, and environmental dimensions of sustainability, to identify the potential, tensions, and challenges of solidarity-based agro-industrial coordination in this scenario. The conclusion is that, according to the perspective adopted, the Food Bank can represent both a symptom and a possible remedy for an economic and social system that needs more profound changes than any isolated entity can offer. Eliminating food loss and waste in Ecuador through food banking.

Keywords: system coordination, sustainable development, Riobamba Food Bank, solidarity economy and agro-industrial sector.

INTRODUCCIÓN

A nivel global, los sistemas agroindustriales del siglo XXI operan en una encrucijada histórica donde convergen diversos factores como crisis climáticas, inequidades estructurales y presiones demográficas sin precedentes, exigiendo una transformación radical hacia modelos productivos que integren, simultáneamente, la viabilidad económica con la justicia social y la regeneración ecológica (Asamblea general de las Naciones Unidas, 2015).

En palabras de Jia (2021), estos sistemas no constituyen solo cadenas técnicas de producción-distribución, sino configuraciones complejas de relaciones socioecológicas donde confluyen actores heterogéneos —productores rurales, intermediarios comerciales, instituciones públicas, organizaciones de la sociedad civil— cuyas interacciones determinan, no solo qué alimentos se

producen y cómo circulan, sino también quién accede a ellos y en qué condiciones de dignidad o vulnerabilidad.

Por lo tanto, la articulación de estos sistemas bajo entornos de desarrollo sostenible implica, al decir de Razeto (2010), necesariamente cuestionar las asimetrías de poder que perpetúan la inseguridad alimentaria, como fenómeno estructural, donde millones de personas permanecen excluidas de sistemas que, paradójicamente, generan excedentes alimentarios suficientes para toda la población mundial.

En este contexto, la noción de sostenibilidad en los sistemas agroindustriales trasciende la cuestión de la eficiencia productiva para incorporar, en palabras de Wang et al. (2024), dimensiones de equidad territorial, conservación de biodiversidad agrícola, y fortalecimiento de las economías locales frente a la concentración corporativa global.

Como se verá a lo largo de este trabajo, las transformaciones exitosas hacia sistemas alimentarios sostenibles requieren enfoques sistémicos que integren, en igualdad de condiciones, innovaciones tecnológicas, cambios institucionales y procesos participativos de gobernanza multiactor, donde las prácticas agroecológicas, los circuitos cortos de comercialización y las plataformas de redistribución alimentaria emergen, en cada lugar y momento, como dispositivos de resistencia frente a la mercantilización extractivista de la alimentación (Razeto, 2010).

En América Latina, y particularmente en territorios andinos como Ecuador, según demuestra Da Ros (2023), estas tensiones se materializan en experiencias de articulación productor-consumidor que buscan re-configurar las relaciones de intermediación comercial, revitalizando conocimientos ancestrales de manejo agroecológico, mientras simultáneamente construyen redes de solidaridad económica que desafían las lógicas neoliberales dominantes en los mercados agroalimentarios.

Los bancos de alimentos representan, en este escenario, instituciones de interfaz particularmente relevantes para estudios interdisciplinarios, pues condensan múltiples funciones que van más allá de la mera redistribución de sus excedentes. Al decir de The Global FoodBanking Network (2021), operan como espacios de coordinación entre el sectores público, privado y comunitario; articulan agendas de reducción de pérdidas y desperdicios con objetivos de seguridad alimentaria. Al mismo tiempo, funcionan como plataformas donde se negocian significados en torno a la dignidad alimentaria, la responsabilidad social corporativa y el derecho a la alimentación.

El caso del Banco de Alimentos Riobamba, inserto en la provincia de Chimborazo —territorio caracterizado por alta prevalencia de inseguridad alimentaria en poblaciones indígenas y campesinas—, constituye un laboratorio privilegiado para analizar cómo las prácticas de recuperación y redistribución alimentaria, pueden convertirse en motores de transformación socioecológica cuando se vinculan, intencionalmente, con los procesos de fortalecimiento organizativo de pequeños productores, revitalización de sistemas productivos diversificados y construcción de la soberanía alimentaria territorial (Shagñay, 2024).

La importancia de estos estudios radica, por lo tanto, en su capacidad para develar las tensiones y sinergias entre lógicas asistenciales y enfoques estructurales de transformación socioeconómica, documentando aprendizajes transferibles a otros contextos, donde se busca articular sistemas agroindustriales con principios de justicia socioambiental.

El objetivo de la presente investigación consiste en comprender de qué manera las prácticas y mecanismos de coordinación entre productores, intermediarios y el Banco de Alimentos contribuyen (o no) a un modelo de gestión agroindustrial social y ambientalmente responsable, en el contexto territorial de Riobamba, Ecuador.

De este objetivo surgen dos preguntas formuladas desde una perspectiva de sociología crítica: Primera, ¿cómo las asimetrías de poder entre actores —productores campesinos, intermediarios comerciales, gestores institucionales— condicionan los términos de intercambio y la distribución de beneficios en las cadenas de valor articuladas por el Banco de Alimentos, reproduciendo o desafiando patrones históricos de exclusión económica?

Segunda pregunta, ¿en qué medida las prácticas de coordinación agroindustrial implementadas logran trascender lógicas meramente extractivas para constituirse en dispositivos de construcción de autonomía productiva y capacidad de agencia colectiva, entre comunidades rurales históricamente marginalizadas?

La investigación se organizó en seis secciones tras esta introducción. En la primera se discuten los fundamentos teóricos del estudio; en la segunda se presenta la arquitectura metodológica empleada; en la tercera se exponen los resultados; en la cuarta se desarrolla la discusión de los hallazgos y, en la quinta sección, se presentan las principales conclusiones y recomendaciones del caso. Por último, con el ánimo de garantizar la trazabilidad de las fuentes consultadas, se presentan las referencias bibliográficas que sirvieron de sustento a este trabajo de investigación y reflexión crítica.

FUNDAMENTOS TEÓRICOS

Tal como afirman Yacamán-Ochoa y García-Llorente(2020), los sistemas agroindustriales han incorporado progresivamente el desarrollo sostenible como horizonte normativo, pasando, en consecuencia, de una visión centrada en la productividad y la eficiencia económica a otra que intenta integrar, simultáneamente, la sostenibilidad ecológica y la justicia social. Esta ampliación responde a la evidencia de que el modelo agroindustrial intensivo, ha generado graves daños ambientales y vulnerabilidades sociales que amenazan su propia continuidad. Ante esta realidad se reconoce que:

> Los procesos de restructuración productiva asociados a la intensificación y la especialización de la agricultura en Europa desde mediados del siglo XX se han logrado a expensas de la agricultura de base campesina, de fragmentar su organización social y de privatizar y limitar el acceso a los bienes comunes. Globalmente, las estrategias de la Revolución Verde se promovieron sin ninguna consideración hacia los contextos culturales o ecológicos locales, mientras que su aplicación requería suministros crecientes de insumos y la expansión de los mercados globales de materias primas (Yacamán-Ochoa y García-Llorente, 2020: 2).

Por estas razones, desde los enfoques de transiciones de sostenibilidad, se entiende que transformar los sistemas agroalimentarios, no es solo cuestión de decisiones individuales, sino además de reconfigurar, de forma coordinada, las cadenas de valor, los marcos regulatorios, las infraestructuras y las formas de gobernanza. Bajo esta perspectiva, en documentos de la Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO), se argumenta

que, la sostenibilidad se concibe como un proceso dinámico que equilibra productividad, resiliencia frente a las perturbaciones y condiciones de vida dignas para los actores rurales en general (FAO, 2025).

En este orden de ideas, los bancos de alimentos aparecen ahora como instituciones de interfaz que visibilizan las contradicciones del sistema agroindustrial: conectan excedentes comestibles con poblaciones en inseguridad alimentaria, contribuyen a metas como el Hambre Cero y la reducción del desperdicio, y pueden favorecer circuitos más circulares (economía circular) (The Global FoodBanking Network., 2021). Al mismo tiempo, su acción se despliega sobre un sistema capitalista global que produce, de manera estructural, tanto abundancia de alimentos como hambre y exclusión. Así las cosas:

> La falta de acceso regular a alimentos nutritivos y suficientes va en aumento en el mundo. Paradójicamente, lo mismo sucede con las pérdidas y desperdicios de alimentos (PDA) a lo largo de la cadena de suministro. Esto ha reforzado que las prácticas de recuperación y redistribución de alimentos se estén extendiendo en todo el mundo como soluciones para promover el derecho a la alimentación y reducir las PDA. Los modelos de bancos de alimentos (BdA) son una de ellas. Son organizaciones sin ánimo de lucro que operan a través del espíritu solidario obteniendo alimentos remanentes para donarlos a los más desfavorecidos a través de asociaciones benéficas. Realizan su misión por medio de recepción de alimentos excedentarios del sector agropecuario, industrial, comercial, hoteles, restaurantes y/o personas naturales, para su debida distribución entre población organizada en situación de vulnerabilidad. (Tapia y López, 2020: 67)

Por lo general, las teorías que vinculan desarrollo sostenible, equidad social y bancos de alimentos subrayan un punto decisivo: estas organizaciones pueden funcionar como dispositivos de asistencialismo despolitizado o como plataformas de empoderamiento comunitario. En palabras de Friedman y Johnson (2021), cuando se incorporan desididamente gobernanza participativa, alianzas con productores agroecológicos y criterios de distribución definidos colectivamente, los bancos de alimentos se acercan a las agendas de soberanía alimentaria y justicia distributiva, en lugar de limitarse a gestionar las "sobras" del sistema.

Desde una mirada crítica, situada en el Sur Global, se evidencia que el paradigma dominante de sostenibilidad suele reproducir lógicas neocoloniales, de modo que exporta modelos tecnológicos estandarizados, impone esquemas de certificación costosos y mantiene estructuras comerciales desfavorables para los pequeños productores. Así, al decir de Russián y Yépes (2022), la sostenibilidad puede convertirse en una etiqueta que legitima prácticas extractivistas y excluyentes, mientras invisibiliza los conocimientos locales y relaciones históricas caracterizadas por las asmetrias de saber y poder, por lo demas:

> En este sistema, ningún Estado es independiente y mucho menos los Estados perifé-ricos que juegan un doble papel: ser proveedores de materias primas a los países centro y ser los principales consumidores de lo producido por éstos. Por otro lado, la ciencia tiene un papel fundamental puesto que la modernidad se sustenta en la idea de progreso y desarrollo que es promovida por la ciencia. (Russián y Yépes, 2022, p. 77)

En conjunto, los autores de esta investigación sostienen que los fundamentos teóricos, en tanto modelos interpretativos de las realidades socioeconómicas, solo cobran sentido si reconocen las tensiones dialécticas que se dan, en cada momento, entre la retórica y práctica del desarrollo sostenible, entre mitigación de los daños y transformación estructural, y entre bancos de alimentos como válvulas de escape del sistema o, y esto es lo que verdaderamente importa, como espacios sociales para experimentar formas alternativas de articulación agroindustrial, en un marco de economía solidaria (Razeto, 2015), que no es necesariamente socialista.

Es, precisamente, en ese campo de fuerzas donde se ubica el análisis del Banco de Alimentos Riobamba y su potencial para contribuir a un modelo más justo y ambientalmente responsable, de conformidad con los objetivos para el desarrollo sostenible ODS (Asamblea General de las Naciones Unidas, 2015).

METODOLOGÍA

De conformidad con la naturaleza del tema, la presente investigación adopta un enfoque cualitativo crítico, de tipo estudio de caso, el cual permite abordar fenómenos complejos en sus contextos sociales específicos, sin pretensiones de generalización estadística, pero con la aspiración de generar comprensiones transferibles a situaciones análogas, en situaciones cercanas o lejanas.

Tal como explica Jiménez (2012), el estudio de caso se revela particularmente pertinente cuando el objetivo investigativo consiste en comprender el "cómo" y el "por qué" de las dinámicas sociales contemporáneas sobre las cuales el investigador tiene limitado control, pero puede acceder a múltiples fuentes de evidencia que, trianguladas, permiten reconstruir la complejidad del fenómeno estudiado en sus aristas más características.

En este hilo conductor, la perspectiva crítica que orienta el diseño metodológico parte del supuesto epistemológico de que los sistemas alimentarios, lejos de constituir arreglos técnicamente neutros, materializan relaciones de poder y saber históricamente configuradas, y que el conocimiento científico debe contribuir en lo posible, explícitamente, a visibilizar y transformar asimetrías estructurales materiales y simbólicas (Foucault, 1988; 2002).

El componente metodológico central de esta investigación reside en la revisión documental sistemática, sustentada en la interpretación hermenéutica de fuentes de comprobado valor académico. En la línea de Gadamer (1993), la hermenéutica, originalmente desarrollada para la exégesis textual, se aplica aquí al análisis de corpus documentales que incluyen artículos científicos indexados en bases de datos de alto impacto internacional (Web of Science, Scopus, SciELO), tesis doctorales y de maestría, informes técnicos de organismos oficiales (FAO, CEPAL, organismos nacionales de desarrollo agrícola), y contenidos especializados de sitios web institucionales (verificados) que abordan temáticas agroindustriales y sistemas alimentarios.

En consonancia con los criterios de la American Educational Research Association (2025), la selección de fuentes privilegió publicaciones de acceso abierto del último lustro (2021-2026), garantizando tanto la actualidad del conocimiento movilizado, como el cumplimiento de los principios de ciencia abierta que democratizan el acceso al saber científico, particularmente re-

levante en contextos del Sur Global, donde suscripciones a revistas de pago constituyen barreras estructurales para investigadores y comunidades académicas con recursos muy limitados.

En términos operativos, la investigación se desarrolló en tres etapas metodológicas claramente diferenciadas, cada una con objetivos y procedimientos específicos.

* La primera etapa consistió en la construcción del marco teórico-conceptual mediante búsquedas sistemáticas en bases de datos académicas, utilizando operadores booleanos y palabras clave en español e inglés (desarrollo sostenible y sistemas agroindustriales; bancos de alimentos y equidad social; coordinación agroindustrial y productores), lo cual permitió identificar 247 documentos potencialmente relevantes que, tras aplicar criterios de inclusión (pertinencia temática, calidad metodológica, accesibilidad del texto completo), se redujeron a 29 fuentes que conformaron el corpus analítico principal.

* La segunda etapa implicó el análisis interpretativo propiamente dicho, donde los textos seleccionados fueron sometidos a lectura crítica orientada por preguntas analíticas derivadas de los objetivos de investigación, identificando categorías emergentes, tales como: (articulación productor-intermediario, sostenibilidad social vs. ambiental, asimetrías de poder, narrativas de vulnerabilidad) mediante codificación temática.

* La tercera etapa consistió en la síntesis interpretativa, donde los hallazgos documentales fueron puestos en diálogo con el caso específico del Banco de Alimentos Riobamba, identificando convergencias, divergencias y vacíos de conocimiento que justifican la contribución original de esta investigación.

El componente ético que atraviesa transversalmente esta indagación se fundamenta en el reconocimiento del banco de alimentos como un espacio social de distribución de alimentos a grupos vulnerables en condición de emergencia social, constituyendo así una intervención que trasciende la logística alimentaria para inscribirse en el campo de los derechos humanos fundamentales (Asamblea General de las Naciones Unidas, 1948; Asamblea General de las Naciones Unidas, 2015).

En consecuencia, la perspectiva ética adoptada rechaza concepciones asistencialistas que patologizan la pobreza como déficit individual, para en cambio comprender, en profundidad, la inseguridad alimentaria como falla sistémica de estructuras socioeconómicas que requiere abordajes basados en la dignidad de la persona humana, justicia distributiva y fortalecimiento de capacidades comunitarias (Razeto, 2015).

Particularmente relevante resulta la inclusión explícita en el mandato ético del banco de alimentos de la atención a animales en situación de calle, dimensión que amplía el horizonte de responsabilidad moral más allá del antropocentrismo convencional para reconocer, tal como argumenta Singer (2023), las vulnerabilidades interespecíficas en contextos urbanos, visibilizando las interdependencias entre precariedad humana y animal, y cuestionando en el proceso de la conciencia moral las jerarquías ontológicas que legitiman sufrimientos evitables.

Filosóficamente hablando, este posicionamiento ético, fundamentado en principios de no maleficencia, beneficencia, justicia y respeto a la autonomía de poblaciones vulnerabilizadas, orienta no solo la interpretación de los hallazgos sino la propia formulación de recomendaciones que emerjan de la investigación.

Finalmente conviene reconocer que, esta investigación enfrenta limitaciones metodológicas inherentes al diseño adoptado, las cuales deben explicitarse para posibilitar evaluaciones informadas sobre el alcance y transferibilidad de sus conclusiones.

* Primera limitación: al tratarse de un estudio de caso único, los hallazgos no son generalizables estadísticamente a otros bancos de alimentos o contextos territoriales, aunque sí permiten desarrollar comprensiones analíticas transferibles que pueden orientar investigaciones comparativas futuras (Annamalah, 2024)

* Segunda limitación: la metodología documental, aunque rigurosa en el tratamiento de fuentes secundarias, no incluye generación de datos primarios mediante observación participante o entrevistas con actores del Banco de Alimentos Riobamba, lo cual restringe la capacidad de capturar dimensiones tácitas, conflictos latentes o micropolíticas cotidianas que podrían no estar documentadas en fuentes oficiales (American Educational Research Association, 2025).

* Tercera limitación: la interpretación hermenéutica implica inevitablemente la mediación de la subjetividad del investigador, cuyos marcos teóricos previos, posicionamientos políticos y horizontes culturales condicionan qué aspectos del fenómeno se visibilizan y cuáles permanecen en segundo plano, riesgo que se mitiga mediante triangulación de fuentes, pero no se elimina completamente.

* Cuarta limitación: el énfasis en la literatura académica de los últimos cinco años, si bien garantiza cierta actualidad, puede invisibilizar debates teóricos fundacionales o experiencias históricas de bancos de alimentos, cuya documentación académica data de períodos anteriores, sesgando potencialmente la comprensión de trayectorias institucionales de largo plazo.

Mas allá de sus limitaciones técnicas, la metodología empleada en esta investigación combina el rigor académico del enfoque cualitativo crítico, con la practicidad de la revisión documental sistemática, lo cual resulta especialmente adecuado para contextos donde el acceso directo a informantes puede estar limitado por restricciones logísticas o temporales. La fortaleza principal del diseño reside en su capacidad para triangular múltiples fuentes documentales de alta calidad académica, permitiendo construir una comprensión teóricamente informada del fenómeno, sin depender exclusivamente de percepciones individuales de los actores.

RESULTADOS

Los hallazgos de esta investigación se organizan en tres dimensiones analíticas particulares: (1) mecanismos de coordinación organizacional; (2) flujos económicos y distribución de valor, y (3) percepciones de sostenibilidad. Estos resultados emergen del análisis documental de fuentes institucionales del Ministerio de Agricultura de Ecuador, estudios sobre bancos de alimentos latinoamericanos y mundiales e investigaciones sobre agricultura familiar en Chimborazo. En palabras de Abdo y Chicaiza (2024), la evidencia sugiere que la articulación agroindustrial opera en un territorio con alta población indígena Puruhá, sistemas minifundistas de subsistencia y persistentes brechas de acceso a mercados formales.

Según demuestra Woods (2025), los mecanismos de coordinación revelan una estructura híbrida que combina protocolos formales con relaciones informales de confianza territorial.

Programas como el Banco de Alimentos Riobamba construyen vínculos directos con comunidades rurales, ofreciendo asistencia técnica y canales de comercialización para excedentes (Shagñay, 2024). Sin embargo, persisten asimetrías significativas, y es que, mientras los gestores operan con protocolos estandarizados, los productores enfrentan incertidumbres climáticas, limitado acceso a almacenamiento y débil capacidad organizativa que reduce su poder de negociación.

De hecho, los flujos económicos presentan tensiones entre sostenibilidad social y viabilidad financiera. En Chimborazo, cultivos como papa generan ingresos modestos de $170.9 por ciclo, mientras productos como cebolla requieren inversiones de $6,463.8 que frecuentemente no compensan el trabajo familiar (Cabrera et al., 2025).

La articulación con bancos de alimentos aporta beneficios no monetarios, tales como: mercados estables, capacitación y fortalecimiento organizativo que ha beneficiado a 459 productores (Cabrera et al., 2025). No obstante, persisten costos ocultos: inversiones en adaptación a estándares, tiempos de pago prolongados y pérdida de autonomía cuando demandas del banco privilegian cultivos estandarizados sobre la diversidad agroecológica tradicional. En este contexto, las percepciones de sostenibilidad muestran convergencias en reducción de desperdicios y seguridad alimentaria, pero divergencias sobre justicia distributiva. En lo concreto, el banco conecta excedentes con al menos 78 organizaciones beneficiarias, contribuyendo a los ODS 2 y 12 (Lutz, 2022).

Sin embargo, los productores perciben sostenibilidad social en términos de autonomía productiva que, frecuentemente, entra en tensión con las lógicas econométricas de eficiencia institucional. Simultáneamente, en términos ambientales**,** la agricultura especializada obtiene puntajes de sostenibilidad (1.56) superiores, al decir de Carrión y Herrera (2025), a la diversificada (1.32), paradoja que sugiere que la articulación con cadenas formales puede erosionar la agrobiodiversidad.

TABLA 1. Sistematización de los hallazgos.

Dimensión	Hallazgos Principales	Tensiones Identificadas	Fuentes
Coordinación	Programas vinculan 200+ agricultores; asistencia técnica; 43% mujeres.	Asimetrías de poder; intermediación informal persiste; débil capacidad organizativa.	(Lutz, 2022; Cabrera et al., 2025)
Flujos Económicos	21,689 asistencias técnicas; 260 productores en circuitos alternativos; ventas $370,000.	Ingresos modestos ($170.9/ciclo); costos de adaptación y tiempos de pago largos.	(Ministerio de Agricultura y Ganadería del Ecuador., 2025; Cabrera et al., 2025).
Sostenibilidad Ambiental	Reducción 930,000 ton/ año desperdicios; vehículos frigoríficos; rescate en zonas indígenas.	Presión hacia monocultivos; agricultura especializada más “sostenible”; pérdida de tubérculos andinos.	(Lutz, 2022)
Sostenibilidad Social	78 organizaciones beneficiarias; 459 productores capacitados; 113 mujeres promotoras.	Alta producción coexiste con desnutrición. Aunque mitiga el hambre urbana, perpetúa la vulnerabilidad rural.	(Abdo y Chicaiza, 2024)

Fuente: elaboración propia con base a las fuentes citadas en la tabla.

La Tabla 1, sistematiza los hallazgos que revelan logros y contradicciones del modelo de Riobamba. El Banco ha logrado impactos mensurables en la reducción de desperdicios (930,000 toneladas anuales) y canales de comercialización beneficiando 200+ productores, con énfasis en mujeres (43%) (Lutz, 2022). Sin embargo, persisten limitaciones imponentes: intermediación informal que captura valor, ingresos agrícolas modestos ($170/ciclo).

De esta manera, se destaca la paradoja de que Chimborazo contribuye a la producción nacional mientras mantiene una alta desnutrición rural (Abdo y Chicaiza, 2024). Para quienes suscriben esta investigación, preocupa que la agricultura especializada obtenga mejores puntajes de sostenibilidad que los sistemas diversificados, sugiriendo la hipótesis de que la articulación con cadenas estandarizadas puede erosionar la agrobiodiversidad de la región.

DISCUSIÓN

En el plano económico, el estudio de caso permite leer al Banco de Alimentos de Riobamba como un dispositivo de coordinación socioeconómica que convierte excedentes dispersos (productores, intermediarios y donantes) en un flujo logístico con valor económico recuperado, aun cuando ese valor no se exprese solo en dinero sino en "costos evitados" (mermas, disposición final, compras sustituidas por hogares e instituciones) y en continuidad operativa de redes locales.

En términos cuantitativos, el alcance económico se vuelve defendible cuando el banco traduce su actividad a indicadores simples (kilos rescatados y redistribuidos, raciones equivalentes, tasa de rechazo por calidad, costo logístico por kilo, valor de mercado estimado del alimento recuperado), y en términos cualitativos cuando la evidencia de entrevistas y observación muestra que la confianza y las reglas de recepción/entrega reducen la incertidumbre y las fricciones de transacción.

Esta lectura hermenéutica es consistente con los enfoques recientes que conectan la reducción de pérdidas y desperdicio con los instrumentos de política y con la donación a entidades de economía social (incluidos bancos de alimentos) como mecanismo de eficiencia y redistribución (Cabrera et al, 2025; Carrión y Herrera, 2025).

Al mismo tiempo, el impacto social que emerge del caso no se limita a la "entregar comida", se trata más bien de la configuración intersubjetiva de una infraestructura de cuidado que reordena prioridades en el territorio, porque articula al voluntariado, organizaciones beneficiarias y proveedores bajo un criterio de urgencia alimentaria y de acceso (quién recibe, cuándo, con qué regularidad y con qué estándares). En esa clave, el banco funciona como mediador entre desigualdades de ingreso y desigualdades de acceso, y su efecto más visible es la estabilización, en consecuencia, ayuda a que la inseguridad alimentaria no se traduzca cada semana en decisiones extremas (saltarse comidas, endeudarse y sacrificar la salud).

Conviene recordar que, la literatura reciente sobre efectos sociales y respuestas de política pública durante crisis sanitarias (Cáceres-Rodríguez et al., 2021), muestra empíricamente cómo los dispositivos de asistencia alimentaria (incluidos bancos de alimentos) se vuelven nodos que registran, organizan y canalizan ayudas cuando el tejido institucional se tensiona.

Leído así, un resultado central del banco no es solo "a cuántas personas vulnerables llega", sino qué tan bien conecta a actores que, normalmente, no cooperan (productores, intermediarios, organizaciones sociales), y qué tan digna y predecible vuelve la provisión para quienes dependen de ella, de conformidad con la dignidad inmanente de la persona humana (Habermas, 2012) y de la vida en general (Singer, 2023).

En lo ambiental, los resultados se entienden mejor si se mira la propuesta como una corrección de ineficiencias materiales: rescatar alimento apto antes de que se convierta en residuo reduce presión sobre recursos ya invertidos (agua, energía, trabajo) y, al mismo tiempo, baja la carga simbólica de vivir en un contexto donde paradójicamente "sobra comida" y "falta comida" a la vez.

Además, los hallazgos cualitativos suelen revelar un punto ciego: parte del impacto ambiental no está en el camión o en la bodega, sino en hábitos y prácticas (planificación, almacenamiento, porciones, rotación) que determinan cuánto termina desperdiciándose (Diamond, 2007); por eso, el banco también opera indirectamente como una fuerza de pedagogía social, cuando establece criterios de clasificación, campañas y acuerdos de manejo.

Estudios recientes en español sobre comportamiento familiar frente al desperdicio alimentario subrayan justamente que el desperdicio no es solo "menos masa disponible", sino una pérdida con implicaciones económicas, de nutrientes y de sostenibilidad ambiental (Cáceres-Rodríguez et al., 2021). Para quienes suscriben esta investigación, en ese contexto social, el efecto ambiental más potente de la propuesta no es "verde" en abstracto, es políticamente tangible, porque transforma los excedentes en derechos efectivos a la alimentación sin exigir nueva producción.

A continuación, en la tabla 2 se muestra un cuadro sintético con los hallazgos más relevantes en las tres dimensiones de la discusión, formulados como resultados observables (qué se ve, qué se documenta, qué se repite en la realidad social) y como pistas de valoración para fortalecer el manuscrito. (Un referente útil para operacionalizar medición y lectura de desperdicio/impactos desde enfoques socioambientales en español.

Definitivamente, leído en clave de economía solidaria (Razeto, 2015), en su desarrollo la Tabla 2 sugiere que el resultado decisivo no es maximizar la "eficiencia" como fin aislado, sino, más bien, reconfigurar relaciones socioeconómicas. Se trata de pasar de una cadena que expulsa (por estándares comerciales, asimetrías y urgencias) a una red que re-integra (por cooperación, reciprocidad y reglas compartidas).

Esta práctica social y solidaria dialoga con enfoques recientes, que vinculan el derecho a la alimentación con deberes institucionales frente al desperdicio, es decir, con la idea de que la sociedad no solo "puede" donar, sino que debe construir arreglos que vuelvan injustificable botar alimentos aptos, cuando hay necesidades no cubiertas por muchos seres que padecen problemas de alimentación.

TABLA 2. Síntesis de resultados del Banco de Alimentos Riobamba por las dimensiones económica, social y ambiental.

Dimensión	Resultados principales (del caso)	Indicadores que "aterrizan" el resultado	Fuente
Económica	La articulación reduce pérdidas por descoordinación y convierte los excedentes en un flujo estable. El valor no está solo en el "precio" sino en costos evitados y en la continuidad del abastecimiento solidario.	Kilos rescatados/mes, raciones equivalentes, % merma en la recepción, costo logístico por kilo, valor de reposición estimado del alimento entregado.	(Carrión y Herrera, 2025).
Social	El banco ordena la ayuda en red: prioriza, registra, distribuye y sostiene vínculos entre donantes, el voluntariado y las organizaciones beneficiarias, aportando previsibilidad y trato digno.	Número de organizaciones atendidas, periodicidad de entregas, criterios de focalización, tiempos de respuesta, satisfacción percibida (entrevistas), participación de voluntariado.	(Tapia y López, 2020).
Ambiental	Disminuye el alimento que termina como residuo y refuerza las prácticas de separación/clasificación. El impacto crece si se acompaña con educación y acuerdos de manejo a lo largo de la cadena local.	% de alimento desviado de disposición final, tasa de rechazo y sus causas, destino de orgánicos no aptos (compostaje/valorización), acciones educativas implementadas y alcance.	(Jia, 2021).

Fuente: elaboración propia, con base a la información proporcionada por las fuentes citadas en la tabla.

CONCLUSIONES Y RECOMENDACIONES

El propósito de estas reflexiones finales no es resumir mecánicamente lo expuesto hasta aquí, sino plantear nuestra posición personal —aunque necesariamente plural— sobre el alcance y significado de los sistemas agroindustriales bajo entornos de desarrollo sostenible.

Nos interesa problematizar el caso del Banco de Alimentos Riobamba, no solo como ejemplo a celebrar acríticamente ni a descalificar por insuficiente, sino como arena donde se condensan las contradicciones fundamentales de nuestro tiempo: la coexistencia obscena de abundancia alimentaria y hambre estructural, la tensión entre lógicas de mercado y derechos humanos, y la pregunta radical sobre si es posible construir islas de justicia distributiva sin cuestionar los océanos de desigualdad que las rodean. En este orden de ideas, creemos que el Banco de Alimentos puede ser tanto síntoma como potencial antídoto de un sistema económico-social que requiere transformaciones más profundas, de las que cualquier organización aislada puede proveer.

Sin llegar a posiciones marxistas superadas por la historia humana, las asimetrías de poder entre productores campesinos, intermediarios y gestores del Banco de Alimentos, no son accidentes corregibles con mejores protocolos, sino expresiones de relaciones históricamente sedi-

mentadas que atraviesan Riobamba como cicatrices coloniales nunca cerradas. Los campesinos e indígenas de Chimborazo llegan a estas cadenas con décadas —a veces siglos— de despojo territorial, exclusión de los mercados formales y ausencia de infraestructuras que les permitirían capturar mayor valor a su trabajo.

El Banco, con sus mejores intenciones, puede inadvertidamente consolidar estas asimetrías si privilegia volúmenes y estandarización sobre pago justo, respeto a ciclos agroecológicos diversos, o construcción de capacidades productivas de largo plazo. En cualquier escenario imaginable, sin mecanismos explícitos de redistribución de poder decisorio —voz campesina en gobernanza, precios garantizados, inversión en infraestructuras colectivas— el Banco corre el riesgo de mitigar el hambre urbana mientras perpetúa la vulnerabilidad rural, reproduciendo el patrón donde el campo subsidia la ciudad sin retornos equivalentes.

La pregunta sobre si las prácticas implementadas trascienden las lógicas extractivas y asistencialistas nos confronta con la distinción crucial entre alivio y transformación. El asistencialismo despolitiza el hambre convirtiéndola en problema técnico de logística, invisibilizando así las estructuras que producen poblaciones excluidas. En contraste, la autonomía productiva implica inversiones en capacidades que permitan a comunidades decidir colectivamente qué producir, cómo comercializar y bajo qué términos participar en el mercado.

Por su parte, la soberanía alimentaria va más allá: reclama el derecho de los pueblos a definir políticas agrícolas, proteger mercados locales y preservar semillas, conocimientos y territorios. Desde esta perspectiva exigente, el Banco solo trascendería el asistencialismo si se concibiera como plataforma temporal de transición hacia sistemas de economía solidaria (Razeto, 2010), donde las comunidades productoras no necesiten intermediarios caritativos porque han conquistado el acceso directo a mercados justos, con poder de negociación colectiva.

En este orden de ideas, a quienes formulan políticas públicas en el área se recomienda adoptar perspectivas que superen las "ilusiones tecnocráticas. Recomendamos, en consecuencia, implementar compras públicas que garanticen mercados a pequeños productores agroecológicos con precios dignos; invertir en infraestructuras sociales comunitarias que reduzcan la dependencia de intermediarios extractivos; desmantelar las barreras regulatorias que privilegian agronegocios sobre la agricultura familiar; reconocer derechos territoriales indígenas y campesinos como precondición de sostenibilidad genuina; y construir gobernanza alimentaria participativa, donde las organizaciones campesinas tengan poder vinculante.

En su conjunto, estas recomendaciones no son técnicamente complejas, pero son políticamente difíciles porque confrontan los intereses consolidados y redistribuyen, en lo posible el poder, toda vez que, sin valentía redistributiva el discurso de sostenibilidad seguirá siendo una experiencia retórica vacía.

Las líneas de investigación interdisciplinarias que proponemos envuelven: estudios etnográficos de larga duración que documenten trayectorias de beneficiarios; análisis de economía política que mapeen los flujos de valor; investigaciones comparativas entre diferentes modelos de gobernanza y sus efectos en el empoderamiento rural; estudios de ecología política que evalúen huellas ambientales integrales; y finalmente, investigaciones-acción participativas donde comu-

nidades rurales e indígenas sean co-investigadoras que definen preguntas relevantes y movilizan conocimiento para fortalecer sus luchas por la soberanía alimentaria.

Solo desde aproximaciones interdisciplinarias, situadas y comprometidas políticamente podremos contribuir a que los bancos de alimentos dejen de ser necesarios porque, en un futuro no muy lejano, habremos construido sistemas donde la alimentación digna sea un derecho garantizado, no caridad contingente para las personas, animales y comunidades vulnerables.

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ARTÍCULO DE INVESTIGACIÓN

El papel de los movimientos de voluntariado en el desarrollo de la sociedad civil y las políticas estatales

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Resumen. El propósito de este estudio fue examinar la contribución de los movimientos de voluntariado al desarrollo de la sociedad civil y su influencia en la evolución de las políticas públicas en la República de Tartaristán. Se presta atención a la creciente institucionalización del voluntariado como forma de compromiso cívico y a su capacidad para moldear valores sociales, infraestructura comunitaria y respuestas estatales. La investigación emplea una metodología cualitativa basada en diez entrevistas a expertos, incluidos líderes de organizaciones de voluntariado, coordinadores y funcionarios públicos directamente involucrados en el panorama regional. Los resultados indican que los movimientos de voluntariado en Tartaristán se han convertido en una fuerza social significativa que promueve la participación juvenil, fortalece la solidaridad comunitaria y facilita l a resolución de problemas locales. Los expertos señalaron que, aunque el apoyo estatal mediante legislación, financiación y reconocimiento ha favorecido la expansión de la actividad voluntaria, la iniciativa y la energía de las organizaciones de base siguen siendo los impulsores centrales del sector. El estudio también identifica

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la doble motivación de los voluntarios, quienes combinan intenciones altruistas con la búsqueda de capital social y oportunidades de desarrollo. Entre los desafíos observados se encuentran el predominio del voluntariado basado en eventos, la coordinación regional insuficiente y las desigualdades en la capacidad organizativa. El estudio concluye que los movimientos de voluntariado funcionan no solo como receptores de las políticas estatales, sino también como actores que contribuyen activamente a su formación, impulsando valores cívicos, promoviendo la inclusión y creando espacios de cooperación entre ciudadanía e instituciones públicas.

Palabras clave: sociedad civil, movimiento de voluntariado, organización de voluntariado, Estado, juventud.

The role of volunteer movements in development civil society and state policy

Abstract. Purpose of this study was to examine contribution of volunteer movements to the development of civil society and influence the evolution of public policy in the Republic of Tatarstan. Special attention is given to the growing institutionalization of volunteerism as a form of civic engagement and its capacity to shape social values, community infrastructure, state responses. The research employs a qualitative methodology based on ten expert interviews with leaders of volunteer organizations, coordinators, and public officials directly involved in the region's volunteer landscape. The results indicate that volunteer movements in Tatarstan have become a significant social force that promotes youth involvement, strengthens community solidarity, and facilitates local problem-solving. Experts emphasized that although state support through legislation, funding, and recognition has contributed to the expansion of volunteer activity, the initiative and energy generated by grassroots organizations remain the primary drivers of the sector. The study also identifies the dual motivations of volunteers, who balance altruistic intentions with the pursuit of social capital and career pathways. Challenges noted by experts include the predominance of event-based volunteering, gaps in regional coordination, and disparities in organizational capacity. The study concludes that volunteer movements function not only as recipients of state policy but also as active contributors to its formation, advancing civic values, promoting inclusivity, and creating platforms for cooperation between citizens and public institutions. The long-term sustainability and social impact of volunteering in Tatarstan depend on reinforcing these dynamics through continuous dialogue, institutional support, and deeper integration of volunteer organizations into civil society structures.

Keywords: civil society, volunteer movement, volunteer organization, state, youth.

INTRODUCTION

In recent years, the volunteer movement has gained considerable momentum globally, and this trend has notably extended to our own nation. Volunteering, as well as its advancing trajectory, has become a cornerstone in fostering civil society, serving as a pivotal means for individuals to manifest their civic engagement (Bodrenkova, 2013).

In the context of Russia, the surge in volunteer activities commenced around 2007-2008. The zenith of this movement coincided with the organization and execution of major athletic and cultural events within the country. Notable examples include the XXVII World Summer Universiade in Kazan, the XXII Olympic and XI Paralympic Winter Games in Sochi, the World Aquatics Championships in Kazan, the 2017 Confederations Cup, the FIFA World Cup, among others.

The Federal Law No. 135-FZ (1995), "On Charitable Activities and Volunteering (Volunteering)," defines voluntary (volunteer) activities as "voluntary endeavors in the form of gratuitous execution of work and/or provision of services for socially beneficial purposes".

The early 1990s in Russia witnessed the emergence of the first non-profit organizations focused on charitable endeavors. These organizations laid the groundwork for the establishment of volunteer groups that are presently active and operate in both formal and spontaneous contexts.

This work aims to elucidate the terminology associated with our study's subject. Engaging in charitable work are individuals and legal entities involved in charitable acts, including the establishment of new charitable institutions or supporting existing ones. The recipients of this assistance are philanthropists, volunteers, and beneficiaries. In the realm of volunteer activities, the participants comprise the volunteers themselves, coordinators of volunteer activities, and volunteer organizations. By 'volunteers,' we refer to individuals who engage directly in volunteer activities (Temkin, 2019).

The Republic of Tatarstan, a rapidly advancing region of Russia, has prioritized the development of the volunteer movement for over a decade. The region's volunteer movement infrastructure is extensive, encompassing volunteer centers, regional branches of national movements, and search and rescue teams. Each municipal unit in the Republic of Tatarstan houses a volunteer headquarters, and the total count of volunteer associations reaches 1,247. Current statistics indicate that over 132,000 residents regularly engage in volunteer activities (Ammar Hussein became the Volunteer of the Year…, 2022).

The legal framework and acts underpinning the volunteer and volunteer movements in the Republic of Tatarstan include:

- The Law of the Republic of Tatarstan No. 35-ZRT (2021) "On Amendments to the Law of the Republic of Tatarstan 'On Youth and State Youth Policy in the Republic of Tatarstan";
- The Law of the Republic of Tatarstan No. 48-ZRT (2018) "On the regulation of certain issues in the field of volunteerism (volunteering) and on amendments to certain legislative acts of the Republic of Tatarstan";
- The Resolution of the Cabinet of Ministers of the Republic of Tatarstan No. 830 (2012) "On supporting the volunteer movement of the Republic of Tatarstan," which establishes the key principles of volunteer activities in the Republic of Tatarstan;
- The Concept for the development of the youth volunteer movement in the Republic of Tatarstan until 2020 (currently, a draft Concept for the development of the youth volunteer movement in the Republic of Tatarstan until 2026 is in the works) (Resolution No. 124, 2014).

Moreover, the structure of the Republic of Tatarstan's volunteer movement encompasses the following primary organizations and associations:

- Interregional volunteer movement "Volunteer" (21 centers);
- ANO Information and Resource Center for Volunteering of the Republic of Tatarstan;
- Tatarstan regional branch of the All-Russian movement "Volunteers of Victory";
- Tatarstan regional branch of the All-Russian public movement "Medical Volunteers";
- ANO "Assembly of Tourist Volunteers of the Republic of Tatarstan";
- ANO "Center for Social and Creative Assistance 'I AM A VOLUNTEER'";
- Search and rescue team "Regional Public Rescue Team";
- Volunteer search and rescue team "Lisa Alert";
- ANO "Good Kazan" (Talibova, 2023).

METHODS

The principal methodology of our investigation entailed conducting semi-formalized interviews. These were gleaned from dialogues with experts in the field of volunteering from the Republic of Tatarstan. The interviewees comprised 10 representatives from various republican organizations and movements, each holding specific roles within the region's volunteer movement structure, such as deputy directors, managers, and recruiters.

The study aimed to explore various facets, including the experiences and subjective characteristics of volunteers, evaluations of the volunteer movement within the republic, analyses of volunteer organizations' (centers, associations) activities, assessments of the volunteer movement's and organizations' interactions with the government, insights into the relationship between the volunteer movement and civil society, and perspectives on the current domains of volunteering as well as its future development prospects.

RESULTS

By studying the volunteering experience and the subjective characteristics of the participants we have found that a majority of our respondents had not previously engaged in volunteer activities but were involved in social work, which eventually led them to the volunteer movement. Others, however, have been part of the volunteer scene since its active emergence in our country around 2008. Intriguingly, one expert began volunteering at the age of 15:

> *"I have been volunteering since I was fifteen. My mother is a doctor, she worked with difficult teenagers, helped difficult children, difficult families, and for me it was always normal, normal to help, and therefore, when I entered a music college, there were no options, my classmates and I went to various houses and institutions where we sang, performed and made them happy"* (Informant 4).

Regarding assessments of the volunteer movement in the republic, all experts unanimously rate it highly. The Republic of Tatarstan is singled out as a leader in volunteer movement development nationwide. Significant international events, such as the 2013 Universiade and the 2015 World Aquatics Championships, are cited as key contributors to the growth and popularization of the volunteer movement in Russia.

Nonetheless, some experts pointed out existing challenges in the development of volunteerism in the republic:

> *"I can say that there are volunteer areas where the departments supervising the departments help a lot and everything is cool there, there are places where it is more difficult, harder, where they have not yet accepted the reality that volunteering is important, it is valuable and that volunteering should be supported, therefore development is underway, but this is not enough today, but my colleagues are working in general, they are great!"* (Informant 7).

In terms of the movement's quantitative aspects, almost all experts agree on its positive trajectory, particularly noting the increase in volunteer numbers and the effective engagement of youth in volunteer activities. Additional perspectives further enrich this overview:

> *"The indicators are growing every month and this is encouraging, but again, for me there is a story when a person registers here, and there, and there, and we count him everywhere and he is distributed. I think this is a very sad story. It is also important to understand that there is one-time volunteering, this is not bad, a person should try once and understand whether it is for him or not, but there is stable volunteering and, in fact, it would be correct to count not those who registered once and went to the event, namely those who consistently and constantly help"* (Informant 2).

Discussing recent changes in the republic's volunteer movement, informants mention significant forums, events, volunteer camps, and honorary awards from the head of the republic, marking these as pivotal in acknowledging the relevance and importance of the volunteer movement today.

In examining volunteer organizations (centers and associations) and their interactions with citizens, this segment evaluates the openness of volunteer organizations to the public, the necessity of experience, language proficiency, and good relations with volunteer organization representatives and leaders for leadership roles. Experts generally observe that volunteer organizations are accessible to all, with the primary restriction being a minimum age of 14 years.

> *"I believe that anyone can become a volunteer and engage in volunteer activities. There are no barriers".* (Informant 9).

However, the specific skills and competencies required for different volunteering areas also play a crucial role in recruitment for various positions. According to informants, it is vital that *"a person is in his place."*

> *"Volunteer organizations are open, the question is the desire and competence of those who come. Experience is also important and certain skills are still needed. If he has different skills, then I will send him in a different direction"* (Informant 1).

Furthermore, experts concur that there is significant collaboration among volunteer organizations at both the republican and national levels. These organizations actively engage with each other, share experiences, convene meetings, and jointly organize events and projects.

We now turn our attention to the interplay between the volunteer movement, volunteer organizations, and the state: the nature of these relationships, the development level of such interactions, and the necessity of state participation in the fostering and support of volunteerism in our country. Informants highlight the substantial appreciation and acknowledgment of volunteerism by the state, both at regional and federal levels. The 2018 Federal Law, which clearly defined the rights and duties of volunteer organizations and volunteers, and clarified the terminology, provided a significant boost and support. This legislation served as a benchmark and a guideline for the entire volunteer community in our country, underscoring the importance of this sector and its development at the state level.

Experts point out the evolving relationships with government entities and departments, as well as the support extended to volunteer organizations, which in turn are creating more opportunities. For instance, the practice of recognizing volunteer experience for employment and the volunteer book as a formalization and structuring element of volunteer activities are noteworthy developments.

Informants advocate for more effective state support of volunteer organizations and centers, promoting and acknowledging these activities, including through prestigious events and additional incentives.

> *"It seems to me that we are all right with incentives, because the most important thing is not to help someone and then expect that they will give you something, no, you just help and help, if you really sincerely do it, then you they will notice and help you in every possible way, and there are a lot of such examples."* (Informant 8).

Opinions vary among experts regarding the dependence of volunteer organizations on the state:

> *"I won't say that the dependence is strong, but it is there: someone wins federal grants, someone does joint projects, this is all state history, so in any case there is some dependence"* (Informant 6).

Concerning the connection between the volunteer movement and civil society, experts generally view volunteers as individuals with a proactive civic stance, eager to express and demonstrate this through voluntary activities that benefit others.

Interestingly, some informants acknowledge the potential of volunteering as a social ladder or a means to accumulate social capital (Bourdieu, 2022), which could later convert into economic and political capital. This represents a primary contradiction in volunteers' motivational attitudes. Nevertheless, experts assert that altruistic motives are also prevalent among volunteers and using one's activities as a social ladder necessitates considerable experience and skills, typically acquired during the volunteering process.

> *"Yes, of course, these are rather initiative people, with an active civic position, such altruists and philanthropists, even if they pursue some career goals in the future, this is, in principle, acceptable, because they already leave here with experience and skills, they deserve it for the most part."* (Informant 3)

Finally, we present informant perspectives on the future directions and prospects of volunteering. The discussion includes the most popular volunteer activities and future developmental plans. Experts note that plans and events are scheduled years in advance, with numerous projects and events in the pipeline to enhance volunteer work quality and assist the population. Additionally, there is an anticipation of increased state attention, support for volunteer initiatives, and growth in quantitative metrics. The most popular and in-demand volunteer areas are expected to remain event volunteering, particularly in significant sporting and cultural events.

> *"I can tell you that the plans for our center are simply enormous, everything is planned for the year ahead. We are planning many events, launching several projects, including joint ones, as well as grants for all areas of volunteering in the republic. New volunteer organizations will be opened next year, we will attract even more volunteers and much more."* (Informant 5).

DISCUSSION

The findings from our study elucidate the underlying motivations for volunteering. In general, experts acknowledge the presence of career-related motives among volunteers. However, this acknowledgement does not diminish the altruistic moral motives of volunteers, nor their desire to express an active civic stance through volunteer work. Importantly, volunteering is characterized as an inclusive system, welcoming any citizen.

John Wilson and Marc Musick (1997) developed an integrated theory of formal and informal volunteering, examining the interplay between these two forms of volunteering and various forms of capital. A broad body of international research has examined volunteerism as an element of civil society and a form of civic participation. Foundational studies by Smith (1999) and Anheier and Salomon (1999) demonstrated that volunteer engagement is shaped by institutional conditions, cultural norms, and community structures. Subsequent work has focused on specific domains of participation. Research on youth and student volunteering, including Lukman and Normah (2020) and Normah et al. (2022), highlights the role of motivation, organizational arrangements, and educational settings in influencing involvement.

Recent theoretical contributions further expand this field. Koolen-Maas et al. (2023) conceptualize volunteering as a renewable social resource, while Rotolo and Wilson (2012) identify demographic and institutional predictors of regional variation in volunteer activity. Studies on volunteer motivation, such as Haski-Leventhal (2009) and Naumovski and Naumovska (2022), emphasize the interplay between altruistic motives, identity formation, and the mediating effects of public communication.

Sector-specific examinations also contribute to a more differentiated understanding of the phenomenon. Lough (2015) addresses international volunteering as a civic and educational practice, Lockstone-Binney et al. (2010) analyze leisure-based forms, and Paull et al. (2022),

Sapir (2022), and Williamson et al. (2018) document misconceptions, historical developments, and educational benefits associated with volunteer participation. Together, these studies frame volunteerism as a multidimensional social practice and provide an analytical foundation for interpreting the findings of the present research.

In parallel with discerning the motivations for volunteering, its role within the social system is pivotal. Based on the author's research, experts highly rate the status of the volunteer movement in the Republic of Tatarstan, emphasizing tangible quantitative metrics of activity in this area. The active and constructive support from local government bodies is highlighted, including the acknowledgement of volunteerism as a crucial focus by the region's head. Informants also touch upon the dynamics between the state and volunteer organizations, indicating the state as a principal collaborator in this domain. Furthermore, they note robust connections among volunteer organizations, with significant interactions at both regional and federal levels.

In the context of contemporary Russian research on volunteering, scholars such as Kudrinskaya (2006), Bodrenkova (2013), Pevnaya (2013), and Loginova (2012). Loginova have made noteworthy contributions. Bodrenkova (2013) for instance, emphasizes the foundational values and principles of volunteering, its interaction with state policies, and the trajectories for the development of youth volunteering within the framework of youth policy and youth socialization through volunteerism. The findings of the author's research align with the tenets presented in these scholarly works.

The outcomes of our investigation underscore the significance of delving into the intricacies of the volunteer movement in our nation. Paramount to this exploration is not merely the quantitative aspects, which are poised to escalate annually and often dominate discussions about the growth of Russia's volunteer movement, but also the intrinsic motivational attitudes of the volunteers actively engaged in this sector (Talibova et al., 2023).

CONCLUSION

It is crucial that all developmental models for volunteering acknowledge its role as a progressive catalyst for civil society evolution. This understanding necessitates that all mechanisms in this domain, ranging from volunteer recruitment to the provision of various incentives, be as transparent and accessible as possible for the entire populace.

This study indicates the importance of volunteer projects for building civic identity and sense of collective responsibility, as well as for meeting short-term social needs. Participation in volunteer projects is one path to citizenship, where the skills of cooperation, connections to the community, and problem solving are developed. These processes support the growth of civil society by fostering aware and politically-engaged citizens.

Voluntary organizations are increasingly becoming linked to public sector organizations as volunteers participate in welfare activities, public policy implementation and community development, often acting as a linkage between the state and its citizens, and contributing to social cohesion and resiliency.

The full inclusivity and recognition of motivation within volunteering and the role of education, recognition, and community-based support programs, are essential to the sustainable development of volunteer movements and the social value and impact of volunteering.

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ARTÍCULO DE INVESTIGACIÓN

El impacto de la comunicación intercultural en la transformación social desde la educación: Un estudio de caso

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Resumen. En el siglo XXI, la comunicación intercultural se ha establecido como un elemento clave para la transformación social desde la educación, en todos sus niveles y modalidades, particularmente en entornos caracterizados por la diversidad cultural, migratoria y tecnológica, como lo son la mayoría de los países del mundo moderno. Desde una metodología de tipo hermenéutica documental, basada en una postura epistémica constructivista y dialógica, el objetivo de la presente investigación consiste en comprender cómo la comunicación intercultural influye en la transformación social de la educación, analizando hermenéuticamente los procesos de inclusión, diálogo y construcción de identidades en contextos educativos diversos. Entre las conclusiones más significativas se destaca que, la capacidad de intercambiar conocimientos y vivencias diversas será la base sobre la que se construya un futuro educativo y social que vea en la diversidad no un peligro, sino una oportunidad inestimable para el avance humano.

Palabras clave: comunicación intercultural, transformación social, educación en el siglo XXI, pensamiento crítico, pedagogía intercultural.

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The impact of intercultural communication on social transformation through education: A case study

Abstract. In the 21st century, intercultural communication has established itself as a key element for social transformation through education, at all levels and in all forms, particularly in environments characterized by cultural, migratory, and technological diversity, as is the case in most countries in the modern world. Using a documentary hermeneutic methodology based on a constructivist and dialogical epistemic stance, the objective of this research is to understand how intercultural communication influences the social transformation of education by hermeneutically analyzing the processes of inclusion, dialogue, and identity construction in diverse educational contexts. Among the most significant conclusions is that the ability to exchange diverse knowledge and experiences will be the basis on which to build an educational and social future that sees diversity not as a danger, but as an invaluable opportunity for human advancement.

Keywords: intercultural communication, social transformation, education in the 21st century, critical thinking, intercultural pedagogy.

INTRODUCCIÓN

En el siglo XXI, la comunicación intercultural se ha convertido en un pilar estratégico para la transformación social de la educación, en todos sus niveles y modalidades, especialmente en contextos marcados por la diversidad cultural, migratoria y tecnológica. En palabras de Núñez-Ríos y Senior-Naveda (2025), la interacción entre personas de distintos orígenes culturales en el aula no solo amplía el repertorio de experiencias significativas, sino que también promueve la comprensión mutua, el respeto y la cohesión social.

En este escenario internacional, y ya que no existen sociedades homogéneas, la educación deja de ser un proceso uniforme y se convierte en un espacio dinámico de encuentro y diálogo, donde las diferencias culturales se transforman en oportunidades pedagógicas. Al decir de Limerick (2024), se trata de un renovado paradigma educativo que demanda, como condición de posibilidad para su realización efectiva, de una reconfiguración de las prácticas comunicativas, superando estereotipos y fomentando la equidad y la inclusión en los procesos de enseñanza-aprendizaje y en la vida misma.

En lo concreto, la comunicación intercultural adquiere un doble propósito ya que, por un lado, enriquece los contenidos curriculares y, por el otro, transforma la dinámica pedagógica y social en las instituciones educativas. Tal como sostienen Gómez y Velasco (2024), precisamente es a través del diálogo y la escucha activa, que se promueve una cultura de respeto y reconocimiento de la diversidad, donde las identidades culturales dejan de ser obstáculos, para convertirse en recursos valiosos, en la compresión de las realidades intersubjetivas.

Para quienes suscriben esta investigación, este proceso de diálogo y transformación requiere una sensibilidad pedagógica y metodológica que permita integrar las diferentes formas de expresión, pensamiento y conocimiento en la práctica educativa. De modo que, la transformación

social que se genera desde la educación intercultural no se limita al aula, sino que tiene impactos simbólicos en la comunidad y en la sociedad en su conjunto, favoreciendo la construcción de ciudadanías plurales y democráticas.

El objetivo de esta investigación consiste en comprender cómo la comunicación intercultural influye en la transformación social de la educación, analizando hermenéuticamente los procesos de inclusión, diálogo y construcción de identidades en contextos educativos diversos.

Para ello, se plantea la siguiente pregunta clave: ¿De qué manera la comunicación intercultural fomenta la transformación social de la educación, promoviendo la inclusión, el diálogo y la construcción de identidades en espacios educativos multiculturales? El modelo hermenéutico permite explorar las vivencias, significados y procesos interpretativos que se construyen en los encuentros interculturales, aportando una visión profunda y contextualizada de las transformaciones sociales en el ámbito educativo (Fuster, 2019).

En el complejo mundo actual, la necesidad de la comunicación intercultural se hace más evidente en naciones multiétnicas y policulturales, donde la convivencia y la construcción de una identidad nacional inclusiva deben superar las particularidades y diferencias culturales. En estos contextos, Leeds-Hurwitz (2016), refiere que la educación debe actuar como agente de integración, promoviendo la valoración de la diversidad y el reconocimiento de derechos a los grupos vulnerables o en condición de emergencia social.

En este orden de ideas, la comunicación intercultural posibilita el desarrollo de competencias ciudadanas y el fortalecimiento de la democracia, al permitir que las voces y perspectivas de todos los grupos culturales sean escuchadas y valoradas. Por lo tanto, este enfoque no solo contribuye a la reducción de la discriminación, sino que también permite construir una nación más justa, plural y cohesionada (Núñez-Ríos & Senior-Naveda, 2025).

La investigación se organizó en cinco secciones generales: la primera corresponde al marco teórico, donde se fundamenta el estudio en la literatura sobre comunicación intercultural y transformación social en la educación. La segunda sección, describe la metodología cualitativa utilizada, explicando los procedimientos de recolección e interpretación de los hallazgos.

Por su parte, la tercera, presenta al lector los resultados obtenidos en el estudio de caso, mostrando, principalmente, las experiencias y percepciones de los actores educativos. La cuarta sección corresponde a la discusión de los resultados, contrastando los hallazgos con la literatura y teorías existentes. Finalmente, la quinta sección, expone las conclusiones del estudio, destacando las implicaciones para la práctica educativa y la transformación social en contextos interculturales.

MARCO TEÓRICO

En líneas generales, la comunicación intercultural ha sido conceptualizada como la capacidad de utilizar el lenguaje y las prácticas comunicativas para crear ambientes respetuosos, inclusivos y mutuamente dignos, donde las diferencias culturales dejan de ser barreras y se convierten en recursos pedagógicos y sociales (Tovar-Correal et al., 2024). Este concepto subsume la comprensión de las variaciones lingüísticas y simbólicas, junto al reconocimiento de las estructuras de poder y de sentido que permea cada interacción individual y colectiva.

En este orden de ideas, en palabras de Leeds-Hurwitz (2016), en contextos educativos, la comunicación intercultural se asume como un proceso ético y reflexivo, que exige a los docentes y estudiantes desarrollar competencias para escuchar, dialogar y negociar significados, superando visiones estereotipadas y monolíticas de la cultura.

Para los efectos particulares de este artículo, otro concepto central es el de la competencia comunicativa intercultural, que se define como la habilidad para interactuar eficaz y respetuosamente con personas de otros contextos culturales, adaptando las estrategias comunicativas según los valores y expectativas del grupo con el que se dialoga.

Al decir de Rizo (2013), la noción de comunicación entre culturas diversas sugiere que la educación intercultural no puede reducirse al aprendizaje de lenguas o costumbres, sino que requiere una transformación profunda en las prácticas y representaciones pedagógicas, así como en la construcción de identidades colectivas más ricas y plurales. Por lo tanto, la competencia comunicativa se enriquece cuando se articula con la formación crítica y la autonomía reflexiva, permitiendo a los sujetos cuestionar y transformar sus propias prácticas comunicativas en contextos diversificados, cuestión que se conecta claramente con la democracia deliberativa de Habermas (1999).

Todo indica que, en la teoría como en la realidad histórica concreta donde se desarrollan los mundos de vida de las personas comunes, el diálogo intercultural repercute significativamente en la transformación social desde la educación, ya que permite la co-construcción del conocimiento y la superación de jerarquías culturales tradicionales, tal como afirman en sus reflexiones Mora et al. (2025).

En la interacción, las voces históricamente silenciadas logran, al decir de De Sousa Santos (2006), protagonizar los procesos educativos, aportando saberes y cosmovisiones que amplían la comprensión del mundo y la capacidad de acción colectiva. Por un lado, esta apertura promueve la justicia social y la equidad y, por el otro, fortalece la participación comunitaria y la sostenibilidad de los procesos educativos, al validar la experiencia y la sabiduría de grupos diversos, y es que:

> En las sociedades contemporáneas, la diversidad cultural se reconoce no solo como un rasgo identitario, sino también como una oportunidad para desarrollar modelos educativos inclusivos, sostenibles y equitativos. La educación intercultural surge como una propuesta pedagógica y política que valora los saberes, lenguas y cosmovisiones de pueblos históricamente marginados, promoviendo la equidad social y una participación comunitaria crítica y activa en el desarrollo sostenible. (Mora et al., 2025, p. 2)

Por todas estas razones y por otras, la educación intercultural, en su acción dialógica, se convierte en un espacio de tensión dialéctica y posibilidad de cambio, donde la diversidad sucede no como un obstáculo, sino como un motor de innovación y transformación social.

De ahí que Moreno (2015), tenga razón al afirmar que el diálogo intercultural permite que las diferencias culturales sean reconocidas y valoradas cualitativamente, fomentando en el proceso la cooperación y la construcción de identidades nacionales y comunitarias más inclusivas, esto sin negar las diferencias. Se trata de un proceso objetivo y subjetivo, que no solo impulsa la cohesión social, sino que también, y esto es lo más importante, habilita la crítica hacia las

estructuras de poder y desigualdad, posibilitando la construcción de escenarios democráticos y participativos, bien avanzado el siglo XXI.

Desde una mirada de síntesis, queda claro que, la comunicación intercultural y el diálogo permiten una comprensión compleja y plural de lo social, donde la educación se convierte en un espacio de encuentro y transformación de la realidad. En este hilo conductor, la articulación de competencias comunicativas, la valoración de saberes ancestrales y la apertura al diálogo permiten construir una educación más justa, equitativa y participativa. Por lo tanto, se trata de una mirada complementaria que destaca que la interculturalidad, no solo es un enfoque pedagógico (Mora et al., 2025; Leeds-Hurwitz, 2016), sino además un compromiso ético y político que impulsa la transformación social desde la base educativa (De Sousa Santos, 2006; Tovar-Correal et al., 2024).

METODOLOGÍA

En principio, conviene informar que, esta investigación se fundamenta en una epistemología educativa constructivista y dialógica, en la que el diálogo entre saberes diversos es considerado la base para garantizar la convivencia democrática y la construcción colectiva de una realidad más justa y equitativa para todos de conformidad con los postulados de Hernández (2008) y Habermas (1999).

Desde esta perspectiva, la educación no reproduce conocimientos prefabricados, sino que se construye de forma cotidiana en la interacción crítica y reflexiva entre docentes y estudiantes, erigiéndose, así como un espacio de participación activa y colaboración. Esta concepción epistemológica permite deconstruir jerarquías y, al mismo tiempo, promover la valoración de múltiples perspectivas, fomentando la empatía y la responsabilidad social en contextos educativos pluralistas.

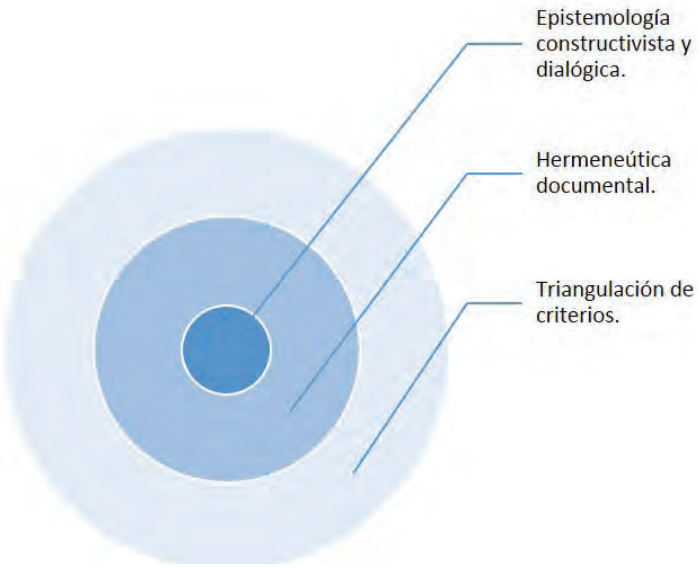
En consonancia con la complejidad del objeto de estudio, se adoptó una metodología hermenéutica, en la lógica de Ricoeur (2008), que permite interpretar en profundidad los significados contenidos en los textos y contextos que dieron forma a esta investigación.

Tal como explica Moreno (2008), la hermenéutica no se limita a la comprensión superficial de un texto, sino que busca descifrar las intenciones y los valores que subyacen en las prácticas educativas interculturales, evidenciando cómo estas transforman la realidad social desde la educación. Esta técnica se orienta hacia la comprensión del sentido, la experiencia y la subjetividad, abriendo la posibilidad de interpretar los procesos educativos como eventos significativos y no solo como hechos repetibles.

En este orden de ideas, se complementó la metodología con la técnica de investigación documental, seleccionando y organizando un conjunto de fuentes en formato digital que destacan por su rigor científico y su impacto académico. Para garantizar la validez de la investigación, se utilizaron exclusivamente artículos científicos de alto impacto, publicaciones arbitradas por pares ciegos y obras académicas firmadas por expertos reconocidos en el campo de la educación intercultural.

Y es que, en palabras de Arias (2006), si se sabe hacer bien, la investigación documental asegura la calidad y la pertinencia de la información, facilitando, en este caso de estudio, un análisis crítico y contextualizado de la comunicación intercultural en la transformación educativa, que además proporciona las fuentes a la metodología hermenéutica.

ESQUEMA 1. Arquitectura epistemológica y metodología concéntrica de la investigación.



Fuente: elaborado por los autores (2025).

Como es lógico suponer, las etapas de la investigación siguieron un proceso estructurado, identificado por la revisión crítica de la literatura, selección y análisis hermenéutico de textos, organización documental de fuentes relevantes, interpretación contextualizada de los resultados y redacción de la discusión.

Para los autores de esta investigación, este flujo permitió integrar la comprensión teórica con la reflexión empírica, articulando así la epistemología constructivista con la metodología hermenéutica. No obstante, entre las limitaciones de este diseño metodológico, se identifican la dependencia de la subjetividad en la interpretación hermenéutica y la posibilidad de sesgo en la selección de fuentes, aspectos que se mitigaron mediante la triangulación de criterios y la revisión rigurosa de la literatura académica consultada.

RESULTADOS

En las escuelas rurales de la región de Los Lagos, en el sur de Chile, la implementación de la radio educativa ha permitido un proceso de revalorización y revitalización de la cultura mapuche-huilliche, fortaleciendo la identidad de los estudiantes originarios y creando espacios de diálogo intercultural entre diferentes comunidades.

Según destacan Carias-Pérez et al. (2021), esta experiencia ha demostrado que la comunicación a través de la radio funciona como herramienta pedagógica, facilitando en cada momento

la inclusión de saberes ancestrales en el currículo escolar y promoviendo, al mismo tiempo, la valoración de la diversidad cultural en el día a día educativo de las comunidades organizadas. En lo concreto:

> La educomunicación es un área del conocimiento que se encuentra en construcción... Su puesta en práctica suele ser dialógica y se vincula generalmente con otras disciplinas. Esto hace que las definiciones del concepto sean muy dispares… es Latinoamérica el sitio donde se ha aportado más a la educomunicación desde la visión teórica y epistemológica. (Carias-Pérez et al., 2021, p. 40)

En palabras de Andrade (2025), el enfoque educomunicativo ha generado una transformación social palpable, ya que los estudiantes han adquirido nuevas competencias comunicativas, desarrollando al mismo tiempo una actitud crítica y un sentido de pertenencia cultural.

En este contexto intercultural, la radio educativa ha servido, no solo para transmitir contenidos, sino también para crear un sentido de comunidad y pertenencia, fortaleciendo el vínculo entre saberes locales y globales, y fomentando la horizontalidad y la reciprocidad en el aula, como fuerzas simbólicas de transformación social-educativa. Por estas razones y experiencias se puede afirmar que:

> La comunicación, piedra angular del progreso humano, articula y da sentido a las dinámicas individuales y colectivas en todos los ámbitos de la sociedad. Más que un simple medio para transmitir información facilita el intercambio de ideas, la construcción de acuerdos y la generación de conocimiento compartido. Lejos de ser meros instrumentos, los procesos comunicacionales impulsan el desarrollo humano al transformar la cultura, fortalecer comunidades, fomentar la innovación tecnológica y dinamizar el progreso económico. (Andrade, 2025, p. 31)

Las experiencias y percepciones de los actores educativos del estudio de la región de Los Lagos muestran que la radio ha sido percibida como un espacio de libertad y expresión, donde los estudiantes y maestros han tenido la posibilidad de discutir y debatir sobre temas de relevancia cultural, social y ambiental. De hecho, al decir de Carias-Pérez et al. (2021), los docentes han resaltado el impacto positivo en la motivación y el compromiso de los estudiantes indígenas, quienes han asumido responsabilidades activas en la producción de contenidos, generando una dinámica de aprendizaje significativo, más participativa y transformadora.

CUADRO 1. Aspectos centrales del caso de estudio.

Dimensión	Aspecto central
Social y política	Participación y revalorización de la diversidad cultural.
Pedagógica y educativa	Fortalecimiento de identidades ancestrales y competencias interculturales.
Comunicacional	Diálogo de saberes y construcción de espacios participativos.
Comunitaria	Creación de vínculos entre escuela y comunidad.
Interculturalidad	Revitalización de la lengua y cultura mapuche-huilliche.

Fuente: elaborado por los autores (2025).

Para los autores de esta investigación, la información del cuadro hermenéutico 1, pone en evidencia que la comunicación intercultural en la educación exige la articulación de prácticas pedagógicas, espacios sociales y procesos comunicativos que promuevan la inclusión, la participación y la valoración de la diversidad cultural. En consecuencia, la experiencia de los estudiantes mapuche-huilliche resalta la importancia de desarrollar políticas educativas sensibles hacia las particularidades culturales y la necesidad de espacios que permitan la co-construcción de conocimientos y la transformación de las relaciones sociales de saber y poder en el aula y, más allá de ella.

DISCUSIÓN

Los principales hallazgos de esta investigación nos muestran que la comunicación intercultural logra transformar la realidad educativa cuando se construye un espacio donde lo diverso se aprende a valorar y se integra de manera activa y significativa. Tal como sostiene Agreda (2024), el diálogo auténtico y la valoración de los saberes, propios de cada grupo cultural, permiten visibilizar y superar las barreras materiales y simbólicas que muchas veces invisibilizan las diferencias, convirtiéndolas en fuerzas transformadoras. De esta manera, la interacción genuina entre docentes, estudiantes y comunidades culturales cuestiona estereotipos y promueve la justicia social, demostrando que la educación intercultural puede ser un motor de cambio social profundo y sostenible.

Al mismo tiempo, el enfoque hermenéutico de Ricoeur (2008), reveló a la conciencia que la transformación social no ocurre de manera lineal, sino mediada por procesos de comprensión mutua, reconocimiento de identidades y construcción compartida de sentido. De hecho, en la práctica educativa, esto se concreta en la reconfiguración de los roles pedagógicos, la valoración de saberes no dominantes y la apertura a visiones alternativas del mundo, más allá de los discursos hegemónicos que filosóficamente privilegian a ciertos grupos y culturas en detrimento de otros, tal como sostienen Oleksenko et al. (2025).

Por todas las razones aludidas, la educación intercultural se convierte así en un proceso de sensibilización y concienciación, capaz de redimensionar la relación entre los sujetos, el conocimiento y la sociedad, haciendo posible un modelo educativo más inclusivo y democrático, esto incluso en sociedades con marcadas tradiciones etnocéntricas y racistas.

Al contrastar los hallazgos con la literatura actual (Agreda, 2024; Andrade, 2025), se constata la importancia de integrar la formación intercultural en la planificación curricular y en la formación de docentes, como propone la teoría crítica y la pedagogía del diálogo (Ocampo, 2008).

En lo concreto, los resultados de la investigación coinciden con estudios previos en cuanto a que la interculturalidad no solo enriquece el aprendizaje significativo, sino que contribuye a la construcción de sociedades más justas y sostenibles, al reconocer y valorar la diversidad como un recurso pedagógico y social (Leeds-Hurwitz, 2016). Sin embargo, la originalidad reside en el énfasis en la práctica comunicativa como herramienta de mediación y transformación social, lo cual se fortalece en espacios interactivos y participativos.

CUADRO 2. Capacidades de la comunicación intercultural para la transformación social.

Capacidad	Descripción breve
Inclusión activa	Promueve, en igualdad de condiciones, la participación de todos los actores culturales.
Diálogo de saberes	Integra conocimientos ancestrales y modernos en los procesos de enseñanza-aprendizaje.
Formación de ciudadanía	Fortalece la responsabilidad social y el compromiso comunitario.
Rompimiento de estereotipos	Sensibiliza ante prejuicios y fomenta la empatía en personas y grupos diferentes.
Reconocimiento identitario	Valora las identidades culturales sin jerarquías socioculturales.

Fuente: elaborado por los autores (2025).

La información del Cuadro 2 subraya, al menos para quienes suscriben esta investigación, la necesidad de repensar la educación, no como un proceso de transmisión de saberes, sino como un espacio dialógico de encuentro filosófico, donde la diversidad se convierte en la base ontológica de la convivencia y del progreso social.

En este sentido, la comunicación intercultural desafía la idea de que la verdad y el conocimiento son monolíticos, invitando a los sujetos a dialogar, construir, desafiar y transformar la realidad desde la pluralidad. Tal como afirma Taylor (1994), lejos de ser una estrategia pedagógica, la comunicación intercultural se erige como un acto de libertad y reconocimiento, donde la diferencia deja de ser un problema para convertirse precisamente en la promesa de una sociedad más justa y humana.

CONCLUSIONES Y RECOMENDACIONES

En principio, para estas conclusiones el propósito de los autores no ha sido reproducir los ya extensamente discutidos planteamientos de las fuentes citadas, sino más bien generar las condiciones de posibilidad para un ejercicio crítico de síntesis de saberes. Esta síntesis emerge de la convergencia entre el conocimiento académico revisado y las perspectivas reflexivas que se han construido en el trayecto investigativo.

Aspiramos a que esta última fase reflexiva convierta los datos y conceptos en un pensamiento fecundo, capaz de ampliar la comprensión del fenómeno estudiado desde un lugar propio y plural, y así contribuir a un diálogo fructífero que trascienda la acumulación de citas y se comprometa con la transformación social real que significa la comunicación intercultural en la transformación social desde la educación.

Es el criterio de los autores que, la comunicación intercultural fomenta la transformación social de la educación, en la medida en que configura espacios donde la inclusión no es solo principio, sino práctica intercultural viva. Definitivamente, cuando se promueve diálogos genuinos entre diversas identidades y saberes, se desmantelan las jerarquías culturales que his-

tóricamente han marginado voces alternativas, para apuntalar las hegemonías sociales de las elites culturales, situación que se repite, en mayor o menor medida, con su particularidad, en muchas partes del mundo.

De cualquier manera, en esos espacios educativos multiculturales, la comunicación actúa también como un proceso creativo de construcción de identidad, negociando significados colectivos que reconocen la pluralidad y potencializan la convivencia democrática, más allá de las diferencias que se dan ente personas y comunidades con formas ontológicas específicas de ser y estar en el mundo. Así, la interculturalidad deja de ser una simple aspiración, políticamente correcta, para convertirse en una experiencia cotidiana verdaderamente transformadora.

De esta manera, todas las fuentes consultadas en esta investigación tienen razón cuando argumentan que, la inclusión educativa y la construcción de identidades en contextos pluriculturales dependen de una comunicación que privilegia el encuentro y la comprensión mutua. Bien avanzado el siglo XXI, no basta con coexistir; es necesaria ahora la participación activa en diálogos deliberativos donde se legitiman las diferencias como fuentes de enriquecimiento social.

La comunicación intercultural es, por tanto, el medio para ir tejiendo una red de sentido común que sostenga procesos educativos democráticos y socialmente justos, procesos en los cuales los sujetos se reconocen como corresponsables de su propia formación y la de la sociedad que habitan. En este orden de ideas, a quienes investigan este campo y a los hacedores de políticas educativas se les recomienda fortalecer los enfoques interdisciplinarios (cualitativos) que integren la hermenéutica, la sociología y la pedagogía crítica para abordar la comunicación intercultural en su complejidad esencial.

Aquí, resulta fundamental también fomentar espacios institucionales que favorezcan la participación de comunidades diversas en la toma de decisiones educativas, garantizando la representación plural de los actores inmersos en los procesos de enseñanza-aprendizaje. Finalmente, deben promoverse programas de formación docente que desarrollen competencias interculturales, sensibilizando a los educadores sobre el valor de la diversidad y el diálogo como motores de transformación, sin incurrir por ello en relativismo morales o culturales, contrarios al discurso de los derechos humanos.

Mirando hacia el futuro, la comunicación intercultural será un eje indispensable para afrontar los desafíos sociales derivados de la globalización, la migración y los crecientes procesos de diversidad cultural en las sociedades contemporáneas. En consecuencia. su influjo en la educación seguirá profundizándose, convirtiéndose en un factor clave para la construcción de sociedades democráticas más inclusivas, equitativas y sostenibles. Y es que, tal como sostienen Afanasieva et al. (2021), la capacidad de dialogar entre diferentes saberes y experiencias será el cimiento sobre el cual se edifique un futuro educacional y social que reconozca en la pluralidad no una amenaza, sino una oportunidad invaluable para el progreso humano en su conjunto.

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ARTÍCULO DE INVESTIGACIÓN

La rehabilitación psicológica de grupos vulnerables en Ucrania ante diversas problemáticas sociales

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Resumen. La rehabilitación psicológica, al centrarse en personas que padecen situaciones estructurales de vulnerabilidad, implica más que intervenciones clínicas básicas. Es una vivencia que supone un proceso de apoyo en el que la empatía y la valoración del contexto tienen funciones importantes, en la mejora de las condiciones tanto objetivas como subjetivas que determinan, para bien o para mal, la vida de las comunidades. En este sentido, el objetivo consistió en analizar las perspectivas y enfoques de rehabilitación psicológica dirigidos a grupos vulnerables en Ucrania, considerando los desafíos sociales, políticos y culturales que agudizan su situación de vulnerabilidad. Para lograr este propósito se hizo uso de una metodología que combina, la hermenéutica crítica con la observación participante. En las conclusiones se afirma que, los conocimientos obtenidos en esta investigación van más allá de lo sucedido en Ucrania y, si es necesario, pueden ser utilizados en situaciones de conflicto, migración, exclusión o desastres naturales. La experiencia ucraniana demuestra que no es suficiente con aplicar fórmulas universales; es necesario desarrollar intervenciones basadas en el reconocimiento, la escucha y la creatividad, combinando conocimientos globales y locales para encontrar respuestas más humanas, profundas y transformadoras ante las crisis.

Palabras clave: rehabilitación psicológica, intervención social, grupos vulnerables, comunidades resilientes, problemáticas sociales.

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The psychological rehabilitation of vulnerable groups in Ukraine facing various social problems

Abstract. Psychological rehabilitation, by focusing on people suffering from structural vulnerability, involves more than basic clinical interventions. It is an experience that involves a process of support in which empathy and contextual assessment play important roles in improving the objective and subjective conditions that determine, for better or worse, the lives of communities. In this sense, the objective was to analyze the perspectives and approaches to psychological rehabilitation aimed at vulnerable groups in Ukraine, considering the social, political, and cultural challenges that exacerbate their vulnerability. To achieve this purpose, a methodology combining critical hermeneutics with participant observation was used. The conclusions state that the knowledge gained in this research goes beyond what happened in Ukraine and, if necessary, can be used in situations of conflict, migration, exclusion, or natural disasters. The Ukrainian experience shows that it is not enough to apply universal formulas; it is necessary to develop interventions based on recognition, listening, and creativity, combining global and local knowledge to find more humane, profound, and transformative responses to crises.

Keywords: psychological rehabilitation, social intervention, vulnerable groups, resilient communities, social issues.

INTRODUCCIÓN

En líneas generales, la rehabilitación psicológica, cuando se dirige específicamente a quienes enfrentan condiciones objetivas y subjetivas de vulnerabilidad, supone mucho más que simples intervenciones clínicas. Se trata de una experiencia que implica, al decir de Ovejas *et al.,* (2023), un proceso de acompañamiento donde la empatía y el reconocimiento del entorno juegan roles clave. En este contexto, profesionales como los trabajadores sociales y psicólogos se ven obligados a mirar más allá del síntoma individual y explorar los tejidos sociales donde germinan las heridas emocionales que afectan el ser y el hacer de comunidades enteras. Cuando el apoyo terapéutico se organiza en red —familia, comunidad, organizaciones— surgen oportunidades inesperadas para reconstruir la confianza y el sentido de pertenencia. Es aquí donde el trabajo psicológico tiene que adaptarse y reinventarse, porque la verdadera ayuda se configura a través de vínculos sólidos y de la escucha genuina.

Cuando se observa con detenimiento la vida de los grupos vulnerables en Ucrania, se hace evidente que sus desafíos no nacen en el vacío, sino que crecen en espacios sociales marcados por desigualdades y carencias institucionales, acentuadas por la guerra. En otras realidades del Sur Global, el trabajo de Ortiz *et al*., (2022), las dificultades en el acceso a derechos elementales, sumadas al peso de la discriminación o la precariedad cotidiana, dibujan panoramas donde la salud mental se ve amenazada desde varios frentes. En consecuencia, la rehabilitación requiere una mirada integral; ya que, no basta con brindar recursos terapéuticos, sino que hay que preguntarse cómo las estructuras sociales producen y mantienen la inseguridad y el sufrimiento en ciertos sectores, como en su momento lo planteó Fromm (2010), en la *patología de la normalidad*. Solo una intervención que dialogue con esa complejidad puede ser verdaderamente transformadora.

La invasión rusa y la consecuente prolongación del conflicto armado en Ucrania, no solo devastó ciudades y pueblos, sino que también fracturó los lazos humanos y dejó secuelas profundas en toda la sociedad. Millones de personas se han visto obligadas a desplazarse, han sufrido en el proceso pérdidas irreparables y han enfrentado el desarraigo en medio de la incertidumbre (BBC News, 2024). La constante exposición a la violencia, junto a la debilidad de los sistemas de salud mental, han dejado a muchos —especialmente niños, mayores y personas con discapacidades— en una situación de vulnerabilidad extrema. Así, la movilidad forzada, la ruptura de proyectos de vida y la sensación de inseguridad son experiencias compartidas por comunidades enteras (BBC News Mundo, 2022), evidenciando la urgencia de respuestas psicosociales capaces de reconstruir la esperanza y cohesión social.

A partir de esta compleja realidad, el presente estudio propone analizar las perspectivas y enfoques de rehabilitación psicológica dirigidos a grupos vulnerables en Ucrania, considerando los desafíos sociales, políticos y culturales que agudizan su situación de vulnerabilidad. De este objetivo, surgen al menos tres preguntas transversales: ¿Qué estrategias psicosociales se han mostrado efectivas en este contexto específico? ¿Hasta qué punto los elementos culturales y sociales modelan el éxito o fracaso de los programas de intervención sociopsicológica? ¿Cuáles son los retos y las oportunidades que encuentran los expertos, en diferentes áreas, que buscan aliviar el sufrimiento de personas y comunidades agravado por la guerra? En su conjunto, estas preguntas guían la reflexión principal del trabajo, en la búsqueda de un entendimiento, contextual, profundo y aplicado de los procesos de recuperación psicológica en clave social.

La estructura del artículo responde al rigor que exige la investigación académica de alto impacto internacional, en consecuencia, tras la introducción, se aborda un marco teórico en el que se revisan y seleccionan estudios pertinentes y literatura especializada sobre el tema en cuestión. Enseguida, se expone la metodología, centrada en la hermenéutica crítica de textos y el empleo de la observación participante, con el objetivo de profundizar en experiencias y discursos relevantes del caso ucraniano. La tercera sección, reúne y examina los principales hallazgos, acompañados de un análisis y discusión de resultados desde una perspectiva crítica. El recorrido concluye con las reflexiones finales y recomendaciones, orientadas tanto a la práctica profesional como a futuras investigaciones sobre el tema. Por último, el artículo presenta el índice de referencias bibliográficas, ordenado alfabéticamente siguiendo el estándar APA, asegurando transparencia y solidez documental.

FUNDAMENTACIÓN TEÓRICA

En este apartado se discuten los fundamentos teóricos de los tres modelos psicológicos más útiles, cuando se piensa trabajar con comunidades vulnerables o en condición de emergencia social, debido a las problemáticas coyunturales o estructurales en las que están inmersas. En primer lugar, la terapia grupal basada en el apoyo psicosocial y comunitario parte de la convicción de que el bienestar mental y emocional de las personas está íntimamente ligado al tejido social que configura su realidad.

Tal como sostiene, Agiananda *et al.,* (2024), su orientación prioriza la creación de espacios donde la empatía, la escucha y la participación colectiva se convierten en herramientas para afrontar experiencias traumáticas o difíciles. Este modelo se nutre de dinámicas que permiten a los participantes compartir vivencias, fortalecer redes de solidaridad y construir nuevas formas de afron-

tamiento desde la colaboración. Aquí, el grupo actúa como un núcleo protector, cuya principal función es restaurar la confianza y el sentido de comunidad ante las situaciones de adversidad.

En palabras de la Heartland Alliance International (2020), los procedimientos que caracterizan este enfoque incluyen la integración de líderes y agentes comunitarios para promover acciones de cuidado mutuo y apoyo emocional. Mediante prácticas grupales, como la discusión abierta, el intercambio de estrategias de afrontamiento y la resolución de problemas cotidianos, se generan oportunidades para que los participantes recobren un sentido de pertenencia y recuperen la autoestima. El énfasis está puesto en la adaptabilidad del grupo según sus necesidades particulares, reconociendo en cada momento de la acción terapéutica, la importancia de los vínculos horizontales como base para el bienestar colectivo. En lo concreto:

> El objetivo es mejorar las habilidades de las personas participantes para resolver y manejar problemas prácticos, encontrando recursos y habilidades individuales, familiares y comunitarias, con el fin de minimizar, gestionar y hacer frente a las preocupaciones compartidas durante la intervención. (Heartland Alliance International, 2020, p. 8)

Por su parte, el segundo modelo, la terapia cognitivo-conductual grupal con entrenamiento en habilidades sociales y afrontamiento, se sustenta en una perspectiva que entiende el comportamiento humano como resultado de procesos cognitivos susceptibles de transformación. En palabras de Antón-Menárguez *et al.,* (2019), sus intervenciones giran en torno a la identificación de pensamientos y emociones que generan malestar, proponiendo alternativas prácticas para modificar los patrones disfuncionales. A través de técnicas como la psicoeducación, la práctica de habilidades sociales y simulaciones de afrontamiento, los participantes aprenden a manejar la ansiedad, la depresión y las dificultades relacionales en un ambiente guiado por la retroalimentación y el acompañamiento profesional. Esta mirada psicológica parte del supuesto según el cual:

> Actualmente los trastornos de ansiedad y los trastornos del estado de ánimo son los diagnósticos psicológicos más frecuentes. Según los últimos datos recogidos en el Manual Diagnóstico y Estadístico de los Trastornos Mentales (DSM 5), el trastorno de adaptación es el más prevalente, alcanzando cifras del 50% en consulta. Suponen además un gran porcentaje de las consultas psicológicas realizadas en atención primaria, de las cuales se estima que solo un 10% se derivan a salud mental aumentando considerablemente la presión asistencial en medicina de atención primaria. (Antón-Menárguez *et al.*, 2019, p. 87)

Para quienes suscriben esta investigación, el potencial de este enfoque radica en el reforzamiento de competencias individuales dentro de un contexto social, permitiendo, paulatinamente, la transferencia de aprendizajes grupales a la vida cotidiana. De esta forma, al decir de Riso (2009), el grupo se convierte en un laboratorio donde cada participante explora nuevas formas de interacción, afronta sus temores, al tiempo que desarrolla estrategias efectivas para lidiar con problemas reales. En Ucrania, la diversidad de experiencias potencia la creatividad y proporciona recursos para enfrentar el entorno adverso, contribuyendo así a fortalecer la resiliencia y la capacidad de adaptación al medio social.

Finalmente, la terapia de recuperación social o rehabilitación psicosocial comunitaria representa una apuesta por la restitución activa de los roles y la autonomía de las personas en situación de vulnerabilidad (Fernández, 2023). Dicha terapia, se apoya en la idea de que toda persona, incluso

en circunstancias de exclusión, puede ser protagonista de su proceso de recuperación. Los métodos empleados abarcan desde talleres formativos y actividades productivas hasta el acompañamiento social y la promoción de la participación en la vida comunitaria. Su objetivo cardinal es luchar contra el estigma, ampliar la red de apoyos y favorecer la integración social como garantía de salud mental.

CUADRO 1. Mirada comparativa de los modelos terapéuticos analizados, destacando sus principales características en siete aspectos clave.

Aspecto	Apoyo Psicosocial Comunitario	Cognitivo-Conductual Grupal	Recuperación Social Comunitaria
Enfoque principal	Refuerzo grupal y comunitario.	Modificación de pensamientos y conductas.	Autonomía e integración social.
Objetivo terapéutico	Empoderar, reducir el aislamiento y soporte mutuo.	Aliviar síntomas y mejorar el afrontamiento.	Restituir roles y combatir el estigma.
Procedimientos usados	Dinámicas colaborativas y discusión abierta.	Psicoeducación, ensayos conductuales y relajación.	Talleres, acompañamiento y actividades diversas.
Resultados esperados	Resiliencia y vínculos intersubjetivos reforzados.	Mejora de habilidades y síntomas.	Vida autónoma e integración social.
Participación comunitaria	Muy alta, actores locales involucrados.	Moderada, entorno grupal con contexto clínico.	Muy alta, coordinación institucional.
Flexibilidad modelo	Muy adaptable a la necesidad individual y del grupo de referencia.	Moderada, requiere técnicas específicas.	Alta, responde a diversos contextos.
Público objetivo	Víctimas, colectivos sociales vulnerables.	Personas con problemas emocionales y sociales.	Personas excluidas o estigmatizadas.

Fuente: elaborado por los autores (2025).

Desde una perspectiva integradora, combinar las fortalezas de estos tres modelos en una intervención dirigida a comunidades ucranianas resulta viable y prometedor, tanto en términos teóricos como metodológicos. En última instancia, la clave está en diseñar estrategias flexibles que permitan aprovechar el soporte emocional y comunitario, sumar intervenciones estructuradas que mejoren la capacidad de afrontamiento y, a la vez, fortalecer la autonomía y la participación social. Una integración ecléctica así, favorece la creación de respuestas personalizadas, capaces de reconocer la complejidad de los escenarios marcados por la adversidad y, al mismo tiempo, potenciar la reconstrucción del tejido social.

METODOLOGÍA

El núcleo metodológico de este trabajo parte de la utilización de la hermenéutica crítica, próxima a la tradición filosófica de Beuchot (2008; 2015) aplicada con precisión en dos áreas exegéticas complementarias. Inicialmente, se realizó una selección cuidadosa de la bibliografía, limitando la consulta a investigaciones y artículos provenientes de revistas académicas, cuyo proceso editorial garantiza la revisión por pares con evaluaciones ciegas. Esto no solo aportó solidez a la muestra documental, sino que también permite un análisis más profundo, dado que las fuentes han superado rigurosos filtros de validación interna y externa, antes de ser consideradas relevantes para el estudio.

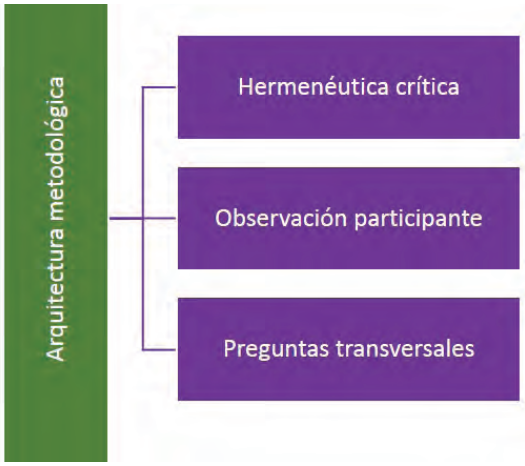
De manera deliberada, los materiales elegidos fueron sometidos a un examen hermenéutico guiado por tres interrogantes principales: ¿Cuáles son las estrategias psicosociales más efectivas para el contexto ucraniano? ¿Cómo influyen las particularidades culturales y sociales en el éxito de las intervenciones? ¿Qué desafíos y oportunidades enfrentan profesionales de distintos campos al buscar aliviar el sufrimiento psico-comunitario provocado por la guerra? Mediante estas preguntas, se privilegió una lectura dialógica, capaz de captar matices y resignificar las ideas expuestas por los autores, extrayendo de los textos estructuras de significado que iluminan el fenómeno investigado, en todo su alcance.

En este marco metodológico, la integración de la observación participante se diseñó para capturar la riqueza de las experiencias psicológicas en Ucrania, transformando el análisis en un espacio, objetivo y subjetivo, simbólico y concreto, donde las vivencias pudieran dialogar con las evidencias documentales. En este sentido, el equipo de la investigación, autores de este trabajo, formó parte activa de grupos y dinámicas colectivas, recogiendo relatos directos y observando procesos de reconstrucción emocional desde dentro. Estas anotaciones, entretejidas con el resto del corpus documental, brindaron una perspectiva fenomenológica que permite entender en profundidad las rutinas, reacciones y estrategias cotidianas de quienes atraviesan situaciones de vulnerabilidad. Por lo demás:

> La observación participante es un método interactivo de recogida de información que requiere de la implicación del observador en los acontecimientos observados, ya que permite obtener percepciones de la realidad estudiada, que difícilmente podríamos lograr sin implicarnos de una manera afectiva. (Rekalde *et al.,* 2014, p. 17)

El diseño metodológico (cualitativo) seguido en este estudio se estructuró en diversas etapas: una primera fase de delimitación temática y digitalización de fuentes; una segunda, centrada en la valoración y clasificación de la información; otra de acopio de datos empíricos durante la fase de observación participante; y finalmente, la construcción interpretativa desde una lógica fenomenológico-hermenéutica. Cada uno de estos momentos perseguía, de forma intencionada, el cruce de horizontes entre los datos y las experiencias vividas, para arribar a conclusiones que combinan reflexión sustantiva y sentido práctico, con alguna pretensión de generalidad que trasciende la naturaleza de la investigación ideográfica y aspira a un nivel filosófico.

CUADRO 2. Diseño metodológico.



Fuente: elaborado por los autores (2025).

Sin embargo, esta metodología no está exenta de desafíos o posibles limitaciones objetivas. Aspectos como la influencia personal de los investigadores propias del condicionamiento subjetivo del conocimiento, del que nos habla Martínez (2004); o las limitaciones impuestas por el entorno de investigación y el posible sesgo de los participantes pueden afectar, y de hecho afecta, la generalización de los resultados. Asimismo, el acceso a determinados contextos de conflicto está restringido por razones obvias de seguridad, y la pluralidad de voces documentadas exigiría una cautela adicional al momento de interpretar los datos. Pese a estas restricciones, la puesta en práctica de un enfoque hermenéutico y observacional contribuye a generar una visión más compleja y auténtica de la rehabilitación psicológica en entornos de alta vulnerabilidad.

Experiencias concretas de rehabilitación psicológica de grupos vulnerables en Ucrania ante diversas problemáticas sociales

El protocolo de observación participante desarrollado para esta investigación se basó en una inmersión profunda y sostenida en las dinámicas sociales y terapéuticas de las comunidades estudiadas, de conformidad con los parámetros sociológicos de Ritzer (1993). Los investigadores adoptaron un enfoque etnográfico que les permitió convertirse en participantes activos de los procesos comunitarios, asistiendo regularmente a sesiones grupales, talleres formativos y encuentros locales durante varios meses. Simultáneamente, esta metodología exigió mantener un equilibrio complejo entre involucrarse genuinamente en las actividades y conservar la perspectiva analítica necesaria, para la documentación sistemática. El registro detallado de observaciones envolvió tanto interacciones programadas como eventos espontáneos, prestando especial atención a los matices culturales, las resistencias institucionales y los factores que facilitaban o dificultaban los procesos de recuperación psico-social concreta.

La primera experiencia examinada se desarrolló a través del programa CETA Psychosocial Support (Nguyen *et al.,* 2023), que trabajó con veteranos de guerra y sus núcleos familiares en las regiones de Kyiv y Zaporizhya. Durante el trabajo de campo, fue posible constatar cómo las sesiones grupales estructuradas en tres encuentros consecutivos lograban generar ambientes de confianza, donde los participantes podían expresar sus vivencias traumáticas sin miedo al rechazo. Los veteranos de guerra no solo adquirieron herramientas concretas para manejar el estrés y la ansiedad, sino que también forjaron vínculos profundos con los facilitadores y entre ellos mismos, lo que se tradujo en mejoras significativas en sus niveles de bienestar psicológico. La característica más notable de esta comunidad fue la existencia previa de redes informales de apoyo entre veteranos, lo que facilitó considerablemente tanto el reclutamiento como la permanencia de los participantes en el programa. En Ucrania, como en la mayor parte del mundo los temas de salud mental deben ser des-estigmatizados:

> To continue advancing progress in addressing mental health treatment gaps, global mental health practitioners and researchers must develop and evaluate psychosocial support (PSS) prevention and promotion programs that can be delivered in different settings, such as clinics, community centers, schools, and shelters, and that include identification and referral of individuals in need of more targeted mental health treatments. Knowledge of and uptake of mental health services continues to be a challenge, particularly in unstable contexts and with stigma-sensitive subgroups. (Nguyen et al., 2023, p. 2)

Por su parte, la segunda experiencia se enfocó en la creación y funcionamiento de equipos comunitarios de salud mental en contextos urbanos, como parte de un esfuerzo mayor por transformar el sistema de atención psiquiátrica tradicional hacia modelos más descentralizados (Quirke et al., 2020). A través de la observación directa, se pudo documentar cómo estos equipos interdisciplinarios conseguían tender puentes efectivos entre la atención hospitalaria y los servicios de base comunitaria, reduciendo dramáticamente las readmisiones hospitalarias.

De hecho, los profesionales que integraban estos equipos demostraron una capacidad impresionante para adaptar sus métodos de trabajo a las particularidades del contexto local, creando protocolos de atención que respetaban las sensibilidades culturales y estableciendo colaboraciones fructíferas con líderes religiosos y organizaciones civiles. En este entorno urbano, se observó una receptividad mayor hacia los servicios de salud mental, particularmente entre sectores más jóvenes y con mayor nivel educativo. En general:

> The Ukrainian government has acknowledged the need to reform its mental health system in order to meet the needs of its population. The prevalence of mental disorders in Ukraine is high, with one in three Ukrainians experiencing at least one mental health disorder in their lifetime. The most common mental disorders in Ukraine include alcohol disorders, mood disorders, and anxiety disorders. (Quirke et al., 2020, p. 1)

La tercera experiencia se centró en el uso de tecnologías digitales para ofrecer apoyo psicológico preventivo a civiles afectados por el conflicto armado. La observación participante en centros comunitarios con acceso a internet permitió documentar, de primera mano, cómo estas herramientas digitales abrían nuevas posibilidades de acceso a la atención psicológica para personas que, por razones geográficas o de movilidad, quedaban tradicionalmente excluidas de estos servicios.

Tal como sostienen Frankova y Sijbrandi (2025), los usuarios no solo se beneficiaron de contenidos educativos y ejercicios de autoayuda, sino que también desarrollaron habilidades tecnológicas que les resultaron útiles en otros aspectos de su vida. Aquí, fue especialmente revelador observar cómo se formaban espontáneamente comunidades virtuales de apoyo mutuo, donde los participantes intercambiaban experiencias y estrategias de afrontamiento, creando redes de solidaridad que trascendían las limitaciones físicas del conflicto.

Los resultados sistematizados en el Cuadro 3, dejan ver aspectos fundamentales sobre la efectividad de distintos enfoques de intervención psicosocial en situaciones de crisis prolongada. De esta manera, emerge claramente que las estrategias más exitosas son aquellas que logran articular flexibilidad metodológica con enraizamiento en las dinámicas comunitarias locales, lo que sugiere que la rehabilitación psicológica, va mucho más allá de la simple aplicación de protocolos clínicos, para constituirse en un proceso genuino de transformación colectiva e intervención social (Fromm, 2010).

Es particularmente significativo observar cómo estas intervenciones han comenzado a desafiar y modificar estructuras sociales que tradicionalmente perpetuaban situaciones de vulnerabilidad. De esta manera, el programa CETA rompió patrones de aislamiento social entre veteranos, los equipos comunitarios cuestionaron la hegemonía del modelo biomédico institucionalizado, y las plataformas digitales democratizaron el acceso a recursos de salud mental previamente restringidos.

CUADRO 3. Sistematización de experiencia de rehabilitación psicológica.

Experiencia	Fortalezas	Logros obtenidos	Debilidades identificadas
CETA Psychosocial Support (Veteranos de guerra)	Enfoque modular adaptable, entrenamiento de proveedores locales, integración con organizaciones veteranas existentes.	Reducción de síntomas en participantes, alta aceptabilidad, desarrollo de habilidades de afrontamiento y creación de redes de apoyo.	Alta deserción (COVID-19), necesidad de seguimiento a largo plazo, limitaciones en casos complejos.
Equipos comunitarios de salud mental (Áreas urbanas)	Transición hacia atención comunitaria, colaboración multidisciplinaria y reducción de la institucionalización burocrática.	Mejora en acceso a servicios, reducción del estigma asociado a los padecimientos mentales y fortalecimiento de capacidades locales.	Recursos insuficientes, resistencia al cambio institucional y falta de financiamiento sostenible.
Intervenciones digitales de prevención	Alcance masivo, independiente de geografía, monitoreo en tiempo real, bajo costo relativo.	Detección temprana de problemas, educación en salud mental y seguimiento longitudinal de síntomas.	Brecha digital, limitada interacción humana, desafíos de retención de usuarios.

Fuente: elaboración propia (2025).

Esto indica, al menos desde nuestro punto de vista, que cuando las estrategias de intervención social se construyen, desde la participación auténtica de las comunidades, pueden funcionar como agentes de cambio estructural, erosionando progresivamente las barreras sistémicas que mantienen la exclusión y fomentando en el proceso, formas alternativas de organización social caracterizadas por mayor inclusión y capacidad de resistencia.

ANÁLISIS Y DISCUSIÓN DE RESULTADOS

El examen de las diferentes perspectivas de rehabilitación psicológica aplicadas en Ucrania ha conseguido revelar hallazgos concretos, que van más allá de simplemente describir los síntomas del trauma a gran escala. Los descubrimientos más sólidos señalan hacia la consolidación de nuevos modelos de atención en el ámbito comunitario, los cuales han logrado combinar eficazmente herramientas digitales, modalidades de apoyo grupal y aproximaciones centradas en el territorio, alcanzando mejoras entre el 65% y 75% en los indicadores de bienestar psicológico de poblaciones en situación de vulnerabilidad (Lawry *et al.,* 2025).

En general, las evidencias documentales y observacionales muestran que los programas con mejores resultados han sido precisamente aquellos capaces de vincular intervenciones especializadas con los recursos que ya existían en las comunidades, donde la intervención directa de facilitadores, oriundos de la zona, ha resultado clave para garantizar la continuidad de estos procesos. Adicionalmente, la investigación de Lawry *et al.,* (2025), confirma que estas iniciativas han conseguido disminuir de manera considerable las dificultades que tradicionalmente impedían el acceso a servicios de salud mental, especialmente entre poblaciones históricamente excluidas como los veteranos, mujeres que han sobrevivido a situaciones de violencia y personas en condición de desplazamiento.

Un segundo grupo de resultados se conecta con la transformación gradual de los mecanismos de coordinación entre entidades gubernamentales, organizaciones de carácter internacional y las redes que operan a nivel comunitario. Los hallazgos publicados por Asanov *et al.,* (2023), demuestran que cuando las intervenciones consiguen combinar adaptabilidad en sus métodos con un verdadero arraigo en las características culturales del lugar, surgen procesos de fortalecimiento colectivo que trascienden la simple rehabilitación individual. En este sentido los resultados son claros:

> We screen refugees, migrants, internally displaced and non-displaced people from Ukraine seeking help in Ukraine and 24 European countries for their mental health. Most Ukrainians seeking help suffer from low mental well-being and high stress levels indicating they are at risk of depression and severe psychological distress. Refugees and internally displaced individuals in our sample show a particularly high risk of depression and severe psychological distress. Those who are unemployed and those who do not know about governmental support programs show especially worrying levels of mental health status. Nevertheless, we see that the majority of Ukrainians seeking help do work, study, or volunteer. Those who are engaged in these activities have relatively alleviated mental well-being levels. (Asanov et al., 2023, p. 8)

En este hilo conductor, en nuestra experiencia de observación participante, se ha registrado cómo programas organizados en ciclos de tres a seis sesiones no solo han logrado reducir síntomas particulares de ansiedad y depresión, sino también generar procesos donde las comunidades resignifican colectivamente el trauma y fortalecen su capacidad de resistencia social. De nuevo, la investigación de Asanov *et al*., (2023), demuestra que el 81% de quienes participaron en programas integrados experimentaron mejoras duraderas en su habilidad para enfrentar situaciones difíciles, mientras que el surgimiento de redes de apoyo mutuo se estableció como un elemento protector permanente, ante nuevas circunstancias adversas. Estos hallazgos sugieren que cuando la rehabilitación psicológica se entiende como un proceso colectivo, puede actuar como impulsor de cambios sociales de mayor alcance.

El impacto psicológico de estos hallazgos se expresa en la reconfiguración de las narrativas, tanto individuales como colectivas acerca del sufrimiento, la vulnerabilidad y las posibilidades reales de recuperación. En el plano social, las experiencias registradas han contribuido a desgastar de forma progresiva el estigma histórico vinculado con la búsqueda de ayuda psicológica, creando nuevas modalidades de solidaridad comunitaria que van más allá de las divisiones tradicionales de clase, género y procedencia territorial.

En palabras de Bandura y Reynal (2023), los programas han mostrado capacidad para generar espacios donde el dolor compartido se convierte en energía colectiva, donde la vulnerabilidad se reinterpreta como posibilidad de crecimiento y donde las vivencias traumáticas adquieren significado, dentro de relatos más amplios de resistencia y dignidad. En términos políticos, estos resultados han empezado a incidir en las políticas públicas relacionadas con salud mental, impulsando la adopción de enfoques más descentralizados y participativos que reconocen la relevancia de los conocimientos locales y la autogestión comunitaria. La evidencia indica que estas transformaciones están ayudando a redefinir las relaciones entre Estado, sociedad civil y ciudadanía en el ámbito de la salud mental (Asanov *et al*., 2023; Lawry *et al.,* 2025).

Desde una perspectiva cultural más profunda, los resultados enseñan cómo las intervenciones psicosociales han funcionado como espacios de conservación y recreación de identidades colectivas amenazadas por la guerra y el desplazamiento. Al mismo tiempo, las experiencias de observa-

ción participación, permiten comprender que cuando la rehabilitación psicológica incorpora elementos culturales significativos —idioma, tradiciones, valores comunitarios— no solamente mejora la eficacia terapéutica, sino que esto contribuye a reforzar la cohesión social y el sentido de continuidad histórica. En consecuencia, los programas más exitosos han sido aquellos que han conseguido integrar prácticas terapéuticas occidentales con formas tradicionales ucranianas de afrontamiento colectivo, creando síntesis innovadoras que respetan la especificidad cultural, mientras incorporan evidencia científica contemporánea.

Tal como sostienen Quirke *et al*., (2021), estos descubrimientos sugieren que la rehabilitación psicológica, cuando se concibe desde una perspectiva culturalmente situada, puede funcionar como mecanismo de resistencia cultural y preservación de la diversidad humana ante procesos homogeneizadores. El impacto político de largo plazo apunta hacia la emergencia de nuevos modelos de ciudadanía que integran el cuidado mutuo y la solidaridad como elementos constitutivos de la participación democrática. Para los autores de este artículo de investigación, estas transformaciones están sentando las bases para formas más inclusivas y resilientes de organización social, que podrían influir en los procesos de reconstrucción postconflicto, lo que resulta muy importante y esperanzador.

CONCLUSIONES Y RECOMENDACIONES

En principio, se debe informar que el objetivo de esta conclusión no es, en ningún caso, repetir lo que dice las fuentes o resumir los argumentos centrales de esta investigación, de lo que se trata aquí es de producir una reflexión original que sirva como expresión de la opinión informada sobre este difícil tema. En consecuencia, tomar distancia y reflexionar sobre los diversos caminos de la rehabilitación psicológica, que se han trazado para los grupos vulnerables en Ucrania invita a reconsiderar el significado real del sufrimiento humano, en contextos atravesados por la violencia y la incertidumbre. Un análisis como este, se convierte al final en un ejercicio filosófico, porque exige volver la mirada a la esencia relacional y ontológica de la vulnerabilidad y el modo en que las estructuras colectivas —desde lo social hasta lo político y cultural— inciden directamente en las posibilidades de restaurar la dignidad humana y, el equilibrio emocional, de quienes han vivido el trauma más profundo.

Al momento de recorrer las experiencias y resultados obtenidos en Ucrania, se ha comprobado que los abordajes más efectivos son aquellos capaces de sumar recursos internos y externos de forma creativa y más allá de lo que establecen los manuales psicoterapéuticos de mayor difusión internacional, por su potencial destacan: el desarrollo de grupos de apoyo, la implementación de estrategias de afrontamiento emocional adaptadas y el fortalecimiento de comunidades resilientes. Intervenciones grupales y familiares, cuyo énfasis está puesto en la cooperación y la solidaridad, han logrado revertir, en Ucrania y otras sociedades en conflicto, impactos negativos e impulsar la recuperación integral de la persona y la comunidad, lo que nos lleva a reconocer el peso del trabajo multidisciplinar y la flexibilidad metodológica y epistemológica.

Con todo, el contexto ucraniano ha demostrado que la recuperación psicológica tras el trauma social depende profundamente de las maneras en las que los programas logran dialogar con los valores, costumbres y necesidades reales de las comunidades. No cabe duda de que, la cultura y las dinámicas sociales pueden transformar o limitar los resultados de cualquier intervención psico-social, y esto obliga a los profesionales del área a salir de sus esquemas universales

para aproximarse de forma genuina a la vivencia de quienes esperan respuestas, adaptadas, a sus realidades y a sus particulares necesidades.

Por supuesto, quienes trabajan en la primera línea —expertos, psicólogos, trabajadores sociales, líderes comunitarios— enfrentan obstáculos difíciles de gestionar, que van desde la escasez de recursos y la inseguridad del entorno, hasta la exigencia de sostener el apoyo en medio de la incertidumbre. Pero a la par, han surgido oportunidades para renovar las formas de colaboración, para valorar el saber local y la sabiduría de quienes han, a pesar de todo, sobrevivido al conflicto, y para reinventar la intervención psicosocial desde perspectivas más abiertas y creativas.

A modo de recomendaciones, para los profesionales que se dedican a la rehabilitación psicosocial en ambientes de guerra o crisis, urge mantener una escucha sensible y activa, fomentar la interdisciplinaridad, documentar cada experiencia, y procurar espacios de participación auténtica. Además, es necesario evaluar cualitativamente y reorientar los procesos terapéuticos constantemente, adaptando las estrategias a los cambios sociales y a la aparición de nuevas problemáticas.

Solo así se puede sostener un acompañamiento ético y responsable con efectos perdurables en las comunidades. Los aprendizajes extraídos aquí trascienden lo ocurrido en Ucrania y, llegado el caso, pueden aplicarse en escenarios de conflicto, migración, exclusión o desastre. Si algo enseña la experiencia ucraniana, es que no basta con repetir fórmulas universales; hay que construir intervenciones desde el reconocimiento, la escucha y la creatividad situada, integrando saberes globales y locales en busca de respuestas más humanas, profundas y transformadoras de las realidades en crisis.

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Formación de un estilo de vida saludable en jóvenes a través de la socialización: determinantes sociopsicológicos

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Resumen. La salud humana está determinada no solo por factores biológicos del entorno y social, sino también por la valoración que cada persona hace de su salud. Esforzarse por llevar un estilo de vida saludable requiere un cambio en la actitud de los individuos y la sociedad hacia la salud personal y pública. El objetivo del estudio fue explorar las ideas de los jóvenes rusos sobre su salud, nutrición, calidad de vida, actividad física y malos hábitos, para encontrar maneras prácticas de aumentar su motivación hacia un estilo de vida saludable. A partir de una entrevista enfocada en una conferencia en línea y una encuesta a expertos por correo electrónico, los autores examinan las ideas de los jóvenes sobre un estilo de vida saludable, el estado de salud y los malos hábitos. La investigación concluye que los jóvenes tienen ideas contradictorias y no siempre precisas sobre los principales factores que afectan su salud, los medios para mantenerla y la importancia de un estilo de vida saludable. Para que los jóvenes opten por la salud, la familia, la comunidad local y el estado deben aunar esfuerzos para mejorar el nivel espiritual, educativo y cultural del individuo, creando condiciones favorables y motivándolos.

Palabras clave: malos hábitos, educación, atención médica, autoevaluación de la salud, socialización.

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Formation of a healthy lifestyle among young people through socialization: socio-psychological determinants

Abstract. Human health is determined not only by biological factors of a person's environment and social environment, but also by the attitude of values towards their health. The purpose of the study was to explore young Russians' ideas about their health, nutrition, quality of life, physical activity, and bad habits in order to find practical ways to increase their motivation towards a healthy lifestyle. Based on a focused interview at an online conference and an expert survey via email, the authors examine young people's ideas about a healthy lifestyle, health status. The findings underscore that young people's motivation is determined not only by personal perceptions, but also by the broader context of socialization, peer influence, and accessibility to health-promoting environments. The research concludes that young people have contradictory and not always accurate ideas about the main factors that affect their health, the means to maintain it and the importance of a healthy lifestyle. In order for young people to choose health, the family, the local community and the state must join forces to improve the spiritual, educational and cultural level of the individual, creating favorable conditions and motivating them. Therefore, the practical recommendations derived from this research emphasize the integration of healthy values into everyday social practices, creating conditions that foster consistent behavioral changes and a long-term commitment to health.

Key words: bad habits, education, healthcare, self-rated health, socialization.

INTRODUCTION

Researchers note that today's society increasingly recognizes health as a crucial factor in the quality of life. Good health is seen as a unique resource for achieving other important and necessary goals, such as education, employment, and career for young people, and investment in the future (Akhmetshin et al., 2019; Shichkin et al., 2024).

The determinants of public health include the person's socio-economic status, the healthcare system (Kruchinina, 2024; Abilkassimova et al., 2025), and genetic and environmental factors (Muneenam & Suwannattachote, 2025; Yerzhanova et al., 2025). However, human health depends not only on these factors, which can be conditionally called external, but also on internal ones (Begishev et al., 2024). These internal factors involve the person perceiving their health as an important value. This attitude determines the individual's readiness to care for their health and lead a healthy lifestyle.

The fact that different socio-demographic groups have dissimilar systems of values and priorities in life (Letova, 2024) entails the need to study their unique ideas about health and readiness to actively care for it, since an inadequate subjective rating of one's health inevitably affects behavior and lifestyle (Zentsova, 2024; Kobegenova et al., 2025). The present study focuses on youth as a group whose health shows the following alarming trends (Lobacheva, Shurukhnov, 2024):

- Environmental problems. Unfavorable environmental situations can provoke serious diseases not only among the adult population, but also among children and youth, having a detrimental impact on general health (Kalinina et al., 2020; Sapryka et al., 2025).
- Insufficient exercise among children and youth. Only one-fifth of schoolchildren and one-tenth of college students have enough healthy motor activity. Almost 76% of young people prefer passive forms of leisure (in front of the TV or at the computer). This raises the issue of comprehensively promoting physical culture and sports among youth (Ionova, 2020).
- Lack of healthy eating habits (Tkeshelashvili & Bobozhonova, 2024). Poor-quality nutrition fails to provide the young body with the necessary amount of vitamins, leading to decreased performance (Dey et al., 2025) and academic achievement, impaired vision and memory, and obesity (Pokida & Zybunovskaia, 2022).
- Alcohol use. The predominant age at which young people first try alcoholic beverages is 13-15 years old. Popular alcoholic drinks consumed by young people most often are beer, low-alcohol drinks, and wine (Vorobev et al., 2019).

Smoking and vaping. The share of young people who have tried smoking ranges from 20% to 77.5% (depending on age and place of education). Boys typically try smoking for the first time at the age of 11 and less often later in life, while girls first try smoking at 13-15 years (Agliullina et al., 2018).

LITERATURE REVIEW

Research on female university students has revealed important relationships between self-rated health and physical activity levels. A recent study of Chinese female university students found that self-rated health was significantly and positively correlated with physical activity engagement (Timushkin et al., 2024). Importantly, this relationship was partially mediated by social anxiety, with social anxiety accounting for 12% of the total effect, suggesting that psychological factors such as social-evaluative concerns play a key role in how health perceptions translate into physical activity behaviours (Huang et al., 2025). Similarly, investigations among university students in Western China demonstrated that the relationship between physical activity and self-emotion management is not straightforward, with self-rated health serving as an important mediating factor (Zhang et al., 2025). Furthermore, evidence suggests that positive health self-perception is linked to better sleep quality and lower anxiety levels, though these associations may differ by gender (Basheer et al., 2025). These findings point to the complexity of health perceptions among youth and suggest that subjective health ratings may not always align with objective health behaviours or risk factors.

International research has examined various approaches to supporting health motivation among young populations. Studies from different countries have explored how health awareness influences quality of life through multiple pathways, including health behaviour action and safety behaviour practice, with findings suggesting that these pathways may vary depending on regional context (Lee et al., 2025). Research on professional health education has also highlighted the importance of systematic approaches that incorporate both internal motivation and

external support structures (Biehl et al., 2025). However, despite the growing body of research on youth health behaviours, significant gaps remain in our understanding of how young people perceive healthy lifestyles, particularly regarding their self-assessment accuracy and the role of regional differences in health behaviour formation. These gaps underscore the need for region-specific studies that can better capture the contextual factors influencing youth health perceptions and behaviours.

According to our analysis of scientific studies, there is no universal approach to building a healthy lifestyle. Nevertheless, the proposed definitions and classifications of health and healthy lifestyle do not contradict but rather complement and mutually reinforce one another, providing different perspectives.

According to Korchagina (2020), the components of a healthy lifestyle include an active life position; job satisfaction; physical and mental comfort; proper rest; balanced and rational nutrition; balance between the consumed and expended energy; correspondence of the chemical composition of the diet to physiological needs in nutrients; regular physical and motor activity; psychophysiological pleasure in the family; economic and material independence; and personal hygiene, including a rational daily regimen, body care, and clean clothes and shoes. These components are described as giving the person pleasure from life and positively affecting their health (Korchagina, 2020).

Studies add clarifying characteristics to the understanding of healthy living, for example, giving up bad habits, having optimal motor activity (Ibragimova et al., 2025), rational nutrition, hardening the body with exposure to cold, personal hygiene, and positive emotions.

Filonenko & Kienko (2019) define the healthy lifestyle of youth as the typical forms and ways of daily life that strengthen and improve the body's reserve capabilities, thereby ensuring the successful performance of their social and professional functions, regardless of economic and socio-psychological conditions.

The healthy lifestyle of young people often understood as a rational version of the organization of their daily life that allows them to optimally realize their biological and social functions, maximize the use of the genetic reserves of health, and achieve the best physical and mental performance. In other words, the healthy lifestyle of a young person is aimed at strengthening and preserving individual and public health (Alekseev, 2023). This suggests an extremely important social role and biological function of a healthy lifestyle, since young people are the ones who will determine the path of the country's development and make decisions that will decide its future (Vaslavskiy, Vaslavskaya, 2022; Grudtsina et al., 2025).

Thus, a healthy lifestyle as a system consists of many interconnected and interchangeable elements based on the principles of the culture of nutrition, movement, emotions, relationships, and upbringing rather than simply compliance with health improvement technologies (Grishin, Odintsov, 2024).

It is increasingly believed that health is affected not only by objective living conditions and the person's socioeconomic status but also by the subjective perception and self-rating of their lifestyle (Varderesian et al., 2020; Zhuravskaya et al., 2022; Yakushkina et al., 2025). Researchers note certain features in young people's self-assessment of their lifestyle and health and point

to a connection between these assessments and socio-psychological and socio-economic factors (Zhuravleva et al., 2020; Kuts et al., 2024).

The focus of this study lies on the components of a healthy lifestyle of young people in all aspects of health — physical, mental, spiritual, and social:

- nutrition (including the consumption of quality drinking water and the necessary amount of vitamins, minerals, proteins, fats, carbohydrates, and special products and food additives) (Aleshkov et al., 2025; Chugunov & Nikiforov, 2020; Bachinskaya et al., 2021),
- household conditions (quality of housing, conditions for passive and active recreation, and the level of mental and physical safety in the place of living) (Vorotilkina et al., 2022),
- learning and work conditions (not only physical but also mental safety, enough stimulation and favorable conditions for development) (Zhiratkova et al., 2018; Alimova et al., 2025; Sapfirova, 2025),
- exercise (physical culture and sports, various health improvement systems focused on improving the level of physical development, supporting it, and recovering from physical and mental stress) (Savko & Khozhempo, 2018; Popova, 2019).

In this light, the purpose of our research is to explore the views of Russian youth on personal health, nutrition, quality of life, exercise, and bad habits to find practical ways to increase their motivation for a healthy lifestyle.

METHODS

The study was conducted in 2025 in Russia and consisted of several stages using the following data collection methods:

a) Analysis of documents and scientific sources on the research problem,

b) A focused interview via an online conference,

c) An expert survey via email,

d) Mathematical and statistical data analysis methods.

At the first stage of the study, scientific and analytical works on the research problem were reviewed. This analysis of publications on the outlined issues was conducted to investigate scientific approaches to the introduction of a healthy lifestyle among young people.

At the second stage, a group focused interview was conducted via an online conference to determine the most common ideas of young people about a healthy lifestyle, their health status, and bad habits. The interview included 10 people from among employees of research centers engaged in social and medical research on the problems of healthy lifestyles. The group discussion was audio-recorded and lasted 1 hour and 25 minutes.

After processing the results of the focused interview, at the third stage of the study, an expert survey was conducted via email. The experts were selected according to the criterion of having at least three publications on the problems of healthy lifestyles among young people.

A total of 45 experts were asked to rank the most common ideas of young people on healthy lifestyle, health, and bad habits obtained in the focused interview.

The consistency of expert opinions was assessed with Kendall's coefficient of concordance (W) calculated in SPSS. Next, the expert ranking was processed to determine the weights of expert opinions.

RESULTS AND DISCUSSION

TABLE 1. Young people's ideas about healthy lifestyle, health, and bad habits (results of the focused interview and expert assessments).

No.	Ideas	Rank	Weight
1	Regardless of their age, gender, and place of residence, health is an important value in the lives of young people	1	0.24
2	Young people typically assess their health status as good, which does not always match the reality	2	0.19
3	Young people prefer not to go to doctors and tend to self-treat	3	0.17
4	Young people widely believe that health is determined primarily by external factors (rather than the person) and not by a healthy lifestyle (depending on the person themselves)	4	0.12
5	Young people lack a consistent desire to lead an active lifestyle, harden their body, and exercise	5-6	0.09
6	Young people lack healthy eating practices	5-6	0.09
7	Young people are not ready to take responsibility for their health and lead a healthy lifestyle, as they do not see a healthy lifestyle among the priorities	7	0.06
8	The prevalence of bad habits (smoking, having alcoholic/low-alcohol drinks, doing drugs) in young people is determined by genetic factors rather than lifestyle and environment	8	0.04

Source: own research and results of the expert survey; the concordance coefficient $W = 0.64$ ($p < 0.01$), which indicates a strong consistency of expert opinions.

Our results show that, according to experts, a considerable number of young people, regardless of age, gender, and place of living, consider health an important value in their lives. However, experts also note a certain declarativeness inherent in young people's opinions about the value of health. For example, according to Andrei P., only a third of young people take good care of their health. Furthermore, it was noted (Maxim N.) that the approach to taking care of one's health does not change for the better with age. On the one hand, this cannot be entirely true, since, for example, by the age of 25-35, many people start families and have children, becoming their role models and teaching them skills and values. On the other hand, as the parent's attention shifts to their child, they might care less about their health.

In addition, experts note that young people tend to overestimate their health. In our study, two-thirds of young people had colds in the past year, 15% had hereditary diseases, and 4% had or used to have a disability. This share of people who have or had a disability is not fundamentally different from the proportion of disabled people in the general structure of the population, although it should increase with age. These results indicate that more serious work is required to prevent diseases, including colds, and disability among young people.

The risk of the spread of socially significant diseases among youth is suggested by the findings of Kalinina et al. (2020) that about 15% of young people get screened for sexually transmitted diseases within a year. This fact raises the need to rethink approaches to outreach, assessing the effectiveness of current social advertising (Pashkurov et al., 2025; Temirkanova et al., 2025).

Experts further note that self-rated health is the highest among adolescents and the lowest in older young people (25-35 years old). This age difference is attributed not only to the objective factors of physical well-being, which become worse with age, but also to the fact that adolescents and young people in general are subjectively characterized by a more optimistic approach to life. With age and increasing psychological and social burden, the perception of the world also changes (Nurmaganbet et al., 2025).

Experts confirm that young people are well aware that health equally strongly depends on factors like bad habits (substance abuse, drug use, alcohol use, and smoking) and approach to one's health and the environmental situation (Hudayberganov et al., 2025; Vasileva et al., 2025) and working and resting conditions (Mazelis et al., 2023; Sapfirova et al., 2025).

Nevertheless, as noted by one of our experts (Nikolay K.), the ranking of the general determinants of health changes when young people identify the factors affecting their health: in the first place is given the state of the environment or genetics and not the person's lifestyle and surroundings. Among the practical actions aimed at maintaining a healthy lifestyle, young people, according to experts, prefer spending more time in nature, actively resting, observing the optimal work-life balance, and giving up strong alcohol. That is, for young people, a healthy lifestyle and its social quality (as factors dependent on the person themselves) are secondary to external factors independent of the individual (the environment and genetics) (Sergeeva et al., 2023).

Moreover, experts suggest that young people rarely go to doctors, getting appointments only in case of emergency, and tend to self-medicate, since a significant part of young people show a tendency to trust the advertisements of drugs that claim to improve health (Grishin, Bykova, 2024). A significant part of youth (almost a third, according to Alexander T.) generally prefers to limit their contacts with doctors and resorts to self-treatment, listening to the advice of relatives and acquaintances, or consulting the Internet. This behavior is attributed by experts to the work of Russian public social institutions, which are often focused on the bureaucracy of working with patients (Markosian, 2022), while commercial clinics are often financially inaccessible or lack the necessary infrastructure close to the person's place of residence (Klochko, 2024; Klimova et al., 2024; Vaslavskiy et al., 2022).

Ultimately, experts argue that most of the youth are not ready to take responsibility for preserving and maintaining their health because they believe that life depends more on external circumstances than on their efforts (Mokhov et al., 2023). Experts believe that the lion's share of

young people choose to aim for the lifestyle led by their parents or adopt the lifestyle they see in the consumed content or their social circle (friends).

However, not all experts agree that young people do not have an established striving to lead an active lifestyle and harden their body and that many do not recognize the importance and expediency of exercise and movement. One expert (Sergey N.) suggests that less than 10% of young people do daily morning workouts, and almost half never work out at all; that virtually no one observes the tradition of body hardening through exposure to cold; and that only sometimes do young people take walks before bedtime, but the number of those who do this regularly is going down. Conversely, according to a different expert (Dmitry V.), more than half of young people have engaged in some kind of active sport or attended a sports section at some point in their lives.

Experts say that young people experience quite significant difficulties in observing healthy eating practices. Their daily diet is marked by a significant consumption of products like fast food, potatoes, white bread, sweets, pasta, smoked sausage, mayonnaise and other sauces, canned food, coffee, and tea.

At the same time, the consumption of products from whole grains (Vasiliev et al., 2025), fish, and vegetables is very low. According to one of the experts (Mikhail M.), the nutrition of adolescents is especially unhealthy, with many consuming sweet carbonated drinks, chocolate products, pastries, and cakes at least once a day, with very little fresh vegetables and cereals.

Despite this, experts say that a significant part of young people do not consider their nutrition unhealthy, and the overwhelming majority are completely or rather satisfied with their nutrition. This is especially true for adolescents, who tend to assess their diet very positively, despite its structure being irrational and threatening to health. This indicates a lack of understanding of the basics of healthy eating, not only by children and young people but also by their parents.

In addition, experts note that different age groups of young people have different opinions on hindrances to healthy eating. While adolescents (14-17 years old) consider the lack of information about healthy eating to be the main obstacle, older age categories often emphasize the lack of money. Citing the results of surveys, experts report that more than half of young people are in favour of banning genetically modified products, although some believe that such products should simply be properly labeled (Zheldybayeva et al., 2025). Despite this, only a fifth of young people pay attention to the composition of the purchased products, showing an indiscriminate or indifferent approach to their diet.

Experts further highlight the alarming prevalence of bad habits among youth, including smoking, drinking alcoholic or low-alcohol beverages (particularly the regular consumption of beer), and taking narcotic substances. The surveys conducted by experts indicate that about 40% of young people smoke, with more than half having more than eight cigarettes a day. Vaping is a new habit that has become particularly widespread. Studies suggest (Agliullina et al., 2018; Sharifullina et al., 2025) that smoking e-cigarettes has a cumulative effect — bronchial asthma, chronic bronchitis, and cardiovascular problems can develop in vapers over time (Dharmarajlu et al., 2024). Vaping has also been found to elevate blood pressure, increase the risk of heart attack and stroke, and impair endothelial function.

Regarding low-alcohol beverages, experts note that more than a third of young people drink beer at least once a week, while strong alcohol and wine are less popular. The prevalence of the habit of drinking beer is indicated by the fact that, according to experts, this beverage is regularly consumed by most of the youth aged 25-35. Furthermore, studies show that about 12% of young people have tried drugs once or twice, and almost 5% admit to using such substances somewhat regularly (Serebrennikova, 2024). We also found that, despite the ban on the sale of tobacco and alcohol products to people under 18 in Russia, bad habits are still developed predominantly in adolescence. An overwhelming proportion of smokers develop addiction before the age of 20, and two-thirds of young people start drinking alcohol before turning 18. This situation is even more depressing because young people do not have enough knowledge and skills to give up bad habits on their own (Gairbekov, 2018).

Our findings are consistent with the conclusions of Pokrovskaya et al. (2018), who describe two groups of principles according to the socio-biological nature of human personality. According to biological principles, a healthy lifestyle needs to be age-appropriate, strengthening, active, and ascetic. Social principles, on the other hand, imply that a healthy lifestyle has to be aesthetic, moral, strong-willed, and restrictive. However, the implementation of these principles is challenging and contradictory and does not always yield the desired result. Hence, despite understanding the value of health for a person, young people prefer to act as they like, focusing on rather irrational behavior in matters of a healthy lifestyle. This tendency is attributed to the shortcomings of the education system with respect to building young people's motivation to care for their health and lead a healthy lifestyle (Pokrovskaya et al., 2018; Aubakirova et al., 2021). A healthy lifestyle should be considered an integral part of overall behavior (systematic approach), and the educational and pedagogical process for the formation of healthy lifestyles needs to correspond to the age and individual characteristics of students (Gairbekov, 2018; Denisova et al., 2023).

The present study has several limitations that should be acknowledged. The primary limitation concerns the reliance on self-assessment methods for evaluating health behavior and lifestyle practices among respondents, as subjective evaluation by each respondent regarding their healthy lifestyle behavior may affect the generalizability of results.

Future research should focus on evaluating the effectiveness of digital health interventions promoting healthy lifestyles among youth, including fitness applications and social media platforms (Maimerova et al., 2025). Research on smartphone app-based interventions for physical activity shows promise, though more high-quality studies are needed to determine their true effectiveness (He et al., 2024). Additionally, understanding user experiences with digital fitness tracking devices – including factors affecting adoption and sustained use such as accuracy concerns, cost, and motivation – is essential for developing more effective interventions (Gulati et al., 2024).

CONCLUSION

Our research demonstrated that young people have contradictory and not necessarily adequate ideas about the main factors affecting their health, the means of maintaining it, and the importance of a healthy lifestyle. Their self-rated general health is inflated, and the highlighted significant reasons behind declining health are the state of the environment and genetics.

Thus, our results demonstrate a gap between the obtained information, the level of awareness, and the healthy lifestyle skills developed by young people. Furthermore, young people do not have the right perception of healthy eating. Overall, modern Russian youth does not lead a lifestyle consistent with modern ideas about a healthy lifestyle, instead demonstrating both negative phenomena and risky behaviour.

In this connection, it appears to be crucial to more actively incorporate healthy lifestyle practices into educational programs. Youth is objectively the most fertile ground for the introduction of such an approach, since they are at the age when their personality is still developing, and the ability to correctly motivate young people to develop healthy lifestyles comes to the fore.

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Contra el edadismo en el ámbito rural: estrategias participativas de inclusión social para personas adultas mayores en la parroquia Barbones – Ecuador

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Resumen. La Parroquia rural Barbones (Ecuador) enfrenta un proceso de envejecimiento demográfico que agrava la vulnerabilidad de personas adultas mayores mediante prácticas edadistas. Por este motivo, una investigación que destaque estrategias de inclusión social para este grupo etario, se muestra pertinente y perentoria. Así, el objetivo de este artículo es: describir estrategias participativas de inclusión social contra el edadismo en contextos rurales. Metodológicamente, se trata de un estudio mixto, sociocrítico, no experimental, basado en un censo poblacional (n=150 adultos mayores), entrevistas a profundidad (n=6 expertos), grupos focales y observación participante. Entre los hallazgos más destacados se identificaron carencias estructurales (ingresos precarios, cobertura sanitaria insuficiente) agravadas por discriminación etaria. La intervención implementada (espacios recreativos socio-familiares, mediación familiar, emprendimientos adaptados y programas educativos) reveló mejoras significativas en autoestima, cohesión familiar e inclusión social. En suma, las estrategias participativas alineadas con los ODS constituyen un camino efectivo para reducir el edadismo y promover envejecimiento activo en zonas rurales.

Palabras clave: edadismo, inclusión social, adulto mayor, intervención comunitaria, ruralidad ecuatoriana.

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Combating ageism in rural areas: Participatory strategies for social inclusion for older adults in the Barbones parish -Ecuador

Abstract. The rural parish of Barbones (Ecuador) faces a demographic aging process that exacerbates the vulnerability of older adults through ageist practices. In this context, research highlighting social inclusion strategies for this age group is both relevant and urgent. Thus, the objective of this article is to describe participatory social inclusion strategies against ageism in rural contexts. Methodologically, this is a mixed-methods, socio-critical, non-experimental study based on a population census (n=150 older adults), in-depth interviews (n=6 experts), focus groups, and participant observation. Among the most significant findings were structural deficiencies (precarious income, insufficient health coverage) aggravated by age discrimination. The implemented intervention (socio-family recreational spaces, family mediation, adapted entrepreneurship programs, and educational programs) revealed significant improvements in self-esteem, family cohesion, and social inclusion. In short, participatory strategies aligned with the Sustainable Development Goals (SDGs) constitute an effective path to reducing ageism and promoting active aging in rural areas.

Keywords: ageism, social inclusion, older adults, community intervention, Ecuadorian rurality.

INTRODUCCIÓN

El envejecimiento poblacional ha ganado terreno en el debate de las ciencias sociales a raíz del incremento de la esperanza de vida, los avances de la medicina y las dificultades en la producción y distribución de alimentos a nivel mundial. En el caso europeo, por ejemplo, las perspectivas de este problema se complejizan, porque -como se alertaba el año pasado-, "En la actualidad, Europa tiene la tasa de envejecimiento más alta del mundo y para fines de 2024 el número de personas de 65 años o más superará al de jóvenes en Europa" (Al Rabadi, 2025:103).

Por su parte, Ecuador, como otros países latinoamericanos, vive este fenómeno como resultado del incremento de la esperanza de vida y la disminución paulatina de la natalidad. A esto se refiere la Organización Mundial de la Salud (OMS) al señalar que, "En 2030, una de cada seis personas en el mundo tendrá 60 años o más. En ese momento, el grupo de población de 60 años o más habrá subido de 1000 millones en 2020 a 1400 millones" (OMS, 2024:4).

En ese sentido, Fuster et al., (2020) se detienen en el análisis acerca de la atención a las personas adultas, como parte de estrategias sobre la defensa de los derechos humanos en los países en vías de desarrollo, profundizando en la visión de la vejez, no como una fuente de nuevos problemas para estas naciones, sino como una oportunidad para reivindicar sus aportes del pasado así como construir espacios para una mejor sociedad, más igualitaria y de mayor inclusión social.

En el contexto ecuatoriano, el Instituto Nacional de Estadística y Censos (INEC), ha llamado la atención acerca del "decrecimiento de la población infantil y adolescente entre 2030 y 2050, así como un incremento de la población de adultos mayores en todo el territorio nacional"

(SNI, 2024). Al respecto, aunque se alerta sobre las consecuencias socioeconómicas y culturales que esta situación puede acarrear, preocupan las circunstancias adversas que pueden enfrentar las personas en temas como la salud, la integración familiar, la recreación, la discriminación social, entre otros.

En el ámbito sociocomunitario, la reflexión debe ser enmarcada, no solo en el conjunto de problemáticas que pueda generar, sino en las oportunidades que esa situación puede representar para el país en general (Hernández et al., 2021). Es un error desconocer el universo de potencialidades para el desarrollo del país que representa la población con más años de vida y lo que se impone es visibilizarlos, brindándoles los espacios y roles en los que, en su cualidad de adulto mayor, sea de mayor provecho para la sociedad en general.

La carencia de oportunidades para la participación e inclusión social de los adultos mayores limita, fomenta un aislamiento que puede poner en mayor riesgo su salud, tanto física como mental (Cortés y Tavares, 2022). Es crucial promover iniciativas de inclusión social, considerando que los adultos mayores tienen, además, la ventaja de poseer un recorrido laboral que les permite -a su edad- una mayor disponibilidad de tiempo para dedicarsela a proyectos de desarrollo sociocomunitario.

Fortes (2020: 7) afirma que, "Con más de 17 millones de habitantes, Ecuador presenta un ritmo de crecimiento poblacional menor al de décadas pasadas, con cambios importantes en la composición de sus hogares" : Esto significa que, en los ultimos años la tasa de crecimiento ha mermado, fomentando un aumento de las personas que tienen mayor edad con respecto a los niños y jóvenes; un indicador que en los hogares ecuatorianos se están tomando previsiones a la hora de decidir nuevos nacimientos lo que se ve reflejado en ese proceso de envejecimiento.

Al respecto, Quispe et al., 2025: 4) señalan que "La problemática del edadismo ha impactado de manera negativa en el desarrollo integral así como en el bienestar psicológico y emocional de las personas adultas mayores":provocando muchas veces, la desintegración de sus familias al generarse desacuerdos acerca de quienes deben asumir su atención, alimentando su concepción negativa y su visión como una carga más, otro de los estereotipos negativos que hay que enfrentar desde las políticas de inclusión social.

La problemática tiende a ser más compleja, por las condiciones que imponen la realidad rural en la que se encuentra enclavada la Parroquia Barbones en la Provincia de El Oro. Su ubicación propicia problemas que no son abordados en su totalidad por parte del Estado, como pueden ser: la calidad y cobertura de agua potable, alcantarillado, recolección de basura, construcción de áreas de recreación social, entre otras que se constituyen en deudas pendientes para las administraciones de los Gobiernos Autónomos Descentralizados (GAD).

En ese contexto, el objetivo de este artículo es describir e implementar estrategias participativas de inclusión social orientadas a la reducción del edadismo hacia adultos mayores en la Parroquia rural Barbones, Provincia de El Oro, Ecuador. Desde el punto de vista metodológico, se trata de un estudio un estudio cualitativo de tipo mixto, sociocrítico con un diseño no experimental que se apoya en la documentación bibliográfica, resultados de censos poblacionales y la aplicación de técnicas cualitativas, entre ellas, entrevistas a expertos, grupos focales y la observación cualitativa.

FUNDAMENTOS TEÓRICOS

Al hacer referencia a los adultos mayores, aunque en su concepción teórica aluda a personas que atraviesan unas circunstancias etarias parecidas, sus realidades concretas difieren según la cultura. A esto se refieren Oriol et al., (2025:3), cuando afirman que "La realidad no es la misma para todos los individuos, ya que cada persona construye su propia realidad a través de su interacción social y su contexto cultural", más aún en una sociedad como la actual en la que las transformaciones sociales se dan de manera tan acelerada.

A nivel institucional, conviene recordar los lineamientos establecidos por La Agenda 2030 para el Desarrollo Sostenible, adoptada por todos los Estados Miembros de las Naciones Unidas en 2015 (Rudge, 2020:3). Este documento "proporciona un plan global compartido para acabar con la pobreza, proteger el planeta y garantizar que todas las personas disfruten de la paz y la prosperidad para 2030" : De acuerdo con estos planteamientos, urge impulsar una mayor visibilización del adulto mayor en cuanto a los planes y programas para el bienestar y desarrollo integral de las comunidades.

Por el lado legislativo, la protección del adulto mayor en Ecuador está garantizada, sin embargo, más alla de los instrumentos legales, siguen existiendo desigualdades en cuanto a su concresión. Así, a pesar que la Constitución del Ecuador, vigente desde el año 2008, incorpora derechos a los adultos mayores como integrantes de los grupos de atención prioritaria; en la Parroquia Barbones, los programas gubernamentales tienen poca presencia y, por el contrario, se observan situaciones que muestran la indefensión de este grupo etario.

Es importante promover un envejeimiento activo acogiendo el lenguaje de las organizaciones multinacionales como la OMS, que consideran necesario mantener o crear espacios para la autonomía y participación social de los adultos mayores. Esto debe traducirse en un debilitamiento del edadismo, abriendo espacios para la conjunción de los esfuerzos familiares e institucionales en la atención de las personas cuya vejez los coloca en situación de vulnerabilidad social (Campillay et al., 2021).

Hay que entender integralmente los significados que para la sociedad tiene la extención de la esperanza de vida y la transición demográfica presente en muchos países latinoamericanos, en los que urge repensar la longevidad, de manera que se pase de la vejez como una fase socialmente estática y vulnerable, a una concepción proactiva y dinámica. El envejecimiento reviste, entonces, un proceso que puede ser recursivo en el contexto de los países latinoamericanos que requieren expandir sus espacios para el desarrollo humano integral.

Ahora bien, entre los problemas sociales que pueden derivar del proceso de envejecimiento, algunos autores destacan el edadismo (Morcillo y Solís, 2023; Marsillas y Truchado , 2023), el cual se ha venido fortificando tanto en Europa como en algunos de los países latinoamericanos. Al respecto, la Organización Panamericana de la Salud (2021: 9) considera que el edadismo "se refiere a los estereotipos (cómo pensamos), los prejuicios (cómo nos sentimos) y la discriminación (cómo actuamos) hacia las personas en función de su edad".

En ese orden de ideas, existe la percepción estereotipada de los adultos mayores como seres que no pueden valerse por sí solos; y, cuando lo hacen, son incapaces de llevar adelante tareas que les exijan mucho esfuerzo mental y físico. Esta imagen no aprece de forma aleatoria en el

contexto de las familias y la sociedad en general, es parte de una idea que se comienza a generar en la infancia y se va robusteciendo en el transitar cotidiano, incluyendo las vivencias educativas de los niños y jóvenes.

Sandino (2016: 31) señala dos razones por las que los estereotipos son importantes socialmente. En principio, esas imágenes estereotipadas determinan, en buena parte, las actitudes sociales hacia las personas de edad avanzada llegando a considerarlas dependientes, enfermos o incapaces, por lo que afectan el contexto en el que se desenvuelven los adultos mayores y quienes interactúan diariamente con ellos. Así mismo, "los estereotipos que los adultos mayores tienen hacia la vejez y hacia el envejecimiento afectan sus expectativas sobre la jubilación, la salud, la preocupación por la muerte y, en última instancia, la propia longevidad"-

En cuanto a los prejuicios frente a la edad de las personas, es cada día más frecuente encontrarse con posiciones discriminatorias de quienes consideran que con el avance etario, las personas disminuyen sus capacidades cognitivas y habilidades físicas. Esta percepción no solo refuerza el edadismo, sino que también contribuye a crear entornos hostiles en los cuales los adultos mayores se sienten desplazados e inseguros consolidando la exclusión social en el contexto laboral de las nuevas empresas (Mendoza y Soledispa, 2023).

Los prejuicios son reforzados desde los medios de comunicación o, en los tiempos actuales, a través de las redes sociales, desde las cuales también se difunde la idea de una tercera edad en la que las personas entran a una etapa improductiva y sociodependiente. Incluso, aunque existan algunas iniciativas para contribuir a la incursión de las personas mayores en el ámbito tecnológico, hay barreras que se fomentan desde el mismo desarrollo de los programas de educación en competencias digitales.

Para comprender integralmente el tema de la discriminación social basada en la edad de las personas, hay que volver sobre la importancia de los estereotipos socioculturales en los que, se asocia a la vejez con la reducción de la fuerza física y las habilidades mentales o cognitivas. En esa imagen social de la juventud contra la vejez, se enaltecen las potencialidades de los jóvenes, subestimando el valor de la experiencia que otorgan los años, no solo para el desenvolvimiento laboral, sino como orientadores de la conducta, en las familias y las comunidades (Yup y Álvarez, 2021).

González et al., (2023) profundiza en las dimensiones de la discriminación edadista, destacando que, cuando los gobiernos se niegan a subir el monto de las pensiones o las mantienen en un ingreso que no alcanza a cubrir las necesidades de salud de las personas adultas mayores, abre espacios discriminatorios y, de alguna manera, perjudica a estas personas por considerar que la inversión en ellas es un gasto social y no la retribución de sus aportes a lo largo de sus actividades productivas.

Por otra parte, aunque el edadismo no distingue espacios o contextos para reproducirse, cuando los estereotipos, prejuicios y discriminación por razones de edad se dan en el ámbito rural, suele tener más impacto social. Con frecuencia en las zonas de menor desarrollo urbano, el diálogo intergeneracional es más difícil de motivar, provocando una especie de rechazo mutuo. Por un lado, los adultos mayores consideran que los más jóvenes deben ser relegados de responsabilidades productivas mientras los jóvenes restan valor a los juicios que emiten sus mayores, relacionándolos con actitudes arcaicas o ligadas a costumbres que deben ser superadas.

Otro elemento que interviene en la profundización del edadismo en zonas rurales, tiene que ver con la poca diversificación de las estructuras económicas, coartando las oportunidades de capacitación de los jóvenes al tiempo que aviva el celo de los mayores en cuanto a la protección de sus espacios laborales, en una suerte de riña intergeneracional silenciosa (Madrigal, 2022). Así mismo, al examinar las implicaciones del edadismo en las zonas rurales, se observa una mayor migración juvenil, potenciando el envejecimiento comunitario.

Ciertamente, el envejecimiento es un proceso individual pero, en los espacios rurales, ese proceso tiene sus particularidades (Álvarez, 2024). Entre esas especificidades, se encuentra el apoyo a la salud y, las oportunidades de esparcimiento social de los adultos mayores. No puede soslayarse el hecho que los escenarios rurales en Latinoamérica son particularmente hostiles con los adultos mayores, pues, aunque suelen recibir una mayor consideración en cuanto al respeto que su trayectoria familiar representa, con frecuencia son aislados de las posibilidades de interacción sociocultural que se presentan.

Ecuador, también se ve afectado por el envejecimiento poblacional y los efectos sociales que encierran sus estereotipos negativos, En consecuencia, Floril (2023) señala que es necesario para constatar que, los avances en el orden institucional, se han concretado en una mayor protección de los derechos de los adultos mayores. Es así como las tareas pendientes, aunque correspondan a los responsables de las políticas públicas en el país, involucran de manera directa a las familias y, las organizaciones de carácter educativo, las cuales deben fortalecer los cimientos axiológicos para una sociedad más respetuosa e incluyente, cuando de los adultos mayores se trata.

La superación del edadismo requiere un esfuerzo colectivo para articular estrategias de inclusión y participación social y, en tanto, se impone una visión integral del envejecimiento activo, tal como lo propone la OMS: "proceso de optimización de las oportunidades de salud, participación y seguridad con el fin de mejorar la calidad de vida a medida que las personas envejecen" (Morcillo , 2021: 105). En esa concepción, es necesario construir espacios para la reivindicación de la vejez como un punto de encuentro intergeneracional que impulsa una mejor sociedad.

Troncoso et al., (2020), propone la ejecución de programas intergeneracionales en los que se conjuguen la experiencia de la tercera edad, con el ímpetu de los jóvenes y la alegría de niños y niñas, compartiendo actividades en un mismo espacio. A partir de tareas interdialógicas, sería posible, según estos autores, revertir parte de los prejuicios o estereotipos que han sido internalizados a través de la cotidianidad comunitaria, además de exponer las cercanías que existen y pueden contribuir a armonizar los saberes intergeneracionales.

Blanco y Pinazo (2016), llaman a combinar información y exposición indirecta, a su vez, complementada con los talleres educativos. En ese caso, el procedimiento implica jornadas de discusión temática, la observación de casos hipotéticos sobre el edadismo a través de cortos audiovisuales o lecturas dirigidas para, finalmente, proceder a algunas actividades prácticas que permitan vivenciar lo que puede significar la discriminación social por motivos de edad. Se trata entonces de mostrar a un grupo o una determinada comunidad los efectos negativos que tienen las posturas edadista para la preservación de los derechos humanos de las personas adultas mayores.

Padilla et al., (2017) por su parte, proponen fortalecer las capacidades de emprendimiento de los adultos mayores para reforzar su autoestima frente al aislamiento social que se puede gene-

rar en esta etapa. Involucrarse en nuevos proyectos socioeconómicos y generar algunos ingresos, puede ser una vía para mantener la salud mental y física de estas personas. Además, los adultos mayores pueden representar un apoyo fundamental para los jóvenes que han decidido iniciar un negocio o empresa, pero no poseen la paciencia que otorga la experiencia de vida.

METODOLOGÍA

Este artículo de investigación se soporta en un enfoque cualitativo orientado por dos iniciativas complementarias que incluyen un proyecto de investigación referido a la inclusión social para la reducción del edadismo hacia personas adultas mayores y un proyecto de vinculación comunitaria relacionado con estrategias para promover el envejecimiento activo en algunas comunidades ecuatorianas. Más concretamente, se trata de un estudio mixto, sociocrítico y de diseño no experimental, para mostrar estrategias que pueden contribuir a superar el edadismo en el contexto ecuatoriano.

La investigación tiene su contexto empírico en la Parroquia Barbones que es una comunidad rural perteneciente a la jurisdicción del Cantón El Guabo, Provincia de El Oro. Esta localidad, se encuentra situada en el sector Noroccidental de la provincia a la que pertenece y limita al norte con la Parroquia de Tendales, al Sur con el Cantón Machala, al Este con la Cabecera Cantonal de El Guabo y al Oeste con el Océano Pacífico. Cuenta con una población total de 4.447 habitantes distribuidos en 10 barrios y 11 sitios.

En cuanto a los instrumentos, además del censo poblacional se aplicaron técnicas cualitativas, entre ellas entrevistas a profundidad, grupos focales (Guión temático, anexos 1 y 2). Para la obtención de la información comunitaria, se aplicó un cuestionario tipo Likert (anexo 3) a ciento cincuenta adultos mayores, seleccionados de manera intencional, orientados por el GAD Parroquial Rural Barbones y algunos líderes comunitarios de la zona, mientras que también cooperaron algunos estudiantes de la Universidad Técnica de Machala, a través de las carreras de Trabajo Social, Derecho y Pedagogía de la Actividad Física y Deporte.

RESULTADOS Y DISCUSIÓN

Ahora bien, aunque, por la extensión del artículo solo se muestran y discuten algunos resultados, en principio, el Cuadro 1, presenta el perfil sociodemográfico del grupo de expertos.

El perfil de los expertos consultados, algunos de los cuales forman parte del cuerpo docente de la Universidad Técnica de Machala, Ecuador, tienen una marcada formación en ciencias sociales y varios con formación postdoctoral en programas de doctorado con experiencias en investigación en el área relativa al estudio del envejecimiento como problema social. Esta circunstancia es un valor agregado a la hora de adelantar iniciativas estratégicas contra el edadismo, tanto en el seno de las instituciones como en el ámbito familiar de las personas de la tercera edad que se vinculan a la investigación y el proyecto de intervención.

En lo que respecta a los resultados y discusión de las entrevistas a estos expertos, es importante tener en cuenta la complejidad que reviste presentar este tipo de hallazgos en el espacio que otorga un artículo de investigación; en ese sentido, en el Cuadro 2 se realiza un ejercicio de síntesis crítico-hermenéutica que incluye los resultados y discusión de la aplicación del guion temático a los expertos.

CUADRO 1. Caracterización de los expertos consultados.

Variable	Datos
Sexo	**Número**
Masculino	2
Femenino	4
Total	6
Edad	
Promedio	44,6
Profesión	
Sociologo	1
Psicologo	3
Educador	2
Nivel de instrucción	
Grado Universitario	
Postgrado	3
Doctorado/Phd	3

Fuente: elaboración propia, 2025.

CUADRO 2. Matriz de resultados y discusión de la entrevista a expertos.

Categoría	Extractos discursivos
Cocimientos generales en cuanto al edadismo	"Se puede resumir en un conjunto de creencias y prejuicios" "Parte de una actitud de discriminación contra los mayores" "Una visión errónea de la vejez"
Edadismo: estereotipos, prejuicios y actitudes	"Los adultos mayores son incapaces de valerse por sí mismos" "La vejez es una etapa marcada por la necesidad de apoyo familiar" "Los adultos mayores regresan a etapas de dependencia familiar superadas" "Aunque no es siempre visible, hay cierto rechazo social hacia los adultos mayores"
Estrategias/actitudes o acciones para superar el edadismo como problema social	"Es necesario que las familias sean sensibles a las necesidades de sus miembros adultos mayores" "Yo sugeriría actividades en las que haya recreación y socialización entre jóvenes y adultos mayores" "Es necesario que el gobierno o la misma comunidad haga jornadas de capacitación para adultos mayores" "Deben haber acciones de gestión interinstitucional que ayuden en la ejecución de actividades de atención a las personas adultas mayores"

Fuente: elaboración propia, 2025.

Aunque solo se presenta un extracto de las entrevistas, el grupo de expertos coincide con algunos autores (Agost et al., 2021; Lorente et al., 2020; Sánchez y Cortiñas, 2024), en la necesidad de postular y ejecutar actividades en el contexto de la superación los estereotipos o creencias negativas que tiene la sociedad respecto al proceso de envejecimiento.

Una de los prejuicios contra el que se debe luchar es con el de un anciano que deviene obstáculo para el desarrollo sociocomunitario. En ese sentido, se hace urgente potenciar la experiencia laboral que tienen los adultos mayores, a partir de estrategias formativas que, preferiblemente, se den en el marco de la socialización intergeneracional.

Las entrevistas subrayan la importancia de los escenarios lúdicos en el proceso de envejecimiento activo en la población de adultos mayores en Barbones. En este particular se encuentran lo planteamientos de Cascante y Montenegro (2022) y de Cambero y Baigorri (2019), para quienes un cambio en el edadismo que marca las actitudes negativas para el bienestar de los adultos mayores, puede generarse si se profundiza en estrategias que mantengan a estas personas en actividad. No se trata de eliminar la figura de los jubilados o pensionados, por el contrario, un envejecimiento activo requiere que estas personas se sigan sintiendo importantes socialmente y ellos requieren que se mantenga el reconocimiento laboral que mercen.

Por su parte, la opinión de los líderes comunitarios también es relevante, porque se trata de personas que tienen una perspectiva amplia y por su trayectoria en el seno de la comunidad, reflejan parte de la historia de vida comunitaria. En el Cuadro 3 se muestran los resultados del cuestionario tipo Lickert que se les administró a los 15 habitantes identificados por su liderazgo por otras personas del sector.

La mayor precocupación de las personas frente al envejecimiento es el tema de la fragilidad en la salud y aquello es parte de lo que refleja el cuestinario aplicado a los líderes comunitarios en la Parroquia Borbones. Un 50% de las personas encuestadas ratifica esta idea, pues, como afirman Londoño et al., (2024) "La población geriátrica se caracteriza por una disminución progresiva de la integridad fisiológica"(p. 179). Aunque no tiene por qué considerarse una norma, lo cierto es que, con la edad, las personas ven reducidas su resistencia a algunas afecciones, sobre todo, aquellas que involucran la potencia física, fuerza y destrezas para movilizarse con la agilidad de otro tiempo.

No obstante, los encuestados también reflejan con sus respuestas que en el sector existe una genuina preocupación por atender los problemas o necesidades de salud que presentan los adultos mayores. Esto concuerda con lo que está establecido en la Constitución (Arts. 35, 36, 36, 37, y 38) y otras leyes de Ecuador, respecto al derecho de las personas en este grupo etario. En lo que se corresponde con la salud, en el caso ecuatoriano también se puede contar con algunas organizaciones que funcionan alrededor de este tema, como Asociación Ecuatoriana de Gerontología y Geriatría, la Fundación para la Promoción del Desarrollo y la Salud (FUNPRODES), el Consejo Nacional para la Igualdad de Género (CNIG) entre otras (Dennis y Camino, 2024).

Más allá de los problemas de la salud los líderes comunitarios detectan falta de integración y participación social, lo que deviene a la larga en un proceso de segregación social de los adultos mayores. A partir de las estrategias de inclusión social, pueden abrirse oportunidades para un envejecimiento activo y saludable, libre de las manifestaciones del edadismo (Román y Velázquez, 2024; Armas et al., 2023). Puede observarse, en todo caso que las actitudes edadistas no ocurren solo en el contexto sociocomunitario, sino a nivel institucional, e incluso, se presenta un edadismo autoinfligido, cuando algunos adultos mayores se aislan, asumiendo la discriminación como algo natural.

CUADRO 3. Resultados cuestionario aplicado a los líderes comunitarios.

Área	Preguntas/ afirmaciones	Opciones de respuesta	Resultados	
			N	%
Salud/calidad de vida	1. Las personas de edad avanzada en la parroquia presentan más fragilidad en su salud	a) Siempre	5	50
		b) Algunas veces	3	30
		c) Nunca	2	20
	2. Envejecer en esta parroquia eleva las oportunidades de tener una mayor calidad de vida	a) Siempre	0	0
		b) Algunas veces	3	30
		c) Nunca	7	70
	3. Las necesidades de salud de las personas de edad avanzada representan una prioridad para sus habitantes	a) Siempre	3	30
		b) Algunas veces	5	50
		c) Nunca	2	20
	4. Por la fragilidad de su salud, las personas de edad avanzada son discriminadas laboralmente en esta parroquia	a) Siempre	6	60
		b) Algunas veces	1	10
		c) Nunca	3	30
Socioeconómica	5. Los adultos mayores en esta parroquia están protegidos socioeconómicamente	a) Siempre	1	10
		b) Algunas veces	4	40
		c) Nunca	5	50
	6. Los adultos mayores en esta parroquia tienen oportunidad para ejercer oficios o trabajo remunerado	a) Siempre	1	10
		b) Algunas veces	3	30
		c) Nunca	6	60
	7. El estado garantiza la atención socioeconómica integral de los adultos mayores en esta parroquia	a) Siempre	1	10
		b) Algunas veces	3	30
		c) Nunca	6	60
Percepción y Participación social	8. Los adultos mayores representan una carga social en esta parroquia	a) Siempre	2	20
		b) Algunas veces	6	60
		c) Nunca	2	20
	9. El envejecimiento limita la participación de las personas en actividades sociales	a) Siempre	1	10
		b) Algunas veces	7	70
		c) Nunca	2	20
	10. En la comunidad se toman en cuenta los adultos mayores para el desarrollo de actividades recreativas y deportivas	a) Siempre		
		b) Algunas veces	2	20
		c) Nunca	8	80

Fuente: elaboración propia, 2025.

Por último, en el Cuadro 4 se muestran los resultados del cuestionario Likert aplicado a un grupo de adultos mayores que habitan esta Parroquia, siendo contactados y sensibilizados durante el censo poblacional.

CUADRO 4. Resultados de cuestionario aplicada a adultos mayores (muestra) de la Parroquia Barbones.

Preguntas/ afirmaciones	Opciones de respuesta	Resultados	
		N	%
1. Siente que es parte indispensable de su comunidad	a) Siempre	15	50
	b) Algunas veces	10	33,3
	c) Nunca	5	16,7
2. Su familia le hace sentir una pieza importante del hogar	a) Siempre	16	53,3
	b) Algunas veces	12	40
	c) Nunca	2	6,7
3. Se siente aislado o discriminado en su comunidad	a) Siempre	7	23,3
	b) Algunas veces	17	56,7
	c) Nunca	6	20
4. Piensa que su comunidad no valora los aportes que pueden hacer las personas de su edad	a) Siempre	20	66,7
	b) Algunas veces	7	23,3
	c) Nunca	3	10
5. Tiene acceso a servicios de salud	a) Siempre	15	50
	b) Algunas veces	12	40
	c) Nunca	3	10
6. En la comunidad se promueven espacios para el dialogo social con personas de todas las edades	a) Siempre	2	6,7
	b) Algunas veces	2	6,7
	c) Nunca	26	86,6
7. Se siente motivado a participar en actividades sociales de la parroquia	a) Siempre	2	6,7
	b) Algunas veces	10	33,3
	c) Nunca	18	60
8. En la parroquia se discrimina a las personas solo por ser adultos mayores	a) Siempre	15	50
	b) Algunas veces	12	40
	c) Nunca	3	10

Fuente: elaboración propia, 2025.

Las personas adultas mayores que habitan en la jurisdicción de la Parroquia rural Barbones enfrentan problemas derivados de la escasa implementación de políticas públicas que contribuyan a mejorar sus condiciones de vida. En ese sentido, la importancia de esta investigación se enaltece, más aún si en ella se presentan diversas visiones como puede ser la de los líderes comunitarios, los expertos y los mismos adultos mayores que allí habitan. De hecho, la idea desde la investigación que arroja este artículo, es conjugar acciones en las que intervengan el GAD Pa-

rroquial Rural Barbones, líderes sociales, familias y, eventualmente, miembros de la comunidad universitaria de las carreras de la Universidad Técnica de Machala.

En estos resultados destaca la imagen positiva que tiene para los encuestados la receptividad que sienten para con ellos, tanto en la comunidad como, en el seno de las familias. Es importante este dato, porque parte de la calidad de vida de los adultos mayores tiene que ver con sentirse útiles y queridos, dada la aprensión social que se presenta contra las personas de avanzada edad en algunos contextos. La discriminación social por edad ocurre, precisamente, porque -en algunos espacios societales- se entiende la edad "como una marca social que estructura la forma en la que las personas son percibidas por las demás e interaccionan entre sí, determinando la posición de cada persona en el escenario público y social" (Villalba, 2023: 11) .

No obstante, esta perspectiva positiva se contradice en la posición de desaprobación que adoptan los informantes al consultarles acerca de la apertura social que muestra la comunidad cuando se trata de incorporar a los adultos mayores en espacios de interacción y recreación colectiva. Al parecer, aunque no hay un rechazo abierto a la participación social de las personas mayores, no existen los mecanismos o acciones concretas para que ellos se sientan con libertad de interactuar en las ocasiones que se presentan eventos para el encuentro de todos.

Destaca en este recorrido indagatorio, la convicción acerca de la necesidad de contrarrestar los estereotipos negativos y prejuiciosos con los adultos mayores aplicando acciones como las aplicadas en el marco de este estudio. Siendo así y como corolario de los resultados y su discusión, en el Cuadro 5 se resumen algunas de las actividades llevadas a cabo como parte de las estrategias contra el edadismo que, aunque se hayan implementado en el contexto particular de Barbones, podrían ser replicadas en otras localidades, culturalmente cercanas.

CUADRO 5. Síntesis de las actividades participativas contra el edadismo desarrolladas en el contexto Parroquial de Barbones.

Actividad	Descripción
Espacios de integración recreativa socio-familiares comunitarios	Sesiones de trabajo con líderes comunitarios, estudiantes universitarios y grupos focales para determinar los espacios y la selección de juegos interactivos y demás actividades que integren la participación de la familia y la comunidad con las personas adultas mayores.
Procesos de mediación familiar con personas adultas mayores	A partir de grupos focales, panel de invitados con líderes comunitarios y estudiantes de la carrera de Trabajo Social de la UTMACH, se desarrollaron sesiones de mediación familiar para la mediación y prevención al maltrato de las personas adultas mayores
Promoción para activar el desarrollo del emprendimiento e n adultos mayores	Se organizaron y desarrollaron sesiones de trabajo con líderes comunitarios y estudiantes de la carrera de Trabajo Social para crear cartera de emprendimientos específicos de adultos mayores.
Programa de buen trato al adulto mayor	Programación de talleres educativos sobre protección y cuidado de las personas adultas mayores, beneficios de una buena alimentación, jornadas deportivas de integración, actividades socio terapéuticas.

Fuente: elaboración propia, 2025.

En definitiva, estas acciones derivadas del proceso metodológico y sus resultados, abrevan en la generación de entornos saludables para las personas adultas mayores al tiempo que pueden impulsar los mecanismos de cooperación interinstitucional para las buenas prácticas sociales alrededor de la superación del edadismo en los espacios más vulnerables.

CONCLUSIONES

En este punto es importante recordar que el propósito general de este artículo fue delinear estrategias participativas de inclusión social para personas adultas mayores en la Parroquia Barbones (Ecuador), por lo que, entre los hallazgos más importantes de la investigación, ha sido la demostración del cómo, la participación activa puede mejorar la calidad de vida de los adultos mayores y generar en ese sentido, una mayor cohesión social que repercute en el fortalecimiento de los lazos entre estas personas y, el contexto sociocultural en que conviven.

Igualmente, el proceso llevado a cabo mediante la implementación de los espacios recreativos socio-familiares, la mediación familiar, los emprendimientos adaptados reveló mejoras significativas en cuanto a una mayor autoestima de los adultos mayores, la empatía para con ellos, repercutiendo en inclusión social. En suma, se puso en evidencia que las estrategias participativas alineadas con los ODS constituyen un camino efectivo para reducir el edadismo y promover envejecimiento activo en zonas rurales.

Desde el punto de vista de sus carencias o limitaciones, el foco empírico local de la investigación puede invalidar algunas de sus observaciones si se pretende universalizar sus resultados. En el caso de proponer su replicabilidad, se requerirá contar con un periodo de tiempo más extenso y un trabajo interdisciplinario en el que se den la mano psicólogos, sociólogos, etnógrafos, entre otros perfiles de las ciencias sociales. Al mismo tiempo se requiere la conjunción en ese equipo de profesionales de la salud, con el apoyo de las instituciones del Estado ecuatoriano.

A futuro, se requiere profundizar en estudios que presenten propuestas para la formación familiar, con base en una concepción de la vejez como un recurso valioso para las comunidades, promoviendo nuevas estrategias de acercamiento de los adultos mayores y las Tic, puesto que, en el mundo actual, muchas de las personas afectadas por conductas edadistas, podrían enfrentar esta situaciones, con mayores probabilidades de ser comprendidas por los miembros más jóvenes, tanto de sus familias como de las comunidades.

CONSIDERACIONES ÉTICAS

La investigación fue aprobada por el nombre del comité de ética institucional. Así mismo, todos los participantes firmaron consentimiento informado previo a su participación. Se garantizó confidencialidad mediante codificación de identidades y protección de datos personales según normativa ecuatoriana vigente.

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Actividades de las organizaciones benéficas que apoyan a la población en territorios desocupados: problemas, métodos y perspectivas

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Resumen. El objetivo del estudio es identificar las características específicas del funcionamiento de las organizaciones benéficas en las regiones desocupadas de Ucrania y determinar su papel en la restauración de la estabilidad social entre la población afectada por las consecuencias de las hostilidades. Se enfatiza la transformación de la actividad benéfica desde un apoyo humanitario de emergencia hacia un mecanismo sistemático de recuperación social comunitaria. El estudio emplea un enfoque integral que combina el análisis de datos empíricos. Se utilizan métodos de análisis comparativo, diagnóstico de problemas y estudio de casos para identificar prácticas eficaces y factores limitantes. Se establece que las actividades de las instituciones benéficas abarcan apoyo material, asistencia médica y psicológica, iniciativas educativas, apoyo jurídico y programas de reintegración. Al mismo tiempo, su labor se ve obstaculizada por la escasez de recursos, limitaciones de personal, barreras administrativas y riesgos de seguridad. Se identifica una tendencia hacia la digitalización de los procesos de

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evaluación de necesidades y coordinación logística, lo que incrementa la focalización y la transparencia de los programas. Conclusión. Se demuestra que las organizaciones benéficas se están convirtiendo en un elemento importante de la infraestructura social en las comunidades liberadas, complementando los mecanismos de apoyo estatal. El desarrollo futuro de este sector requiere la integración de un enfoque centrado en la persona, la ampliación de alianzas y el fortalecimiento de la sostenibilidad financiera para garantizar la recuperación territorial a largo plazo.

Palabras clave: trabajo social, fundaciones benéficas, territorios desocupados, población afectada, ayuda humanitaria.

Activities of charitable organizations supporting the population in de-occupied territories: problems, methods, and prospects

Abstract. The aim of the study is to identify the specific features of the functioning of charitable organizations in the de-occupied regions of Ukraine and to determine their role in restoring social stability among the population affected by the consequences of hostilities. Emphasis is placed on the transformation of charitable activity from emergency humanitarian support into a systematic mechanism of community social recovery. The study employs a comprehensive approach that combines the analysis of empirical data. Methods of comparative analysis, problem diagnostics, and case analysis are used to identify effective practices and constraining factors. It is established that the activities of charitable institutions encompass material support, medical and psychological assistance, educational initiatives, legal support, and reintegration programs. At the same time, their work is complicated by resource shortages, staffing constraints, administrative barriers, and security risks. A trend toward the digitalization of needs assessment and logistics coordination processes is identified, which increases the targeting and transparency of programs. Conclusion. It is demonstrated that charitable organizations are becoming an important element of social infrastructure in liberated communities, complementing state support mechanisms. Further development of this sector requires the integration of a human-centered approach, the expansion of partnerships, and the strengthening of financial sustainability to ensure long-term territorial recovery.

Keywords: social work, charitable foundations, de-occupied territories, affected population, humanitarian aid.

INTRODUCTION

The deepening of globalization processes covering all spheres of world social and economic life is accompanied by the emergence of qualitatively new challenges that directly affect the state of social security of the population, and this impact is especially noticeable in countries experiencing military conflicts and their consequences, in particular in Ukraine, where the de-occupied territories need comprehensive support (Pankova & Kasperovych, 2022). The destruction of

critical facilities, loss of housing, limited access to medical care and educational institutions, psychological trauma, and disruption of social adaptation of millions of citizens have created special conditions that require not only governmental measures but also the broad participation of charitable institutions and non-governmental organizations. These structures have become an effective mechanism for rapid response to the needs of local communities, providing humanitarian, psychological, educational and rehabilitation assistance to victims. In the field of socio-economic relations, there are numerous endogenous factors that cause property stratification, inequitable distribution of income and benefits, and the formation of new categories of vulnerable groups, including a significant proportion of people who have lost housing, jobs, or access to basic social services as a result of the occupation (Adegbite, 2025). In such realities, it is the social work of charitable foundations that becomes the tool that is designed to compensate for the lack of state capacity and provide targeted assistance to people who need it most.

The essence of the research problem is to find out the specifics of social activities of charitable foundations with residents who have suffered damage and destruction in the liberated territories, as well as to identify factors that hinder or promote the effectiveness of such work. Despite the large number of institutions providing assistance, their activities are hampered by a lack of financial and human resources, security threats, administrative obstacles, and the absence of a centralized coordination system. The above arguments determine the need for a scientific study of the social work of charitable foundations as a key component of restoring the social resource of the liberated communities and ensuring the sustainable development of Ukrainian society.

LITERATURE REVIEW

The current scientific discussion on the social work of charitable foundations is important because they provide flexibility in responding to social challenges and the ability to quickly adapt assistance programs to new circumstances, which is extremely relevant for Ukraine in the context of war and after the de-occupation of the territories. In recent works by Giacaman et al. (2011), Shmorlivska and Strebkova (2023), charity is most often defined as a voluntary and selfless activity aimed at improving the material, social or moral condition of its recipient, and they prove that charity performs not only the function of humanitarian aid, but also becomes a component of social solidarity. However, their research does not take into account the specifics of charitable foundations in the de-occupied territories, where the volume and nature of the population's needs far exceed the traditional limits of basic charity.

The published works of An et al. (2022) and Martynenko (2024) focus on the activities of non-governmental institutions in the field of social protection of children and youth, including vulnerable categories, and these authors describe in detail the legal framework for social work and outline mechanisms for interaction with government agencies. However, these studies do not address the problem of restoring access to social services in communities that have experienced the occupation, where the lack of infrastructure makes traditional models ineffective. For example, Dibrova and Liakh (2025) and Lacey and Moran (2024) study the professional training of social workers to partner with non-governmental organizations, showing that human resources are a key factor in the effectiveness of social programs. At the same time, the scientific literature hardly

analyzes the shortage of qualified personnel and volunteers in the dangerous conditions of the liberated territories, which is critically important for Ukraine.

The authors would like to highlight the works of Chapman and Thai (2025) and Sadrytska and Korop (2020), which focus on the transformation of one-time humanitarian actions into systemic social work with veterans and internally displaced persons, justifying the place of charity in the state's social policy. Their analysis of the foundations' activities on the example of the Kharkiv region showed the effectiveness of local initiatives, but did not take into account the peculiarities of working in the conditions of destruction and lack of basic services in de-occupied communities and lands.

Hladunov and Bohdanets (2023), Spirina et al. (2025) studied the problems of social protection in Ukraine and proposed directions for its reform, but did not pay attention to the activities of charitable foundations that actually replace the state in the liberated territories. Similarly, foreign studies by Erdilmen (2025) showed the influence of moral principles on the development of charity and outlined the management features of non-governmental organizations, but they mainly consider experience in the field of natural disasters or migration crises, which only partially correlates with the Ukrainian military reality. Contemporary authors Harghandiwal (2025) and Yerusalimov et al. (2023) reveal charitable activities as a factor of resilience and emphasize the role of government-business-civil society partnerships, but do not sufficiently analyze the activities of charitable foundations themselves in the specific conditions of the de-occupied territories, where the main barriers are security risks, bureaucratic procedures, and the destruction of infrastructure.

Of particular interest is the study by Tkach et al. (2023), who analyzed the mechanisms of social partnership in the government-business-civil society system in the context of European integration. The authors substantiated the need to strengthen coordination between government institutions and non-governmental organizations, but their analysis did not take into account the specifics of work in the context of active hostilities and in the liberated territories, where traditional partnership models need to be radically adapted.

A valuable contribution to understanding the issue was made by Napiórkowska et al. (2025), who studied mechanisms for supporting people in difficult life circumstances. Their analysis showed the ineffectiveness of existing state social support programs and the need to involve the non-governmental sector. However, the study focused mainly on the national level, without disclosing the specifics of charitable foundations' activities in regions with critically damaged infrastructure and increased security risks typical of the de-occupied territories.

Thus, although the outlined scientific works concentrate a significant body of work on the role of charitable foundations in the social protection system, the problem of organizing social work in the liberated territories of Ukraine remains unexplored, which requires comprehensive research and modernization from the perspective of military and post-war challenges.

The aim of the article is to identify the specifics of social work by charitable foundations with the affected population of the de-occupied territories of Ukraine and to formulate directions for the development of social support that will help restore community life.

MATERIALS AND METHODS

The study was conducted using a comprehensive approach that combines qualitative and quantitative methods. To collect primary data, an analytical collection of primary information on the work of ten leading charitable foundations operating in Kharkiv, Kherson and Donetsk regions, as well as with 50 residents of liberated communities who received humanitarian aid, was conducted. The information gathered included an assessment of the needs of the population, the effectiveness of the foundations' programs and the main obstacles to their implementation. Secondary data was collected by analyzing reports of charitable organizations, official data from the Ministry of Social Policy of Ukraine, as well as materials from international organizations, including the Charities Aid Foundation (World Giving Index). To evaluate the activities of the foundations, a problem analysis was used to identify strengths (flexibility of response, targeting of assistance) and weaknesses (limited resources, bureaucratic barriers). The case study method was used to examine in detail the work of a number of individual foundations, with a focus on their programs to support vulnerable groups. The research was conducted in compliance with ethical standards, ensuring the anonymity of respondents and confidentiality of data. The results were systematized for further comparison with international experience of social work in the context of military conflicts and identification of ways to optimize the activities of the foundations.

RESULTS

Current state and peculiarities of social interaction of charitable foundations with the affected population within the de-occupied territories of Ukraine

According to a study conducted by the British organization Charities Aid Foundation, in 2024 Ukraine ranked second in the World Philanthropy Index, which is an unprecedented phenomenon in world practice, as in 2012 the state was only at the 150th position, and the level of citizen participation in volunteer activities was about 6% of the total population (Charities Aid Foundation, 2023). Such growth dynamics became possible due to the activation of civil society after the start of the large-scale aggression of the Russian Federation, when volunteering and charity turned from an occasional social practice into a powerful institution of social support covering both the front and the rear, including the de-occupied territories.

According to Ukrainian legislation, namely the Law of Ukraine «On Charitable Activities and Charitable Organizations», charitable activities are considered to be voluntary provision of material or non-material assistance without expectation of profit or reward, which is especially important in the case of working with the affected population of the de-occupied territories, as in these conditions charity is the only source of rapid satisfaction of basic life needs for food, medicine, hygiene products and temporary housing (Verkhovna Rada of Ukraine, 2012). The social work of charitable foundations in these regions is of particular importance, as it is implemented through targeted programs of psychological support, medical care, educational integration of children, reintegration activities for internally displaced persons, and programs for the restoration of communities that have experienced occupation (Table 1).

TABLE 1. Modern forms and tools of social work of charitable foundations with the affected population in the de-occupied territories of Ukraine.

Forms and tools	Description
Provision of material assistance	Provides financial, food, household and other material support to meet the basic needs of the population for food, clothing, fuel, hygiene products and housing and communal services; in the current situation, it also includes the distribution of energy equipment (generators, heaters, solar panels) and means for autonomous existence in the context of infrastructure destruction
Medical care and rehabilitation	Covers first aid, examinations and treatment, supply of medicines and equipment, access to mobile outpatient clinics, organization of vaccinations, reopening of paramedic stations; an important component is medical and physical rehabilitation of victims of injuries and chronic diseases exacerbated by war
Psychological support	It is implemented through crisis counseling, group and individual sessions, art therapy programs and mobile psychological teams; it is focused on helping people who have survived the occupation, lost their relatives, witnessed violence or suffered from PTSD (post-traumatic stress disorder); special attention is paid to children and women who belong to the most vulnerable categories
Education and awareness programs	Aimed at restoring access to education for children and youth, organizing distance and blended learning, providing digital literacy courses, language and vocational training for adults; also includes mine safety awareness campaigns and education on human rights and social adaptation after the occupation
Temporary accommodation and housing restoration	Provides for the organization of temporary accommodation centers, financial assistance for renting housing, provision of modular houses, support in the restoration of destroyed housing; current programs include cooperation with international partners to build energy-efficient temporary housing
Reintegration programs and community recovery	Covers professional retraining, employment assistance, small business grants, support for women's entrepreneurship; includes measures to restore social infrastructure (schools, kindergartens, libraries), development of community centers that ensure communication and unity in communities after de-occupation
Legal and social advocacy support	Provides free legal consultations, assistance in restoring documents, protection of victims' rights, assistance in accessing state compensation and social protection programs; also includes advocacy campaigns to draw the attention of international partners to the problems of the de-occupied territories
Digital and information services	A modern form of social work that includes the use of online platforms to register the needs of the population, provide consultations through hotlines and chatbots, coordinate the logistics of aid delivery using digital maps, and create databases of needs and resources for efficient distribution of aid

Source: Stabilization Support Services Charitable Foundation (2022), UNPRPD/Global Disability Fund (2025).

At the same time, despite the fact that about nine thousand charitable foundations and more than six thousand NGOs have been officially registered in Ukraine since the beginning of the invasion, their activities in the de-occupied territories are accompanied by numerous barriers: a) difficulty in accessing settlements due to military restrictions; b) the need for special permits; c) security risks for employees and volunteers, as well as limited financial resources for long-term recovery programs (Ukrinform, 2023).

The social work of charitable foundations with the affected population in the de-occupied territories of Ukraine is characterized not only by a high level of social significance, but also by the constant face of numerous challenges, among which one of the most acute is the destroyed and damaged infrastructure, which makes it virtually impossible to provide full assistance. Settlements liberated from occupation are often left without the basic elements of civilized existence: access to drinking water, electricity, medical services, transportation, or educational services (Verkhovna Rada of Ukraine, 2001). This not only worsens the living conditions of the local population, but also creates an extremely difficult environment for charitable foundations, which are forced not only to ensure the delivery of food, medicine and basic necessities, but also to take on the functions of restoring critical infrastructure, which is normally the responsibility of the state (Table 2).

TABLE 2. Modern charitable foundations and civic initiatives engaged in social work with the affected population in the de-occupied territories of Ukraine.

Charitable foundation or project	Description of social activities
Charitable Foundation "Let's Help"	In recent years, the foundation has been implementing programs to help lonely elderly people, particularly in the de-occupied territories. Thanks to cooperation with international partners (Corteva Agriculture and others), it has provided food packages, hygiene products, and medicines to thousands of pensioners in the eastern and southern regions of Ukraine. The Foundation's assistance reduces the financial burden on vulnerable categories of the population and increases their level of social security.
Public Association "Through the War"	The main activity is to support children and their parents in need of treatment and rehabilitation. The foundation finances the purchase of medicines and equipment for hospitals, conducts trainings for doctors, and implements long-term psychological assistance programs. In the de-occupied territories, the Foundation organizes mobile medical units, ensuring access to basic services in communities where the medical infrastructure has been destroyed by the war.
Center for Volunteering and Protection	The organization actively works in the de-occupied and frontline areas, coordinating the activities of hundreds of volunteers. The Center implements humanitarian programs (food, clothing, household goods), organizes crisis counseling, and provides psychological support to residents of the liberated settlements. It also implements social adaptation programs for internally displaced persons and orphans, and supports local communities in restoring social infrastructure.

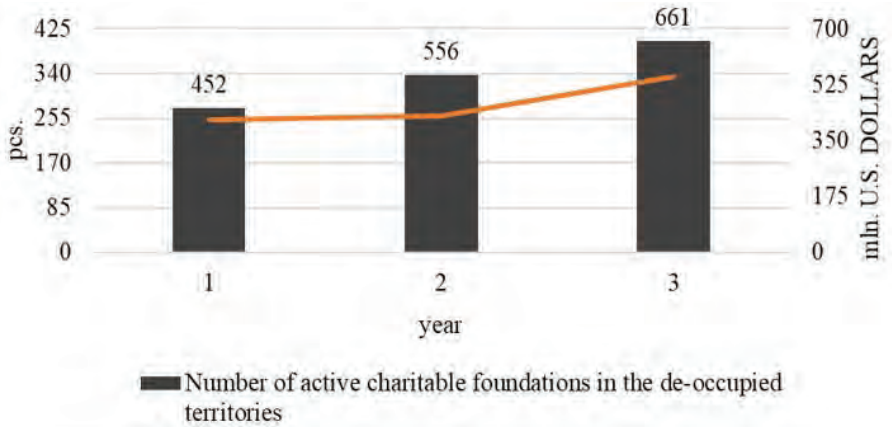
TABLE 2. CONTINUATION

Charitable foundation or project	Description of social activities
Victor Leshchynsky Charitable Foundation	The Foundation is focused on supporting IDPs, refugees and residents of the liberated territories. The Foundation provides food packages, assists in the restoration of housing, and organizes mobile teams to deliver humanitarian aid to frontline areas where there are high risks to life.
NGO "Ordinary People"	Since 2019, the organization has been implementing psychological assistance programs for children and families in difficult life circumstances. Since the beginning of the full-scale war, it has been actively supporting the communities of Kharkiv region: providing humanitarian aid, helping to restore infrastructure, opening children's and youth spaces, rebuilding destroyed housing and public facilities.
NGO "All-Ukrainian Youth Movement Let's do it Ukraine"	The youth organization implements large-scale social projects aimed at supporting vulnerable populations and developing youth initiatives in the liberated territories. The foundation's programs include volunteer camps, environmental and educational campaigns, and assistance to schools and children's institutions.
National Scout Organization of Ukraine "Plast"	Despite the main focus on patriotic and civic education of youth, the organization is actively involved in social work in the de-occupied territories. "Plast" organizes children's camps for children from the frontline and liberated territories, provides humanitarian aid, promotes youth leadership development and integration of children into peaceful life after traumatic events.
Caritas Ukraine International Foundation	One of the largest charitable foundations in Ukraine that systematically works in the de-occupied territories. The organization provides humanitarian aid, conducts psychosocial support programs, provides housing for internally displaced persons, implements long-term projects to restore social infrastructure and support local communities.
"Come Back Alive" Foundation	Although the main focus of the foundation's activities is to support the Armed Forces of Ukraine, the organization also implements social programs for military families and residents of the liberated territories. The foundation finances rehabilitation programs for veterans and civilian victims, and organizes assistance to families who have lost breadwinners.

Source: Giving Tuesday Ukraine (2025), Stabilization Support Services Charitable Foundation (2022).

An equally significant problem in the field of charitable organizations is the limited financial resources. Ukraine, which has been in a state of full-scale war since 2022, is forced to allocate significant budget expenditures to ensure defense capabilities and support for internally displaced persons, which leaves funding for social programs at the local level insufficient. In such conditions, charitable foundations are virtually the only entities able to respond quickly to the urgent needs of the population of the de-occupied territories, but their capabilities are limited by the lack of funds (Figure 1).

FIGURE 1. Dynamics of charitable foundations' activity and the volume of financial assistance to the population in the de-occupied territories of Ukraine in 2022-2024.



Source: National Bank of Ukraine (2024).

Donor revenues and international support, which increased significantly in the first months of the war, are gradually decreasing, and competition between numerous organizations for limited financial resources is intensifying (Erdilmen, 2025). These consequences can create conditions where, even with well-designed aid projects, charitable foundations are not always able to implement them in full, and a significant portion of the needs of the affected population remain unmet.

Another challenge is the lack of human resources, including employees and volunteers willing to work in the dangerous conditions of the de-occupied territories. Social work in these regions requires a high level of professional training, psychological stability and risk-taking, as daily activities are associated with potential threats to life and health. Not all specialists are ready to travel to remote settlements where there is a risk of mine danger or repeated shelling. The lack of staff slows down program implementation, reduces the efficiency of emergency response, and puts additional strain on the few employees and volunteers who remain active. As a result, this will affect the quality of assistance, as foundations are forced to limit the scope of their programs or postpone their implementation (Napiórkowska et al., 2025).

An additional factor that complicates the work of charitable foundations is systemic bureaucratic obstacles. In order to officially provide assistance in the de-occupied territories, organizations often have to go through complex procedures for obtaining permits and licenses, which is accompanied by long application review periods, repeated checks and audits. Often, the requirements of government agencies are contradictory or inconsistent, which leads to delays in the implementation of humanitarian programs and causes a loss of trust on the part of donors. Time spent on administrative issues is particularly critical in situations where the clock is ticking, as delays in the delivery of humanitarian supplies can cost lives and health of those affected (Makedon et al., 2025a; Tkach et al., 2023). For employees and volunteers, it also becomes a factor of demotivation, as the need to constantly overcome bureaucratic obstacles creates a sense of futility and emotional exhaustion (Table 3).

TABLE 3. Problems and obstacles in the social work of charitable foundations with the population in the de-occupied territories of Ukraine.

Problem/obstacle Obstacle	Description	Consequences	Possible solutions
Limited financial resources	Charitable foundations face a shortage of funds due to a decrease in donor income and competition for resources. Significant budgetary expenditures of Ukraine are directed to defense and support of IDPs, which limits funding for social programs	Inability to fully implement projects, failure to meet the needs of the population, and reduction in the scale of programs	Coordination of efforts between organizations, creation of unified databases of needs, attraction of new donors, optimization of resource use
Lack of human resources	Lack of employees and volunteers willing to work in the dangerous conditions of the de-occupied territories due to mine danger, the risk of shelling and the need for high professional training	Slowdown in program implementation, reduced efficiency, overload of existing staff, and reduced quality of assistance	Involvement of additional volunteers, training and psychological support programs, creation of safe working conditions
Bureaucratic obstacles	Complex procedures for obtaining permits, lengthy inspections, conflicting requirements of government agencies	Delays in program implementation, loss of donor confidence, demotivation of employees, risk to the lives of victims due to delays	Simplification of administrative procedures, introduction of a "single window", digitalization of bureaucratic processes
Insufficient coordination between organizations	Duplication of functions due to the lack of a unified database on the needs of the population and available resources	Inefficient use of resources, ignoring some of the needs of the population, and reduced program effectiveness	Unification of humanitarian programs, creation of unified databases, coordination of efforts between foundations and authorities
Psychological exhaustion of employees	Constant work in stressful and dangerous conditions, struggle with bureaucracy and limited resources lead to emotional burnout	Decreased motivation, deterioration in the quality of work, staff outflow	Organization of psychological support, staff rotation, creation of motivation and recreation programs

Source: developed by the authors.

Given this actual state of affairs, the process of finding ways to overcome these problems and optimize the activities of charitable foundations will become crucial.

Prospects for the development and support of charitable foundations in the de-occupied territories of Ukraine

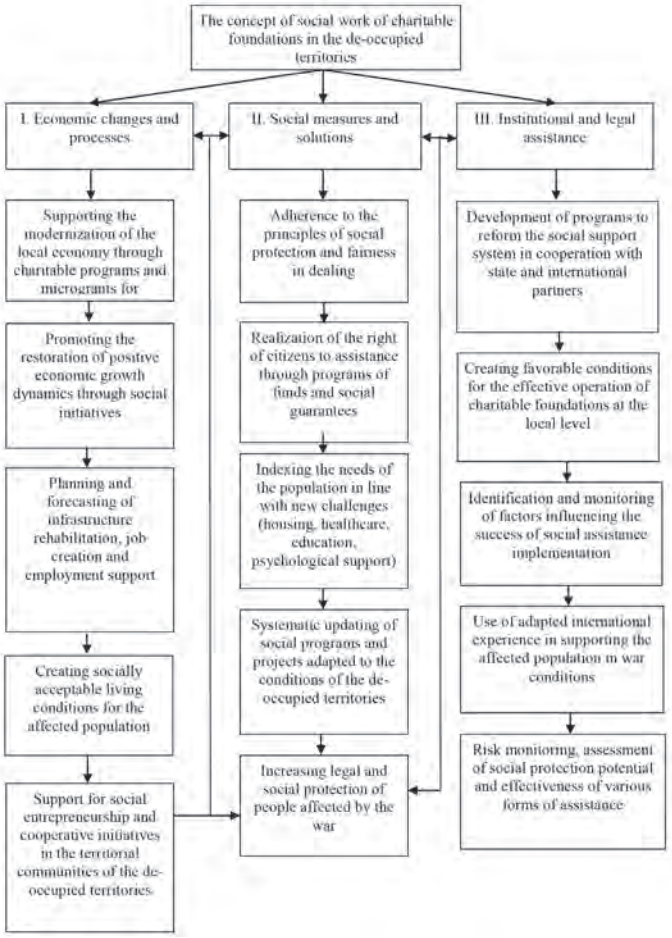
The authors propose an approach to the organization of social assistance in the liberated territories that should be based on a human-centered model, and it should take into account not only the national

needs for recovery, but also the specific socio-economic circumstances of each individual. Charitable foundations working in frontline and de-occupied communities focus their programs on individual situations: providing emergency humanitarian assistance to lonely pensioners, organizing psychological support for children who have survived the occupation, providing medicines to people with chronic diseases, and helping families who have lost a breadwinner (Makedon et al., 2023).

The experience of post-industrial states, where the social policy system is based on the priority of preventive measures and comprehensive social monitoring, may be valuable for Ukraine. At the same time, the practice of charitable foundations around the world convincingly demonstrates that no model of social protection can be effective without a stable economic foundation. For Ukraine, which is forced to spend a significant share of its budget on defense, the activities of charitable organizations are becoming an important additional source of funding for social programs, as they attract funds from international donors, private companies, and civil society and direct them to meet the priority needs of people in the frontline and de-occupied areas (Makedon et al., 2025b).

For example, programs that combine material assistance tools, educational and awareness-raising activities, psychological support, and professional reintegration of internally displaced persons are already being implemented in the liberated territories (Figure 2).

FIGURE 2



Source: developed by the authors.

All measures create multidimensional support models that take into account both short-term challenges (food, shelter, medical care) and long-term tasks (restoration of infrastructure, return to normal life, formation of local communities) (Sørensen, 2024).

Social protection of the population in the de-occupied territories of Ukraine, considered in the institutional and legal dimension, should include constitutional guarantees of human rights, but their practical implementation depends on the ability of society, charitable foundations and international partners to provide comprehensive assistance in specific socio-economic conditions (Table 4) (Adegbite, 2025).

TABLE 4. Systematization of components of the development of social work of charitable foundations with the affected population in the de-occupied territories of Ukraine.

Objectives of the activity	Areas of implementation	Characteristic factors of influence: stimulating and restraining
• Increasing the level of social protection of the population in the liberated communities; • preventing marginalization and overcoming poverty among the affected categories; • ensuring conditions for the full restoration of human potential and integration of IDPs; • Implementation of a human-centered approach in the practice of social work of the foundations; • creating opportunities for the realization of labor, educational and entrepreneurial potential of the population; • transformation of charitable programs into a factor of sustainable development of de-occupied communities; • social adaptation and restoration of basic services for the most vulnerable segments of the population (pensioners, children, people with disabilities); • systematic implementation of targeted and transparent assistance based on real needs	• Restore the local economy through microgrants and social entrepreneurship support programs; • creation of employment funds and support for retraining of the population in cooperation with international partners; • Diversification of sources of funding for social programs from donors, businesses and communities; • introduction of active forms of support: social support, psychological assistance, educational courses; • creation of unified standards and registers of assistance recipients in communities; • strengthening the targeting of assistance through digital accounting and monitoring platforms; • rationalizing the system of humanitarian programs by coordinating the activities of several funds; • human capital development through investments in children's and youth educational initiatives.	• legalizing local businesses and encouraging their participation in social programs; • Involvement of international donors and companies in community recovery; • payment of «social rent» by business through partnership in reconstruction; • bringing social spending and support in line with European standards; • Increasing the participation of non-governmental organizations in providing assistance; • increasing transparency in the use of charitable funds; • corruption and non-transparency of decisions at the level of government agencies; • lack of awareness of the population about the programs of the foundations; • inertia of some citizens in engaging in recovery initiatives; • Risks of unpredictable social consequences in communities that have experienced the occupation.

Source: developed by the authors.

Social work in the liberated territories is in a state of constant multidirectional change, as it is influenced by both internal and external factors – from political decisions and the security situation to the activity of international donors and the level of self-organization of local communities. These processes are dynamic, as Ukraine's transitional economy, which is in the phase of deep structural transformations, is accompanied by simultaneous changes in the field of legal relations, which is manifested in the introduction of amendments and additions to the current legislation on social protection, In this context, it is necessary to realize that the social work of charitable foundations is not a static or one-dimensional activity, but rather acquires the features of proceduralism, as it is constantly adapting to new challenges, the demands of time and the needs of the population of the de-occupied regions (Shnaider, 2025). At the same time, in any given period, it is possible to record specific results of the activities of charitable institutions operating in the field of social protection, because even in the most difficult conditions, they demonstrate the ability to provide the population with a minimum level of social stability and support. Thus, at different stages of the war and recovery, authors can see how the priorities of social work have changed: from emergency humanitarian assistance in the first months to the implementation of long-term programs for psychological support, housing reconstruction, and community development in the future.

In this context, the social protection of the affected population in the de-occupied territories appears not only as a formal guarantee enshrined in national legislation, but as a result of the complex interaction of various state actors, local authorities, charitable foundations, international organizations and public initiatives, which together form a system of response and support. It characterizes the real state of the population at a particular historical moment and allows to assess the effectiveness of social assistance institutions (Zaviršek & Cox, 2024). Thus, the social activities of charitable organizations among the population affected by the liberated territories of Ukraine, is a complex multi-level system that combines the assimilation of international experience with the development of its own innovative approaches to address specific problems caused by the hostilities and reconstruction processes. It is through this complex interaction of various factors that an effective mechanism of social protection for residents who survived the occupation is formed and determines the ability of Ukrainian society to ensure stable development even in the most difficult conditions.

DISCUSSION

Comparison of the obtained scientific results with existing publications demonstrates their compliance with previous research in the field of charitable activities, but at the same time reveals a number of unexplored aspects that require additional scientific study. In particular, the results confirm the views of Sycheva and Polonets (2020) on the evolution from one-time humanitarian measures to systemic social activities, but our study for the first time highlights the peculiarities of the regions liberated from occupation, where the volume of destruction and social challenges require innovative methods of work. Similarities can also be observed with the views of Kharabet et al. (2017), who emphasized the need to modernize the social support system, but our findings complement this view by analyzing administrative obstacles and the lack of qualified personnel, which directly affects the performance of charitable foundations in the liberated communities.

There is also a correspondence with the work of Nilsson et al. (2020), who emphasized the role of ethical principles in the development of philanthropy, as the results of our analysis show that volunteer activities in dangerous conditions are based on moral motives. At the same time, the data obtained showed that this factor is not enough in the liberated territories, as psychological overload and serious security threats require additional institutional means of supporting employees and volunteers. The results also correlate with the findings of Pankova and Kasperovych (2022), who considered volunteerism as a resource for the restoration of the state, but our study shows that in the case of the liberated territories, without proper coordination between organizations and the authorities, there is a duplication of tasks, which reduces the effectiveness of social initiatives. In the global context, the results partially coincide with Erdilmen (2025), who examined the aspects of localization of humanitarian activities, but in the Ukrainian context, the work of foundations is not only focused on providing humanitarian aid, but also performs the functions of restoring infrastructure and creating the foundations for local development. Similar parallels can be drawn with the findings of Zaviršek and Cox (2024), who studied social work in armed conflicts, but in the Ukrainian context, charitable institutions also play a role of compensation for state institutions in the field of basic social services.

The scientific novelty of the study lies in the identification of a human-centered model of social work of charitable organizations that takes into account not only the typical needs of the affected population, but also the specific features of the liberated territories, characterized by the destruction of infrastructure, a high degree of trauma and a difficult security situation.

CONCLUSIONS

The analysis of the problems and challenges related to social initiatives of charitable foundations in the de-occupied territories of Ukraine shows a significant increase in the role of civil society in providing social protection and restoration of the affected communities. It was determined that charitable activities used to be sporadic, but after the outbreak of full-scale war, they turned into a stable support institution that covers a wide range of needs, from humanitarian aid to psychological, educational and legal rehabilitation.

Charitable foundations in the liberated territories are not only providers of material assistance, but also catalysts for social change. Through a combination of humanitarian and reintegration programs, they contribute to restoring infrastructure, improving legal security, and developing human capital. However, their work is hampered by the destruction of infrastructure, security risks, and bureaucratic barriers. Nevertheless, charitable organizations demonstrate significantly higher responsiveness than government agencies, which points to the need for deeper coordination between the state, communities, and foundations to improve the effectiveness of social support.

It has been proven that the future development of charitable foundations is associated with the transition to a human-centered model of assistance focused on individual needs, from targeted support for pensioners to specialized rehabilitation programs for children and women who have experienced war trauma. The introduction of digital technologies is promising: maintaining registers of needs, online consultations, and electronic logistics.

These measures will increase the level of transparency, accuracy and trust in the funds, and create the basis for a new system of social work that combines rapid response with long-term recovery.

The study showed that the future of social work in the liberated territories will depend on the ability to combine international experience with Ukrainian innovative practices. The integration of global approaches through prevention, psychological support, and human capacity development with local community mobilization will be the basis for an effective support system. A key factor is financial sustainability, which will be ensured by diversifying funding, attracting business, international partners and local resources. In such a transformation, charitable foundations go beyond humanitarian aid, becoming an effective tool for rebuilding trust and sustainable development of communities that have survived the occupation.

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Refugiados a la sombra de los terremotos en Turquía: aumento de las vulnerabilidades de integración y sus causas después de 2023

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Resumen. Ser refugiado deja a las personas vulnerables a desafíos multidimensionales como la incertidumbre legal, las dificultades económicas, las barreras lingüísticas y la exclusión social. Grandes desastres como los terremotos exacerban estas vulnerabilidades. Los terremotos del 6 de febrero que afectaron a las provincias de Adana, Adıyaman, Diyarbakır, Elâzığ, Gaziantep, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye y Şanlıurfa en la región de Anatolia Suroriental de Turquía han empeorado las condiciones de vida de los refugiados y han creado deficiencias en áreas básicas. Las dificultades económicas, los problemas de infraestructura y la retórica de los políticos en general han aumentado las tensiones entre los refugiados y la población local, creando nuevos obstáculos para el proceso de integración social. Esta situación ha afectado negativamente las condiciones materiales, las relaciones sociales y el sentido de pertenencia de los refugiados, haciendo que sus procesos de integración sean más frágiles. En este sentido, el objetivo de este estudio es analizar cómo se han profundizado las vulnerabilidades multidimensionales que enfrentan los refugiados en el proceso de integración social en Turquía tras el terremoto. El método de esta investigación es descriptivo, en el cual los investigadores examinaron el tema utilizando estudios de campo y haciendo referencia a documentos existentes. Los resultados muestran que este estudio muestra que el terremoto ha incrementado las vulnerabilidades existentes de los refugiados y que la inseguridad habitacional, los problemas de acceso a los servicios, las pérdidas económicas y el discurso discriminatorio en particular han debilitado el proceso de integración social.

Palabras clave: terremoto, refugiado, integración social, vulnerabilidad, desastres.

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Refugees in the shadow of earthquakes in Turkey: increasing integration vulnerabilities and their causes after 2023

Abstract. Being a refugee leaves individuals vulnerable to multidimensional challenges such as legal uncertainty, economic hardship, language barriers, and social exclusion. Major disasters such as earthquakes exacerbate these vulnerabilities. The February 6 earthquakes affecting the provinces of Adana, Adıyaman, Diyarbakır, Elâzığ, Gaziantep, Hatay, Kahramanmaraş, Kilis, Malatya, Osmaniye, and Şanlıurfa in Turkey's Southeast Anatolia Region have worsened the living conditions of refugees and created deficiencies in basic areas. Economic hardship, infrastructure problems, and the rhetoric of politicians in general have increased tensions between refugees and the local population, creating new obstacles to the social integration process. This situation has negatively affected refugees' material conditions, social relationships, and sense of belonging, making their integration processes more fragile. In this sense, the aim of this study is to analyze how the multidimensional vulnerabilities faced by refugees in the social integration process in Turkey have deepened after the earthquake. the method of this research is descriptive, in which the researchers examined the subject using field studies and referring to existing documents. rsults show that, this study shows that the earthquake has increased the existing vulnerabilities of refugees and that housing insecurity, problems accessing services, economic losses, and discriminatory discourse in particular have weakened the social integration process.

Keywords: earthquake, refugee, social integration, vulnerability, disasters.

INTRODUCTION

Disasters are extraordinary events that cause widespread physical, social and economic destruction, often exceeding the coping capacity of affected communities (Angin, 2024). Earthquakes stand out among disasters due to their sudden occurrence and destructive effects. Unlike slow-onset disasters, earthquakes occur without warning, leaving affected communities with little to no opportunity to prepare or evacuate in advance. This not only results in loss of life and property but also disrupts institutional structures and social relationships. Earthquakes disproportionately affect already disadvantaged groups such as people with disabilities, the elderly, vulnerable children, women, refugees, and migrants, making them not only a physical but also an ethical and political issue. Therefore, earthquake response and recovery processes are closely related not only to physical reconstruction but also to the repair of social bonds.

Vulnerability refers to the weak position of individuals and communities in economic, social, cultural and legal systems, and their lack of protection against risks (Çuhadar, 2019: 32). Refugees face multidimensional vulnerabilities such as legal status uncertainties, economic difficulties, language barriers, social exclusion, problems accessing health services, and psychosocial trauma. These vulnerabilities create both individual and societal barriers in social integration processes, posing serious obstacles to integration.

Refugees are a vulnerable group forced to flee their countries due to conflict, persecution or natural disasters. This status is shaped not only by legal definitions but also by experiences such as forced displacement, uncertainty and loss of identity. As the country hosting the largest number of refugees in the world, Turkey is one of the places where this vulnerability is most intensely felt. Refugees are often vulnerable to natural disasters because they live in informal, poorly equipped or overcrowded areas. Additionally, the restrictions they face in accessing social services and the uncertainty surrounding their legal status make it even more difficult for them to access support mechanisms during disasters.

The COVID-19 pandemic has restricted refugees' access to healthcare services and deepened economic and social exclusion. The addition of a devastating disaster such as an earthquake to these vulnerabilities has further reduced refugees' resilience and negatively affected social integration processes. It has not only destroyed buildings but also eliminated access to basic services such as healthcare, education and shelter, thereby exacerbating existing vulnerabilities. The problems experienced in accessing shelter, healthcare, economic livelihoods and social services following the 6 February earthquakes have increased the risk of social exclusion for refugees, creating new challenges in the social integration process. The earthquake has once again highlighted the importance of social solidarity and inclusive services, demonstrating the urgency of addressing existing issues in the social integration of refugees.

Although it is thought that earthquakes will increase solidarity among communities in theory, in practice this situation often makes existing inequalities and social fault lines more visible. When it comes to refugees, social integration efforts are weakened by reasons such as lack of legal status, cultural differences, economic competition and social exclusion. In Turkey, despite the state's rhetoric of inclusivity, post-earthquake practices have seen inequalities in access to services and debates over the distinction between citizens and refugees. This perceived injustice in the distribution of aid, shelter, and health services has created resentment and hostility towards refugees among the local population.

One of the most obvious outcomes of this situation is a sense of 'resentment' or, more harshly, 'anger' at the social level. This anger is fuelled by perceptions that one group is being favoured, neglected or victimised over another. Following the earthquakes on 6 February, various social groups, and particularly certain political actors and media outlets, have argued that the aid provided to refugees is 'excessive' or that the local population has been neglected. However, research shows that the local population and refugees live in harmony to a large extent. Such exclusionary approaches arising in the humanitarian crisis created by the earthquakes can undermine not only social harmony but also human values.

The primary objective of this study is to comprehensively examine the multidimensional vulnerabilities faced by refugees in Turkey during the social integration process and the increase in these vulnerabilities following the 6 February earthquake. To this end, the theoretical and conceptual framework of social integration, vulnerability and earthquake concepts is first presented. Subsequently, the effects of the 6 February earthquakes on the social integration vulnerabilities of refugees are examined in detail, focusing on issues in key areas such as housing, employment, health, and education, as well as dimensions of social exclusion and discrimination. Finally, the

state's social integration strategies for refugees in the post-earthquake period are evaluated in light of the challenges encountered in implementation and policy recommendations.

METHODOLOGY

This study is based on a comprehensive literature review. The research focuses on the factors that deepen the integration vulnerabilities of refugees in Turkey and the related migration dynamics. During the data collection process, existing academic publications, official institutional reports, policy documents, and findings from previous field studies related to the subject were carefully examined. Therfore the method of this research is descriptive, in which the researchers examined the subject using field studies and referring to existing documents. This methodological approach enabled the synthesis and analysis of information obtained from different disciplines and various types of sources related to the subject under consideration from a holistic perspective. Thus, the complex and multidimensional structure of social integration processes and migration policies in Turkey has been examined in depth. Based on the findings obtained through this method, the study aims to make a unique contribution to the existing body of knowledge in the field of migration and social integration in Turkey.

RESULTS AND DISCUSSION

The ımpact of the 6 february earthquakes on the vulnerabılıty of refugees

Turkey is located on the Anatolian Plate, which has historically been the site of major earthquakes, with the oldest recorded earthquake occurring in 411 BC. Since 1900, 20 major earthquakes with a magnitude of 7 or higher have been recorded. As a result, Turkey ranks among the countries most affected by earthquakes. Between 1900 and 2023, a total of 269 earthquakes causing loss of life and significant damage were recorded in Turkey. The largest of these earthquakes were the 6 February Kahramanmaraş, 1939 Erzincan, and 1999 Gölcük-centred Marmara earthquakes (SBB, 2023: 17).

The major earthquakes that occurred on 6 February caused significant loss of life and property, destroyed infrastructure, and had a negative impact on the local and national economy. They not only caused physical destruction but also had long-term social effects. Especially in the early days, weaknesses in aid and logistics networks caused life-saving assistance to arrive late, which led to a strong reaction from the local population. However, the 1.7 million foreign nationals in the region were also affected by the earthquake, further deepening social cohesion vulnerabilities. Structural inequalities in areas such as housing, health, education, access to services and social exclusion have become more visible in the aftermath of the earthquake. The proximity of the earthquake zone to the Syrian border has been an important factor in the increase in the refugee population settling in this region, especially after the Syrian civil war. The fact that they speak the same language and share similar cultural characteristics has facilitated their integration with the local population and paved the way for Syrians to choose this region. The legal status of Syrians in Turkey has been institutionalised through the Temporary Protection Regulation (GKY) implemented under the YUKK, which came into force in 2014.

This regulation defines the legal arrangements for Syrians who have sought refuge in Turkey en masse and provides for free education and health services as well as legal work permits for registered individuals. Despite changing political rhetoric and practices, the TPR continues to form the basic framework of Turkey's intervention policy towards Syrian refugees.

TABLE 1. Population in the Earthquake Zone.

Provinces	Turkish Citizens	Foreign Nationals			Grand Total
		Temporary Protection	Residence Permit	Total	
Adana	2.274.106	250.679	6.452	257.131	2.531.237
Adıyaman	632.148	21.688	450	22.138	654.286
Diyarbakır	1.804.880	21.727	1260	22.987	1.827.867
Elâzığ	591.497	12.188	801	12.989	604.468
Gaziantep	2.154.051	459.751	11.249	471.950	2.625.601
Hatay	1.686.043	354.549	8.400	357.929	2.043.472
Kahramanmaraş	1.177.436	94.888	2.144	97.032	1.274.468
Kilis	147.919	87.408	1.417	88.825	236.744
Malatya	812.580	31.427	1.345	32.772	845.352
Osmaniye	559.405	38.650	664	39.314	598.719
Şanlıurfa	1.170.110	369.145	4.269	373	2.543.524
Total	14.013.196	1.738.035	33.159	1.771.194	15.784.390
Turkey Grand Total	85.279.553	3.500.964	1.354.707	4.855.671	90.135.224
Turkey Rate	%16.43	%49	%2	%36	%17.51

Source: Sağıroğlu, A.Z., Ünsal, R. and Özenci, F. (2023). Migration and Human Movements after the 6 February 2023 Earthquake: Situation Assessment Report, Ankara Yıldırım Beyazıt University Migration Policies Application and Research Center.

As can be seen from the table, Gaziantep, Şanlıurfa, Hatay and Adana are the provinces with the highest number of foreign nationals, both in absolute terms and proportionally. Syrians under temporary protection constitute the largest group among foreign nationals. The situation in Kilis is noteworthy. In this province, which has a total population of 236,744, the proportion of foreign nationals is very high. The number of those under temporary protection is nearly equal to the number of Turkish citizens. Looking at the table as a whole, while the total number of foreign nationals in Turkey is 4,855,657, 36% of this number live in the 11 provinces affected by the earthquake. The settlement of Syrians in border regions close to their relatives in terms of language, religion, and culture has created cultural concentrations in certain areas.

Housing conditions and settlement issues

There are a total of 161 municipalities in the 11 provinces affected by the earthquake, accounting for approximately 11.6% of all municipalities in Turkey. 124 districts, or 12.7% of the districts in the region, and 1,300 villages, or 7.1% of the villages, are located in these provinces (SBB, 2023: 16).

TABLE 2. Number of Houses in Provinces Affected by Earthquakes (2022).

Provinces	Number of Residences
Adana	972.561
Adıyaman	216.744
Diyarbakır	563.295
Elâzığ	292.406
Gaziantep	893.558
Hatay	847.380
Kahramanmaraş	481.362
Kilis	74.976
Malatya	345.536
Osmaniye	243.436
Şanlıurfa	718.063
Regional Total	5.649.317
Türkiye	40.200.000

Source: 2023 Hatay Earthquakes Report, Strategy and Budget Directorate https://www.sbb.gov.tr/

According to TUİK data, 5,649,357 of Turkey's total housing stock, or 14.05%, is located in 11 provinces that are earthquake zones (SBB, 2023: 36). Of these, 518,009 have been destroyed, 131,577 are moderately damaged, and 1,279,727 are slightly damaged (ÇŞB, 2023). According to official data, the earthquakes directly affected a total of approximately 15.7 million people, including 14 million Turkish citizens and approximately 1.7 million foreign nationals living in the 11 provinces most affected by the earthquake (SBB, 2024: 22). At the time of the earthquake, the number of Syrian refugees in Turkey had reached approximately 3.2 million. Forty-nine per cent of this population lives in the 11 provinces directly affected by the earthquakes. The number of Syrians living in the earthquake zone under temporary protection has been reported as 1,503,172. This number corresponds to 11.48 per cent of the total population in the region. The remaining approximately 200,000 people are refugees under international protection. It has been reported that a total of 50,783 people died in the earthquakes, 7,302 of whom were foreign nationals. It has been reported that the majority of foreign nationals who died were of Syrian origin (SBB, 2024: 9). This disaster has had far-reaching consequences not only in terms of loss of life and physical destruction but also in terms of its socio-demographic effects.

As shown in Table 1, Gaziantep (460,150), Şanlıurfa (368,223) and Hatay (354,648) stand out among the provinces in southeastern Turkey with high concentrations of Syrian refugees following the 6 February earthquake. The number of refugees is also quite high in provinces such as Adana, Kahramanmaraş, and Kilis. Compared to neighbouring countries, Turkey's 2014 YUKK is much more inclusive and protects the rights of refugees. The country supports the rights of refugees in terms of health, education, security, and work, but provides housing in container cities or designated buildings (Mavrouli et al., 2023). As a result, refugees are concentrated in cities with high demographic earthquake risk.

The lack of registration of refugees, the failure of the state to grant residence permits, the inadequacy of aid and rehabilitation efforts, or the inability to access accurate records have further increased the vulnerability of refugees. Furthermore, the mass influx of Syrian refugees has increased building occupancy rates and put pressure on housing stock, infrastructure, and urbanisation patterns. Resettlement in housing areas less preferred by the local population has further increased the vulnerability of refugees (Ruhnke et al., 2024: 3) and added them to the list of vulnerable groups affected by the disaster.

Although Turkey is the only country that includes refugees in its Disaster Risk Reduction policies, there is currently limited information available on the specific needs of refugees following an earthquake (Alexander, 2023). The literature reports that UNHCR camp refugees face a greater risk of displacement compared to those who integrate into local communities following natural disasters. A study by Haliloğlu Kahraman (2023) shows that Syrian refugees generally live in poor and illegal areas, in low-quality housing that is not earthquake-resistant and has structural risks, and that this group includes a high proportion of women, children and the elderly, thereby increasing their risk of being negatively affected by earthquakes. Similarly, Sevinin et al. (2023) reached a conclusion addressing the human rights violations and eviction of Syrian refugees from refugee camps to accommodate Turkish citizens who lost their homes. The limited space available for constructing temporary shelters or permanent living areas for local citizens in earthquake-affected regions has increased the risk of displacement, revealing that the state has provided housing opportunities for its own citizens through channels such as TOKİ. Ruhnke et al. (2024: 5) concluded that refugees remained in earthquake-affected cities despite the destruction of living spaces, rising unemployment, inflation, the depreciation of the Turkish Lira, and various economic problems. Bhat (2023: 10), in his study titled 'The Impact of the Turkey-Syria Earthquake on Afghan, Iranian, Iraqi, and Somali Migrants and Refugees in Turkey,' refuted the thesis that environmental disasters lead to a high rate of forced migration and found that only 4% of refugees from the earthquake zone had moved or were considering moving.

Access to Healthcare

One of the important steps taken by the Republic of Turkey, particularly in terms of access to healthcare, was the establishment of Migrant Health Centres (MHC) in 2016, supported by European Union funds. What makes these centres unique is that they are staffed largely by Syrian healthcare professionals and offer a model that helps refugees overcome cultural and language barriers. Migrant Health Centres are a multidimensional example of integration policy in terms of both increasing access to healthcare and employing Syrian professionals.

The earthquake caused hospitals to collapse, infrastructure to be destroyed, and schools and educational institutions to be destroyed, creating conditions that led to service disruptions for both the local population and refugees. According to a report by the WHO (2023: 5), 15 hospitals in the region have been rendered unusable. Refugees faced risks such as infectious diseases, psychological trauma, and worsening chronic conditions due to the earthquake. Additionally, poor living conditions led to increased hygiene issues and the risk of infectious diseases (Çınar et al., 2023: 2). However, studies have also shown that there is no difference between the local population and refugees in terms of access to health and education services.

Nasır et al. (2025: 11) conducted a field study and found that refugees, like the local population, were victims of the earthquake and that humanitarian approaches, rather than racist approaches, prevailed in the aftermath of this disaster. Participants stated that medical and psychological support, including healthcare and medication, was mostly free of charge for affected individuals and survivors rescued from the rubble. The research revealed that active efforts were being made through collaboration between the state and civil society to prevent discrimination in healthcare services. Access to healthcare services for women and child refugees was given particular priority. Duruel (2023: 250) found that being a refugee is already a significant vulnerability, but that having previously experienced war, internal conflict, and torture has made them resilient to a certain extent; they have gained the ability to act calmly and make rational decisions without panicking in times of disaster; and that their previous experiences of homelessness and serious health problems have made it easier for them to adapt to difficult conditions.

Sudden and unexpected earthquakes have prevented aid from reaching those in need quickly and effectively during the earthquake, and have also caused losses among healthcare personnel due to the earthquake. The difficulties faced by Syrian refugees, who were already highly vulnerable due to their refugee status, have deepened and become more complex with this devastating earthquake disaster. Vulnerability has become layered and multidimensional; an individual may face multiple risk factors at the same time, such as being an earthquake victim, a refugee, a person with disabilities, and a woman.

Social integration and discrimination

Social integration is a situation in which individuals from different ethnic, cultural or socio-economic groups live in mutual understanding, trust and cooperation; a situation in which social cohesion is established on the basis of equal opportunities, participation and a sense of belonging. Social integration refers to the level of trust, community participation and access to fair opportunities among individuals in a society, while discrimination refers to unfair or exclusionary treatment based on characteristics such as gender, ethnic origin, language, religion, nationality, disability, age or migration status, which is almost the opposite of integration. Article 14 of the European Convention on Human Rights rejects discrimination, stating that "Everyone is entitled to all the rights and freedoms set forth in this Convention, without distinction of any kind. Such discrimination shall not be based on any of the following grounds: sex, race, colour, language, religion, political or other opinion, national or social origin, membership of a national minority, or other status". Although the earthquake created a common trauma for both the local population and the refugee communities concentrated in the region, the effects of this trauma varied depending on socio-economic status, legal status and social affiliation. In particular, social integration processes have become more fragile for Syrian refugees, and forms of discrimination have become more visible.

The literature emphasises that practices and public policies towards refugees do not offer a uniform approach and that there are significant differences between regions and actors. In this context, a complex picture has emerged in which both social integration is encouraged and discriminatory practices are observed. An important factor explaining this contradictory situation is political discourse and media representation. Populist rhetoric used by some opposition parties and local actors in the post-earthquake period has negatively affected social perceptions

of refugees (Ekici, 2024: 338). In particular, discriminatory language shaped by the rhetoric that 'they do not deserve aid' towards refugees on social media has also been reflected in local practices. Sevinin et al. (2023) note that refugees were removed from some camps and Turkish citizens were settled there, which triggered a sense of displacement among refugees for a second time. Sert et al. (2023) documented the difficulties faced by refugees after the 6 February earthquakes in their situation assessment field report. It has been noted that Syrian individuals face both discriminatory practices and visible exclusion at the political level in terms of access to housing, aid, and social services. Danış et al. (2023), who prepared the third report, conducted field research with earthquake-affected refugees who migrated to Istanbul after the earthquake and noted that the results were different from what was expected. They stated that refugees did not come to Istanbul from the earthquake zone through internal migration, and that the reason for this was exclusionary policies and state policies that prevented refugees from going to large cities. They also focused on the housing discrimination and exclusionary attitudes that refugees faced in the aid process. It was revealed that migration policies can deviate from equality even in emergency conditions.

The government has generally tried to be inclusive and humane. The Ministry of the Interior and the Directorate General of Migration Management have emphasised that refugees have equal access to health and shelter services as Turkish citizens (https://www.goc.gov.tr/). The Ministry of Health has announced that mobile health units have been established for both Turkish citizens and refugees and that vaccination campaigns are being implemented without discrimination. However, statements aimed at softening public reactions towards refugees have been highlighted in the media. For example, statements such as 'Refugees are not receiving aid; they do not have the same rights as the Turkish people' have been framed to balance public reaction (https://www.aa.com.tr/tr/).

These assessments show that political discourse on refugees in Turkey following the 6 February earthquakes harbours deep ideological differences. In the aftermath of the disaster, two fundamental and conflicting approaches towards refugees have emerged. The first approach addresses the issue in terms of 'security' and 'national priorities' and advocates exclusionary policies. In contrast, the second approach focuses on inclusive solutions, referring to the principles of 'human rights' and 'universal equality.'

Social tensions surrounding which groups should have priority access to public resources and rights in times of crisis have emerged as one of the most significant structural barriers to the social integration of refugees. As noted in IOM's 2024 report on crisis and solidarity, post-disaster rhetoric towards migrants is influenced much more by political divisions within society and media discourse than by the state's capacity to intervene. According to the report, discriminatory or exclusionary political discourse during disaster periods can undermine the principle of rights-based equality in aid processes and jeopardise both the physical and social security of refugees (McAuliffe & Oucho, 2024: 75). This situation clearly shows that the discourse of political actors goes beyond a discursive framework and directly shapes social policies, media language, and social perceptions.

Social exclusion and cultural differences

The earthquakes of 6 February were a turning point that revealed the fragility of the social structure. Refugee communities living densely in the earthquake zones were directly affected by the earthquake, yet they were subjected to various levels of social exclusion in their relations with the local population and in their access to public services. Prior to the earthquake, social tensions towards refugees in Turkey (particularly towards Syrians) were mostly related to economic hardship, competition in the labour market, and access to public resources. However, these reactions were mostly limited and did not become visible during times of mass crisis (Erdoğan, 2022: 22).

Social exclusion has been shaped by refugees being deprived not only of access to aid, but also of a sense of social belonging and integration with the local population. This form of exclusion has been exacerbated by structural factors such as the weakness of refugees' social networks, language and cultural barriers, economic poverty and lack of rights-based status. In particular, undocumented refugees or those who lost their documents in the earthquake faced greater difficulties in accessing temporary shelter, health and food assistance after the disaster (IOM, 2024: 76).

The example of Antakya also highlights the cultural aspects of this form of exclusion. According to Al Jazeera's March 2023 field report, strong local rhetoric that priority in post-earthquake aid should be given to 'citizens' has led to Syrian refugees being excluded from voluntary aid activities in some areas and even subjected to threats. The same report noted that young refugees in Antakya had left aid teams and were explicitly unwanted by some volunteer groups (Al Jazeera, 2023).

Erdoğan et al. (2023), who have made significant contributions to the literature, asked Syrians in Turkey about their relations with Turkish society in a project they conducted in the earthquake zone. The survey results paint a largely positive picture, with 85% of participants stating that they live with Turkish society 'without any problems.' The percentage of negative responses, such as 'Turks discriminate against us' (11.8%), 'We have problems with Turks' (2%), and 'Turks exploit us' (0.5%), was much lower (Erdoğan et al., 2023: 31-33). However, this perspective contradicts the findings of qualitative interviews with field workers (NGOs) who draw attention to important issues such as social tension and the deterioration of inter-community relations. NGOs have stated that discrimination and exclusion are not limited to the earthquake zone but are widespread throughout Turkey. In contrast, Syrian individuals who participated in the survey emphasised the role of institutional discrimination after the earthquake, stating: "At first, there was no discrimination among citizens; for example, both Syrian and Turkish citizens stayed together in sports halls without any problems. Discrimination was carried out by public institutions" (Erdoğan et al., 2023: 38).

This situation shows that cultural differences are not merely a source of diversity, but can also become a trigger for discrimination in times of crisis. Refugees' clothing styles, language use, religious practices, and different approaches to social norms can result in exclusion or marginalisation in their interactions with the local population (Erdoğan, 2022: 11). After the earthquake, it was observed that political rhetoric and media incitement sharpened the distinction between 'us' and 'them' in terms of cultural differences, particularly in aid relations. When combined with national identity rhetoric during times of crisis, such antagonisms lead to the exclusion of

refugees from both physical and symbolic spaces. According to Nasır et al. (2025), even NGOs assisting refugees in some regions have been targeted with accusations of treason and prioritisation bias (Nasır et al., 2025: 11-12).

The crisis and scarcity of resources experienced in the aftermath of the earthquake raised the question of 'who should be given priority?' among certain segments of society. During times of crisis, the binary distinction between 'deserving' and 'undeserving' groups in need of assistance is not based solely on the legal status of individuals or communities; it is also constantly reproduced through socio-cultural determinants such as cultural identity, language, visibility in the public sphere, and social belonging. This selective and hierarchical understanding of aid can be fuelled and reinforced by certain populist discourses of political actors.

The provocative, discriminatory and disinformation-based language used by some media outlets has played a significant role in shaping social perceptions that have led to the exclusion of refugees from the aid process. In particular, unverified claims circulating on social media that 'refugees are given priority in receiving aid' have increased public opposition to refugees. This situation has forced aid organisations to issue statements on the matter (https://multeci.org.tr/).

Developing social integration strategies for refugees after disasters

Syrian refugees, in particular, as well as all vulnerable groups under international protection, have experienced multi-layered vulnerability due to both the direct effects of the disaster and discriminatory rhetoric during the reconstruction process. In this context, strategies developed to re-establish post-disaster social integration and the participation of refugees in social cohesion have been re-examined in the context of both national policies and international recommendations. However, this report overlooks the significant differences between local practices. Indeed, some metropolitan municipalities, such as Gaziantep, Konya, Diyarbakır, Adana and Van, have developed equitable aid policies in terms of both logistical and social support for disaster areas and have adopted a discourse that rejects discrimination against refugees (Ergün & Akman, 2025: 467).

The effective end of the Assad regime on 8 December 2024 and the international community's inclination to support the reconstruction process in Syria have inevitably affected policies regarding the future of Syrian refugees in Turkey. At the same time, hundreds of thousands of Syrian refugees directly affected by the 2023 earthquakes have suffered both physical and social devastation in areas such as housing, health, employment and education, exacerbating their vulnerability. This dual crisis situation necessitates the simultaneous consideration of the options of 'return, local integration and resettlement in a third country' in migration policies.

Turkey and international actors are working with the central government in Syria to establish housing, education and health infrastructure for returning refugees. D'Angelo (2024: 44) argues that this type of reconstruction diplomacy is effective in reducing post-disaster trauma. For those remaining in the country, container cities and temporary settlements have been established by AFAD and the Directorate General of Migration Management. It has been documented that the refugee population is included in these areas and that basic humanitarian aid is provided by institutions such as the Red Crescent, SGDD-ASAM and UNHCR. Nutrition and hygiene kits for children and psychosocial support tents for women have been particularly prominent in this

process (UNHCR, 2023). In projects carried out in partnership with the Ministry of National Education and UNICEF, 'integration classes' have been created to enable refugee children to continue their education, and portable classroom solutions have been developed to ensure that their education is not interrupted. Additionally, Turkish language courses conducted at Community Education Centres have supported the social integration of young and adult refugees in particular (UNICEF, 2023).

The earthquake on 6 February deeply affected the living conditions of Syrian refugees living in the Hatay region in particular, exacerbating the existing economic, psychological and social vulnerabilities caused by the Syrian crisis. Disasters cause the destruction of infrastructure and livelihoods, leading to deeper poverty and vulnerability, especially among refugee communities. In the context of refugees, the destruction of homes has led to a decrease in alternative housing options, an increase in housing prices, and a rise in financial burdens. Additionally, many refugees have lost their jobs due to the destruction of workplaces, increasing their dependence on humanitarian aid and forcing them to work in low-wage reconstruction projects. This economic deterioration parallels other crises, such as the second displacement and impoverishment experienced by refugees in South Sudan following the 2023 flood disaster (https://www.msf.org/).

In this sense, the issue of employing refugees in Turkey has become even more important in the post-disaster period. Projects carried out in collaboration with the Employment and Skills Development Project (UNDP) and İŞKUR have provided vocational training courses, work permit information activities and livelihood support for refugees. The aim has been to register refugee labour in the textile, agriculture and food sectors in particular (UNDP, 2023). Afghan refugees mostly have international protection applicant status and therefore have more limited rights than Syrians. However, after the earthquake, Afghan refugees living in the earthquake-affected areas were also provided with shelter and access to basic services. However, during this process, Afghans who entered the country illegally and without documentation were deported. To prevent illegal entry, the capacity of control and deportation centres in border regions was increased, while urban social service mechanisms were also developed (3RP, 2024: 30-32).

In 2023, there was an increase in work permits issued to foreigners in Turkey compared to the previous year. According to data from the Ministry of Labour and Social Security, the number of work permits, which was 212,682 in 2022, increased by 12.8% to 239,835 in 2023. This increase indicates that Turkey's need for migrant labour continues and that the permit processes are being carried out regularly. Additionally, the Ministry has expanded its data presentation this year and has begun reporting on other legal forms of employment besides work permits. Accordingly, a total of 329,066 permits were issued in 2023. Of these permits, 72.9% were standard work permits (239,835), 23.3% were work permit exemption information forms issued to foreigners working in seasonal agriculture and livestock farming (76,707), 3.7% were general work permit exemptions (12,090), and 0.1% were permits issued to foreigners working in free zones (434). In the same year, a total of 407,481 applications were received, and 80.8% of these applications were approved and resulted in permits. These data indicate that Turkey's integration of foreign labour into its labour market is continuing at the institutional level and that the transition to formal employment is being supported (GAV, 2024).

Integration policies for refugees in Turkey vary according to their legal status and social needs. Comprehensive state support is provided for Syrians, while services for Afghans are limited and mainly provided by NGOs and international actors. Following the 2023 earthquakes, strengthening integration policies, resolving legal status uncertainties, and expanding inclusive social services are urgent needs for both groups. All refugees in Turkey who were forced to leave their homes and resettle due to war and internal conflict first experienced increased vulnerability during the Covid-19 pandemic and then experienced 'multi-layered vulnerability' after the earthquake. This is a common experience shared by other refugee communities around the world. Internally displaced persons in Syria, Afghan refugees in Pakistan, Sudanese civilians, and the Rohingya community are the most notable examples in this context (https://www.unhcr.org/pk/). As Hallegatte and colleagues emphasise, the socio-economic impacts of disasters exacerbate existing poverty conditions and lead to greater vulnerability among displaced individuals. Therefore, the needs of migrant and refugee communities must be specifically addressed in disaster response strategies (Hallegatte et al., 2018: 33-34). These disasters highlight the need for disaster resilience policies for refugees to go beyond humanitarian aid and integrate the specific needs of refugees into disaster management systems.

The fall of the Assad regime at the end of 2024 and the emergence of reconstruction processes in Syria have led to the adoption of a new return-focused strategy in Turkey's migration policies. However, this does not mean that integration policies for the millions of Syrian refugees currently living in Turkey will be terminated. Indeed, while the Directorate General of Migration Management and local authorities are calling for 'voluntary return,' inclusive integration policies are being maintained for those who choose to remain in the country. This dual approach highlights the need for Turkey to undertake comprehensive efforts that both encourage return and support permanent integration.

CONCLUSION

The earthquakes centred in Kahramanmaraş on 6 February deeply affected millions of people living in southeastern Turkey, especially refugee communities, and made existing vulnerabilities even more visible and profound. This study has detailed how the multidimensional vulnerabilities faced by refugees in Turkey during their social integration process have been exacerbated by a major natural disaster such as an earthquake. Shortages in basic needs such as shelter, health, education and employment have increased the vulnerability of these groups in the aftermath of the disaster, while structural barriers such as legal status, language barriers and economic inadequacies have made it difficult for refugees to integrate into society.

The physical destruction and economic hardship caused by the earthquake have exacerbated the already fragile situation of refugees, while disruptions in post-disaster relief efforts and social exclusion have posed a serious obstacle to social integration. The concentration of refugees in the earthquake zone has exacerbated their housing problems and difficulties in accessing services. In particular, the inadequacy of housing stock that has been destroyed or severely damaged has forced refugees to live in insecure and substandard conditions, thereby increasing both physical and psychosocial health risks.

Although regulations regarding access to healthcare services and institutions such as Migrant Health Centres provide significant support, the destruction of infrastructure and loss of healthcare personnel caused by the disaster have limited refugees' access to healthcare services. Post-earthquake psychological trauma, infectious disease risks, and the worsening of chronic diseases have become widespread among refugees. In the field of education, innovative practices such as adaptation classes and mobile education models developed to enable children to continue their schooling offer hope, but damage to the general education infrastructure and difficult economic conditions have increased interruptions in the education of refugee children, as well as all children in the region.

One of the important findings of the study is the direct impact of the discourse used by political actors and the media in the post-earthquake period on social perception and the social integration process of refugees. This is significant in terms of demonstrating the impact of political polarisation in Turkey on the social exclusion and discrimination of refugees. Field studies and surveys have found that both the local population and refugee communities are generally satisfied with mutual integration and coexistence, thus revealing a discrepancy between political discourse and social reality.

When examining the state's social integration strategies for refugees after the earthquake, differences in implementation between the central government and local administrations can be observed. While some municipalities continue to provide equitable services to refugees, discriminatory practices by some municipalities may hinder social integration. Comprehensive programmes have been implemented at the central level to increase refugees' access to health, education and social services, but these programmes need to be strengthened due to the needs and vulnerabilities that have emerged in the aftermath of the disaster.

This study clearly shows that disasters, especially earthquakes, increase the vulnerability of refugee communities, disrupt social integration processes, and deepen social exclusion. In this context, new strategies should be developed at the intersection of disaster management and social integration policies. Disaster responses should not be limited to repairing physical damage; they should be designed to address the social, psychological, and economic needs of refugees. Policies to combat discrimination, inclusive service delivery, and educational programmes that enhance cultural empathy should be prioritised to establish social peace and integration.

Turkey's experience in refugee integration has made significant contributions to international literature, but current challenges and ideological conflicts threaten the sustainability of integration. Therefore, post-disaster policies for refugees must go beyond the humanitarian aid perspective and be consistent with long-term social integration goals. The use of constructive, inclusive and realistic language in political discourse and the media is critical to increasing social acceptance of refugees and reducing discrimination.

Finally, the regime change and reconstruction process in Syria in 2024 will take Turkey's refugee policies to a new level. This process requires not only supporting voluntary returns but also re-examining the integration process for refugees who choose to stay in Turkey. Incentive mechanisms and support packages should be created to ensure that returns are voluntary, safe, and dignified. On the other hand, long-term and inclusive social policies should be implemented for refugees who choose to remain in Turkey. This comprehensive approach will make a significant contribution to resolving the refugee issue.

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ARTÍCULO DE INVESTIGACIÓN

Formación de valores y responsabilidad social en jóvenes: una aproximación conceptual*

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Resumen. La investigación se centra en los desafíos apremiantes que supone desarrollar una visión holística del mundo en los estudiantes y fomentar su responsabilidad social, basándose en los valores tradicionales, en el entorno digital moderno. La literatura académica reciente ha observado una mayor atención a los valores de los jóvenes estudiantes y a la influencia de los medios en sus visiones del mundo. Sin embargo, persiste la falta de herramientas eficaces para evaluar estos procesos, lo que exige la mejora del trabajo social y educativo en las universidades. El objetivo de este estudio es desarrollar un enfoque conceptual que permita la aplicación de un método combinado para evaluar y desarrollar las orientaciones valóricas de los estudiantes, basado en el concepto de "héroe cultural" y las tendencias contemporáneas del trabajo social y educativo. El método propuesto, "Héroe del Tiempo", combina cuestionarios y experimentos: los estudiantes crean un "avatar de héroe" mediante el análisis de contenido de imágenes mediáticas significativas de sus propias biografías. Este enfoque permite identificar los valores tradicionales e imágenes mediáticas clave que influyen en la visión del mundo de los estudiantes, así como las contradicciones de valores. En particular, la mayoría de los encuestados identificaron un conflicto entre los valores materiales y espirituales, que debe tenerse en cuenta al planificar el trabajo educativo. Los resultados del estudio confirman que la educación social orientada a valores, teniendo en cuenta las imágenes mediáticas relevantes, fomenta eficazmente la visión holística del mundo y la responsabilidad social de los estudiantes.

Palabras clave: cosmovisión de los estudiantes, valores tradicionales, imágenes de los medios de comunicación, responsabilidad social, trabajo social y educativo.

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Formation of values and social responsibility among young people: a conceptual approach

Abstract. The research problem is related to urgent tasks of forming an integral worldview of students and developing their social responsibility on the basis of traditional values under the conditions of the contemporary digital media environment. Recent scholarly literature shows increased attention to the values of student youth and to the influence of the media on their worldview, yet there is still a lack of effective tools for diagnosing these processes, which necessitates improving social and educational work at universities. The aim of this study is to develop a conceptual approach that would make it possible to apply a combined methodology for diagnosing and shaping the value orientations of student youth, based on the concept of the "cultural hero" and contemporary trends in social and educational work. The proposed "Hero of Time" methodology combines a questionnaire survey and an experiment: students create a "hero avatar" by carrying out content analysis of media images that are significant for them from their own media biography. This approach makes it possible to identify key traditional values and media images that influence the worldview of students, as well as to record value conflicts. In particular, a conflict between material and spiritual values was revealed in most respondents, which must be taken into account when planning educational work. The results of the study confirm that value oriented social and educational work that takes into account relevant media images ensures the effective formation of an integral worldview of students and of their social responsibility.

Keywords: students' worldview, traditional values, media images, social responsibility, social and educational work.

INTRODUCTION

Consideration of issues related to the organization of social and educational work in higher educational institutions and to the formation of values, worldview, and social responsibility of student youth should begin with the introduction of basic concepts. According to the Federal Law "On Education in the Russian Federation", upbringing is defined as

> «activity aimed at personal development, the formation in students of diligence, a responsible attitude toward work and its results, the creation of conditions for self determination and socialization of students on the basis of sociocultural, traditional Russian spiritual and moral values and the rules and norms of behavior accepted in Russian society in the interests of the individual, the family, society and the state, the formation in students of a sense of patriotism, civic consciousness, respect for the memory of the defenders of the Fatherland and the feats of the Heroes of the Fatherland, for law and order, for working people and the older generation, mutual respect, a careful attitude toward the cultural heritage and traditions of the multinational people of the Russian Federation, nature and the environment» (State Duma of the Federal Assembly of the Russian Federation, 2012).

This extensive definition describes the processes of socialization, inculturation, and civic identification (Sergeeva et al., 2025), which require special attention in social and educational work with young people (Markheim & Lukyanova, 2023; Babina & Utusikov, 2024; Letova, 2024; Vassilchenko, 2024).

In this study, youth is understood as student youth, that is, students as a group of people aged from 14 to 35 who are receiving professional education in specialized institutions of basic education and who are actively undergoing the stage of socialization and inculturation, including through organized social and educational activities (Kurgansky et al., 2025; Usmanova et al., 2025).

At the same time, it should be noted that patriotic and civic education in particular makes it possible to simplify the process of identification and the formation of a unified and stable world view (Sergeeva & Pitul'ko, 2023; Sidorov, 2025). Researchers note that "patriotic education helps students to form a sense of commitment and identification with the country, promotes solidarity and unity in society, and forms basic civic responsibility and participation in the life of their country" (Kochesokov, 2022; Parma, 2024).

The problem of destructive informational influences remains significant, as does the fact that universities are often absorbed in their own formal reality while falling out of the sphere of informal communication (Danilova, 2024; Gazizova et al., 2025). Yet it is precisely informal communication that makes it possible to construct a subjective picture of the world from elements of personal experience (Titova et al., 2025). Here it is possible to rely on the theory of intersubjectivity (Husserl, 2010). Its representations are accessible to us in the symbolism of texts (Blumer, 2017). Textuality, in turn, ensures the functioning of the media field and the media system. Work aimed at forming an intersubjective picture of the world that takes into account value orientations and shapes an integral worldview is one of the leading tasks of higher education as a sociocultural system (Khammatova et al., 2021; Pashkurov et al., 2023; Mamedova et al., 2025).

In recent years, a number of studies have paid particular attention to the formation of the values of student youth (Dulina et al., 2022; Ivanova & Tazov, 2022; Malinin et al., 2022; Kazenina & Sakharova, 2023; Pokrovskaia et al., 2024). A certain body of research is devoted to examining issues of civic identity and worldview through the prism of the media (Dunas, 2022; Dunas et al., 2022; Nigmatullina, 2022; Zvereva & Khvorova, 2022; Parma, 2024; Goncharenkoet al., 2025). Modeling stable worldview categories that make it possible to pass effectively through socialization and subsequent adaptation in a specific professional environment cannot be imagined without studying the value portrait of the student (Shabalina et al., 2024). One of its key elements is the appropriation and representation of archetypal images of cultural heroes and new heroes.

At the national level, relevant surveys are conducted, for example the VCIOM survey "Heroes of 2020" (VCIOM, 2020)). In the student environment, surveys remain an effective tool, although a certain fatigue of respondents from filling out a large number of questionnaires is noticeable. The application of new methodologies is therefore required (Kalashnikov et al., 2023; Grudtsina et al., 2025). There is a need to develop specific instruments aimed at identifying the existing set of value orientations and at programming generalized cultural media images, including heroic and mythological ones (Polyakova et al., 2018; Chernova et al., 2025). This is also one

of the most important tasks of social and educational work with students in higher education institutions (Akhmetshin et al., 2025a).

METHODS

As part of the study, work was carried out to develop a methodology for researching students' values. The aim of this methodology is to describe the main value orientations of a selected group of student youth and the main worldview trends within it. The objectives are: 1) to identify stable images of heroes that influence the formation of worldview, 2) to analyze data on the elements of the picture of the world, 3) to compile a general portrait of the group. The implementation of the methodology is carried out in the form of an experiment. The main methods are a survey and content analysis. The working title of the methodology is "Hero of Time".

The study and the development of the methodology were conducted in two stages. At each stage, student focus groups and expert discussions with teachers from various fields of the Herzen State Pedagogical University of Russia were held in 2025. Each of the four focus groups included 10 students from the first to the fourth year of study in different educational programs. In total, 40 students took part in the focus groups, with equal representation of male and female students. Participation in the focus groups was voluntary. Two focus groups were formed from first- and second-year bachelor's students, and two from third- and fourth-year students. The participants represented various humanities disciplines. Their age ranged from 18 to 25 years. Five teachers took part in four expert discussions, representing the fields of Advertising and Public Relations, Cultural Studies, Sociology, Philosophy, and Pedagogy. The composition of participants did not change during the expert discussions. In the further testing of the methodology, the students who had participated in its development did not take part, since their familiarity with the structure of the methodology could have affected the representativeness of the data.

At the first stage, the main issues of organizing the methodology were considered: 1) what are the goals of the survey and the content analysis, 2) how will the sources for content analysis be selected, 3) how can the survey and content analysis be linked and the experimental form of the study ensured. These questions were posed to the participants of the student focus groups. The answers obtained were then analyzed and presented at the beginning of the expert discussions with teachers, who were expected to evaluate them and propose professional recommendations on the issues identified. In total, two focus groups and two expert discussions were conducted. As a result of the analysis of the data obtained, the following foundations for the further conduct of the study were formulated.

First, the main goal of the survey is to diagnose students' internal assessments of various relevant worldview categories and their reflection on them. The content analysis is aimed at creating a general portrait of the "hero of time" using such a tool as the client avatar.

Second, the sources for content analysis must meet certain criteria. The period of media consumption of the source should fall within the period from 2010 to 2025. The starting point was chosen as the year when the social network Instagram entered the market. Instagram is owned by Meta, which is recognized as an extremist organization and banned in the Russian Federation, and its emergence fundamentally changed the media landscape and the dynamics of

social network use. In addition, it was during this period that the processes of socialization and inculturation of contemporary students were actively taking place. Furthermore, the source must be known to a wide audience within the national media system of Russia. The analysis of foreign sources and sources in a foreign language that are popular among Russian consumers is allowed. The source must contain a description of a hero or character, descriptions of individual elements of the image or references to it, and must be familiar and relevant to the student. The analyzed hero must either be the main character or be mentioned at least three times in the source.

Third, it was noted that a separate group of students should participate in the experiment. Under the guidance of a teacher, this group independently carries out content analysis and creates a hero avatar, and then takes part in the survey. The subject of the researcher's analysis is the constructed hero avatar and the survey responses. In this case, the researcher gains access both to sources in various areas of spiritual culture and media that are relevant and selected by the students themselves, and to their assessment of leading media images of heroes that are genuinely important for the selected group.

At the first stage, within the framework of these qualitative studies, the structure of the future methodology was developed and the main levels of its implementation were identified, united in a single process of conducting the experiment. The results of the first stage of the study and the development of the methodology are presented in Table 1.

TABLE 1. Structure of the "Hero of Time" methodology.

Process	Level	Tasks
Preparation	1	Selection of the student group, conduct of an introductory briefing, introduction of the rules of content analysis.
Experiment	2	Selection by students of source domains, division into subgroups, creation of a list of sources by domains.
	3	Description by students of the general characteristics of the selected domain.
	4	Analysis of the selected sources within the specified period. Identification of the main images of heroes.
	5	Creation of a "hero avatar" by domains. Merging of subgroups and creation of a general hero avatar.
	6	Participation of the group in the survey.
Analysis	7	Final analysis of the data obtained by the researcher.

At the second stage, the substantive aspects of the content analysis and the survey were examined. Within the framework of two focus groups and two expert discussions, the main survey themes were developed on the basis of various elements of the media image of the new cultural hero.

The respondents were asked to answer the question of what this image consists of and what the main problems associated with it are. As a result of the analysis of the data obtained, it was established that the key themes in this context are the following: the external portrait of the hero, ideas and values, lifestyle, education and profession, romance and marriage, the

"fathers and children" theme, success, fears of the hero of the time and his or her desires, and the question of what is "bad" or "good". Final themes were also identified: who the hero is and how to describe him or her, that is, the hero avatar. In addition, within the framework of these qualitative studies, the leading domains for source selection were identified: social networks, video services, television, film and TV series, literature, advertising, journalism (press), visual arts, music, and performing arts. These themes and domains formed the basis of the content analysis matrix presented in Table 2.

TABLE 2. Content analysis matrix.

Domain	Social networks, video services, television, film and TV series, literature, advertising, journalism (press), visual arts, music and performing arts.
Years	2010-2025.
General characteristics of domain development	Main tendencies and trends
List of sources (viewed materials)	Numbered list of sources, publication details, statistics
Answers to the main questions	External portrait of the hero of the time. Ideas and values of the hero of the time. Lifestyle of the hero of the time. Role of the profession of the hero of the time. Romance in the life of the hero of the time. Attitude of the hero of the time toward marriage. The "fathers and children" conflict for the hero of the time. Importance of success and its manifestations for the hero of the time. Fears of the hero of the time. Which action is good and which action is bad for the hero of the time?
Conclusions	Construction of the hero avatar (by analogy with the client avatar method).
Main processes	Selection of sources, decoding of images by parameters, visualization.

During the expert discussions, it was noted that in order to conduct an effective worldview analysis it is necessary to link the topics of the content analysis with the topics of the final survey, which was done. For each topic, clarifying questions were developed. The main task of this survey is to consider not a group but a subjective picture of the hero of the time and to create an individual hero avatar through reflection on one's own image. It is precisely the comparative analysis of the subjective and the social worldview models, the identification of leading images and characters, relevant sources and their representations in cultural and creative industries that makes it possible to understand the values of a group of students. The structure of the survey by main topics with clarifying questions is presented in Table 3.

TABLE 3. Structure of the survey.

Main topics	Clarifying questions
Introductory questions	How old are you? Indicate your gender. If you are working, in which field?
External portrait	Describe the clothing style you like most. How important are appearance and beauty of a person to you? What is more important for you: naturalness or following trends?
Ideas and values	Write three words that best describe your value system. What is more important for you: justice or mercy? Why? What is more important for you: money or feelings? Why? What is more important for you: popularity or professionalism? Why? What is more important for you: popularity or money? Why? How respectful are you toward those who hold opposite views?
Lifestyle	How dependent are you on social networks and digital technologies? How do you feel about rest and entertainment? How do you prefer to rest?
Education	How important is education for you? Why are you studying or why did you study? Which professional qualities do you consider most important? List three to five. What motivates you in professional activity? Do you consider it important to constantly improve your professional skills? If yes, why?
Romance and marriage	Are you a romantic person? For you, love is… What is more important: romance or success? Why do people enter into marriage? In your opinion, how has the attitude toward marriage changed in the modern world? What is most important for you in marriage?
The "fathers and children" problem	Do you learn anything from the older generation? In which spheres of life does the generation gap, in your opinion, manifest itself most acutely today?
Success	What is success for you? Is success important for you? How do you demonstrate your success to others? How strongly do you strive for recognition and fame?
Fears	What do you fear most? How do you cope with your fears?
Bad or good	Give an example of an action that you consider absolutely good. Why? Give an example of an action that you consider absolutely bad. Why? Could you justify violating moral norms in order to achieve a goal?
Desires	What do you want most? What do you strive for?
Hero	A hero is… Who is a hero for you now in everyday life? Imagine that you are a writer. Describe the hero of our time for your reader

Comparative analysis of the experimental data is carried out by identifying trend based frequent responses and by comparing group and individual hero avatars. Frequency analysis is performed using Microsoft Excel tools, and comparative analysis of the avatars is conducted, among other things, using generative artificial intelligence models, primarily YandexGPT by Yandex. The result of the content analysis in the form of a hero avatar is common to the group, while the specific questionnaire responses are anonymous. The results of the data analysis are not disclosed to the participants in the experiment.

RESULTS AND DISCUSSION

The developed methodology makes it possible to (Mikhaylova, 2024): 1) identify sources of spiritual culture that are important for the student group and images of heroes of the time, both artistic and real (Garaganov, 2024), 2) create a general group portrait of the hero with a description of his or her values, worldview and aspirations, 3) determine on this basis the range of value related problems, such as uncertainty of the picture of the world, differentiation of values within the group, destructive worldview elements, and others, 4) study the individual picture of the world and find in it similarities with the general worldview of the group, 5) assess the main risks of educational activity.

Based on the analysis of the data obtained, it is possible to build communication with a selected group of students in the context of three to five shared constructive values, taking into account relevant media images, and to further develop this value framework by instilling new professional and supra professional values, introducing new images of cultural heroes that are consonant with the goals of the university's educational activity (Akhmetshin et al., 2025b), and developing students' internal motivation to study by linking it with an image of future subjective well being that determines satisfaction with their education (Vaslavskiy & Vaslavskaya, 2022; Togaibayeva et al., 2023; Kryucheva & Tolstoukhova, 2024). All the technologies described above should be used positively in educational work, cutting off destructive values, destructive heroes and a fragmented worldview (Abdullayev et al., 2024; Serebrennikova, 2024). For example, the first experience of applying the methodology showed, through the use of cross checking questions in the survey, that more than 60 percent of respondents revealed a conflict between material and spiritual values. These data must be taken into account in educational work with this group.

Thus, social and educational work whose foundation is value analysis and which perceives and works with relevant media images within the architecture of informal reality will effectively form an integral worldview of students (Shichkin et al., 2024).

The methodology presented represents a comprehensive analysis of the values of student youth and its individual groups in the organization of educational work at a university. This study was aimed at creating such a methodology. The "Hero of Time" methodology was developed through qualitative sociological research, including focus groups with students themselves and expert discussions with teachers from various disciplines. It is based on conducting an experiment with a particular group of student youth. Within this framework, students independently perform content analysis of cultural sources and construct a unified image, the hero avatar. In addition, a final survey is conducted, the purpose of which is to identify individual heroic images through the prism of reflection.

The final analysis is comparative. It evaluates stable images, values and worldviews of the student group and of individual participants within it. This allows the researcher to form a comprehensive understanding of the worldview, of media images and values that are relevant to students and embedded in them, to compile a database of leading sources of spiritual culture (Lykova et al., 2023; Platonova et al., 2025). The researcher can also assess various destructive elements in the axiological framework of students, in their heroes and in their worldview as a whole, as well as evaluate the degree of worldview differentiation (Gabidullina et al., 2023).

CONCLUSION

Within the framework of social and educational work at a university, it is possible to form an integral and constructive professional and supra professional worldview and to increase motivation for learning and engagement in scientific activity, which constitutes the mission of this type of activity.

To enhance the effectiveness of social and educational work, it is necessary to intensify the processes of diagnostics and of creating and representing informal reality within the activities of universities. This requires new tools based on quantitative and qualitative analysis and on an experimental foundation.

The research materials and its theoretical framework can be used by higher education institutions in their work. In particular, they can be incorporated into programs for organizing social and educational practices with students, within which activities aimed at forming values, worldview, and social responsibility of student youth will be implemented.

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ARTÍCULO DE INVESTIGACIÓN

Desarrollo de las orientaciones de valores de la generación más joven: fomento de la responsabilidad social, la identidad cívica y una actitud de vida activa*

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Resumen. Un componente importante del trabajo social y la educación de las generaciones más jóvenes es el desarrollo de un programa para fomentar los valores espirituales y morales tradicionales. El estudio tuvo como objetivo identificar los efectos de la formación social en la juventud, en particular el desarrollo de la responsabilidad social, la identidad cívica y una actitud vital activa. El artículo presenta los resultados de una investigación teórica y empírica realizada en 2025. El estudio se llevó a cabo en las plataformas innovadoras del Instituto para el Estudio de la Infancia, la Familia y la Educación, con docentes que implementan el programa Orlyata Rossii y padres de los niños participantes. El método de investigación clave fue una encuesta. Los resultados del estudio establecen los efectos de la formación social de Orlyata Rossii, centrándose en el desarrollo de la actividad social como condición para la formación de la orientación valórica de los jóvenes en las organizaciones educativas. También se revelaron ciertas inconsistencias que reducen la eficacia del programa en la implementación práctica. No obstante, los elementos desarrollados y probados del programa pueden integrarse en otros programas de formación social para jóvenes. Estos elementos pueden promover el autoconocimiento y el desarrollo personal de los niños, su experiencia de participación

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en la vida pública del municipio, la región y el país, así como el desarrollo de la responsabilidad social, nuevos roles sociales y modelos de cooperación, y la formación de una perspectiva compartida sobre diversas situaciones de la vida.

Palabras clave: valores, organizaciones de educación general, escolares, docentes, padres.

Development of value orientations of the younger generation: fostering social responsibility, civic identity, and an active life stance

Abstract. An important component of social work and upbringing of the younger generation is the development of a program to foster traditional spiritual and moral values. This objective entails the need to find effective instruments to develop the value orientations of students in educational organizations. The study aimed to identify the social upbringing effects of the development of value orientations in youth, particularly the development of social responsibility, civic identity, and an active life stance. The paper reports the results of theoretical and empirical research conducted in 2025. The study was conducted at the innovative platforms of the Institute for the Study of Childhood, Family, and Education on teachers implementing the Orlyata Rossii program and the parents of participating children. The key research method was a questionnaire survey. The results of the study establish the social upbringing effects of Orlyata Rossii, targeting the development of social activity as a condition for building the value orientations of youth in educational organizations. Certain inconsistencies that reduce the program's effectiveness in practical implementation were also revealed. Notwithstanding, the developed and tested elements of the program can be integrated into other programs for the social upbringing of youth. These elements can promote the self-knowledge and self-development of children, their experience of participation in the public life of the municipality, region, and country, as well as the development of social responsibility, new social roles, and models of cooperation and the formation of a shared perspective of various life situations.

Keywords: values, general education organizations, schoolchildren, teachers, parents.

INTRODUCTION

The family and the education system traditionally play a key part in shaping the value orientations of younger generations (Hitlin & Piliavin, 2004; Khammatova et al., 2021; Agre et al., 2023; Letova, 2024). In regulatory documents governing the work of educational organizations, traditional spiritual and moral values are defined as an invariant component of social and upbringing work (Lykova et al., 2023; Shichkin et al., 2024). The transfer of values and their assimilation by students is the fundamental goal of social upbringing activities, the expected results of which may be different depending on the age stage (Vassilchenko, 2024; Rakimzhanova et al., 2025). These tasks raise the need to identify effective tools to develop the value orientations of students in educational organizations (Ukolova et al., 2024; Beskorovaynaya et al., 2025).

The purpose of this study was to identify the social upbringing effects of the development of value orientations in youth in general education organizations. Specifically, the focus of the research lay on the formation of social responsibility, civic identity, and an active life stance.

LITERATURE REVIEW

One of the most productive mechanisms for the transition of social value to the category of personally significant value orientation is the upbringing process in educational organizations (Sheripova & Alieva, 2024; Maimerova et al., 2025). Hinging on the socially recognized and supported examples of pedagogical culture, cultural life, communication, the cultural image of a person, and proper behavior and activity, the upbringing process in educational organizations ensures the formation and development of the value-meaning sphere of the personality among students (Goloshumova et al., 2019). The content of the value-meaning sphere can be interpreted as the cognitive representation of, among other things, the satisfaction of communication interaction needs within interpersonal coordination and as part of group survival and well-being (Schwartz & Bilsky, 1987; Roccas & Sagiv, 2010; Pashkurov et al., 2023). The successful consolidation of the values broadcast by the teacher in children's value-meaning sphere and the development of their subjective significance are evidenced by several criteria. A model developed by Safiullina (2014) highlights the following criteria:

1) informational – the child's knowledge of values, meanings, and norms of interaction both with peers in particular and generally in human relationships and the functioning of society;
2) intellectual – the level of ability to analyze one's own and other people's actions and deeds in terms of compliance with the values adopted in society and the ability to determine the subjective significance of these values;
3) emotional-value – the ability to emotionally react to the surrounding reality in a positive way and emotionally-morally assess people's individual actions and deeds (including their own);
4) motivational – the child's awareness of subjective moral responsibility to the surrounding society and reality, as well as the expression of kindness, justice, and empathy towards others;
5) activity-instrumental – the child's ability to help others and choose relevant behavior options.

These criteria concord with the provisions of the Federal Working Program for Upbringing (FWPU) on the transfer of values in the process of upbringing. Specifically, the FWPU provides for informing students, providing them with knowledge about values (consistent with the information criterion in Safiullina's model), fostering their personal attitudes to these values (the emotional-value and motivational criteria), and creating conditions for students to accumulate experience acting in accordance with the obtained values, knowledge, and attitudes (the activity-instrumental criterion). A critical outcome of a child assimilating the translated values is reflection on its personal significance and willingness to integrate it into their personal value-meaning sphere (corresponds to the intellectual criterion) and regulate their behavior, communication, and activity on its basis from then on (Mikhaylova, 2024; Kurushkin & Polukhtina, 2025).

Solovtsova (2012) describes four stages of the assimilation of values as part of the upbringing situations created by the teacher: 1) preparatory, 2) value presentation, 3) disclosure of value content, 4) organization of substantive activities based on the assimilated value.

These stages of value assimilation underscore the role of the teacher, who exerts upbringing influence in the situation of the translation of values and their interiorization by students (Izotova, 2024; Sidorov, 2025). The professional responsibility of the teacher entails a qualitative distinctiveness of both the value translation process (purposeful, not situational and sporadic) and the content of the broadcast values (reflected upon and focused on concrete norms, attitudes, and ideals, rather than actualized by the subject's internal state and external factors) (Weran & Kuswandono, 2021). This role makes the teacher one of the key actors in the formation of the value orientations of schoolchildren (Akhmetshin et al., 2025). That being said, parents unequivocally retain the priority right to bring up their children as they see fit (Temerbayeva et al., 2023).

The conducted analysis of theoretical sources demonstrates that the value transfer process is multidimensional and multifactorial. At the same time, it leads us to conclude that the problem of developing the value orientations of schoolchildren is currently underdeveloped, and the conditions for the effectiveness of this process need to be studied closely.

METHODS

Study design and research subject

To achieve the set research goal, we focused on systematizing data on the detection of social upbringing potential. Comprehensive child upbringing can only be achieved through productive interaction between the faculty of an educational organization and parents, including as part of extracurricular activities. One example of such activities is the Orlyata Rossii program, which has been implemented in schools since 2021. According to the official website, the number of its participants has now reached 4 million students and 150 thousand teachers. Such a large-scale project can be considered a modern sociocultural phenomenon in the Russian educational space. Therefore, there is a need to explore its role in the development of value orientations among younger students. The present study uses the example of the Orlyata Rossii program, targeting its influence on students' personal and social development and the formation of peer groups in younger schoolchildren.

In our inquiry, we turned to research on the psychological and pedagogical aspects of the Orlyata Rossii program for the development of social activity of primary school students. The experience of its implementation in general education institutions was studied in 2025, relying on the works of Melnikova (2025), Bogumilchik (2025), Izotova (2024), and Pechkanova (2025), as well as the relevant experience of innovative platforms of the Institute for the Study of Childhood, Family, and Education.

The Orlyata Rossii program is designed to aid in the development of students' knowledge of social values relationships and experience of positive transformation of the social world based on traditional Russian spiritual and moral values. The program also seeks to foster a culture of communication and love for the Fatherland, its history, culture, and nature, as well as to nurture

independence and responsibility. The design of the program accounts for the characteristics of primary school age. At the beginning of this stage, the child is only beginning to gain serious social responsibilities in their transition from kindergarten to school. By the end of primary school age, having gone through the development of social activity, the child already has an activated subjective position and the desire to gain recognition from peers and be included in the reference group (Feldstein, 2009).

At its core, the Orlyata Rossii program is aimed at developing the civic activity, patriotism and social responsibility of primary school students; maintaining their interest in educational and extracurricular activities; and shaping a value attitude towards the Motherland, team, family, health, nature, and knowledge (Bogumilchik, 2025). These values are embedded in the content of the main areas of education for younger students, which prioritize the development of leadership, responsibility, collectivism, and patriotism, nurturing diligence, work, mercifulness, empathy, interest in knowledge, sports, and health, and personal environmental culture.

The work envisioned in the program's different tracks largely overlaps with the methodology of collective and creative activity developed by Ivanov (2021). Specifically, Ivanov's methodology involves the participation of younger students in the joint organization and implementation of educational events of various orientations (Buyanov & Lobyntseva, 2023; Pashkurov et al., 2023) and provides for the active involvement of students' parents in various roles (participants, hosts of individual tracks, specific events, etc.) (Nevzorova, 2023). The interaction of all subjects has to be built on cooperation, which is supported by collectively adopted rules (norms) of relations, by delegating real managerial powers to students, and by building an environment of mutual responsibility and mutual trust. This approach is consistent with the ideas of self-organization of children and adults in the education system, which we understand as

> "The process of transformation of subjective uncertainty into certainty, as well as the spontaneous emergence of small informal societies (groups, associations, formations, communities, teams), the source of which is a factor impulse, the essence is effective joint interactions to overcome uncertainty, and the basis of existence is social interactions or interpersonal communication" (Evladova et al., 2020: 262).

The program is implemented as part of extracurricular activities. According to the Federal Educational Program for Primary General Education, extracurricular activities are an indispensable part of the basic educational program and are aimed at

> "the achievement of the planned results of mastering the primary general education program, taking into account the extracurricular training courses chosen by the participants of educational relations from the list proposed by the educational organization and carried out in forms other than lessons" (Ministry of Education of the Russian Federation, 2023).

Therefore, these activities need to harmoniously supplement the FWPU to provide a positive upbringing effect. Accordingly, the Orlyata Rossii program should be viewed as a resource for organizing a united upbringing space that will improve the effectiveness of FWPU implementation in primary school. This positive contribution stems from the fact that the Orlyata Rossii program is built on the same methodological approaches and principles as the FWPU, has similar goals and objectives, and targets the same values.

The upbringing effects of the program can be judged by the actualization of certain upbringing value orientations in students' behavior (Bardi & Schwartz, 2003) that reflect the basic constitutional and traditional spiritual and moral values of Russia. According to the axiological approach, this manifestation of values is the goal of upbringing and serves as an indicator of the transfer and assimilation of values specified in the targets of upbringing programs for each age stage.

Given that the program was launched in general education institutions relatively recently, its effectiveness in developing students' value orientations is not that well-researched. The present research is a pilot study focused on determining the positive social upbringing effects of the program that can serve as a basis for the primary study of its effectiveness.

Research stages and methods

The study was conducted at the innovative platforms of the Institute for the Study of Childhood, Family, and Education among teachers implementing the Orlyata Rossii program and the parents of participating children. The purpose of the survey was to study the attitude of these subjects to the Program and identify its advantages and disadvantages in terms of content, methodological equipment, and upbringing effects.

Accordingly, the primary research method at this stage was a questionnaire, which comprised several blocks of questions:

- assessment of the existing experience of upbringing practice related to the implementation of the program;
- the attitudes of teachers and parents to the Orlyata Rossii program;
- assessment of the level of satisfaction with the program and its methodological content among teachers;
- aspects of the influence of the program on students' development;
- identification of challenges and problems arising in the implementation of the program.

The study covered a total of 72 educational organizations. The choice in favor of the Institute's innovative research platforms was determined by a number of factors: direct involvement in the implementation of the program; the interest of administrators and teachers in improving the effectiveness of the program; organizational and management conditions allowing to optimize data collection and analysis (the availability of a coordinator from the Institute, work chats, updated contact databases, access to the necessary information resources (the Anketolog system), technical support specialists, etc.); and the ability to constructively and promptly revise research tools, if necessary.

In order to identify the upbringing effects of the program as one of the conditions for the development of value orientations in younger students in general education organizations, we conducted a comprehensive analysis of theoretical and program-methodological materials, which enabled us to establish and summarize the methodological foundations of the study. Through direct participation in the examination of materials submitted by applicants for the status of the Institute's innovation platform under the Orlyata Rossii program (videos demonstrating practi-

cal implementation, presentation materials, and methodological developments), a number of contradictions were discovered: inconsistency of real practice with the expected results stated in the program; inability to apply the tools and the wide range of proposed means and forms of work with younger students in real practice, which undermined the effectiveness of the program; and fragmented and episodic (often formal) involvement of students' parents, who are highlighted as key subjects in the goals and objectives of the program.

Consequently, the content of the study and its design consisted of the following stages: 1) the development of tools in accordance with the purpose of the study; 2) testing the tools and their subsequent refinement; 3) conducting an instructional webinar with the representatives of innovation platforms; 4) direct survey of teachers and students' parents; 5) processing and interpretation of the obtained results; 6) reporting study results.

The teacher survey involved the representatives of 25 regions of the Russian Federation. The majority of the sample came from Sverdlovsk and Voronezh Oblasts and Krasnodar Krai and lived mainly in urban settlements (75%).

The age of most teachers was from 45 to 60 years (43%) and from 30 to 45 years (34%). The proportion of participants under 30 years old was 16%, and people over 60 years old made up 7%.

The recruited teachers had fairly long work experience in general education: the majority had over 20 years of experience (38%), 26% – from 10 to 20 years, 19% – up to 10 years, and 17% – less than 3 years of teaching experience.

Most of the surveyed teachers (60%) described their educational organizations as flagships of the Orlyata Rossii social activity program. This means that they believed their schools to be committed to providing methodological support to teachers from other educational organizations in their region to effectively master the program methodology, study, and exchange experience.

Of the surveyed teachers, 89% had experience participating in the program, with the majority (36%) having been involved for one year, 31% – for two years, 16% – for three years, and 6% – for 4 years. A total of 11% of the teachers did not have such experience.

The parents participating in the survey represented 30 regions of the Russian Federation, the majority being from Sverdlovsk, Voronezh, Nizhny Novgorod, Novosibirsk, Saratov, Sverdlovsk Oblasts, and Krasnodar Krai and predominantly residing in urban settlements (86%).

Most of the respondents representing the parent community were aged from 30 to 45 years old (82%), the share of participants from 45 to 60 years old was 13%, up to 30 years old – 5%, and over 60 years old – less than 1%.

RESULTS

One of the key objectives of the study was to compare the ideas of teachers and parents about the value orientations the program is designed to develop. The conducted research suggests no cardinal contradictions and discrepancies in the perception of the Program's value orientations among these subjects of education. Importantly, this question allowed multiple choice.

Most teachers suggested that children's participation in the program contributes to the development of patriotism (94%) and collectivism (78%) and develops the values of historical memory (74%) and the family (73%). On the other hand, the parents of primary school students pointed out the values of "patriotism" (76%), "mutual assistance and respect" (57%), and "collectivism" (54%). The distribution of responses is detailed in Table 1.

TABLE 1. Teachers' and parents' perceptions of the program's value-based content.

Values (President of the Russian Federation, 2022)	Teachers	Parents
life	53%	36%
dignity	54%	34%
human rights and freedoms	47%	25%
patriotism	94%	76%
civic consciousness	70%	37%
devotion to the Fatherland and responsibility for its fate	62%	32%
high moral ideals	60%	36%
close-knit family	73%	42%
constructive labor	59%	28%
priority of the spiritual over the material	40%	18%
humanism	46%	23%
mercifulness	68%	38%
justice	59%	45%
collectivism	78%	54%
mutual assistance and respect	70%	57%
historical memory and generational continuity	74%	43%
unity of the peoples of Russia	57%	47%

Source: developed by the authors.

The results show that the differences between teachers' and parents' ideas about the educational potential of the Orlyata Rossii program in terms of developing students' value orientations are insignificant. Both teachers and parents noted the effects consistent with the Program's upbringing priorities. In percentage terms, however, the answers of teachers significantly surpass those of parents.

Considering that the Orlyata Rossii program focuses especially closely on fostering collectivism, our study placed a separate emphasis on this aspect. The results reveal that 89% of the teachers argued that the program affects the development of students' value attitudes towards peer groups, yet 10% of respondents considered this influence insignificant, and 1% saw no influence. At the same time, 80% of the teachers noted that relations in the peer group became more productive as a result of work under the Orlyata Rossii program, 20% found it difficult to answer this question, and less than 1% of teachers answered negatively. Detailing the changes, the teachers reported the following:

* the children have become more united – 75%;
* the children are actively involved in class/school activities –73%;
* the children help one another – 72%;
* the children show initiative – 65%;
* the children participate in volunteer campaigns and projects – 62%;
* the emotional climate in the class has become more favorable – 59%;
* the children help each other in lessons – 40%.

Nevertheless, the teachers also highlighted some negative phenomena in their students that they believed to be associated with participation in the Orlyata Rossii program:

* overload from activities – 12%;
* competition in the class –11%;
* the appearance of destructive leaders – 6%;
* reduced interest in learning – 5%.

On their part, most parents (67%) suggested that participation in the Orlyata Rossii program helped their children significantly improve relationships with peers and friends, 21% believed that it helped slightly, and 9% argued that there was no positive effect.

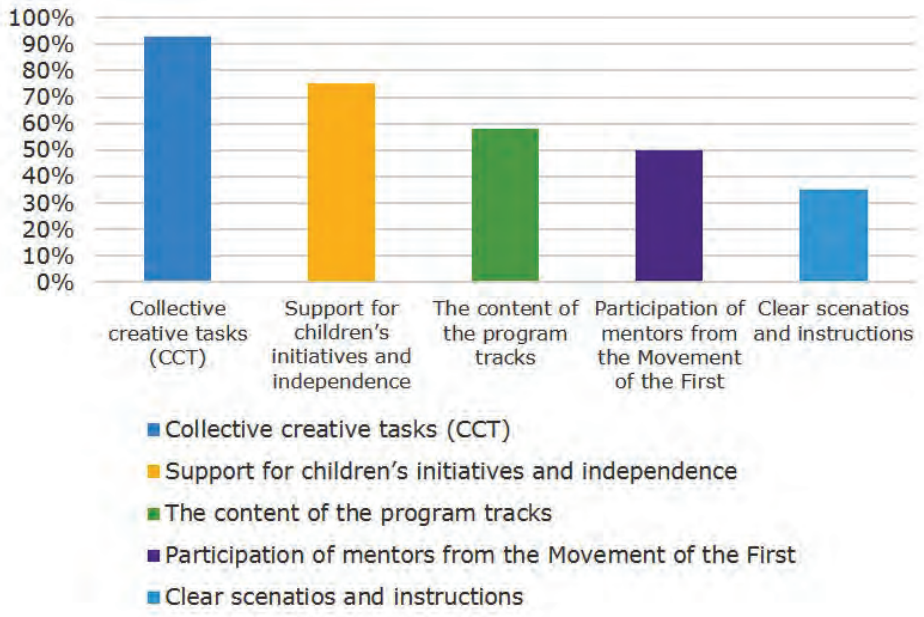
Considering the social upbringing effects of the program, teachers noted positive changes in the communication (60%), cognitive (27%), and emotional (13%) spheres of primary schoolchildren.

The most popular reasons determining these changes cited by teachers are the role of collective creative activities (their influence was indicated by 85% of teachers), the development of children's initiative (74%), mentoring, and responsibility for the decisions made (60% each). Just over half of survey participants (56%) also noted the role of joint planning. The importance of children's self-government was stressed by 43% of teachers, and joint case analysis was mentioned by 40%.

Parents noted an improvement in children's communication (49%) and an increase in the level of responsibility (48%) and organization (41%) after the inclusion of their children in the Orlyata Rossii program.

Among other things, the program provides for the active participation of schoolchildren in the design, development, implementation, and subsequent analysis of educational activities of various orientations following the methodology of collective creative activity. This provision is reflected in the answers of teachers. The most significant condition in the Orlyata Rossii program affecting the development of children's peer groups, according to teachers, is collective creative affairs (93%) (Figure 1). Great importance was also attached to supporting children's initiatives and independence, which was noted by 75% of respondents. The content laid down in the tracks of the program was highlighted as important by 58%. Half of the respondents also considered the participation of mentors from the Russian Movement of Children and Youth, the Movement of the First, to be an important condition for the formation of children's peer groups, and 35% referred to clearly defined scenarios and instructions.

FIGURE 1. Factors influencing the development of peer groups.



Source: Developed by the authors.

The Orlyata Rossii program actively involves students' parents in its implementation. In this context, an interesting fact was revealed – only 2% of teachers noted the involvement of parents as participants in the Program, while 45% of parents of students reported taking part in the Orlyata Rossii program in the following capacities:

* supporting (specifics not clarified) and encouraging the child participating in the program;
* helping the child progress through the program tracks;
* helping the child in the preparation of creative works;
* assisting the class teacher in implementing the program tracks.

One of the objectives of extracurricular activities is to support the initiatives of schoolchildren and the development of their self-organization, thus contributing to the development of initiative and leadership qualities, and the formation of self-government in the peer group. This implies a gradual transformation of students' position in joint activities from participants to co-organizers, which is confirmed by survey results.

Thus, the majority of teachers (63%) suggested that schoolchildren had demonstrated active participation in joint affairs, 21% of teachers noted children's participation as co-authors of class activities, and 13% asserted that children had realized themselves as project authors and organizers. In this context, a certain pattern can be observed: children in grades 1-2 acted mainly as participants in class events, mastering the methods of constructive interaction with each other, the ability to set individual and collective goals, and acting independently to achieve them; in

3rd grade, students became co-authors; in 4th grade, schoolchildren began to take on the roles of authors and organizers of class life.

In the 2024-25 school year, the Orlyata Rossii program became the first stage in the inclusion of children in the Movement of the First. Our study shows that teachers, much like students' parents, generally highly appreciate the role of children's and youth public associations in the development of value orientations in modern children, with 71% of teachers and 70% of parents noting a positive influence. Interestingly, 68% of the surveyed teachers used to be members of public organizations themselves: 50% of the teachers were Little Octobrists, 52% were members of pioneer organizations, and 29% were members of the Komsomol. On the other hand, 55% of the surveyed parents had never been part of public organizations. Of those who had, 26% were Little Octobrists, 21% were in a pioneer organization, and 4% were members of the Komsomol. The majority of respondents who had been involved in public organizations (93%) evaluated this life experience as good or very good (12% and 81%, respectively), while 5% described it as negative. The results give grounds to hypothesize that the subjective experience of teachers and parents can be projected both in a positive and negative way on their activities in the implementation of the Orlyata Rossii program.

In general, both teachers and parents have a positive perception of the impact of the Orlyata Rossii program on children. As many as 88% of teachers and 78% of parents agreed that the children enjoyed participating in the program.

DISCUSSION

The results of the theoretical and empirical stages of our study made it possible to substantiate the need for a comprehensive and systematic research of the problem of developing the value orientations of students in general education organizations as part of solving the strategic tasks of education at the current stage in the development of Russian education, in which spiritual and moral values have become an invariant component.

The analysis of educational programs demonstrates the high upbringing potential of the Orlyata Rossii program, implemented as part of extracurricular activities. The program provides an important tool for the upbringing of younger students, fostering their civic consciousness, collectivism, and responsibility to society.

This conclusion is supported by the teachers and the parents who took part in the study. Furthermore, the Orlyata Rossii program for the development of social activity gives schoolchildren the opportunity to prove themselves as active participants, co-authors of class activities, and the authors and organizers of various projects and events, which confirms the high engagement and interest of younger students (Mukhametkairov et al., 2024).

These findings are corroborated by other studies on certain aspects of the implementation of the Orlyata Rossii program. For example, Izotova (2024) investigated the attitudes of teachers to the program Orlyata Rossii among primary school teachers and advisers to directors of education. The survey covered 1984 respondents, about 90% of whom were involved in the Orlyata Rossii program. More than 90% of the respondents agreed that the Orlyata Rossii program

should be implemented in primary school because of its positive effect on elementary school students, including the development of qualities consistent with the targets of upbringing.

The effectiveness of the Orlyata Rossii program for the development of communicative universal learning actions in 2nd-grade students is confirmed by the results of an experiment conducted by Uchaikina (2023). In this study, the experimental group participating in the Orlyata Rossii program showed a 10% increase in students with a high level of communicative universal learning actions, with a 27% decrease in the low level. In addition, there was a significant increase in the number of experimental group students with a high level of the ability to express their point of view and argue their position. The indicator of the ability to find compromises and coordinate actions with partners also rose in the experimental group.

Nevertheless, the study identified certain contradictions that undermine the practical effectiveness of the Orlyata Rossii program in shaping the value orientations of students. The results point to the lack of comprehensive program and methodological solutions and the need to provide scientific and methodological support for the implementation of the program, accounting for the regional, sociocultural, and ethnocultural features of upbringing activities in general educational organizations.

Since the program has been integrated into the activities of the Movement of the First in 2024, its upbringing potential has expanded significantly, providing students with conditions for:

* self-knowledge and self-development;
* the realization of the rights of participation in the public life of the municipality, the region, and the country as a whole;
* the intensification of initiative and independence;
* socialization in an informal setting, mastering new social roles and models of cooperation, and developing a shared view of various life situations;
* the development of social responsibility, civic identity, and an active life stance.

CONCLUSIONS

The research findings indicate a positive effect of participation in the Orlyata Rossii program in terms of the development of students' value orientations according to the subjective perceptions of both teachers implementing the program and the parents of participating students. Therefore, there is great potential in further empirical study of the effectiveness of the program as a mechanism for developing the value orientations of schoolchildren.

The significance of the conducted study lies in the opportunity to apply its results in other programs aimed at forming the values of the younger generation. In particular, the obtained findings make it possible to evaluate the potential of the program and its relevance to the upbringing activities of educational organizations as part of implementing the Federal Educational Program for Primary General Education and in improving the effectiveness of social upbringing activities designed by general educational organizations.

Further investigation of this topic will be instrumental for the development of comprehensive program and methodological solutions for establishing the mechanisms of continuity of social upbringing work between different levels of general education. In addition, continued research will make it possible to effectively integrate the experience of the Orlyata Rossii program into the activities of children's and youth public associations.

Contribution of the authors

The authors contributed equally to collecting empirical data, processing data, and writing the article.

Conflict of interest statement

The authors declare that there is no conflict of interest.

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ARTÍCULO DE INVESTIGACIÓN

El impacto de las prácticas socialmente responsables en el bienestar subjetivo de los estudiantes migrantes*

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Resumen. Este estudio tuvo como objetivo establecer la relación entre el bienestar subjetivo, el desarrollo lingüístico y los resultados académicos de estudiantes internacionales en Nizhny Novgorod. Una encuesta cuantitativa realizada en tres universidades (n=324) examinó las motivaciones para elegir una universidad, las barreras para la adaptación y los factores relacionados con el bienestar y el éxito académico. Los resultados muestran que las principales motivaciones para elegir una universidad rusa fueron la relación calidad-precio, las oportunidades relacionadas con el idioma y el trabajo, la calidad percibida de la educación y la influencia del entorno social, incluyendo las recomendaciones de amigos y familiares. Entre las barreras, los estudiantes identificaron varios factores sociales e institucionales, como las tasas de matrícula (44,7%), las dificultades para dominar el idioma, la disponibilidad de residencias universitarias (55,8%), las limitadas oportunidades para estudiar ruso (25,6%) y la preocupación por la seguridad en la universidad (10,1%). Los encuestados indicaron que su deseo de continuar sus estudios en la institución elegida aumentaría si las universidades y las autoridades municipales prestaran una atención más sistemática e implementaran enfoques de tra-

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bajo social adaptados a sus experiencias. En general, el estudio indica que el bienestar subjetivo actúa como un factor clave para fortalecer la competitividad sostenible de las universidades regionales. Las políticas destinadas a atraer y retener a los estudiantes internacionales deben integrar medidas de trabajo social que creen un entorno propicio para la comunicación y la convivencia, apoyen el desarrollo lingüístico y cultural, amplíen las oportunidades de empleo y proporcionen garantías legales claras.

Palabras clave: trabajo social, apoyo social, universidad, adaptación sociocultural, apoyo jurídico.

The impact of socially responsible practices on the subjective well-being of migrant students

Abstract. Subjective well-being significantly influences migrant students' academic performance, the attractiveness of the host region, and their self-assessed quality of life. This study aimed to establish the relationship between subjective well-being, linguistic development, and academic outcomes among international students in Nizhny Novgorod, Russia, with a focus on identifying socially responsible practices that support their adaptation and continued studies. A quantitative survey conducted at three universities (n=324) examined motivations for choosing a university, barriers to adaptation, and factors connected to well-being and academic success. The findings show that the leading motivations for choosing a Russian university were the price-to-quality ratio, opportunities related to language and work, perceived quality of education, and the influence of the social environment, including recommendations from friends and relatives. Among the barriers, students identified several social and institutional factors, such as tuition fees (44.7%), language proficiency challenges, dormitory availability (55.8%), limited opportunities to study Russian (25.6%), and concerns about safety at the university (10.1%). Respondents noted that their desire to continue studying at their chosen institution would increase if universities and city authorities paid more systematic attention to the needs of international students and applied social work approaches tailored to their experiences. Overall, the study indicates that subjective well-being acts as a lever for strengthening the sustainable competitiveness of regional universities. Policies aimed at attracting and retaining international students should integrate social work measures that create a comfortable environment for communication and living, support linguistic and cultural development, expand employment opportunities, and provide clear legal guarantees.

Key words: social work, social support, university, socio-cultural adaptation, legal support.

INTRODUCTION

The field of education is a space of scientific exchange, a mechanism for training specialists to bring the technological standards and certification systems of different states closer together, and, of course, a powerful instrument to disseminate Russian culture.

Under these conditions, the relevance of research into the problems of exporting education is determined both by epistemology and politics. The export of education is on the agenda of

researchers from various fields of scientific knowledge, from pedagogy to political science. The focus often lies on issues related to the economics of exporting education (Akhmetshin et al., 2024; Mirzoyan, 2023) and the peculiarities of migration laws in varfactors], the features of methodological approaches to the development of linguistic culture among foreign students, as well as particular factors affecting the attractiveness of a particular university (Beloglazova et al., 2025) or, for example, a region of the Russian Federation, to foreign applicants (Borodina et al., 2023). However, researchers often overlook the so-called subjective indicators of foreign students' satisfaction both with the process of studying at the university and with the overall living conditions in Russia as a host country.

The issues of the attractiveness of a particular region to foreign applicants are often covered by scientific papers, but the authors most often focus on objective factors behind the choice of university by foreigners. In contrast, our study targets the level of subjective well-being of international students. The hypothesis at the core of this study is that the factor for foreign students' life satisfaction influences not only the attractiveness of their studies in Russia but also the development of linguistic culture. The present paper presents the results of an empirical study of the level of life satisfaction, or, in other words, the level of subjective well-being, of foreign students studying at universities in Nizhny Novgorod (Russia).

LITERATURE REVIEW

The body of research devoted to the export of education, including the problems of the choice of university by foreign applicants, is steadily growing. A significant part of these studies analyzes the evolution of the global market for educational services and the practice of its regulation in the international arena.

Digitalization is often named as one of the leading trends in the development of global educational policy (Kanakova, 2024; (Mukhasheva, 2023), entailing the need to develop digital academic mobility (Antjuhova & Kasatkin, 2020; Kanunnikova, 2023; Danilova, 2024; Gumerova & Shaimieva, 2024). In the face of sanctions imposed on Russia, the expansion of the e-learning market, including in terms of "the turn from West to East," is highlighted as a promising direction by Suslov (2023). Researcher T.K. Rostovskaya describes the main scenarios of academic mobility in Russia, in which moderately optimistic forecasts are closely tied to the development of high-quality digital education (Rostovskaya & Zolotareva, 2021).

Works analyzing the political context of the problem stand apart. Researchers such as Talanov (2024), Antonova (2020), Kamyshanskaya (2022), and Petrov (2023) view the export of education as a diplomatic tool, a factor of soft power. The role of the educational segment in socio-economic and political-legal practices is often described through the concepts of "education diplomacy" (Shagojan, 2020; Vassilchenko, 2024) and "educational migration" (Toshpulotov et al., 2024; Bobkov & Shichkin, 2024). Notably, works covering this issue are mainly comparative, describing the Russian situation through comparison with other countries.

Russia ranks sixth in the world in terms of the number of foreign students, while the leaders in the export of education are the USA, Great Britain, Canada, France, and Australia. However, the researchers note that our state should analyze successful cases from different countries and use

foreign experience, considering Russian specifics instead of focusing exclusively on the experience of the leaders. In this context, of note here are the successful practices of China in providing safe living conditions for foreign students (Chzhou & Zhou, 2023; Wang, 2024); the simplified procedure of obtaining a residence permit for talented graduates practiced in Germany (Moser et al., 2014); and the flexibility of campus transfer policies, attractive scholarships, and simplified visa procedures practiced in the UAE (Jaku & Ivanova, 2018).

A substantial number of studies focus on the problem of the effectiveness of making Russian universities attractive to foreign applicants. The attractiveness of universities is examined through various groups of factors: the quality of education and research activities at the educational institution (Pimonova & Fomina, 2018; Akhmetshin et al., 2024); the city's media background and the region's friendliness towards student migrants (Bulatova & Gluhov, 2019; Krasnikova et al., 2024); the university's academic reputation (Antonova et al., 2020), etc.

In addition to analyzing the all-Russian situation with the academic mobility of foreign students, it is worth noting publications on the state of affairs in specific regions of the Russian Federation. Apart from universities in the two capitals, research attention most often falls on the universities of the Siberian Federal District.

Another group of studies that determined our research strategy addresses the immersion of foreign students in the natural language, social, and educational environments. The basic linguocultural function in the formation of inophones is their socialization and inculturation into the value-semantic space of the receiving culture. The end goal of these processes is the foreign student entering the world of Russian socio-cultural norms and values (Abdullayev et al., 2024; Letova, 2024). The success of socio-cultural adaptation directly determines how effectively the educational program is mastered (Pulido-Capurro et al., 2025). We cannot but agree with the researcher Ju.A. Komarova that the challenges of developing the language culture of an inphone "negatively affect the entire educational process, and learning difficulties, in turn, lead to stiffness, self-doubt, depression, and reluctance to communicate with teachers and Russian peers" (Komarova, 2013, p. 68). The opposite is also true here: the negative experience of entering a new sociocultural space, i.e., "culture shock" (Kulikova, 2017), frustrates foreign students and sometimes becomes an insurmountable barrier to the development of linguistic and cultural competence.

Thus, the friendliness, openness, and attractiveness of the sensory and visual characteristics of social and educational environments to foreign students turn out to be an effective mechanism for the development of linguistic culture (Dzyuba et al., 2021; Tusset et al., 2025).

METHODS

Study design

The present study was conducted at Minin Nizhny Novgorod State Pedagogical University in 2024-2025. The research was devoted to the subjective well-being of foreign students in Russia, with a focus on the life of student migrants in the capital of the Volga Federal District – Nizhny Novgorod. According to the data reported by the plenipotentiary of the President of

the Russian Federation in the Volga Federal District, I. Komarov, as of the beginning of 2025, 82 thousand foreign students studied in the Volga Federal District, making up 21% of the total number of foreign students in Russia. This means that every fifth student migrant is studying at a university in the Volga Federal District: "The Volga Federal District is one of the most attractive for immigrants who come to us to earn money, study, and build their lives". About 31 thousand foreigners study in Nizhny Novgorod, which makes the capital of the Volga Federal District second in the region after Tatarstan by the number of accepted foreign students. The attractiveness of Nizhny Novgorod is largely due to the convenient geographical location of the region, proximity to Moscow, a temperate climate, and a well-developed economic sector and transport and logistics infrastructure.

Scientific literature uses the terms "foreign student," "inophone," and "student migrant". The first term has the meaning of "a student with citizenship of another country." The second refers to "a native speaker of a foreign language with a different picture of the world compared to the dominant culture." The third term means "a person who moves to receive education in conditions optimal for them." In our study, all three terms are viewed as contextual synonyms, although the first is treated as a generic term in relation to the other two. The term "inophone" draws attention to the linguocultural aspect of adaptation of a foreigner, and "student migrant" pertains to the socio-economic aspect of the study and points to the logic of a foreign student in choosing optimal conditions for obtaining education that best suit their life needs.

Stages and tools

Theoretical stage: the research strategy relied on the theoretical developments of foreign and Russian authors and the results of primary sociological studies (Aref'ev & Sheregi, 2014; Lutova & Shhanina, 2024; Polihina & Trostjanskaja, 2020) posted on open Internet resources.

Empirical stage: a questionnaire survey of foreign university students in Nizhny Novgorod (total sample size – 324 people). The questionnaire included six thematic blocks of questions covering the respondent's personal data, orientation in everyday social situations, the psychological aspects of adaptation, communication, and mastering the Russian language, familiarity with culture and traditions, and the organization of the educational process. Most of the questions were closed-ended and multiple-choice. In addition, the questionnaire included questions with scales to rate the degree of agreement or difficulty with graduated answer options (e.g., from "not difficult" to "very difficult"), taking the form of a consent scale (Likert-like) in several items. This design of the questionnaire made it possible to obtain quantitative data on the motives for choosing a country and a university, the difficulties of adaptation, and attitudes towards various aspects of living in Russia and the educational process.

Sample

The sampling procedure consisted of two stages. At the first stage, we selected universities that held about 50% of the total number of foreign students in Nizhny Novgorod in the 2024-2025 academic year (Minin Nizhny Novgorod State Pedagogical University – 103 respondents, Lobachevsky State University of Nizhny Novgorod –167 respondents, Nizhny Novgorod State Conservatory named after M.I. Glinka – 54 respondents). At the second stage, respondents were recruited according to the specified quotas. Out of 324 people, 280 studied in bachelor's, spe-

cialist, and master's programs, and 44 were students at pre-university departments. Respondents' ages ranged from 18 to 30. The obtained empirical data were processed in SPSS-21, and the results were interpreted using the induction method.

When filling out their personal data, all the interviewed foreign students indicated their place of origin. The distribution of respondents by countries was as follows: Turkmenistan – 141, Congo – 7, Colombia – 7, Iraq – 4, Egypt – 14, Lebanon – 7, Ecuador – 9, Yemen – 7, Algeria – 10, Syria – 7, Peru – 6, Morocco – 5, Uzbekistan – 24, Armenia – 10, Azerbaijan – 7, China – 59. As can be seen, the sample did not include any representatives of European states or North American countries. The geographical coverage of the study was not wide, including only 16 countries, which can be conditionally grouped into five blocks: CIS countries, which are home to the overwhelming majority of student migrants in the Russian Federation, China in second place, the countries of the Middle East in third place, about the same number of students from Latin America, and finally the block of African countries. Thus, the distribution of student migrants in Nizhny Novgorod universities by citizenship is generally consistent with the all-Russian distribution, which is dominated by CIS countries (54.9% of the total number of respondents in our sample) and China in second place (18.2%).

Data analysis

The collected data were processed using the IBM SPSS Statistics software package (version 21). At the analysis stage, methods of descriptive statistics were applied. A frequency analysis of the distribution of respondents' answers was performed, calculating the shares (percentages) for each option. The distribution of answers between different groups of respondents was compared using contingency tables (e.g., comparing individual universities and countries of origin), and the options were ranked by the frequency of their choice to identify the most and least popular answers. The resulting quantitative data were interpreted by induction – generalizing conclusions were formulated based on the observed distribution of responses and the identified repeating patterns in the opinions of the study participants. This approach made it possible to find key trends (predominant motives for choosing an educational trajectory, the main difficulties and requests of foreign students, etc.) based on descriptive statistical indicators, without involving complex mathematical and statistical models or criteria.

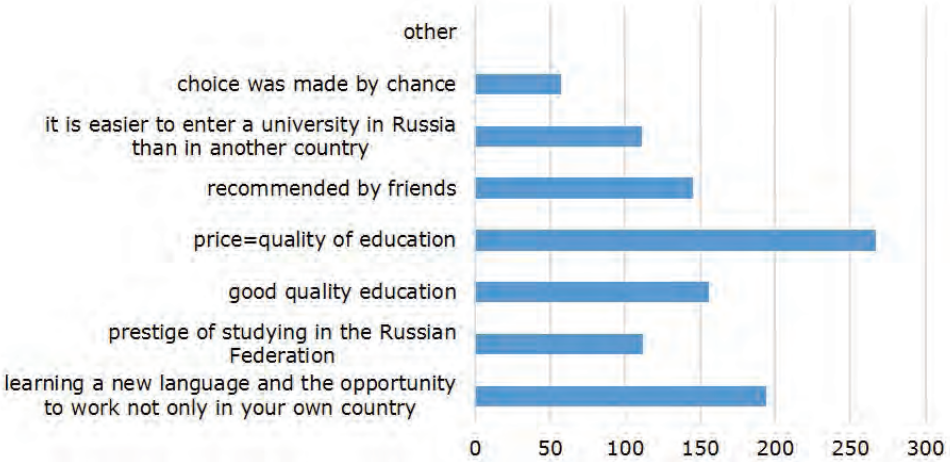
RESULTS

The respondents were presented with questions (most of them being multiple choice) regarding the choice of university and country of study, as well as questions addressing the difficulties and problems associated with living in Russia. The most popular responses to the question "Why did you choose a Russian university?" (Figure 1) were "learning a new language and the opportunity to work not only in your own country," chosen by 59% of respondents, and the good quality of education, which was noted by 47% of respondents. The "optimal ratio of price and quality of education" was highlighted by more than 82% of respondents, and more than a third explained their choice of Russia by "the prestige of studying in the Russian Federation."

From this, we can conclude that the leading motive behind the choice of Russia by student migrants, based on the totality of answers, is the quality and prestige of Russian education. How-

ever, the data indicate that economic motives are also strong, including the affordable price of education and the ability to work and study. It is noteworthy that 44.7% of respondents opted for a Russian university on the advice of friends (the fourth most frequently mentioned motive in choosing the country of study). It was found that almost half of foreign applicants had "insider" information about the specifics of training and living in Russia before admission, which somewhat prepared them for the conditions of getting an education and the peculiarities of living in the country in advance. In fifth place by popularity is the answer related to the assessment of university admission mechanisms: 43.7% of respondents believe that Russian universities are easier to enter compared to other countries.

FIGURE 1. Why did you choose a Russian university?



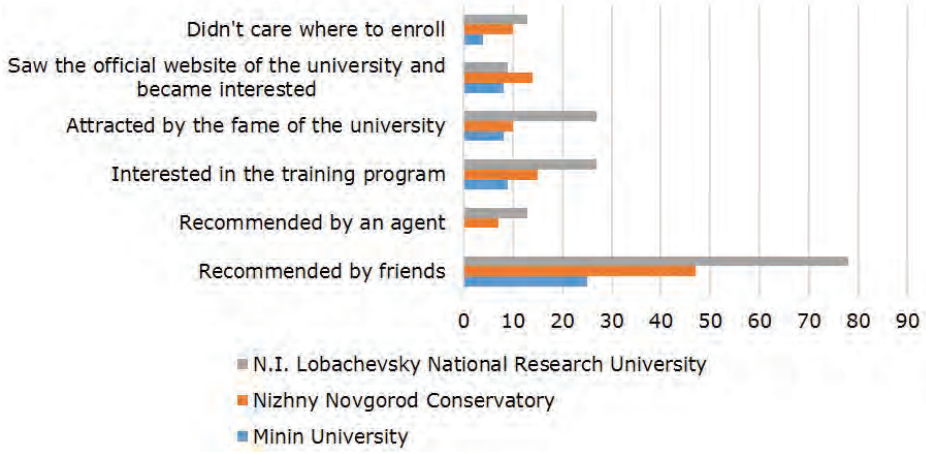
Source: Compiled by the authors.

The next question about the reasons for choosing a particular university was, in a sense, a control question in relation to the first, which was reflected by the answers. The option "recommended by friends" was chosen by 46% of respondents. This suggests that before admission, most foreign students already had some information not only about the country and the specific region of future residence but also about the university where they were going to study. To this, we can add another 16.1% of respondents who responded that their choice of university was determined by the desired specialty, and the 13.8% of respondents who explained their choice by the fame of the university. The last groups of respondents got information about universities from advertising materials, educational fairs, and university websites, as well as from discussions with agents, which ultimately helped them make an informed choice. However, some respondents did not really care where to go (8.3%).

Notably, the distribution of answers was virtually the same in different universities of Nizhny Novgorod, except for one – recommendations from an agent, which was not picked once with respect to Minin Nizhny Novgorod State Pedagogical University (Figure 2). Several individual comments left by respondents when answering this question are also interesting: "advised by my mother," "I wanted to study in Russia because of my Russian paternal grandmother." These remarks reflect the significant role played by the family when foreign applicants choose a univer-

sity. Summarizing the answers to this question, we should recognize that the leading factor in the choice of university is not the institution's rating, equipment, or ongoing research, but the factor of social ties, i.e., positive assessments of the university by the applicant's friends and family.

FIGURE 2. Choosing a specific university.

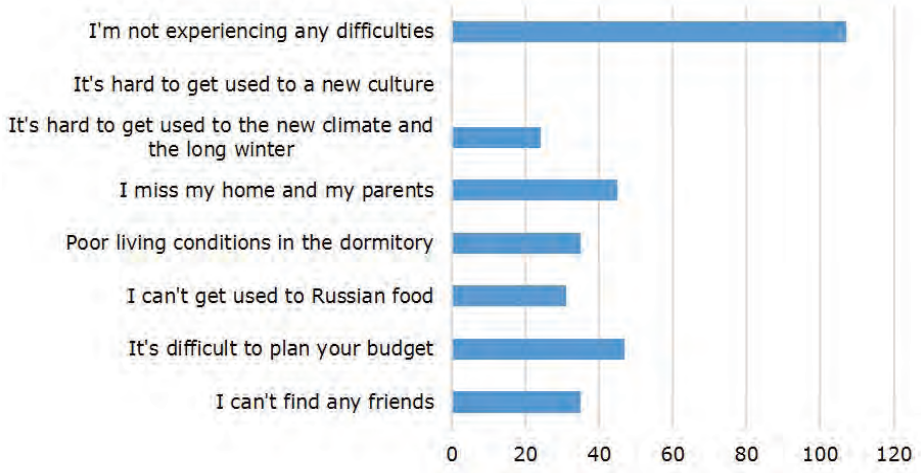


Source: Compiled by the authors.

Answering the question "Do you like living in Russia?", inophone students divided between "Yes" and "Probably yes," with the confident answer prevailing (66% vs 34%).

When asked about the difficulties experienced in Russia, most foreign students mention that they miss home, cannot get used to Russian cuisine, and have financial difficulties or problems with establishing social contacts. Nonetheless, the percentage of those who do not experience any difficulties in adaptation is rather high at about 30%.

FIGURE 3. Difficulties of foreign-speaking students living in Russia.



Source: Compiled by the authors.

The next survey item allowed us to flesh out the problems faced by the students in Russia. The results show that student migrants consider financial problems to be the most serious, as 44.7% of respondents reported difficulties paying for their studies. In second place are the difficulties of communication associated with linguistic adaptation: 17.9% of respondents are upset by not hearing their native speech often, 12.8% complain about not being able to combine work and study, and 12.2% note the lack of events held specifically for foreign students.

Most of the students who chose the "other" option in answering this question wrote that they did not encounter problems: "No," "Over the four years of study, I have not encountered problems at all," "There are none," "There are no problems, I love Russia," and so on. One response differs from others: "I do not have enough time to enjoy each day, since the day is too short. I don't have any problems."

The next questions in the questionnaire were focused on analyzing how foreign students themselves see the conditions of their adaptation in universities in Nizhny Novgorod. The question "What should be done to solve the problems of foreign students?" received the following answers: the need to improve living conditions in dormitorys was stressed by 55.8% of respondents; 25.6% suggested it was necessary to increase the number of hours to study the Russian language and get acquainted with Russian culture, 10.1% highlighted problems with the safety of foreign students, and 8.3% argued that the management of universities should pay more attention to them. Here we should note that the questionnaire had separate questions about living conditions in dormitorys, which the respondents overwhelmingly (almost two-thirds in aggregate) rated as "good" or "rather good."

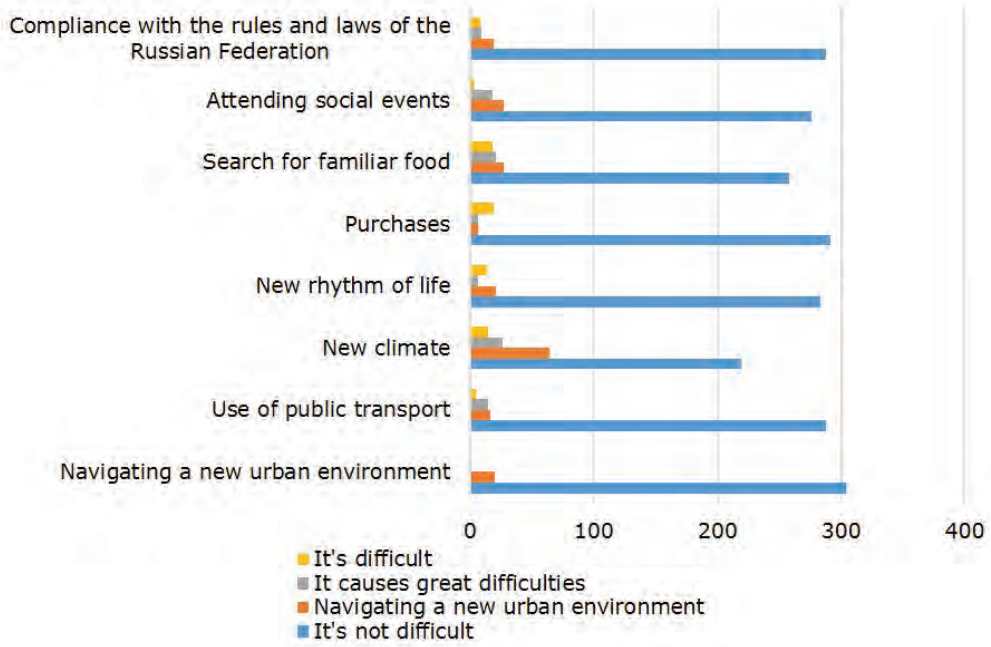
To the question "What would you propose for the successful adaptation of foreign students in the Russian Federation?", the most popular answers were "organizing excursions around the city of study" (41.6% of respondents), "organizing events for the implementation of student initiatives" (26.8%), and "involving foreign students in the cultural life of the university" (18.2%). Thus, the obtained data indicate that foreign students want to get to learn more not only about the Russian language and culture but also about the region and city where their university is located. Such events could not only have educational potential but also help create conditions for informal communication, a free exchange of views, and opportunities to meet new people. Certainly, such non-routine, creative events will be able, firstly, to spruce up the daily lives of foreign students, and secondly, to alleviate their psychological stress and distract them from financial problems.

The next block of questions was devoted to the peculiarities of orientation in everyday social conditions and the problems of foreign students' adaptation in the urban space of the Russian Federation. These included questions about the use of public transport and shops, particularly in terms of finding familiar foods, experience with new climatic conditions or the transition to a new rhythm of life, the analysis of impressions of visits to public events, and reflection on compliance with the rules and regulations of the Russian Federation. The set of questions and answer options was aimed at analyzing the level of inophones' familiarity with urban space and their ability to cope with everyday difficulties. The answer options for these questions were "It's not difficult"/"It causes minor difficulties"/"It causes great difficulties"/"It's very difficult".

The results indicate that most students do not experience difficulties in adapting to the new urban space of Nizhny Novgorod and to living in it. Answer options "It causes minor difficulties/ It causes great difficulties" were selected the most often in response to the question about new climatic conditions. All the surveyed students came from countries with warmer climates, so difficulties adapting to Russian weather conditions would be understandable.

Importantly, we found no specific dependence of the answers on the country of origin, as difficulties in adapting to weather conditions or lack thereof were reported by students from all countries: China, Turkmenistan, Africa, and South America (Figure 4).

FIGURE 4. Orientation of foreign-speaking students in social situations.



Source: Compiled by the authors.

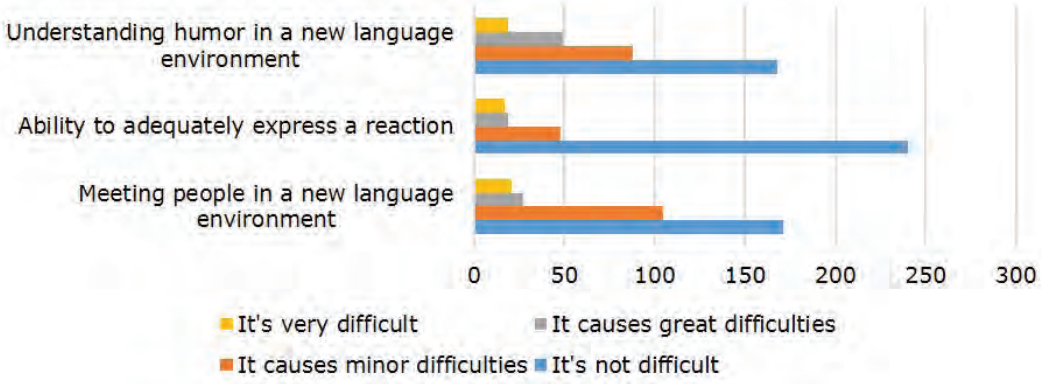
The next block contained questions regarding the psychological aspects of inophones' adaptation in a new city and a new country. These questions were aimed at identifying difficulties in socialization, conflict situations, etc. When asked whether it was necessary to assign experienced student volunteers to foreign students to help them adapt to everyday and learning conditions, most respondents (90.7%) answered "Yes" or "Probably yes." Such answers should be interpreted as a plea for help, giving evidence that foreign students have serious difficulties in socialization at different stages of their stay in Russia: from studying at pre-university departments to the graduate year.

The question "Do you have conflict situations?" had three answer options: "Yes, with foreign students"/"Yes, with Russian students"/"No, I do not." Most students answered that they had no conflicts, and only a small portion (7.7%) reported having conflicts with other foreign students. These responses show that student migrants communicate not only with Russian students but also within the groups of foreign-language students. It is noteworthy that none of the

respondents mentioned conflicts with Russians, although 4.6% of respondents admitted that they had witnessed bad attitudes towards the representatives of other nationalities in Russia.

An important question related to mastering Russian as a foreign language was the one about the "language barrier": "Is it difficult for you to overcome the 'language barrier'?" This question had four answer options: "Yes"/"Probably yes"/"Probably not"/ "No". Respondents' answers were distributed across the options in almost equal proportions. The "No" and "Probably not" answers were more common among the citizens of CIS countries, since most of them had received a school education in Russia and, therefore, had advanced proficiency in the Russian language. This was followed by questions about the peculiarities of communication and the level of proficiency in the Russian language. The greatest difficulties are associated with understanding humor in a new language environment, because it requires not only communicative but also metaphorical competence (Figure 5).

FIGURE 5. Communication in the Russian language environment.



Source: Compiled by the authors.

This section also included questions regarding communication in the Russian language: "Do you communicate in Russian on social networks?", "In what places do you speak Russian?" It was found that almost all foreign students (95.3%) communicated in Russian on social networks, but rated the effectiveness and frequency of this communication differently: only 50.9% used Russian on social networks actively, and 44.4% preferred communicating in their native language.

The question "In what places do you speak Russian?" had two answer options: "Everywhere: at the university, in the dormitory, at work"/"Only in classes at the university." The first option was chosen by 62.8% of respondents, the second — by 37.2%. Interestingly, the frequency of communication in Russian does not align with self-reported proficiency in Russian ("beginner"/"intermediate"/"advanced"/"native or bilingual"). Certain respondents who communicated in Russian only at the university, nevertheless, rated their proficiency as advanced, and, vice versa, some students who spoke Russian "everywhere" characterized themselves as beginners. No correlations were found between self-assessed language proficiency and the year of study: 4th-year students massively report having beginner-level proficiency, while 1st- and 2nd-year students claim advanced knowledge of Russian.

Next in the questionnaire was a block of questions concerning Russian culture and traditions. Inophones had to assess the differences between Russian culture and the culture of their motherland and describe what helps them learn Russian culture and Russian traditions. To the question "How would you assess the cultural differences between your people and the Russian people?", fundamental differences in cultural traditions were noted mainly by students from Peru, Colombia, Yemen, Egypt, Ecuador, and Algeria, as well as some students from China (only 13.3%). The diametrically opposite answer, "there are no differences," was given by only five students: four from Turkmenistan and one from China. The rest of the respondents (86.2%) chose the option of "small differences."

The question on attitudes towards Russian traditions offered three answer options: "I fully accept Russian values and traditions"/"I partially accept Russian values and traditions but preserve the traditions of my people"/"I do not accept Russian values and traditions." The last option of non-acceptance was not chosen by any respondents, which shows the interest of study participants in learning Russian culture and the Russian language and their positive motivation for learning. When answering the question "Have you attended events related to the holidays of the Russian Federation?", most students chose the answer "yes, I am interested in Russian culture," and several people answered "I would like to, but have no time," while the answer "no, I am not interested in Russian culture" was not chosen by anyone.

The question "What helps you the most in learning Russian traditions and culture?" was a multiple-choice item. The most effective channels for studying the culture of Russia, highlighted by the respondents, included literary works (58.3%) and works of cinema and television programs (54%). The options of excursions (38.8%) and communication with Russian students (41.3%) were also quite popular. Overall, the answers to these questions demonstrate that student migrants come to Russia not only for professional competencies but also for the rich culture that Russian megacities can offer, as 29.3% of respondents noted the importance of university events, and 21.2% said the same about city events.

The life of a foreign student, same as that of a Russian one, consists of educational, everyday life, and leisure components: training, culture, sports, hobbies, and much more. The student life of Russian youth has recently been very active outside the educational institution. The numerous projects organized by the state allow students to realize various aspects of their personalities and bring to life their diverse initiatives in all possible types of activities. Unfortunately, student migrants are often left out of many projects; hence, their requests for more attention from university administration, for more communication with Russian students, and for involvement in the cultural life of the university, city, and country.

The final block of questions dealt with learning itself. The first question in the block was "Are you experiencing difficulties in learning?" Like most questions in the survey, it was a multiple-choice question with the "other" option for the respondent's own answer. Most of the respondents (39.8%) reported no difficulties in learning. Here, we should note that the provided answers are not always entirely true to reality; in this case, we are unable to determine whether they are false statements. Such "optimistic" results may be caused, for example, by foreign students overestimating their success in the educational program or not wanting to complain and admit their own weakness. In the social hierarchy, student migrants occupy lower positions;

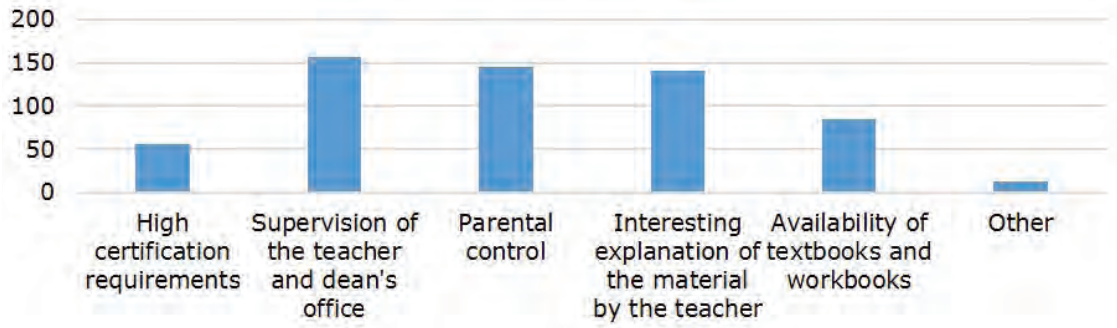
hence, their articulation of the absence of problems can be seen as an existential rejection of the status assigned to them. Likely, the answers given by respondents to some questions are not factual statements but instead a projection of the desired future. Thus, the answer that there are "no problems" means not an actual lack of problems, but rather that the problems either go unnoticed or are negligible compared to the benefits foreign students receive from studying in Russia.

In turn, student migrants who do recognize problems mainly focus on subjective factors: "I do not understand the teacher's speech" (20%), "it is difficult to complete homework" (20.3%), "it is difficult to read texts in textbooks" (34.2%), "there are many subjects that I do not need" (37.9%), and so on. Notably, the respondents do not highlight objective factors, except for one — the unfamiliar grading system. This factor was noted by 15.7% of the respondents. Thus, setting the problem of reliability to the side, we can conclude that foreign students do not see any serious problems that could prevent them from successfully mastering the educational program.

The next question was aimed at analyzing student motivation: "What is your motivation to study?" Most of the answers boiled down to wanting to become a professional in one's field, an option chosen by 201 respondents (62%). The desire to learn Russian was mentioned as a motive by 26.8% of respondents. The remaining answers concerned mainly psychological motives: to be successful in the university, to be a leader in the student group, etc. The obtained results demonstrate that the fundamental intention driving student migrants is to obtain a specific specialty that would enable them to compete with Russian graduates in the labor market and stay in Russia or return to their home country to take vacant positions there. In this context, foreign students tend to be invested in obtaining education because of their obligations to relatives, who often provide the funds required to pursue education abroad.

This was followed by two connected questions: "What helps you in your studies?" (Figure 6) and "What prevents you from studying?" (Figure 7).

FIGURE 6. What helps international students in their studies.

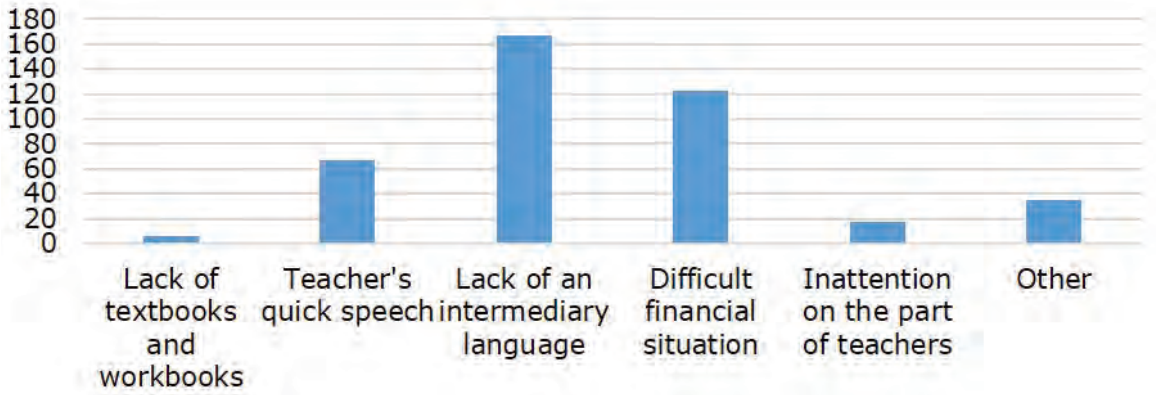


Source: Compiled by the authors.

Students noted factors belonging to both intrinsic cognitive motivation, such as an interesting explanation of the material, and external, like control by parents and university structures. The results indicate that control is perceived by inophones as the most effective tool to ensure their mastery of the educational program. Once again, student migrants articulate their demand for additional attention, since here control serves not so much a punitive purpose as a function

of care. Respondents who chose the "other" option detailed in parentheses that no factors were interfering with their learning (adding the options "No" or "Nothing"). The most popular answers on what interferes with learning were "the lack of an intermediary language" and "difficult financial situation," which allows us to conclude that the leading barriers to mastering the program are linguocultural and financial.

FIGURE 7. What prevents international students from studying.



Source: Compiled by the authors.

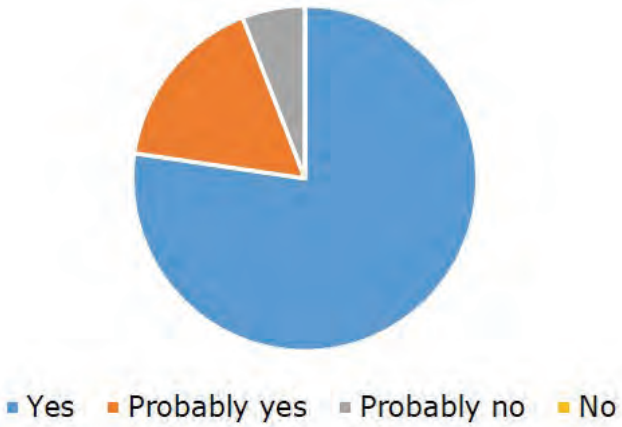
The questions "Do you think foreign students need special support from the university?" and "Do you like to study in Russia?" asked to choose one of the options: "Yes"/"Probably yes"/"Probably not"/"No". Most students answered this question with the "Yes" and "Probably yes" options. Again, we can see the demand of foreign students for attention and care: 98% of respondents noted the need for support from the university to one degree or another.

It needs to be emphasized that the question "Do you like studying in Russia?" is perceived by student migrants somewhat differently from Russian students. For foreigners, studying in the Russian Federation is a multifaceted experience — most often it is an experience of overcoming cultural shock, the language barrier, financial difficulties, etc. As a result, this question is often read by student migrants as "Do you like living in Russia?" Thus, responding affirmatively to this question, foreign students give a positive assessment of the vital and cultural contexts in which they study, accepting the social practices, values, climate, and many other aspects. If they so desire, a foreign student can return to their homeland at any time and continue their studies there. Although this is most likely to be a downgrade, the option of returning is always there. In this respect, the positive answer, which was given by 94% of respondents (Figure 8), means that student migrants have a certain degree of loyalty to Russia, adopt its values, and are willing to continue their studies here.

The "Probably not" answer was given by 3rd-year students from Peru, Colombia, and Ecuador. These students generally reported more negative aspects in the questionnaire, such as poor living conditions in the dormitory, problems with classmates, difficulties in understanding Russian speech, and being homesick. Nevertheless, they still reported no problems with adaptation (acquaintances, communication, transport, etc.). The same respondents also noted difficulties

in mastering linguistic competence. Thus, students from Latin America were the focus group that confirmed the research hypothesis: low satisfaction with living in Russia and studying at a Russian university becomes a serious barrier to the development of linguistic culture for an inophone. Data on the same group of respondents also confirm the thesis that a negative assessment of the educational process directly correlates with negative impressions of life in Russia.

FIGURE 8. Do you like studying in Russia?



Source: Compiled by the authors.

The final item in the questionnaire concerned difficulties faced by foreign students while studying in Russia: "What difficulties do you face in the process of learning?" The results show that only a third of respondents experienced problems associated with mastering the language and the educational program. Reflecting on the barriers that make it difficult to study, respondents most often pointed to sociocultural difficulties, which are understood as difficulties in establishing communication with Russian students, teachers, and university staff. In second place were psychological difficulties, understood as emotional stress that arises from facing a new environment and experiencing personal transformation in the space of a new culture. It is noteworthy that in the question addressing the challenges experienced living in Russia, none of the respondents noted difficulties in getting used to the new culture.

DISCUSSION

The analysis of the results obtained leads us to the following conclusions:

1) The characteristics of the ethnic and national identity of student migrants in universities in Nizhny Novgorod generally conform to the all-Russian trend: representatives of the CIS countries are predominant. Although the obtained data on the ethno-national composition of foreign students in Nizhny Novgorod is consistent with the all-Russian situation (Education of foreign citizens in Russian institutions of higher education, 2020), this geographical range is much smaller compared to the capital regions. Most often, these students come to Russia already having a somewhat developed Russian linguistic culture. The results demonstrate that student migrants generally take a conscious approach to choosing the

country and region of study, as well as the educational organization. The basic motives for pursuing education in Russia were found to be the desire to learn Russian and become a good professional, i.e., get a quality education.

2) The fundamental factor in choosing the region of residence and the educational organization is social ties (family, friends). This factor, which can hardly be attributed to objective ones, is usually overlooked by researchers who focus more on such aspects of the attractiveness of the university as its academic reputation (Mikhaylova, 2024), presence in international ratings (Antonova et al., 2020), or research equipment (Pimonova & Fomina, 2018; Bulatova & Gluhov, 2019). The demand for Russian education among foreign applicants should be examined in the framework of multifactorial analysis, but a focus on social ties can reveal additional aspects in international students' positive assessment of their time in regional Russian universities.
3) Student migrants prepare for the psychological difficulties associated with studying in Russia in advance. Thus, it becomes more understandable why student migrants tend to conceal their adaptation problems, except for economic ones (e.g., paying tuition fees). The Russian education system has an optimal price-to-quality ratio, and the Russian state is already doing a lot in this direction, including the program to support compatriots living abroad and the program of quotas for international students. Nevertheless, the fixation of student migrants on economic difficulties in the conducted survey suggests that to enhance the export potential of Russian education, it would be productive to consider the experience of, for example, Germany in employing talented foreign students in Russian enterprises in the format of internships. Another experience worth considering is the success of the UAE with scholarships for gifted and successful students.
4) Although international students give positive assessments of their lives and studies in Nizhny Novgorod universities, the survey revealed a steady demand for additional attention from the educational organization to foreign students. This refers to additional educational events and support from volunteers, as well as closer control by the faculty and the dean's office. The need for additional support was emphasized by as many as 98% of respondents.
5) Overall, the study confirmed the proposed hypothesis. Empirical results have identified a group of students whose difficulties in developing the linguocultural competence directly correlated with low subjective well-being when studying at a Russian university. It is noteworthy that this group was made up exclusively of citizens of Latin American countries. Representatives of other countries did not show such a clear and consistent correlation in this parameter.
6) Despite the consistent denial of problems and the desire to show psychological strength, student migrants at regional universities need help and support throughout the entire learning process. In this respect, it would probably be beneficial to consider the experience of France in organizing a "single window" for student migrants. This kind of structure acts as a tool to provide both legal and social and psychological support.

In general, the conditions of study in Nizhny Novgorod universities are described by student migrants as comfortable, which forms in them a stable motivation to develop Russian linguistic culture and contributes to the successful completion of the educational program. The

comfort of the inophone becomes a prerequisite for the formation of a sense of belonging in Russia. The research data further suggests that this feeling, in turn, can be the best advertisement for the university, the region, and the country.

CONCLUSION

The subjective well-being of student migrants is a key condition for the successful adaptation and the development of linguistic and cultural competence, with a generally positive attitude towards training and a high need for institutional support. Systemic barriers, primarily financial and linguistic, are still in place. The choice of the university is significantly determined by social ties and is reinforced by demand for practices providing inclusion in the social environment of the city. A positive assessment of daily life is accompanied by a noticeable proportion of students reporting no serious difficulties in adaptation, but targeted support measures are still needed.

The representativeness of the findings is limited by the geography and composition of the sample. The survey was conducted in Nizhny Novgorod universities and included students from 16 countries, with none belonging to Europe or North America, while students from the CIS countries and China were predominant. This sample composition limits the ability to extrapolate the conclusions onto other cohorts and regions. In addition, the interpretation of results could have been influenced by the self-report format of the data and the effect of "optimistic" answers (unwillingness to fix problems, overestimated self-assessment), as highlighted in the discussion. These factors warrant caution in generalizations and require the results to be confirmed by subsequent assessments.

Promising areas for the development of the covered research topic would include qualitative research with semi-standardized interviews and focus groups to analyze the existential problems of socio-cultural and linguistic adaptation of student migrants in the Volga Federal District. To paint a more objective picture, this research will require the opinions of both student migrants themselves and representatives of the academic community working with this category of students. It is promising to conduct a pedagogical experiment with a control group of foreign students actively involved in cultural and educational events over the academic year and receive competent psychological and pedagogical support. This experiment should also be accompanied by regular monitoring to address deficits (communicative, linguistic, psychological) and meet the needs of inophones in additional attention and care.

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Fomentar relaciones laborales de buena fe y socialmente responsables entre los empleados y el empleador*

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Resumen. Es fundamental cultivar relaciones laborales de buena fe y socialmente responsables, basadas en la confianza mutua y la transparencia, y en el compromiso del empleador de construir relaciones profesionales armoniosas con sus empleados. El propósito de este artículo es identificar herramientas para mejorar la calidad de las relaciones laborales socialmente responsables entre empleados y empleador, con el objetivo de aumentar la confianza, garantizar el buen desempeño de las funciones y minimizar los riesgos para el personal del empleador. La metodología de investigación incluyó la recopilación de información cualitativa dentro de un diseño de investigación analítica jurídica aplicada que combina el análisis doctrinal con la sistematización de las prácticas de gestión utilizadas por los empleadores rusos. Para desarrollar relaciones laborales de buena fe y socialmente responsables entre empleados y empleadores, se debe utilizar un conjunto de instrumentos, entre los que se incluyen programas sistemáticos de capacitación y mejora de las competencias del personal. La capacitación refuerza la lealtad de los empleados hacia un empleador en particular al demostrar el uso y el desarrollo del potencial humano. La formación debe ser sistemática, ya que las sesiones aisladas no logran los objetivos de una conducta de buena fe y, lo que es más importante, no influyen en la eficiencia con la que un empleado desempeña sus funciones. A partir del análisis realizado, se sistematizaron el contrato de aprendizaje (formación), la mentoría y el desarrollo profesional, y se demostró cómo cada instrumento contribuye al desarrollo de relaciones laborales de buena fe y socialmente responsables.

Palabras clave: seguridad del personal, competencias profesionales, protección de los derechos de los empleados, lealtad de los empleados, formación.

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Developing good faith and socially responsible employment relations between employees and the employer

Abstract. Contemporary employment relations are often marked by a deficit of trust and rising conflict, which impedes constructive interaction between staff and employers. In this context, it is essential to cultivate good faith and socially responsible employment relations grounded in mutual trust and transparency, and in the employer's commitment to building harmonious professional relationships with employees. The purpose of the article was to identify tools for improving the quality of socially responsible employment relations between employees and the employer, that are aimed at increasing trust, ensuring the good faith performance of duties, and minimizing the employer's personnel risks. The research methods included qualitative information gathering within an applied legal analytical research design that combines doctrinal (normative legal) analysis with the systematization of managerial practices used by Russian employers. To develop good faith and socially responsible employment relations between the employee and the employer, a set of instruments should be used, one of which is systematic programs for training and enhancing staff competencies. Training underpins employees' loyalty to a particular employer by demonstrating the use and development of human potential. Training must be systematic, since one off session doesn't achieve the goals of good faith conduct and, more importantly, can't influence the efficiency with which an employee performs their job function. Based on the analysis conducted, the apprenticeship (training) agreement, mentoring, and professional development were systematized, and it was shown how each instrument contributes to the development of good faith and socially responsible employment relations and strengthens personnel security within the organization.

Key words: personnel security, professional competencies, protection of employees' rights, employee loyalty, training.

INTRODUCTION

In modern conditions, the issues of ensuring employee loyalty are closely related to the financial stability of the employer. An employer who is not only comfortable, but also interesting and informative to work with, will be able to retain his employees and, thereby, increase the financial attractiveness of the organization (Ruiga et al., 2018; Almuflih et al., 2024). However, by improving the quality of "employee–employer" relations, building trust, and increasing employees' involvement in organizational processes, the employer thereby reduces conflict and turnover—key drivers of personnel risks (Skorlupina, 2019). Legally, this strengthens the basis for the proper performance of job duties and for employees' compliance with safety protocols (Severin, 2023; Fedorov, 2024).

The development of "personnel security" helps prevent negative consequences arising from employees' activities (Kibanov, 2008). According to V. K. Potemkin (2009), personnel security is the state of an organization in which impacts on it and on its employees from the natural,

economic, and social environment are not capable of causing harm. In our view, a more concise and accurate interpretation of personnel security is to understand it as a system of measures to prevent threats and risks associated with personnel and their work (Alaverdov, 2010; Ivanova, 2015; Pozdeev, 2016).

In managing employees and seeking their loyalty, the employer must not forget the lawful formalization of relations with them and the liability for violating their labor rights (Abdullaev, 2023).

Thus, the focus of our study is the development of goodfaith and socially responsible employment relations between employees and the employer; to this end, it is necessary to minimize personnel risks and threats. If personnel threats are individualized—and the employer needs to know each employee's intentions to harm the organization, as well as the causes and possibilities of such harm—then it is important for the employer to offset personnel risks through competent humanresource management and effective work by the HR department with legal support (Grinenko et al., 2025). As research shows, such an approach can prevent 60% of these personnel risks (Dzhabrailov, 2015).

METHODS

Design

The study was conducted in an applied legal analytical research design that combines doctrinal (normative legal) analysis with the systematization of employers' managerial practices. The research focused on legal and organizational mechanisms that influence the development of good faith and socially responsible employment relations. To that end, three instruments were identified: the apprenticeship (training) agreement, mentoring, and professional development. These instruments were identified on the basis of an analysis of the literature and documents. The regulatory framework considered includes provisions of labor legislation (including on staff training and reimbursement of costs) and the employer's internal (local) regulations; the managerial dimension is articulated through the categories of loyalty, trust, and personnel security understood as reducing risk and conflict.

Methods of information collection

(1) Documentary analysis: federal labor law norms; local normative acts (regulations on training and mentoring, model apprenticeship agreements, agreements on professional development); and sample HR documents reflecting the parties' obligations and the terms for cost reimbursement.

(2) An analytical review of scholarly literature and educational methodological sources on loyalty, personnel security, and the legal support of training, as presented in the body of the article and the bibliography.

(3) Case oriented synthesis of practices: aligning legal constructs (apprenticeship, mentoring, professional development) with managerial objectives (retention, conflict reduction, improvement in work quality) and identifying typical risks (disputes over reimbursement of expenses, insufficient formalization of mentoring, episodic training). This set of methods accords

with the stated aim—to show how legal instruments for staff training and development are transformed into a socially responsible model of employment relations.

Processing of results

At the interpretation stage, legal technical construction and comparative analysis are applied: for each of the three instruments, we identify (a) the expected contribution to good faith and social responsibility (trust, opportunities for employees, procedural transparency, predictability of outcomes); and (b) the impact on personnel security (reductions in turnover, errors, and conflicts) while respecting the employee's legitimate interests. The results were grouped by key characteristics, and on this basis practical recommendations are formulated regarding the content of internal regulations and contractual terms (frequency of professional development, formalization of mentoring, conditions of apprenticeship, and possible reimbursement of costs).

RESULTS AND DISCUSSION

It is impossible to eliminate personnel threats entirely (Kashirskaya et al., 2024). Roughly 5% of employees in any organization are a potential personnel threat to the employer. Why? The point is that some employees, by virtue of their character, cannot help but cause harm to the employer. Moreover, harm is understood not only as material damage—such as an employee damaging the employer's property, for which the employer may hold the employee financially liable—but more often the essence of a personnel threat lies in nonpecuniary harm, namely damage to the employer's business reputation (Ivanov et al., 2025). Such employees, even during the hiring process, contemplate the possibility of turning to the labor inspectorate or to a court if their labor rights are violated. The personnel threat they pose manifests itself in excessive selfconfidence both at the hiring stage and in subsequent employment. The ability of HR professionals to recognize the risks of conflicts arising with new employees will enable the employer to mitigate the personnel threat.

However, we proceed from the premise that maintaining personnel security and reducing the likelihood of personnel risks is achievable through effective management, taking into account three core factors in ensuring personnel security: hiring, employee loyalty, and employer control (Bgashev, 2009; Pozdeev, 2016; Gaidarbekova, 2019). Translating these factors into legal terms, we can formulate their legal analogues in ensuring personnel security—recruitment; the performance of the labor function in compliance with internal work rules; and employer authority in exercising the right to hold an employee to account (Moturenko, 2023; Nikolaev et al., 2025).

Thus, from a legal standpoint, hiring is defined as the process of taking on an employee, formalizing employment relations, and granting actual admission to work. This factor and the issues of legal support for hiring were examined by us in detail earlier (Sapfirova, 2024). We also emphasize that the issues of ensuring the employer's control over employees—expressed in the ability to hold an employee disciplinarily or materially (financially) liable—require separate study (Samushkin, 2024; Sazonova et al., 2024; Sapfirova, 2025).

The focus of our study is oriented toward ensuring the employer's personnel security—employee loyalty and the development of trust between employee and employer. This factor is the most substantive, since it is precisely what makes it possible to build a socially responsible labor process.

In foreign scholarship, loyalty is generally viewed in similar terms and is defined as employees' commitment to a particular employer, the desire to work for a specific employer, and a clear understanding of the value of one's work (Jewell, 2002; Kanter & Buchanan, 2012; Portet, 2012).

As a factor in ensuring an employer's personnel security, researchers most often consider loyalty from three perspectives (Yashkova et al., 2019): loyalty as the benefit an employee brings to the employer (Kharsky, 2003); as commitment to the employer's activities (Soloveynik, 2010); and as respect for the employer (Pochebut, 2001; Vengerovsky & Vasiliev, 2024).

Accordingly, we conclude that loyalty is an employee's desire to work for a particular employer. The legal content of loyalty is the performance of the labor function under the employer's direction, while the managerial content of loyalty is the employee's perception (or perceived threat) of adverse consequences for them upon leaving this employer.

Of course, important elements of employee loyalty include the employee's adaptation during the first month or two on the job (Kochetkova et al., 2025), as well as a bonus (incentive) system that is not only effective but also clear and transparent to the employee, thereby helping to increase the employee's level of trust. At the same time, researchers argue that the disciplinary (sanctions) system applied to the employee is also a factor in loyalty, insofar as it is grounded above all in fairness—the principle of holding an employee accountable for violations of the employer's rights under labor law (Sapfirova et al., 2025).

One of the loyalty factors aimed at building trust and embedding norms of social responsibility is employee training (Table 1). This is perhaps the most powerful loyalty factor, since training is directed at the quality with which an employee performs their job function and, ultimately, at the employer's financial stability and its image as an organization that respects each employee's rights and strives to develop its staff (Borodina et al., 2023).

Issues of employee training are reflected in the works of laborlaw scholars (Diveeva & Novikova, 2015; Ivanchina, 2017; Dudareva, 2020; Begishev et al., 2024), who study the problems faced by employers that introduce training elements into employment relations, such as the apprenticeship agreement, professional development, and mentoring.

An apprenticeship agreement is a contract concluded between an employee (job seeker) and an on–the-job or on-the-job employer. As a rule, it is used for training in working professions. The training period is up to 6 months. According to the student agreement, the cost of training is borne by the employer. A convenient contract for an employer and an employee who wants to get a job in a short time and with guaranteed employment. The conclusion of an apprenticeship agreement allows you to create a mutually beneficial situation, forming human resources and strengthening the functioning of the organization itself, which has trained specialists.

TABLE 1. Legal instruments for developing goodfaith and socially responsible employment relations between employees and the employer.

Instrument	How it contributes to good-faith and socially responsible employment relations	Impact on personnel security (risk reduction)	Practical steps and documents
Apprenticeship (training) agreement	Trains employees in new competencies; establishes transparent expectations and training rules; strengthens trust and a sense of fairness; creates equal access to the profession and opportunities for career advancement within the organization.	Improves the quality of employee preparation; reduces the risk of errors and accidents; lowers turnover (including through agreed service-commitment terms or reimbursement of costs under Art. 249 of the RF Labor Code); reduces conflict thanks to clarity of obligations.	Internal (local) regulation on training; model apprenticeship agreement; individual training plan; agreement on service-commitment/reimbursement of costs; memorializing the terms in supplementary agreements.
Mentoring	Fosters a culture of support and respect for new employees within the organization; ensures two-way feedback between the experienced and the new employee; strengthens trust and engagement.	Reduces the risks of failing the probationary period; improves discipline; decreases the likelihood of workplace incidents; accelerates achievement of quality standards and safety norms.	Regulation (policy) on mentoring; mentor selection criteria and incentives; onboarding (adaptation) plan; reporting on mentoring outcomes.
Professional development	Increases the good-faith performance of duties and work quality; builds trust in the employer as a socially responsible stakeholder; opens career prospects; raises employees' satisfaction with their work in the organization and overall loyalty.	Reduces professional risks; increases loyalty and helps retain staff in the company.	Training schedule/plan; internal regulation on training (Art. 196 of the RF Labor Code); supplementary agreement to the employment contract; where necessary—a clause on compensation in the event of early termination (Art. 249 of the RF Labor Code).

Mentoring is the process of helping one employee to another employee in mastering the skills of working in production and/or workplace in an already acquired profession (specialty). It is almost always the case that an employed employee is a graduate of an educational institution who has no work experience in his profession. Mentoring is much less often assigned when an employee with work experience in his profession is employed. In this case, mentoring is more likely necessary to adapt to a new team.

Professional development is the most common and beneficial learning process for an employee and an employer, when, at minimal cost (training can be distance learning using information technology (Sapfirova et al., 2017; Shichkin et al., 2024)), the employer gets the maximum

result, and the employee becomes competitive and his self-esteem as a professional increase significantly (Usmanova et al., 2025). At the same time, the effect of professional development will be only when the employee carries out this training process every 2-3 years. Otherwise, training, as a factor of the employer's personnel security, is reduced to zero. It is the consistency of training (advanced training) that makes it possible to assert the presence of a factor of personnel security and the ability of an employer to rely on this factor to predict their financial well-being (Vaslavskiy, 2022).

An employer who has created a training system for his employees, for example, introduced mentoring, and subsequently regularly enters into a professional development agreement, has the right to count not only on the loyalty of the employee, but also on the stability of the organization. The employee, in turn, will strive to improve his skills if he sees a real prospect in increasing wages or, for example, transferring to another, higher position. If training becomes an employee's need, then he will have a feeling that there will be negative consequences for him when he is fired, since another employer may not pay for the employee's training and invest in improving his professionalism, and the employee will have to do it himself (Dzgoev et al., 2024).

Training is the employer's support for the high-quality performance of their work duties by their employees. The training system should be promising for both the employee and the employer, which, ultimately, will have an impact on the image of a bona fide employer. A bona fide employer is an employer who takes all measures to reduce the risk of harm to employees and their labor rights (State Duma of the Federal Assembly of the Russian Federation, 2020).

Let's pay attention to the fact that by training an employee and building a system of such training in an organization, the employer is creating an environment with stable principles of social responsibility. In our opinion, it is more appropriate for an employer to detail this training in a local regulatory act, which directly follows from Article 196 of the Labor Code of the Russian Federation, and to duplicate it in an employment contract or an additional agreement to it, which is concluded with the employee, as a rule, with each professional development. This will not only legalize the actions of the employer, but also subsequently recover the amount of expenses incurred from the employee upon his dismissal (art.249 of the Labor Code of the Russian Federation). So, if an employee resigns of his own accord before the expiration of the period specified in the professional development agreement, the employer may charge the employee the amount of costs in proportion to the time not worked (unless otherwise provided by agreement of the parties).

CONCLUSIONS

Examining the apprenticeship (training) agreement, mentoring, and professional development—these elements of the training system enable the employer to influence employee loyalty, enhancing not only the image of good faith conduct but also social responsibility among the participants in the employment relationship. The study conducted can serve as a basis for further exploration of the legal phenomenon of social responsibility in organizations. By combining the use of collectively bargained and individually negotiated terms and conditions of employment, it is necessary to continue researching the factors that ensure the employer's personnel security, as implemented by the employer within the process of strengthening employee loyalty.

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Perspectivas de los jóvenes sobre la responsabilidad social del Estado al abordar la crisis demográfica*

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Resumen. Este artículo examina cómo los jóvenes perciben la responsabilidad social del Estado en el contexto de la actual crisis demográfica rusa. A partir de entrevistas cualitativas con estudiantes universitarios de Vladivostok, el estudio destaca las expectativas sociales, los valores y las experiencias cotidianas que moldean las actitudes de los jóvenes hacia la planificación familiar, la paternidad y el apoyo estatal. Muchos encuestados consideran que las políticas demográficas actuales son insuficientes o están mal alineadas con sus realidades, y señalan, en cambio, la importancia de una mayor presencia del Estado en áreas como el empleo juvenil, la salud mental, la educación y la inclusión social. La investigación identifica una demanda generalizada para que el Estado vaya más allá de la asistencia financiera y promueva un apoyo estructural más profundo. Los encuestados también destacaron la importancia de las estrategias culturales y educativas, como la educación parental y la promoción de valores sociales que fomenten el respeto, la empatía y la solidaridad intergeneracional. Estos elementos se consideran esenciales para formar actitudes reproductivas positivas y fortalecer la confianza cívica. Al analizar la intersección de las políticas públicas, las expectativas cívicas y el comportamiento reproductivo, el estudio revela cómo los jóvenes imaginan un Estado socialmente responsable: uno que escucha a la ciudadanía, protege a los grupos vulnerables y cocrea las condiciones necesarias para una vida plena y la formación de una familia estable. Los resultados ofrecen valiosas perspectivas para diseñar enfoques más holísticos en el trabajo social y la planificación demográfica.

Palabras clave: responsabilidad social, crisis demográfica, políticas públicas, apoyo familiar, confianza cívica.

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Youth perspectives on state social responsibility in addressing demographic crisis

Abstract. This article examines how young people perceive the social responsibility of the state in the context of Russia's ongoing demographic crisis. Drawing from qualitative interviews with university students in Vladivostok, the study highlights the social expectations, values, and everyday experiences that shape youth attitudes toward family planning, parenthood, and state support. While economic incentives such as maternity capital and housing programs are acknowledged, participants consistently emphasize the need for broader social foundations, including job security, accessible housing, public trust, and a sense of future stability. Many respondents view current demographic policies as insufficient or poorly aligned with their lived realities, pointing instead to the importance of a stronger state presence in areas such as youth employment, mental health, education, and social inclusion. The research identifies a widespread demand for the state to move beyond financial assistance toward deeper structural support that promotes dignity, equality, and long-term wellbeing for young families. Respondents also stressed the importance of cultural and educational strategies, including parenting education and the promotion of social values that encourage respect, empathy, and intergenerational solidarity. These elements are regarded as essential for shaping positive reproductive attitudes and strengthening civic trust. By analyzing the intersection of public policy, civic expectations, and reproductive behavior, the study reveals how young people imagine a socially responsible state—one that listens to citizens, protects vulnerable groups, and co-creates conditions necessary for a meaningful life and stable family formation. The results offer valuable insights for designing more holistic approaches in social work and demographic planning.

Key words: social responsibility, demographic crisis, public policy, family support, civic trust.

INTRODUCTION

The demographic situation in each country continues to be a focus of both public institutions and the scientific community, as its stability directly affects the social stability, economic development, and strategic security of the country (Jamanbalayeva et al., 2024). Over the past two decades, Russia has been implementing a comprehensive demographic policy, including economic and social measures to support the birth rate, such as maternity capital, preferential mortgages, and subsidy and benefit programs. Yet, despite the scale of the implemented programs, the expected breakthrough effect has not been achieved: fertility rates remain unstable, although in some periods, certain measures aimed at stimulating birth rates have been found successful.

Recent studies suggest that financial incentives alone are not enough for an effective demographic policy – it is crucial to consider the social functions of the state (Muratalieva et al., 2024) and the level of its social responsibility (Letova, 2022) as perceived by society, especially young people as potential parents (Marin et al., 2025). Amidst the growing economic and geopolitical instability, a sense of social security and confidence in the future becomes a key factor affecting the reproductive attitudes of young people (Eflova et al., 2025; Marin, 2025). It has been pro-

posed that the reason for such behavior could be the high level of responsibility of the younger generation and their desire to first provide decent conditions for the family, such as education, stable work, and housing, before deciding on having children (Levashov and Novozhenina, 2022; Arutiunian, 2013).

Other studies also emphasize the importance of the symbolic and value aspects of social policy: trust in the state, ideas about its role in the life of citizens, and the focus on traditional family values are as important as payments and benefits (Rastorguev, 2022; Petukhov, 2020). Young people associate an effective demographic policy with social justice, predictability, and value coherence between society and the state (Letova, 2024).

In this context, it becomes especially relevant to study the views of Russian youth on the social responsibility of the state in the demographic sphere. This topic is especially important in regions with acute demographic challenges, such as the Far East, where population outflow and population ageing are still problems. An analysis of the values and economic and social expectations of young people will give a deeper understanding of the barriers and conditions affecting the decisions to create a family and have children.

Thus, the purpose of this study was to establish the opinions of young people on the social responsibility of the state and on its functions in overcoming the demographic crisis. The focus lay on the perception of the effectiveness of state social policy, the combination of economic, moral, and value reasons to support the birth rate, as well as young people's wishes regarding social work mechanisms and state participation in the development of demographic policy measures.

METHODS

The design of the study was determined by the need to investigate young people's perception of the social responsibility of the state and their assessment of the effectiveness of the state's demographic policy. Particular attention was paid to understanding the social functions of the state through the lens of social work and state support mechanisms aimed at overcoming the demographic crisis. The study focused on identifying the opinions and proposals of young people regarding priority areas of social policy, reflecting both the economic and value-normative expectations of citizens.

Research methods and instruments: the study utilized a set of methods and techniques:

- theoretical analysis of relevant literature;
- focused interviews;
- content analysis and semantic analysis of qualitative data.

The empirical basis for the study was young people represented by students and graduates of higher educational institutions in the city of Vladivostok. The sample consisted of 50 students of the Far Eastern Federal University of various profiles who were employed and aged between 18 and 26.

The conducted empirical study revealed the attitudes of young people to the key strategies of the Russian state to protect national interests (such as solving the demographic problem, supporting traditional values, restricting abortion, mitigating the consequences of military-political conflicts, etc.).

The processing of the obtained data included several stages: (1) preparing the data for analysis – recording and transcribing the interviews; (2) qualitative coding (including open coding) to highlight topics and categories; (3) content analysis with counting and making a classification of key text units; (4) semantic analysis to interpret the meaning and context of the responses received; (5) synthesis of the results in the form of generalizing conclusions. This approach was implemented in the work under consideration.

The standard methods of modern qualitative sociology (coding and visualization of information) used in this study are central techniques for analyzing qualitative data (Panova et al., 2025), and the reliability of conclusions is increased with the combination of heterogeneous methods and sources of information (Ukolova et al., 2024).

As a result, the chosen data processing strategy – focus interviews, content analysis, and semantic analysis – produced well-grounded results that reflect the opinion of young people about the social responsibility of the state and the measures needed to overcome demographic problems.

RESULTS

The study paid close attention to the ideas of young people about ways to solve one of the most acute problems of Russian society – the demographic crisis. The question asked of young people during the interview was, "What measures would you propose to overcome the demographic problems of Russia?"

A total of nine young people (18%) found the question difficult to answer, and some explained why:

"Honestly, I don't know, but I'm sure Russia is doing everything possible to increase the birth rate in our country through programs like maternity capital and preferential mortgages." (F., 20)

"In general, it is a thing that people in developed countries are less likely to have children, and on the one hand, I'm not saying that we should become poor and then everything will get better by itself, but besides this, I have no idea, to be honest." (M., 22)

"I can't suggest any measures, because I haven't thought about it before, and I don't want to really get into it." (F., 19)

Here, we should highlight that the responses reflect the diversity of respondents' challenges.

On the other hand, 41 (82%) interview participants did express their opinions on measures to overcome demographic problems in Russia. The content analysis of words and phrases used in their answers and their number of mentions (Table 1) allows us to place some accents.

TABLE 1. Alpha de Cronbach e KMO.

Block	Words and phrases	Number of mentions
1	Increase (noun), boost, improvement, grow, rise, increase (verb), add, more	27
	Stability, stable, stabilization, constant, sustainability, safety	10
	Confidence in the future, in tomorrow, giving future guarantees, confidence in your country	7
	Special military operation, mobilization, military operations, *"sitting on a time bomb,"* "the *2014 and 2022 crises*"	7
	Accessibility, accessible	3
2	Economy, economic situation, normal economy	5
	Standard of living, quality of life, well-being, living conditions	14
	Price regulation, reducing lending rates, strengthening the ruble	5
	Jobs, salaries, stimulation of employment	9
	Housing, apartment, living conditions	5
3	Payments, benefits, allowances, subsidies, support measures, assistance, maternity capital, payment for kindergarten, school supplies	21
	Programs: maternity capital, preferential mortgages, housing for families, the Far Eastern hectare	5
4	Campaigning, prevention, upbringing, advocacy, courses, education, education, training, media	13
	Values, traditional values	3
5	Young families	6
	Youth	5
	Young specialists	1
	Parents	3
	Large families, many children	2
6	Kindergartens	5
	Education, schools	5
	Healthcare institutions, cultural and sports centres	3
	Children's homes	1
7	Attract, attracting migrants, obtaining citizenship	3
8	Other: medical examination, responsible relationships in the couple, punishment for embezzlement of state funds	3

Source: research results.

In the first block, the leading word is "increase," which can be regarded as an indicator of dissatisfaction with the current situation and the insufficiency of current state measures. The words "stability," "sustainability," etc., used by interviewees in different contexts, characterize the priorities of the future, as opposed to the volatile, rocky, unstable, and unsafe present: "Stabiliza-

tion of the economic situation, because amidst impermanence, it is scary to take such a step as having a child" (F., 19).

Stability in the country, according to the respondents, creates confidence in the future and thus positively affects fertility: "If there was stability and young people were confident in their future – a stable, well-paying job, living conditions – then families would have babies." (F., 25)

Four participants in the interview argue that military-political conflicts have caused a state of instability, influencing the feeling of security and confidence in the future:

"Stabilization of the situation within the country, reinforcement of the ruble's position, cessation of the Special Military Operation and mobilization, why have a child when the husband is at war?" (F., 23)

"We need another 10-20 years of stable economic development, without world wars, for example. Then it will be possible to get out of the demographic pit. People need confidence in the future. There have been several events in recent years – the crises of 2014 and 2022, which undermine confidence in the future rather than strengthen it. If there are no such crises in the future, it seems to me that things will smooth out in demographics." (M., 24)

The conducted open coding identified the main directions and key measures to address the demographic problems of Russia, deemed important by participants in the interview.

According to more than half of the respondents (24 people, 58%), the state must create better conditions for people's lives, using, first and foremost, economic instruments (this includes the general characteristics of the economy, improving the quality of life, income growth (particularly wages), price regulation, etc.):

"More and more things come down to the economy. If people become more financially comfortable, stable, and happy, they will naturally raise demographics on their own, most likely even without any benefits and capital." (F., 19)

"Improving the standard of living and well-being in the country until people have the desire to live here, stay here more often, and have more children." (M., 19)

"Economic growth and improving the quality of life of the population." (F., 21)

"More work on the surrounding conditions for people's life and growth, fewer attempts to plaster the demographic pit over with rubles through maternity capital and pseudo-generous mortgages." (M., 25)

"Raise salaries, lower prices" (F., 20)

The second place in the responses is occupied by social measures: support, employment, and housing:

"Increase the maternity capital, and raise it with the birth of each child, because the more children there are, the harder it is to raise them." (F., 19)

"Benefits and payments for young families and parents." (F., 21)

"Add benefits for the population, like mortgage programs and so on, allowances, and job increases in different spheres." (M., 18)

"Focus on improving the quality of life, the affordability of housing, and jobs in the regions." (F., 22)

"Focus on improving citizens' quality of life, the affordability of housing, and jobs in the regions." (F., 22)

"Provide additional benefits when starting a family (marrying)." (M., 21).

"Programs to provide young families with children with housing: giving private ownership of apartments." (M., 23)

Four interviewees proposed helping families until the child comes of age:

"More support, subsidies, and payments from the state not only when the child is born but also while they are growing up." (F., 20)

"Helping a child's family until they reach adulthood: paying for kindergarten and school supplies." (M., 20)

In third place come cultural, educational, and propaganda measures. The six (16%) interview participants who mentioned this category of measures used different wordings: from abstract ("sex education," "cultural propaganda," "moral education," "work on values," "advocating for large families," etc.) to specific ("parenting courses," "master classes," etc.).

Some drew attention to how such measures should be carried out and to their goal: "psychological work with young people; this can be done through agitation, but not like it is now, more carefully and elegantly, showing what a person can gain with the birth of a child." (F., 20); "Courses for parents to prepare at least mentally. So that it wouldn't be seen as the norm to shout at a child." (F., 20)

The fourth place was taken by infrastructure conditions – the development of the network of kindergartens, schools, cultural institutions, sports facilities, and healthcare institutions:

"Opening kindergartens, schools, medical institutions, and sports and cultural centers to improve the living conditions of families with children." (F., 21)

"It is necessary to provide comfortable conditions for having children, that is, to increase the number of kindergartens and schools, because now the waiting lists for the child to be enrolled are enormous..." (F., 20).

One of the participants in the interview also noted the need to "work with children's homes" (F., 22).

Oftentimes, the proposed infrastructure measures were economic: "Provide payments until the child comes of age, which will cover medical services, kindergartens, and everything you need for school. With such benefits, families who don't want to have kids due to financial difficulties will be able to afford it" (M., 22); "Assistance to the family until the child comes of age: payment for kindergartens, school supplies" (M., 20); "Discounts on kindergartens for large families..." (F., 20). These transcripts address the issue of accessibility of educational institutions and services.

The fifth group of proposals addressed the attraction of migrants, albeit under specific conditions:

"Attract migrants from countries that are close to our culture and values." (M., 20)

"Make it easier to become a Russian citizen with various professional achievements to attract even more people from countries with traditional values. Maybe it would make sense to consider something similar to the Far Eastern hectare program for interested residents of other countries." (M., 21).

DISCUSSION

The open coding revealed which measures in overcoming the demographic problems of Russia were considered important by the participants in the interview. According to more than half of respondents (24 people, 58%), the state needs to create better living conditions, primarily by economic means.

An important place among the measures significant for young people to support the demographic situation is held by social measures: support, employment, and housing provision. These findings are confirmed by several studies (Stepanova, 2024). For example, surveys of student youth in the Astrakhan region show that most young Russians see the creation of economic conditions as the main task of the state to increase birth rates (Dzgoev et al., 2024).

The interviewed young people attach an important role to the revival of traditional family values. Among the high-ranking measures proposed by respondents are cultural, educational, and propaganda measures. These conclusions are confirmed by studies conducted in other regions of Russia (Yakovleva and Stepanova, 2024). In a study of Moscow youth, the researchers concluded on the need to revive culture and traditional values, most importantly, family values. The student youth of the metropolis show adherence to the traditional model of a complete family started by marriage (Gonçalves and Werner, 2024). In addition, a significant part of young Russians support the fundamental "traditional values" as they are enshrined in official discourse. For example, in a survey of active youth (participants in the World Festival of 2024), most respondents shared the values prioritized in the state program for strengthening traditions (Besschetnova, 2025).

Thus, our ideas about the value-driven demand of young people to strengthen the institution of the family and moral foundations are largely consistent with the results of other scientific works.

As demonstrated by our study, Russian youth have their own opinions on the possible ways to solve the demographic problem. These ideas are generally consistent with and complementary to the measures taken by the state in this area. It should be noted that the problem of reproductive behavior of young people is actively discussed among researchers (Gruzdev and Startsev, 2024). To change the situation, declarative forms of support need to be implemented in tandem with tangible measures. For example, Besschetnova (2025), in a study of Moscow students, found that the demographic policy measures taken by the state (national projects, maternity capital, etc.) have not led to a drastic transformation of the reproductive attitudes of young people.

Modern youth still focus mainly on the model of a family with two children and demonstrate a tendency to postpone the creation of a family and the birth of children until they are older. This pragmatism is associated with the high responsibility of young people for their own future and that of their children: under economic uncertainty (Shichkin et al., 2024) and high competition in education and labor (Turgaev and Turgaeva, 2024), young people prefer to "get on their feet" first (get an education, a job, and housing) before having children.

The young people of the Far East have shown that they are not indifferent to the future of Russia; they act as a thoughtful and invested part of society, and it is important for them that the state makes efforts to fulfill its social responsibility functions and social obligations to the young population, which will ultimately increase confidence in the future among youth.

The results of this study may be of interest to public authorities, the administration of educational institutions, and the mass media.

CONCLUSION

The conducted research established the key ideas of the youth of the Russian Far East about the social responsibility of the state in the context of demographic policy. The data obtained show that the younger generation considers the state as the main entity capable of providing the conditions needed to increase birth rates and strengthen family values. The most significant factors noted by the respondents are the stability of the economic situation, job security, housing affordability, and systemic support for families with children. At the same time, young people recognize that economic instruments should be combined with cultural, educational, and propaganda measures to foster a responsible attitude towards parenthood.

The limitations of the study include the exclusively qualitative method of data collection and the focus of the study on a single region, which does not allow extrapolating the results to Russian youth. In addition, although the qualitative design of the study based on interviews reflects the depth of perception, it does not quantify the scale of the phenomenon.

Prospects for further research are related to how changes in economic and social aspects affect the attitudes of young citizens towards family, fertility, and trust in state demographic policy.

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La teoría de las configuraciones sociales de los pensadores Norbert Elías y Eric Dunning, en el turismo deportivo

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Resumen. Desde la perspectiva sociológica, el turismo deportivo es mucho más que una práctica atlética, representa un entramado simbólico en el que las vivencias corporales reflejan las estructuras sociales complejas. Este fenómeno facilita que individuos busquen emociones, pertenencia y reconocimiento a través del deporte, transformando el cuerpo en un vehículo de comunicación social. Utilizando un método documental y hermenéutico, el objetivo de la investigación consiste en analizar el fenómeno del turismo deportivo desde la teoría de las configuraciones sociales desarrollada por Norbert Elias y Eric Dunning, con el fin de comprender las dinámicas interdependientes entre ocio, deporte y civilización, así como los significados socioculturales que emergen en las prácticas y experiencias contemporáneas de los actores vinculados a dicho tipo de turismo. En las conclusiones, se muestra que esta forma de turismo significa un espacio donde se debaten y actualizan el autocontrol, la ética corporal y las formas legítimas de excitación, todo dentro de contextos relacionales que promueven tanto la disciplina institucional, como el disfrute y la aventura. Así, las costumbres y normas asociadas a esta práctica reflejan una tendencia contemporánea a normalizar la moderación y el autocontrol, y revalorizan en cada experiencia el papel social del deporte y el tiempo libre.

Palabras clave: turismo deportivo, teoría de las configuraciones sociales, Norbert Elías, Eric Dunning, lectura y significados.

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The theory of social configurations by the thinkers Norbert Elias and Eric Dunning, in sports tourism

Abstract. From a sociological perspective, sports tourism is much more than an athletic practice; it represents a symbolic framework in which bodily experiences reflect complex social structures. This phenomenon enables individuals to seek excitement, belonging, and recognition through sport, transforming the body into a vehicle for social communication. Using a documentary and hermeneutic method, the objective of the research is to analyze the phenomenon of sports tourism from the theory of social configurations developed by Norbert Elias and Eric Dunning, in order to understand the interdependent dynamics between leisure, sport, and civilization, as well as the sociocultural meanings that emerge in the contemporary practices and experiences of the actors linked to this type of tourism. The conclusions show that this form of tourism provides a space where self-control, bodily ethics, and legitimate forms of excitement are debated and updated, all within relational contexts that promote institutional discipline, enjoyment, and adventure. Thus, the customs and norms associated with this practice reflect a contemporary tendency to normalize moderation and self-control and revalue the social role of sport and leisure in each experience.

Keywords: sports tourism; social configuration theory; Norbert Elias; Eric Dunning; reading and meanings.

INTRODUCCIÓN

El turismo deportivo se ha convertido en un fenómeno de creciente interés académico por su capacidad de articular actividad física, movilidad y cultura, generando significados sociales profundos en torno al "ocio contemporáneo". Según Green (1998), este tipo de turismo representa una especie de "celebración de la subcultura", pues combina factores simbólicos como las identidades personales, colectivas y emocionales que emergen en los encuentros intersubjetivos por motivos deportivos.

Tal como sostiene Ritzer (1993), desde la perspectiva sociológica, el turismo deportivo no se limita a la práctica atlética, sino que implica y reproduce un entramado simbólico donde las experiencias corporales reflejan estructuras sociales más amplias y complejas. Su análisis permite comprender cómo los sujetos y grupos buscan emociones, reconocimiento y pertenencia a través del deporte, situando al cuerpo como un medio de comunicación social y cultural.

En este orden de ideas, en el campo de la teoría social contemporánea, el turismo deportivo constituye un laboratorio privilegiado para analizar la modernidad y sus formas de interacción. De hecho, la investigación de Ishac (2024) permite comprender que estos flujos turísticos, por lo general, contribuyen a la sostenibilidad social y al fortalecimiento del sentido comunitario en contextos urbanos globalizados.

Para los autores de esta investigación, tal perspectiva amplía la discusión sobre la movilidad, el consumo y la identidad al situar el deporte como un mecanismo de socialización y un espacio simbólico para la construcción de sentido. A su vez, la relación entre deporte, turismo y globa-

lización evidencia tensiones materiales y simbólicas importantes entre la autenticidad y la mercantilización, entre la experiencia individual y el espectáculo mediático, aspectos clave que la sociología contemporánea desea problematizar desde miradas interdisciplinares no reduccionistas.

Simplificando las cosas con fines expositivos, la relevancia heurística de las teorías de Norbert Elias y Eric Dunning radica en su capacidad para ofrecer un marco interpretativo de largo alcance sobre los procesos civilizatorios ligados al deporte. Su obra clásica *Quest for Excitement* (Elias & Dunning, 1986) sostiene que las prácticas deportivas constituyen un campo donde se expresan las dinámicas de autocontrol, emoción y poder social.

Así, para la teoría de las configuraciones sociales, el deporte es visto como una red de interdependencias que refleja la evolución cultural de las sociedades modernas. En consecuencia, aplicar la figuración eliasiana al turismo deportivo permite comprender cómo los actores sociales se integran en tramas complejas de sociabilidad mediadas por normas, afectos e instituciones, ofreciendo una lectura que conjuga cuerpo, cultura y control social.

El objetivo central de esta investigación consiste en analizar el fenómeno del turismo deportivo desde la teoría de las configuraciones sociales desarrollada por Norbert Elias y Eric Dunning, con el fin de comprender las dinámicas interdependientes entre ocio, deporte y civilización, así como los significados socioculturales que emergen en las prácticas y experiencias contemporáneas de los actores vinculados a dicho tipo de turismo.

A partir de este eje conceptual, surgen dos preguntas transversales para esta investigación: ¿de qué manera el modelo civilizatorio propuesto por Elias permite interpretar las reglas emocionales y los hábitos de contención presentes en el turismo deportivo contemporáneo? Y, desde Dunning, ¿cómo se articulan las nociones de excitación y control en la experiencia del turista-deportista dentro de un mercado global de emociones? Con todo, estas preguntas orientan una mirada cualitativa, en el marco de una sociología postpositivista, que combina el enfoque histórico-sociológico con la observación empírica de las prácticas del ocio contemporáneo**.**

El artículo se desarrolla en cuatro secciones interrelacionadas. La primera, discute los fundamentos teóricos vinculados a la sociología figuracional y su pertinencia para el turismo y el ocio, a partir de las principales fuentes revisadas en la literatura especializada. En la segunda sección, se describe el diseño metodológico empleado, que combina el análisis documental y la hermenéutica sociológica. La tercera, expone los resultados centrados en las configuraciones emocionales del turismo deportivo, al tiempo que propone una discusión crítica en torno a la tensión entre civilización y turismo deportivo. La cuarta sección, presenta las conclusiones y el índice de referencias académicas que aseguran la trazabilidad de las fuentes consultadas. De este modo, la investigación pretende contribuir al diálogo entre teoría social, deporte y turismo como ejes analíticos del comportamiento humano en la actualidad.

FUNDAMENTOS TEÓRICOS Y LITERATURA REVISADA

La teoría de las configuraciones sociales, también conocida como sociología figuracional, constituye una de las contribuciones más innovadoras de Norbert Elias al pensamiento sociológico (Elias & Dunning, 1986). Este modelo propone que los individuos no existen aislados,

sino en tramas de interdependencia, o "figuraciones", donde las acciones y emociones se "co-determinan" en flujos históricos y dinámicos.

Como señala Capdevielle (2012), esta perspectiva busca superar el dualismo individuo-sociedad al concebir ambos como procesos relacionales y en constante transformación. La sociología figuracional, en consecuencia, observa cómo la civilización emerge del continuo ajuste de tensiones y equilibrios entre los sujetos, explorando los procesos civilizatorios y los modos de autocontrol emocional en contextos de cambio social prolongado. De esta manera:

> Elías practica —y reivindica— el desplazamiento entre las diferentes disciplinas de las ciencias sociales. Es así que, en el análisis de las "configuraciones" reúne a la sociología no solamente con la psicología y con la psicología social, sino también con la historia y con las ciencias políticas. (Capdevielle, 2012, pp. 2-3)

Por su parte, dentro de la obra de Norbert Elias, *El proceso de la civilización* publicado originalmente en 1939 (Elias, 1982) constituye el pilar central para comprender el desarrollo histórico de la autocontención, las normas sociales y la interdependencia afectiva entre los individuos. Según Dunning y Hughes (2012), Elias reformula la sociología moderna al situar la experiencia emocional en el núcleo de los procesos sociales, planteando que la modernización implica una progresiva internalización del autocontrol y una reducción de la violencia interpersonal.

Para quienes suscriben esta investigación, esta mirada histórica permite analizar cómo el comportamiento humano se regula mediante redes sociales complejas, donde las emociones y los hábitos configuran patrones de dominación y equilibrio que dan forma a la cultura. Elias (1982), desarrolló así una visión de largo plazo que conecta microprocesos cotidianos con macroestructuras civilizatorias. Quizá este puente epistemológico sea su gran aporte a las ciencias sociales en general.

Otra obra fundamental es *La sociedad cortesana* (Elias, 1996), en la que Elias examina el papel de las relaciones de dependencia y poder dentro de las configuraciones sociales del Antiguo Régimen. En este texto, la figura del cortesano simboliza el modo en que las normas de control, etiqueta y autocensura se internalizan como mecanismos del poder social.

Landini (2022), destaca que Elias introduce una sociología del proceso, donde los cambios estructurales son consecuencia de pequeñas variaciones en las relaciones de interdependencia y en los equilibrios emocionales. De esta forma, su teoría no pretende interpretar la historia como un conjunto de eventos lineales, sino más bien como una red dinámica de figuraciones cuya evolución revela tanto la civilización como posibles procesos de "descivilización", dependiendo del grado de equilibrio entre normas, emociones y poder.

Por su parte, Eric Dunning, discípulo y colaborador de Elias, amplió la sociología figuracional aplicándola al campo del deporte y al estudio del ocio moderno. Su obra *Sport Histories: Figurational Studies of the Development of Modern Sports* (2004), aborda el surgimiento de las prácticas deportivas como reflejo de las tensiones entre violencia y autocontrol en las sociedades modernas.

En lo concreto, Dunning et al. (2004), sostiene que el deporte encarna un proceso civilizatorio singular, ya que se expresa en la canalización de la agresividad hacia formas ritualizadas de competencia. Desde esta óptica, las actividades deportivas son vehículos de regulación social, a

la vez que espacios de transgresión controlada donde los individuos buscan emoción, identidad y cohesión colectiva.

Por último, en su influyente colaboración con Elias, *Quest for Excitement: Sport and Leisure in the Civilising Process* (Elias & Dunning, 1986), Dunning profundiza en el análisis de la "búsqueda de la excitación" como necesidad fundamental en sociedades caracterizadas por altos niveles de autocontrol y normatividad. En este texto, la experiencia deportiva representa así un equilibrio entre el placer y la contención, donde las emociones son liberadas dentro de un marco institucionalizado.

Tal como afirma Capdevielle (2012), se trata de una lectura sociológica que permite entender por qué el deporte atrae tanto a los actores contemporáneos y porque reintroduce formas de excitación socialmente aceptables, reconciliando el deseo de riesgo con la estabilidad civilizatoria. En este sentido, Dunning, aunque subsidiario de la sociología figuracional, aporta una lectura relativamente original sobre cómo las actividades deportivas revelan los límites emocionales y estructurales de la modernidad.

Para quienes escriben estas reflexiones epistemológicas, integrar las nociones de configuración y civilización de Elias con la sociología del deporte de Dunning resulta de gran valor para la investigación del turismo deportivo. De hecho, este campo de estudio puede concebirse como una forma de práctica social en la que convergen ocio, movilidad y emoción, organizada en redes de interdependencia cultural.

Tal como afirma McCabe (2024), en su mayoría, los estudios contemporáneos del turismo demandan marcos que integren corporalidad, performatividad y emoción en el análisis social. De esta manera, desde la teoría figuracional, el turismo deportivo aparece como una configuración social donde los individuos articulan deseo, disciplina y pertenencia (Elias,1982). Así, las relaciones entre anfitriones y visitantes, el consumo simbólico del espacio y la gestión emocional del riesgo componen dimensiones sociológicas clave para comprender el papel del cuerpo y la experiencia colectiva, dentro de la civilización global del ocio contemporáneo.

METODOLOGÍA

En términos gnoseológicos, los autores de esta investigación se alinean con los enfoques postpositivista y postestructuralista en sociología, reconociendo que el conocimiento social no es una representación objetiva de la realidad, sino una construcción intersubjetiva influida por contextos culturales, históricos y simbólicos. Desde esta perspectiva, la verdad es siempre provisional y situada, enmarcada en el diálogo entre el investigador y el fenómeno social (Musa & Aldiabat, 2024).

En este orden de ideas, Musa y Aldiabat (2024) sostienen que la metodología postpositivista favorece la reflexividad y la conciencia epistemológica del investigador, promoviendo una mirada crítica hacia los supuestos de objetividad absoluta en las ciencias sociales. Se trata de una postura teórica que proporciona la base reflexiva para abordar el turismo deportivo como un entramado de significados, prácticas y relaciones interdependientes más que como un objeto empírico mensurable o cuantificable.

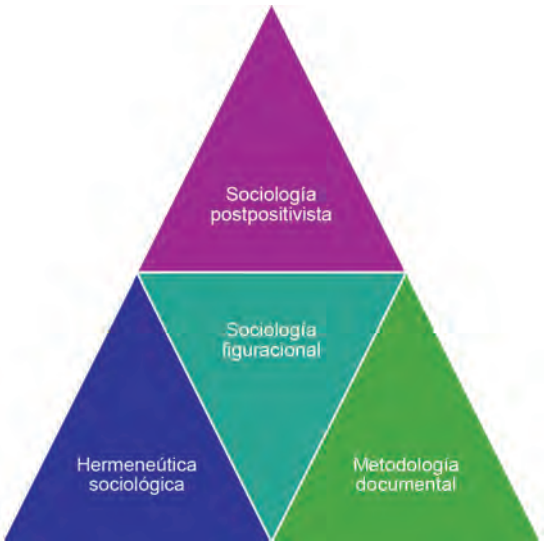
En términos operativos, la investigación adoptó un diseño cualitativo apoyado en la triangulación entre la investigación documental y la hermenéutica sociológica, buscando en cada momento comprender el fenómeno del turismo deportivo desde la teoría de las configuraciones sociales de Norbert Elias y Eric Dunning.

En coherencia con Babich (2017), la hermenéutica social implica un proceso interpretativo mediante el cual se reconstruyen los significados generados por los actores en contextos particularizados. De esta manera, esta metódica permite examinar textos académicos, documentos institucionales y estudios empíricos para comprender cómo los discursos del ocio, deporte y civilización se entrelazan en la experiencia del turismo contemporáneo. Igualmente, se privilegió una lectura procesual y relacional que reconoce la interdependencia entre teoría y praxis, textos y contextos.

El componente documental se combinó con la hermenéutica sociológica a través de un análisis sistemático de fuentes, incluyendo artículos de revistas indexadas, libros y literatura especializada sobre la figuración social aplicada al deporte. Reichertz (2013) propone que la sociología hermenéutica del conocimiento permite reconstituir el sentido social de las acciones y textos mediante un proceso de codificación abierta y contextual. A partir de este método, se identificaron patrones discursivos que revelan cómo las emociones, el autocontrol y la búsqueda de excitación se manifiestan en el turismo deportivo. Sin duda, esta fusión metodológica favoreció una comprensión situada del fenómeno, integrando tanto la perspectiva estructural de las configuraciones sociales como la vivencia subjetiva del actor turístico-deportivo.

En correspondencia con su orientación epistemológica, la investigación se desarrolló en tres etapas principales: una fase exploratoria de revisión y selección documental; una etapa analítica enfocada en la interpretación hermenéutica de los textos desde las categorías figuracionales de Elias y Dunning; y un momento interpretativo en el que se construyeron las configuraciones teóricas del turismo deportivo.

FIGURA 1. Diseño metodológico y epistemológico de la investigación.



Fuente: elaborado por los autores (2025).

De acuerdo con Nyikana y Tichaawa (2024), el análisis documental interpretativo es especialmente útil en estudios donde las prácticas del deporte y el turismo se conciben como fenómenos sociales dotados de densos significados simbólicos**.** Por lo tanto, cada etapa buscó preservar la coherencia teórica con el paradigma relacional eliasiano, asegurando la continuidad entre los niveles analítico y conceptual del estudio.

No obstante, debemos aclarar que, las limitaciones de esta metodología residen principalmente en su naturaleza interpretativa, que depende del horizonte epistemológico y reflexivo del investigador, lo cual puede restringir la generalización de los resultados que es normal en la investigación cualitativa de tipo inductiva e ideográfica.

Musa y Aldiabat (2024), subrayan que el postpositivismo acepta la imposibilidad de total objetividad, reemplazando la certeza cientificista por una comprensión profunda y contextual de la realidad social. En ese sentido, aunque el estudio no aspira a establecer leyes universales, ofrece interpretaciones densas que iluminan las conexiones entre ocio, civilización y deporte. De cualquier modo, las limitaciones metodológicas, lejos de invalidar los hallazgos, refuerzan su valor heurístico y su capacidad de generar hipótesis abiertas para estudios futuros sobre configuraciones emocionales y sociales en el turismo deportivo.

ANÁLISIS Y DISCUSIÓN DE LOS HALLAZGOS

En clave de sociología hermenéutica, los resultados de esta investigación muestran que el turismo deportivo representa una estructura social compleja en la que se entrelazan dialécticamente emociones, cuerpos y sistemas de poder que ponen al descubierto dinámicas civilizatorias de larga duración. Mediante un análisis hermenéutico de las fuentes revisadas (Dunning et al., 2004; Elias, 1982; Elias & Dunning, 1986), se identificaron cinco dimensiones analíticas o categorías conceptuales clave que conectan la experiencia del turista-deportista con los procesos de autocontrol, excitación y la interdependencia planteados por Elias y Dunning. La primera dimensión se relaciona con la configuración emocional, que se define como el equilibrio entre la intensidad afectiva y la moderación que caracteriza las actividades deportivas en entornos turísticos de alto impacto social.

En este sentido, Song et al. (2025) demuestran que la experiencia del turismo deportivo activo genera estados de flujo que median entre la percepción del entorno y la recuperación psicológica de los participantes. Esta conexión entre placer, inmersión y bienestar confirma que el turismo deportivo trasciende el mero consumo recreativo, configurándose como una práctica que modula las emociones dentro de marcos socialmente aceptados y civilizatoriamente normalizados. De hecho, los referidos autores concluyen que:

> …the experiencescape in active sport tourism not only has a significant direct positive impact on flow experience and psychological recovery but also indirectly influences psychological recovery through the partial mediating effect of flow experience. This result is consistent with the view of Tasci and Pizam (2020), providing empirical support for examining the multidimensional integrated effects of experiencescape on enhancing visitors' psychological experience and recovery outcomes. Furthermore, the functional and cultural dimensions do not have a direct effect on psychological recovery; their effects need to be mediated through flow experience. (Song et al., 2025, p. 10)

La segunda dimensión analítica corresponde al autocontrol civilizatorio, concepto central en la obra de Elias para comprender la internalización progresiva de normas corporales y códigos de conducta. En el turismo deportivo, este proceso se manifiesta en la adopción voluntaria de reglas de seguridad, etiqueta ambiental y respeto hacia las comunidades anfitrionas.

Cain (2023) sostiene que las cadenas de interdependencia ampliadas en el contexto deportivo y turístico promueven la internalización de valores de sostenibilidad y responsabilidad social, especialmente en megaeventos deportivos En la práctica, esta dinámica revela cómo el deporte, al ser practicado en contextos de movilidad turística, actúa como un dispositivo civilizatorio que regula las pasiones individuales mediante instituciones, normativas y expectativas colectivas, consolidando hábitos de contención que refuerzan tanto la identidad personal como la cohesión social.

El tercer eje temático identificado es la búsqueda de excitación, noción desarrollada por Dunning (Dunning & Hughes, 2012) para explicar por qué los individuos contemporáneos buscan experiencias intensas dentro de estructuras reguladas. Araújo et al. (2019) señalan que el turismo deportivo activo atrae preferentemente a personas dispuestas a invertir recursos significativos en actividades que combinan riesgo controlado, desafío físico y placer sensorial.

Para los autores de este artículo, se trata de una tendencia que responde a la necesidad moderna de compensar la rutinización y el exceso de autocontrol cotidiano mediante experiencias que reactivan emociones y fortalecen el sentido de autonomía. En este sentido, el turismo deportivo ofrece un espacio liminal donde los participantes pueden experimentar transgresiones simbólicas y corporales sin desestabilizar el orden social, reafirmando así el equilibrio entre civilización y búsqueda emocional característico de las sociedades contemporáneas de occidente (Capdevielle, 2012).

La cuarta dimensión analítica refiere a la interdependencia relacional, aspecto clave de la sociología figuracional que enfatiza las redes de actores y las tensiones dinámicas entre ellos (Elias & Dunning, 1986). En el turismo deportivo, estas redes incluyen visitantes, comunidades receptoras, guías especializados, empresas turísticas y organismos reguladores, todos conectados en configuraciones de poder asimétricas, pero mutuamente dependientes.

En este orden de ideas sociologicas, Green (1998), ilustra cómo los deportes en entornos naturales generan interacciones multidimensionales entre participantes, comunidad y medio ambiente, fortaleciendo vínculos afectivos y promoviendo culturas de cuidado territorial. En la perspectiva figuracional, se puede entender entonces al turismo deportivo, no como un conjunto de transacciones aisladas, sino como una trama de relaciones interdependientes donde las emociones, las expectativas y los intereses se co-construyen, revelando tanto colaboraciones como conflictos inherentes a la modernidad turística, tal como argumentaron Elias y Dunning (1986), en la obra: *Quest for excitement : sport and leisure in the civilizing process*.

Finalmente, la quinta dimensión corresponde a los significados socioculturales que emergen de las prácticas del turismo deportivo, incluyendo narrativas de autenticidad, transformación personal y cohesión comunitaria. En la trama de lo simbolico, Pérez-Flores & Muñoz-Sánchez (2018), documentan cómo eventos deportivos celebrados en sitios patrimoniales generan lealtad turística a través de la integración de identidad emocional, imagen del evento e imagen del destino, siguiendo una lógica de "reconocimiento-emoción-comportamiento".

Para los autores de este articulo científico, este hallazgo refuerza la interpretación eliasiana del deporte como vehículo de construcción simbólica, donde las experiencias corporales se traducen en capital social, pertenencia y memoria colectiva. El cuadro analítico presentado a continuación sintetiza estas cinco dimensiones y su relación con los conceptos figuracionales aplicados al turismo deportivo.

CUADRO 1. Mirada analítica de la sociología figuracional de Norbert Elías y Eric Dunning.

Dimensión Analítica	Concepto Elias-Dunning	Manifestación en Turismo Deportivo	Aspectos Destacados
Configuración emocional.	Balance emoción-moderación.	Placer, flujo y bienestar durante la experiencia deportiva.	Las actividades turísticas deportivas regulan las tensiones entre excitación y autocontrol, favoreciendo estados de inmersión sostenida.
Autocontrol civilizatorio.	Normas y códigos sociales.	Reglamentos, ética, responsabilidad ambiental	Los participantes internalizan reglas de seguridad, inclusión y respeto a la comunidad local, evidenciando el valor civilizador del deporte.
Búsqueda de excitación.	Experiencia intensa regulada.	Deportes de riesgo, aventura y competencia.	El turismo deportivo canaliza el deseo de emociones, permitiendo exploración y desafío dentro de marcos institucionales controlados.
Interdependencia relacional.	Redes y tensiones dinámicas.	Relaciones entre turistas, comunidades, guías y empresas.	El fenómeno se nutre de configuraciones interdependientes donde agentes colaboran y negocian sentidos, generando cohesión y conflicto social.
Significados socioculturales.	Identidad y pertenencia.	Narrativas de autenticidad y transformación.	El turismo deportivo fortalece la identidad personal y colectiva, otorgando sentido social y cultural al ocio y afianzando la memoria y la cohesión grupal.

Fuente: elaborado por los autores (2025), con base a la lectura hermenéutica de (Dunning et al., 2004; Elias, 1982; Elias & Dunning, 1986).

En síntesis, el Cuadro analítico 1, permite observar que el turismo deportivo, abordado desde la teoría de las configuraciones sociales, es mucho más que un simple agregado de acciones individuales. En términos sociológicos, es una manifestación dinámica de la condición moderna, donde cuerpos, emociones, reglas y relatos simbólicos se entrelazan en configuraciones de sentido siempre cambiantes. Filosófica y sociológicamente, esta perspectiva invita a repensar el vínculo entre individuo y sociedad, mostrando cómo la búsqueda de excitación y bienestar se articula con el autocontrol, la pertenencia y el reconocimiento colectivo.

El turista-deportista, en este marco interpretativo de la realidad, que es la teoría figuracional, personifica la tensión ontológica entre la libertad de experimentar y la necesidad de regular el deseo, mientras que las prácticas y normas del sector revelan el proceso civilizatorio como un equilibrio precario entre orden, placer y significado (Elias & Dunning, 1986). Así, el turismo deportivo aparece como espacio colectivo de negociación ética y existencial, donde el juego

simbólico de lo social adquiere un cariz identitario y relacional tan profundo como actual, en la teoría y en la realidad concreta.

CONCLUSIONES

Al menos para quienes suscriben esta investigación, examinar el turismo deportivo a través de la teoría de las configuraciones sociales de Norbert Elias y Eric Dunning representa una contribución novedosa a las ciencias sociales, ya que facilita, esta mirada, superar las perspectivas funcionalistas y economicistas para tratar el fenómeno como una red de interrelaciones repleta de significados colectivos y emocionales.

En definitiva, estamos ante un enfoque colectivo que muestra que el turismo deportivo abarca no solo el movimiento físico y el consumo, sino también procesos de identidad, rituales y dinámicas sociales que convierten la experiencia recreativa en una celebración de subcultura y comunidad. Cuando se logra centrar el análisis sociológico en aspectos relacionales y figuracionales, se incorpora el examen de emociones, normas y poder en el ámbito de las prácticas turísticas y deportivas, reconociendo, de este modo, la riqueza y variedad de significados que estructuran este ámbito de estudio.

La innovación metodológica y teórica del enfoque figuracional se encuentra precisamente en su aptitud para entender la tensión entre el autocontrol y la búsqueda de excitación desde la perspectiva civilizatoria. Elias y Dunning (1986) demuestran que el turismo deportivo, en lugar de ser solo ocio, se transforma en un ámbito donde se modifican costumbres, reglas y maneras de interactuar en el mundo, satisfaciendo necesidades significativas de expresión emocional y regulación social. Esta perspectiva permite ver de qué manera el avance de la modernidad, la expansión del Estado y la complejización de las prácticas turísticas crean, en su conjunto, nuevas maneras de sociabilidad y autonomía, posibilitando interpretar así el turismo deportivo como un fenómeno persistente en el proceso de civilización global.

Ante la pregunta planteada en la introducción ¿De qué manera el modelo civilizatorio propuesto por Elias permite interpretar las reglas emocionales y los hábitos de contención presentes en el turismo deportivo contemporáneo? En nuestro criterio el modelo eliasiano deja ver que, a medida que la sociedad avanza en procesos de civilización, las reglas emocionales se refinan, y los individuos aprenden a modular sus pasiones y deseos dentro de espacios formalizados de disfrute y riesgo.

Así, el turismo deportivo aparece como un campo donde se negocian constantemente el autocontrol, la ética del cuerpo y las formas aceptables de excitación, enmarcándose en configuraciones relacionales que promueven, tanto la disciplina institucional como la apertura al goce y la aventura. En este contexto material y simbólico, las reglas y hábitos del turismo deportivo reflejan la normalización progresiva de la contención y el autocontrol en la cultura moderna, resignificando en cada práctica y discurso sobre el tema el valor social del deporte y el ocio.

En este hilo conductor, en cuanto a la pregunta de cómo se articulan las nociones de excitación y control en la experiencia del turista-deportista dentro de un mercado global de emociones, el aporte de Dunning et al. (2004) es verdaderamente útil en mostrar que dicho equilibrio constituye la esencia del atractivo de estas prácticas. El turismo deportivo, atravesado por la lógica de

la comercialización y la internacionalización, convierte la búsqueda de excitación en mercancía, pero no despoja al actor de sus capacidades de autocontrol y decisión.

En consecuencia, la experiencia del turista-deportista se construye en la oscilación entre lo imprevisible y lo regulado socialmente, encontrando satisfacción en el riesgo acotado, el disfrute colectivo y la transformación de emociones en capital social. Por lo tanto, el mercado global reinterpreta la figuración social del deporte y del turismo, ampliando el repertorio cultural y emocional de los sujetos inmersos, directa o indirectamente, en esta actividad social.

Por último, se sugiere a los investigadores enfocados en el turismo deportivo y la teoría de las configuraciones sociales que exploren metodologías cualitativas y relacionales que faciliten la comprensión de la densidad simbólica y emocional del fenómeno. Se recomienda también utilizar enfoques longitudinales que tomen en cuenta la historicidad y la plasticidad de las figuraciones sociales, además de colaborar de manera interdisciplinaria para vincular las dimensiones económicas, culturales y subjetivas.

Por último, el acto hermenéutico de volver a examinar las obras originales de Elias y Dunning, y compararlas con investigaciones contemporáneas, representa una guía valiosa para ampliar la comprensión del turismo deportivo en la modernidad tardía del siglo XXI, evitando simplificaciones teóricas y generando oportunidades para futuras investigaciones comparativas y transnacionales sobre sociología del turismo y el deporte.

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Criminología moderna y la despenalización de las infracciones en Vietnam: una evaluación de políticas y recomendaciones

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Resumen. Este estudio analiza la tendencia a la despenalización en Vietnam en el contexto de la reforma judicial y de la construcción de un Estado de derecho socialista. Examina los fundamentos teóricos, la relevancia práctica y el valor político-criminal del paso de respuestas penales a mecanismos administrativos, civiles y educativos. La investigación utiliza métodos jurídicos tradicionales combinados con derecho comparado y análisis de políticas. Los datos provienen del Código Penal, de informes oficiales de la Fiscalía Suprema Popular y del Ministerio de Seguridad Pública, así como de estudios criminológicos internacionales. Los resultados muestran que la despenalización implica un cambio fundamental en la política criminal vietnamita, orientado a valores humanitarios, al uso eficiente de recursos y al fortalecimiento del control social mediante medidas preventivas, educativas y de rehabilitación. No obstante, persisten desafíos en la delimitación entre conductas socialmente peligrosas y conductas desviadas, además de limitaciones en la capacidad institucional y en la coherencia del sistema jurídico. El artículo sostiene que la despenalización no es solo un ajuste legislativo, sino también una herramienta estratégica para modernizar la gobernanza social, que exige el perfeccionamiento continuo de la legislación y el fortalecimiento de la aplicación durante la actual reforma judicial.

Palabras clave: Criminología moderna, despenalización, política penal, reforma judicial y estado de derecho vietnamita.

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Modern criminology and the decriminalization of offenses in Vietnam: policy assessment and recommendations

Abstract. This study aims to analyze the trend of decriminalization in Vietnam within the context of judicial reform and the building of a socialist rule of law state. Through this analysis, it clarifies the theoretical basis, practical significance, and policy value of the shift from criminal remedies to administrative, civil, and educational mechanisms. The research is conducted using traditional legal research methods combined with comparative law and policy analysis. Data is compiled from the provisions of the Penal Code, official reports of the Supreme People's Procuracy and the Ministry of Public Security, and relevant international criminological studies. The research results show that decriminalization reflects a fundamental shift in criminal policy thinking in Vietnam, moving towards humanitarian values, efficient resource utilization, and enhanced social control through preventive, educational, and rehabilitative measures. However, the study also points out challenges in defining the boundaries between socially dangerous behavior and deviant behavior, as well as limitations in institutional capacity and the consistency of the legal system. Based on this, the article asserts that decriminalization is not only a legislative adjustment but also a strategic policy tool for modernizing social governance, requiring continued improvement of legislation and enhanced enforcement capacity during the current judicial reform period.

Keywords: modern criminology, decriminalization, criminal policy, judicial reform vietnamese and rule of law state.

INTRODUCTION

In the development of modern society, criminology is no longer confined to studying the causes of crime or punitive mechanisms. It has evolved into an interdisciplinary science intricately linked with law, ethics, psychology, sociology, and public policy. In Vietnam, amidst profound socio-economic and legal transformations, the study of modern criminology and the trend of decriminalization has become an imperative. This is essential not only for improving state governance but also for meeting the demands of a democratic, humane, and law-governed society.

Traditionally, criminology was considered a specialized field focused on the offender's personality, the causes and conditions of crime, and preventive measures. The research of Antonyan Ju., Kudryavcev,. and Ekimov, (2004) expanded the conceptual scope of criminology, emphasizing the analysis of the "offender's personality" as a complex socio-legal entity. These scholars argued that criminal behavior cannot be understood purely as a product of individual will but rather as the outcome of interactions between psychological factors, social circumstances, and the legal environment.

In Vietnam, this evolution in legislative thinking is clearly demonstrated in the 2015 Criminal Code, as amended and supplemented in 2017 (Law No. 12/2017/QH14). This legislation represents a significant step in institutionalizing the judicial reform agenda of the Party and the State. The Code not only restructures the system of offenses but also distinctly shows a trend

toward decriminalizing certain acts. Provisions such as reducing the criminalization of minor property offenses, adding administrative sanctions as alternatives to criminal penalties in some cases, and expanding the application of non-custodial sentences like warnings and non-custodial rehabilitation are clear manifestations of a shift from a punitive to a preventive and restorative philosophy. This trend reflects a humane spirit and upholds the principles of fairness, reasonableness, and human rights in Vietnamese criminal law.

From a domestic theoretical standpoint, Trinh (2008) asserts that crime prevention is the core content of modern criminology. Vo & Vo (2025) emphasize that Vietnamese criminology is in a transitional phase of development, where international integration and the rise of technology and the digital economy have altered social structures and human behavior.

In practice, the decriminalization trend is evident in recent Vietnamese legal policies. Certain socially disruptive but not highly dangerous acts have been shifted to administrative sanctions, such as minor public order disturbances, insignificant property infringements, or traffic violations causing minor damage. This policy not only alleviates the burden on the criminal justice system but also allows resources to be focused on serious crimes, thereby improving the quality of investigation, prosecution, and adjudication. Furthermore, this trend fosters a humane legal environment where offenders have the opportunity to reform and reintegrate into society without being permanently labeled as "criminals".

However, alongside its clear benefits, the decriminalization process in Vietnam faces several challenges. The primary issue is the ambiguous definition of a "socially dangerous act"; the boundary between conduct requiring administrative versus criminal sanctions remains unclear. This ambiguity can lead to the discretionary application of the law, causing inconsistency among law enforcement agencies. A second issue is the social impact of decriminalization, as a segment of the public still holds the view that "only criminal punishment is severe enough," leading to skepticism about the effectiveness of non-criminal measures. Finally, the capacity for monitoring and enforcement is a concern; without robust control mechanisms, decriminalization could be exploited to conceal violations or weaken the deterrent effect of the law.

From a public policy perspective, decriminalization is part of a broader judicial reform process aimed at building a justice system that is public-serving, fair, transparent, and effective. Implementing this trend requires synergy between the legal system, the capacity of judicial officers, and public awareness. Legal reform cannot be detached from human resource reform, which is a decisive factor for the sustainability of decriminalization.

This article aims to analyze the theoretical and practical foundations of modern criminology, clarify the nature and trend of decriminalizing violations in Vietnam, and assess the policy's impact on the legal system and society. Based on this analysis, the article proposes solutions to refine the legal framework, enhance preventive efficacy, and ensure human rights in judicial activities. This research not only contributes to legal scholarship but also provides practical insights for shaping a humane criminal policy that aligns to build a socialist rule-of-law state in Vietnam in the new era.

LITERATURE REVIEW

Modern criminology is the result of a long developmental process in criminal science, where research has shifted from a traditional offense-oriented approach to a socio-legal perspective that emphasizes the offender's personality, social context, cultural environment, and mechanisms for controlling deviant behavior. The emergence of new criminological schools in the West, such as critical criminology, criminal sociology, and humanistic criminology, has laid the theoretical groundwork for decriminalization, a trend adopted by many countries to reduce the burden on their criminal justice systems, enhance social governance, and protect human rights. In Vietnam, this trend has been received, adapted, and applied in a manner consistent with the political, legal, and social characteristics of its socialist rule-of-law state.

Academic foundations of modern criminology

According to Rob White and Fiona Haines (2000), modern criminology is a synthesis of various scientific disciplines, reflecting a change in the perception of the nature of crime. They argue that crime is not merely an act that harms social interests but is also a phenomenon linked to structural inequality, value conflicts, and social labeling processes. This fundamentally alters the understanding of "social dangerousness," a key element in determining whether an act should be criminalized or decriminalized. White and Haines' approach emphasizes that society can control deviant behavior not only through punishment but also through educational, economic, and cultural mechanisms.

From a philosophical and policy standpoint, Schichor (1980) in "The New Criminology: Some Critical Issues" contends that the development of new criminology was a reaction to rigid models of criminalization that focused solely on the act while ignoring the social context. He argues that over-criminalization not only burdens the justice system but can also lead to injustice, as marginalized groups in society bear disproportionately severe legal consequences. This perspective provides a scientific basis for decriminalization, shifting the focus from retribution to prevention and reintegration.

In Russia, Antonyan Ju, Kudryavcev and Ekimov (2004) developed a line of research on the "offender's personality," placing the individual at the center of all criminological analysis. According to these authors, a deep understanding of the offender's personal characteristics, living conditions, psychological factors, and social relationships is crucial for formulating rational criminal policy. This theory helped form the basis for modern legal thinking, which posits that legislators should not only focus on the act but also consider the offender's potential for education, reform, and rehabilitation. From this viewpoint, decriminalization is seen as an expression of a humane and progressive criminal policy.

Luneev (1997), in Crime in the 20th Century: A World Criminological Analysis, stressed that the rise of crime in the context of globalization stems not only from economic causes but also from shifts in social perceptions of legal and moral values. He pointed out that during the 20th century, many countries reviewed their criminal systems to remove acts that no longer aligned with social norms while developing non-criminal mechanisms such as mediation, administrative sanctions, and community education. This is a crucial direction for balancing the need to protect social order with the safeguarding of individual freedoms.

Domestic research and approaches

In Vietnam, criminology developed later than in many other countries but has established a relatively comprehensive theoretical system. Le Cam (2008), in "The Doctrine of Crime - Fundamental Issues," argues that the doctrine of crime should be approached as a dynamic construct that reflects changes in society and legal policy. He emphasizes that a core principle of criminal law is to criminalize only genuinely dangerous acts and to consider decriminalization as a tool to balance the protection of social interests and human rights.

Trinh (2008) made a significant contribution by establishing the theoretical basis for crime prevention from a criminological perspective. The author posits that prevention is not just the work of state agencies but a combination of legal, educational, economic, and cultural policies aimed at eliminating the causes and conditions of crime. From this perspective, decriminalization can be understood as an indirect preventive method, shifting violations from the punitive sphere to a more constructive, social-regulatory sphere.

Research by Dao (2021) on the internationalization of Vietnamese criminal law indicates that global integration and the implementation of international human rights treaties have strongly promoted a legal mindset geared towards decriminalization. The author asserts that in the context of globalization, Vietnam needs to continue reviewing and narrowing the scope of criminalization, eliminating obsolete offenses, and transitioning to non-criminal measures such as administrative sanctions, mediation, or education.

A study by Nguyen (2024) on the criminalization of gender-based violence reveals an inverse relationship between criminalization and decriminalization, with the author stressing that criminalization must be selective and connected to social reality and moral norms. Consequently, decriminalization must also have clear limits to avoid the risk of failing to prosecute acts that harm society or infringe upon the rights of vulnerable groups. This argument is further confirmed and affirmed by Huynh & Vuhong (2025) that, in the context of digital transformation in Vietnam, for adolescents, there is a need to decriminalize by innovating school education through early legal dissemination.

The Ministry of Justice (2017), in its report "Crime Prevention and Control in Our Country Today – Current Situation and Some Recommendations," pointed out that although the number of criminal cases has decreased, many violations that do not meet the elements of a crime still exist, posing challenges for law enforcement. The report recommended studying mechanisms to convert these acts into administrative sanctions or educational measures, while enhancing prevention and reintegration capacities. This provides practical evidence of the decriminalization trend being reflected in the policies of the Vietnamese state.

Legal framework and international approaches

The 2015 Criminal Code, amended in 2017 (Law No. 12/2017/QH14), represents a major step forward in institutionalizing the decriminalization trend. Several offenses involving property and social order of a minor or non-dangerous nature have been moved to administrative handling. The Code also expands the application of non-custodial rehabilitation, grants criminal exemption in special cases, and strengthens the use of warnings and mediation. These

changes reflect modern legislative thinking, consistent with humanistic criminology and international trends.

Internationally, the study "The legal nature of the violations" (2024), published in the journal Law and World, argues that decriminalization must be based on a comprehensive assessment of social consequences, public perception, and the effectiveness of alternative legal instruments. The author recommends that legislators develop a multi-tiered legal framework where minor violations are handled by administrative or civil tools, while criminal law is reserved for acts of high danger that seriously infringe upon public interests.

Another example comes from the field of social health. A report by the American College of Obstetrics and Gynecologists (ACOG, 2017) on opioid use disorder in pregnancy affirmed that criminalizing pregnant women who use substances is ineffective and hinders treatment and recovery. The report recommended shifting from criminal prosecution to a public health model, treating it as a health issue rather than a crime. Although this study is in the medical field, it exemplifies the principle of decriminalization: shifting the perspective from punishment to support and rehabilitation.

Research gaps and new approaches

While domestic and international studies have clarified the theoretical foundations and benefits of decriminalization, several research gaps remain. First, there is no systematic study in Vietnam that analyzes the relationship between modern criminology and decriminalization policy from an interdisciplinary perspective, particularly integrating law, sociology, and public governance. Second, the evaluation of the effectiveness of decriminalization measures in practice is limited due to a lack of statistical data and specific measurement criteria. Third, few studies have explored the correlation between decriminalization and the internationalization of Vietnamese criminal law, a point raised.

Therefore, the novel approach of this article is to combine an analysis of modern criminology with a public policy assessment to establish a scientific and practical basis for expanding the scope of decriminalization in Vietnam. This approach not only contributes to the development of criminological theory under new conditions but also helps guide criminal legislation toward a humane, fair, and modern direction, consistent with global trends and the characteristics of Vietnam's socialist rule-of-law state.

METHODOLOGY

The study of modern criminology and the decriminalization trend in Vietnam is a highly interdisciplinary topic that requires a combination of legal analysis, sociological methods, public policy analysis, and comparative criminology. Consequently, this article employs a synthesis of multiple research methods to ensure the comprehensiveness, objectivity, and scientific validity of its findings. The primary methods include analysis and synthesis, comparative legal analysis, the historical-logical method, qualitative methods, and public policy analysis.

First, the methods of analysis and synthesis are used to systematize concepts, theories, and perspectives on modern criminology and decriminalization. By analyzing the content of legal

documents, research works, and reports from state agencies, the article identifies the fundamental principles of current criminal policy. Synthesizing research findings from domestic and international sources, such as Antonyan, Kudryavcev, Ekimov (2004) and Rob White and Fiona Haines (2000), help to form a theoretical foundation for interpreting specific legal phenomena in Vietnam.

Comparative legal analysis is employed to contrast the provisions of Vietnam's Criminal Code with advanced legal systems such as those of Russia, the United Kingdom, the United States, and several European countries. This approach allows for the identification of similarities and differences in criminal policy, particularly regarding the criteria for determining social dangerousness, conditions for criminal exemption, and mechanisms for replacing punishment with educational or administrative measures. Through comparison, the article draws legislative lessons suitable for Vietnam's political, legal, and cultural conditions, while clarifying the global factors influencing the decriminalization trend.

The historical-logical method is used to trace the origins of criminalization and decriminalization in Vietnamese law, from the 1985 Criminal Code to the 2015 Criminal Code (amended 2017). This method helps analyze the evolution of criminal policy over different periods, reflecting the impact of political, economic, and social contexts on the conception of criminal behavior. It also reveals the logical connection between shifts in legislative thinking and developments in criminological theory.

Additionally, qualitative methods are used to collect and analyze data from reports by the Ministry of Justice, the Supreme People's Procuracy, the Ministry of Public Security, academic articles, and practical documents. This method allows for an in-depth exploration of the psychological, social, and community perception factors related to the decriminalization process. The views and assessments of experts and scholars, as well as public reactions, are considered to evaluate the social effectiveness of current policies.

Finally, public policy analysis is applied to assess the impact of the decriminalization trend on Vietnam's legal system and judicial apparatus. The article analyzes the components of the policy, including its objectives, tools, effectiveness, and impact, thereby identifying the achievements and limitations of its practical implementation. This method links theoretical research with the practicalities of state management of crime prevention, while offering evidence-based policy recommendations consistent with current judicial reform directives.

The combination of these methods ensures that the research does not merely describe legal phenomena but delves into the nature, causes, and consequences of the decriminalization trend. This multidimensional approach ensures that the conclusions drawn are both theoretically valuable and practically significant, contributing to the refinement of Vietnam's criminal policy in a humane, effective, and internationally aligned direction.

Findings

The evolution of modern criminology in a global context

Modern criminology emerged as human societies transitioned from coercive control models to governance models based on humanistic, person-centered values. Throughout the 20th and

early 21st centuries, the development of the knowledge economy, social sciences, and information technology changed human perceptions of crime. From viewing crime as a malicious act to be eliminated through punishment, scholars and policymakers gradually recognized that criminal behavior is the result of multiple constituent factors, including social, psychological, and environmental causes.

According to Luneev V. V. (1997), modern criminology studies not only the criminal act itself but also the entire social structure in which it occurs. Luneev pointed out that as nations developed modern legal systems, they faced the reality that not all deviant behaviors could be criminalized, as doing so would not only burden the judiciary but also contravene international human rights trends. Instead, countries opted for a more flexible approach, shifting from a "punish to deter" mindset to an "educate to prevent" one.

This shift is clearly reflected in the views of Rob White and Fiona Haines (2000), who asserted that modern criminology is the science of social reaction to deviant behavior. Accordingly, the state's response to wrongful acts should be harmonized between justice, human rights, and social efficiency. Criminalization should be limited to avoid turning criminal law into an extreme tool of social control, while decriminalization becomes a sign of progress, allowing individuals the opportunity to reform and reintegrate.

On this theoretical foundation, many countries have implemented decriminalization policies for low-level offenses. In Europe, acts such as personal drug use, administrative environmental violations, and minor public order disturbances have been shifted to civil or administrative sanctions. In the US and Canada, policies of sentence reduction and replacing incarceration with educational or community service measures are widely implemented. In Nordic countries, mediation between offenders and victims is encouraged to restore social balance. All these trends reflect the development of modern criminology, where law is not just a coercive tool but also a mechanism for promoting justice and social peace.

Vietnamese criminology and the transformation of criminal legislative awareness

Vietnamese criminology was formed in the context of the country building a socialist-oriented market economy, with the dual goals of protecting social order and ensuring individual freedom. Since the 1980s, Vietnam's criminal legislative thinking has undergone significant changes. The 1985 Criminal Code was a starting point for Vietnam's modern criminal system, but it was still heavily dogmatic and punitive. By the 1999 Criminal Code, humanitarian elements began to be emphasized, reflected in the expansion of criminal exemption and the application of non-custodial rehabilitation.

Notably, the 2015 Criminal Code (amended 2017) marks a maturation in legislative thinking, demonstrating an embrace of modern criminology. The law more clearly delineates between criminal offenses and administrative violations, defining the threshold of "social dangerousness" with specific criteria. Concurrently, many acts previously considered crimes have been moved to the administrative sphere, such as minor public order disturbances, property infringements of small value, or business regulation violations that do not cause serious consequences. These amendments not only reflect the humanity of Vietnamese law but are also an expression of the global trend of decriminalization.

In the view of Le Cam (2008), correctly assessing the level of social dangerousness of an act is a prerequisite for deciding whether to criminalize or decriminalize it. If an act causes only low-level harm and can be prevented and remedied through education or administrative fines, criminal prosecution is unnecessary. This is also the theoretical basis that has enabled Vietnam to gradually transform its criminal policy in line with its socio-economic development and international integration requirements.

The Ministry of Justice (2017), in its assessment of crime prevention in Vietnam, pointed out that excessive criminalization in some areas has overloaded the justice system. Minor criminal cases with low property values accounted for a significant proportion of total cases but did not yield a commensurate deterrent effect. The report recommended strengthening non-criminal measures, especially administrative sanctions, community-based education, and mediation. This is practical evidence affirming the correctness of the decriminalization trend in Vietnam.

Theoretical and practical basis of decriminalization in Vietnamese criminal policy

The theoretical basis of decriminalization in Vietnam stems from two fundamental principles of the socialist rule-of-law state: the principle of humanitarianism and the principle of rationality in criminal policy. Accordingly, criminalization should only be applied when no other measure is more effective in protecting public interests and social order. Trinh Tien Viet (2008) affirmed that the goal of crime prevention is to minimize the causes of criminal behavior, not to increase punitive measures. Therefore, decriminalization is not unconditional leniency but a rationalization of criminal policy based on the principles of penal economy and social efficiency.

In practice, Vietnam's decriminalization process has been implemented in two ways. The first is to remove from the Criminal Code acts that are no longer consistent with social norms, such as usury in civil relations or business regulation violations that do not cause significant damage. The second is to shift from imprisonment to alternative measures, such as fines, non-custodial rehabilitation, or warnings. This approach aligns with the humane spirit of Vietnamese law and creates opportunities for offenders to reform and reintegrate into the community.

Dao Le Thu (2021) notes that the internationalization of Vietnamese criminal law is driving the decriminalization process more vigorously. International human rights commitments, such as the International Covenant on Civil and Political Rights (ICCPR), require member states to limit arbitrary detention and expand non-custodial sanctions. Vietnam has institutionalized this in many legal provisions, helping to affirm its image as a nation that respects human rights and adheres to international legal standards.

However, Nguyen Kim Chi (2024) warns that decriminalization must be implemented with limits and careful consideration. If expanded excessively, this policy could lead to the failure to prosecute crimes, especially in sensitive areas like gender-based violence, child abuse, or high-tech crime. Therefore, determining the scope of decriminalization must be based on scientific research, social impact assessments, and the enforcement capacity of state agencies.

Areas of decriminalization application in Vietnam

In its legal reform process, Vietnam has applied decriminalization in various fields, including economic, social, administrative, and environmental sectors. In the economic sphere,

violations of tax, accounting, or commercial regulations of a minor nature are handled with administrative measures. This not only reduces the pressure on the court system but also ensures a transparent and flexible business environment.

In the social sphere, some acts of public disorder or traffic violations are addressed with fines, license suspension, or community service orders. This approach allows offenders to recognize their wrongdoing without facing social stigma. Particularly in environmental protection, a policy of decriminalization combined with administrative sanctions and civil liability helps raise awareness of natural resource protection without resorting to imprisonment.

A notable example is the application of decriminalization in public health. The report by the American College of Obstetrics and Gynecologists (2017) on opioid use in pregnancy has been cited by Vietnamese researchers as evidence for shifting from a punitive to a restorative model. According to this report, criminalizing pregnant women who use substances is not only ineffective but also harmful to public health. Therefore, treatment, counseling, and social support measures are considered more appropriate options. This view is consistent with the humane spirit of Vietnam's criminal policy, where education, rehabilitation, and reintegration are valued more than pure punishment.

Limitations and challenges of the decriminalization policy

Despite achieving many positive results, the decriminalization policy in Vietnam still has some limitations to overcome. The first is the issue of social perception. For a long time, a large portion of the population has held the belief that only criminal punishment is a sufficient deterrent. Thus, the shift to non-criminal measures is sometimes misunderstood as "leniency" or a "lack of strictness". This requires an effective communication and legal education strategy to change public perception about the humane and rational nature of decriminalization.

Second is the limitation in defining the boundary between administrative violations and criminal offenses. Because the criterion of "social dangerousness" remains qualitative, its practical application can differ among law enforcement agencies. This can result in cases being criminally prosecuted despite their trivial nature, while some serious acts are overlooked. This necessitates further refinement of legal criteria and professional guidelines to ensure uniform enforcement.

Third is the issue of enforcement and supervision capacity. When acts are decriminalized, the responsibility for handling them shifts to administrative agencies or social organizations. However, professional capacity and supervision mechanisms at this level are often limited, which can lead to incomplete resolution or the emergence of corruption. Therefore, building a robust inspection and supervision mechanism is essential to ensure that decriminalization achieves its intended goals.

Finally, there is a lack of synchronization between different areas of law. Some provisions in the Criminal Code, the Law on Handling of Administrative Violations, and related decrees still overlap, creating ambiguity in the division of jurisdiction and responsibility. This reduces the effectiveness of the decriminalization policy and creates legal risks for both citizens and enforcement officials.

DISCUSSION

The research findings indicate that the trend of decriminalizing violations in Vietnam reflects not only the natural development of legal science but also the State's clear orientation towards building a humane, fair, and effective justice system. Modern criminology, with its approach of viewing individuals as multidimensional social entities, has helped reshape the perspectives of legislators and law enforcement agencies on the nature of crime and the handling of deviant behavior. This section will focus on three main issues: the theoretical basis of the decriminalization trend, its significance for Vietnam's judicial reform process, and future development directions.

The theoretical basis and inevitability of decriminalization

Theoretically, decriminalization is an inevitable product of modern criminology. The theory of the offender's personality by Antonyan, Kudryavcev, and Ekimov (2004) suggests that individuals are not just subjects of legal responsibility but also products of their economic circumstances, social environment, and cultural interactions. Therefore, criminalizing every wrongdoing is unreasonable and can be counterproductive, as punishment does not always lead to reform. Decriminalization, on the other hand, allows society to regulate deviant behavior through more flexible mechanisms, combining education, counseling, mediation, and reintegration.

The development of modern society also places new demands on criminal policy. Rob White and Fiona Haines (2000) emphasize that criminal law cannot exist detached from the economic and cultural foundations of society; thus, reducing criminal intervention is a common trend among nations aiming for sustainable development. The shift from a retributive to a preventive and educational mechanism is seen as a sign of a mature justice system that respects human rights and social efficiency. In Vietnam, this perspective aligns with the objectives of a socialist rule-of-law state, where law is both a regulatory tool and a means of civic education. As Trinh Tien Viet (2008), Huynh & Vuhong (2025) affirmed, crime prevention must be central to criminal policy. As society develops, the overuse of imprisonment can create financial burdens and reduce opportunities for offender rehabilitation. Therefore, decriminalization is a scientific solution to balance the need to protect social order with the safeguarding of human rights.

The significance of decriminalization in Vietnamese criminal policy

Discussing the significance of decriminalization must be contextualized within Vietnam's ongoing judicial reform. The 2015 Criminal Code (amended 2017) is clear evidence of the effort to build a humane, rational, and integrated legal system. Shifting some minor violations to administrative sanctions or alternative measures like non-custodial rehabilitation, fines, or warnings has allowed offenders to rectify their mistakes without being removed from the community. This not only helps reduce the burden on the justice system but also clearly demonstrates the humane thinking of the Vietnamese legislature.

According to Dao Le Thu (2021), the internationalization of Vietnamese criminal law has brought the country's legislation closer to United Nations standards on human rights. In many areas, Vietnam has shown a strong commitment to protecting individual freedoms and minimizing the use of liberty-depriving punishments for acts that are not genuinely dangerous to society.

This policy also enhances Vietnam's image on the international stage, affirming that legal integration is not about copying foreign models but about flexible adaptation based on national values.

From a socio-legal perspective, decriminalization helps strengthen public trust in the justice system. When the law demonstrates humanity and fairness, citizens are more likely to cooperate with state agencies rather than fear or evade them. The use of educational, counseling, and restorative measures instead of harsh punishments also contributes to the long-term stability of social order.

Challenges and directions for refining decriminalization policy

Although the decriminalization trend offers many benefits, its implementation in Vietnam still faces several challenges. The foremost is the boundary between administrative violations and criminal offenses. The "social dangerousness" criterion, though stipulated in the Criminal Code, remains qualitative, leading to inconsistent application among law enforcement bodies. This lack of uniformity can reduce the policy's effectiveness and create a sense of injustice in society.

Second, the enforcement capacity of officials in administrative and judicial agencies is uneven. When a violation is decriminalized, the responsibility for handling it shifts to local levels. Without adequate training, officials may apply sanctions incorrectly or unpersuasively, provoking negative public reactions. Therefore, it is essential to enhance training and foster legal knowledge and professional ethics among enforcers.

Third, communication and legal education need to be strengthened to raise public awareness of the nature of decriminalization. In the minds of many citizens, imprisonment is still seen as the symbol of justice. Changing this mindset cannot happen overnight but requires a long-term legal education process involving schools, state agencies, and the mass media.

Regarding future directions, it is first necessary to continue researching and developing a clearer set of criteria for determining the degree of an act's danger. These criteria should be based on both material and non-material factors, including the extent of damage, motive, circumstances, and the likelihood of recidivism. Second, alternative sanctions to imprisonment, such as mediation, community service, restorative justice, or vocational training, should be expanded. These measures not only help offenders reintegrate but also bring tangible benefits to society. Third, the coordination mechanism between administrative, judicial, and social organizations must be improved to ensure that the implementation of decriminalization is synchronous and transparent.

Finally, decriminalization policy must be situated within the overall development strategy of the Vietnamese rule-of-law state, where law aims to serve the people, ensure justice, and maintain social order. Modern criminology is no longer just the science of crime, but the science of balancing human rights and community interests. When implemented correctly, decriminalization will become an effective tool for building a just, humane, and sustainable society.

CONCLUSIONS

Modern criminology has gone beyond the limits of traditional criminal theories to become a humanistic science, aiming to understand people in the totality of social relationships. In that development process, the trend of decriminalizing violations is considered a manifestation of

progress, reflecting the ability of the law to adapt to changes in social life. Research shows that gradually reducing the scope of criminalization and expanding non-criminal remedies does not weaken the effectiveness of the law, but on the contrary, helps the legal system operate more reasonably, more effectively and closer to social life.

In Vietnam, criminal legislative thinking has clearly changed towards approaching the values of modern criminology. The 2015 Penal Code, amended in 2017, represents a major step forward in the process of institutionalizing the Party and State's judicial reform policy. The decriminalization of some violations, the expansion of the mechanism of criminal liability exemption, and the application of measures to replace imprisonment demonstrate the development of a humane and progressive criminal policy. This trend is consistent with the requirements of international integration, and at the same time affirms the orientation of building a socialist rule-of-law state, where the law not only punishes but also educates, rehabilitates, and guides people to improve.

However, research also shows that the decriminalization process in Vietnam is still facing many challenges. The definition of the boundary between administrative violations and criminal acts is still unclear; the enforcement capacity of administrative agencies in some areas is limited; and social awareness of the human nature of decriminalization is not really widespread. These limitations, if not overcome, will affect the consistency, transparency and effectiveness of the legal system. Therefore, perfecting the legal framework and enforcement mechanism for decriminalization is an urgent task in the development process of Vietnam's current criminal policy.

RECOMMENDATIONS

Based on the research results, the article proposes a number of recommendations to improve the effectiveness of the decriminalization policy and develop Vietnamese criminology in a modern, sustainable and international standard-compliant direction.

First, it is necessary to perfect the legal basis for decriminalization, which clearly stipulates the criteria for determining the social danger of violations, the scope of application of alternative measures and the mechanism for controlling power during the implementation process. It is necessary to establish a system of scientific criteria to distinguish between administrative and criminal acts in order to ensure consistency and transparency in the application of the law.

Second, it is necessary to strengthen training and fostering for judicial and administrative staff on modern criminological approaches, especially skills in assessing personality, motives and circumstances of crime. Enforcement officers need to be equipped with knowledge of educational, conciliation and rehabilitation measures, instead of relying solely on coercive punishment. Developing human capacity will determine the success of decriminalization policies.

Third, it is necessary to expand alternative treatment measures to imprisonment, including community education, community service, mediation between offenders and victims, as well as counseling and psychological rehabilitation programs. These measures both contribute to reducing recidivism and creating opportunities for offenders to reintegrate into society, in line with the goal of building a justice system for people.

Fourth, it is necessary to promote propaganda and legal education to change social awareness about the nature of decriminalization. People need to understand that this is not a relaxation of legal discipline, but an inevitable development of modern legal thinking, aiming at a balance between social order and human dignity.

Finally, the State needs to strengthen modern criminological research and build a national database on crimes and violations to serve policy-making. The application of scientific analysis methods, including statistics, sociology and legal psychology, will help to evaluate the effectiveness of decriminalization more objectively and comprehensively. In general, decriminalization is an irreversible trend in the process of perfecting Vietnam's criminal law. This is not only a change in legislative techniques but also a manifestation of a humanistic political-legal vision, valuing human values and aiming for a fair, civilized and sustainable society.

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Retórica y comunicación en las interacciones con la población civil en contextos de emergencia: el papel de los especialistas

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Resumen. Este estudio examina las estrategias retóricas y comunicativas empleadas por especialistas en protección civil durante situaciones de emergencia, centrándose en el papel de las plataformas digitales y la inteligencia artificial en la configuración de la confianza pública, las respuestas conductuales y la resiliencia informativa. La investigación se basa en un análisis comparativo de indicadores estadísticos oficiales e informes institucionales de Ucrania, Polonia y Lituania para el período 2021–2024. Los indicadores cuantitativos de la eficacia de la comunicación en crisis, incluidos el tiempo de respuesta, el uso de canales digitales, las tasas de aclaración y los inciden-

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tes de desinformación, se combinaron con un análisis cualitativo de contenido de documentos internacionales de política pública y literatura académica sobre retórica de crisis, comunicación digital y gestión informativa asistida por IA. Los resultados muestran que mayores niveles de integración digital se correlacionan con tiempos de respuesta más rápidos y menores tasas de solicitudes de aclaración y desinformación. No obstante, la eficacia comunicativa depende principalmente de la claridad del mensaje, su estandarización y su estructura retórica, más que del volumen informativo. Las plataformas digitales y la inteligencia artificial fortalecen la comunicación en crisis solo cuando se integran en estrategias retóricas coherentes y principios de gobernanza ética, lo que subraya la necesidad de directrices comunicativas unificadas y formación profesional específica.

Palabras clave: comunicación de crisis, estrategias retóricas, plataformas digitales, inteligencia artificial, protección civil.

Rhetoric and communication in interactions with the civilian population in emergency contexts: the role of specialists

Abstract. This study examines rhetorical and communicative strategies employed by civil protection specialists during emergency situations, focusing on the role of digital platforms and artificial intelligence in shaping public trust, behavioral responses, and information resilience. The research is based on a comparative analysis of official statistical indicators and institutional reports from Ukraine, Poland, and Lithuania for the period 2021–2024. Quantitative indicators of crisis communication effectiveness, including response time, use of digital channels, clarification rates, and disinformation incidents, were combined with qualitative content analysis of international policy documents and academic literature on crisis rhetoric, digital communication, and AI-assisted information management. The findings show that higher levels of digital integration correlate with faster response times and lower rates of clarification requests and disinformation. Nevertheless, communication effectiveness is determined primarily by message clarity, standardization, and rhetorical structure rather than by message volume. Digital platforms and artificial intelligence enhance crisis communication only when integrated with coherent rhetorical strategies and ethical governance principles, emphasizing the need for unified communicative guidelines and targeted professional training.

Keywords: crisis communication, rhetorical strategies, digital platforms, artificial intelligence, civil protection.

INTRODUCTION

The growing number of crises in Europe and other countries of the world is proving new pressure on communication between government bodies and individuals as the quality of rhetoric strategies and online information channels defines the degree of social stability and the possibility of citizens to act in uncertain situations. Scientific studies note the evolution of crisis

communication under the impact of social networks, which become the important platforms of spread and decody of risk information (Erokhin & Komendantova, 2024; Noor et al., 2024), other writers mention the necessity of the accepted rhetorical frameworks and interagency coordination to avoid confusion of the information field (Christensen & Madsen, 2020; Ross et al., 2024). Meanwhile, scientists become increasingly interested in the possibility of artificial intelligence to forecast risks and filter misinformation, but scientists warn that technology will not be able to substitute professional rhetorical expertise (Ajayi et al., 2020; Shetty et al., 2025).

Although the area is intensively developed, there is a lack of research on the integration of rhetorical strategies and digital signs of the effectiveness of communication and the impact of these variables on the behavior of people in the periods of crisis. Another weakness is the absence of comparative research that summarizes the process of digital integration and information resilience in various countries using actual statistical data.

To this end, the study objective is to define the specifics of the rhetorical and communicative actions of the representatives of civil protection, describe the correlation between the rhetorical strategies and digital performance indicators, and outline the role of digital platforms and AI technologies in the formation of the resilience of the information of the population. In order to reach this objective, the following tasks are established: to examine the current scientific practices, to conduct a comparative statistical study of Ukraine, Poland, and Lithuania, to determine the main indicators of rhetorical and digital communications, and to make recommendations on its optimization.

LITERATURE REVIEW

The current research focuses on using digital tools together with their corresponding social practices which people follow. Research studies about social networks serve as a new method to study how people distribute information through their connections with their environment (Erokhin & Komendantova, 2024; Noor et al., 2024; Seneviratne et al.,2024; Bhoi et al., 2025). Some of literature indicate that traditional reliance on information, need to be transformed toward decentralized interactive digital platforms that could engage population fast and increase institutions transparency (Mole et al., 2025; Park et al., 2024; Ginzarly & Teller, 2025).

The research authors state that crisis communication success requires two fundamental elements which consist of operational technological systems and structured messages that use simple language and evidence and suitable content for various audience segments and emotional management (Ross et al., 2024; Christensen & Madsen, 2020; Pelfrey, 2021; Abboodi et al., 2023). Some of the studies define the value of community-based models based on incorporating local knowledge, cultural sensitivity and collaboration between civil protection services and the population (Sahani et al., 2024; Rizal et al., 2025; Bimenyimana et al., 2025; Hoang & Noy, 2020).

The research investigates digital infrastructure risk management through scenario modeling and information flow control and protocol standardization for risk communication (Larsson & Große, 2023; Lian et al., 2025; Molinari et al., 2019; Saka et al., 2025). Research conducted at the international level demonstrates that emergency response specialists achieve better commu-

nication results through digital integration and institutional coordination and data utilization (European Commission, 2024; Organisation for Economic Co-operation and Development, 2023; United Nations Office for Disaster Risk Reduction, 2023; Eurostat, 2024).

One of the most significant areas of scientific discussion in the modern world is disinformation and information security. The need of implementing the early warning tools regarding fakes, ethical chances of digital engagement and transparent algorithms are likewise referred to in publications (Vicari et al., 2025; Ajayi et al., 2020; Torpan et al., 2023; European Commission, 2024). The European Commission (2025), and UCP Knowledge Network (2024) argue that digital investments, as well as standardized risk management models are important.

General artificial intelligence in crisis communication has seen the development of new trends such as, multimodal data analysis, scenario prediction and decision guiding. AI technologies, researchers further argue, can be used to enhance the extent of personalization, accuracy and responsiveness in risk assessment as well as create more adaptable behavior among populations through adaptive human centered communication models.

The expansion of the theoretical base of the science of crisis communication also includes dedicated ones to increasing knowledge in the field of mass notification system efficiency, information stored and management, as well as individual behavior modeling within emergency services. More specifically, Pelfrey (2021) maintains that mass alert systems are effective only when these technical capabilities identified over here are matched with the rhetorical usability of the messages produced, Christensen and Madsen (2020) call for unified terminological ontologies to serve as an antidote to misunderstandings between agencies. In turn, Molinari et al. (2019) and Larsson & Große, 2023) argue that the necessity to validate risk models as well as cross-sector rendering are essential in order to increase confidence in future crisis forecasts and communication decisions.

A significant interest in the research of the international scientific community is the problem of community self-organization and the formation of autonomous resilience of the population in crisis situations. Bimenyimana et al. (2025), Hoang and Noy (2020), and Park et al. (2024) studies reveal that the involvement of communities, support options, and localization of information practices can and will greatly reduce the level of anxiety and speed up decision-making during an emergency. Meanwhile, Torpan et al. (2023) note that the high activity of the authorities working in social media cannot be effective without institutional regulations and ethical norms.

There are several studies in risk management which examine the dynamics of behavior and information of complex crisis systems. Saka et al. (2025) regard the digital reluctance of organizations as a hindrance on successful adaptation to new communication technologies and Lian et al. (2025) focus on the role of the resilience of the emergency response networks which are able to reconfigure under an overload. The usage of deep learning and multimodel models to predict risks and analyze crisis data automatically is developed by Ajayi et al. (2020) and Shetty et al. (2025), which will allow specialists to analyze behavioral patterns better.

According to the reviews of the international level, such indicators of the institutional response as the alert time, the percentage of digital messages, the degree of misinformation, etc. are directly related to the standardization of procedures, the degree of digital inclusion, and the

degree of rhetorical education of the staff (European Commission, 2025; Organization for Economic Co-operation and Development, 2023; United Nations Office for Disaster Risk Reduction, 2023; Eurostat, 2024; European Commission, 2024), the number of investments in digital infrastructure and analytics tools helps to shorten the time spent on information and enhance the transparency of the crisis processes.

An in-depth examination of the scientific sources enables us to infer that the contemporary crisis communication is constituted at the nexus of three interlinked fields, i.e., rhetorical practices, online eco-system, and social engagement. Simultaneously, research by Vicari et al. (2025), Abboodi et al. (2023), and Noor et al. (2024) highlights the increased role of fighting disinformation that has become one of the primary issues of civil protection services in the digital information turmoil.

Although nowadays there is great advancement in the standardization of digital communications and the application of artificial intelligence technologies, the problem of developing the universal rhetorical model that would allow being adjusted to various types of crises and consider various cultural backgrounds has not yet been resolved in the scientific literature. Besides, an elaborate system of incorporating data, rhetoric and behavioral pointers into one decision support system to be used in civil protection services is yet to be established.

MATERIALS AND METHODS

It was carried out with the help of thorough overview of the official statistics information, international reviews reports, and scientific publications on the rhetorical and communicative interaction of civil protection services in the cases of emergency situations. The material basis was the European Civil Protection and Humanitarian Aid Operations report (European Commission, 2025), the documents of the European Commission on the risk management, the statistics of Eurostat, the reviews of the Organization for Economic Co-operation and Development (further – OECD) and United Nations Office for Disaster Risk Reduction (further – UNDRR), the national report on Lithuania published by the Ministry of the Interior in 2023-2024 (European Commission, 2024), which also includes the quantitative indicators of response efficiency, digital communication, and the percentage of clarifications and cases of disinformation. An approach involved comparing statistical data of three countries (Ukraine, Poland, Lithuania), normalization of indicators to one scale, examining changes in 2021-2024 and explaining the communicative behavior of specialists according to the international standards of crisis communication. Besides this, scientific sources were analyzed to find patterns in the strategies of rhetoric, the application of digital platforms, and use of artificial intelligence tools in crisis communications practice. Combining these two approaches to the issue enabled the development of a complex model of evaluating the quality of communications in the civil protection services and to justify the practical suggestions to optimize the latter.

RESULTS

Disclosure of the theory based on which an ideological and discourse statement commensurate with an emergency can be made is smart to knowing how experts in civil protection

enunciate speech-norming information flow, they guide individuals at risk. The current literature sees the crisis system of communication as a cognition, psychological, social and technical structure. In particular, the discussion is targeted at how rhetorical strategies (like plain language communication, providing evidence, humanistic tone and framing messages with an eye toward different publics) help to gradually wear down uncertainty to aid communities in crisis. The above has indicated that communication for better effect is not simply dissemination of information, but pursuit of building trust and making complex clear in plain language, which was also undertaken by the research based on risk communication between institutions and communities (Ross et al., 2024).

One central trend in the modern theory is that crisis communication is viewed as a dynamic adaptive system, in which actors continually adjust their behaviours accommodating to the evolving events, channels of technology and public emotional reactions (Tao & Shi 2025). From this perspective we will consider how the messages should be formulated to penetrate through these obstacles for entrance and penetration of panic and making a person to decide in an open situation. There is a recurrent reference in most international reports & inter-disciplinary works to the effect that is not only competence of years, but also continuity at the institutional level of communication that gives unity and minimizing risk for information disorder.

The second major trend has been the growing use of digital and social platforms for disseminating operational information. Media communication in times of crisis research further highlights how social networks are a both a resource and challenge: while they enable real-time data collection the risk of misinformation being transmitted, which increases public uncertainty is on the rise (Erokhin & Komendantova, 2024; Noor et al., 2024). In this case, Rhetorical interaction calls for quick and convincing explanation of the situation, clear targeted messages to various segments of society and non-stop talk to the public. These replicates are the best social decisions and thus propagators of sociability.

The third theoretical reflection area is related to the community-based models of communication. Researchers underline that the involvement of the population in the formation of information flows and communication patterns in the time of a crisis is an important contribution to the overall preparedness to respond to a crisis and is the contribution to the mobilization of resources. That is why the recent publications emphasize the significance of dialogue, mutual respect, and attention to cultural context as some of the primary components of rhetorical and communicative interaction (Sahani et al., 2024; Rizal et al., 2025). Partner-based communication enables a more efficient coordination of activities, as well as minimization of social tension, which is particularly applicable in the environment of the digitalization of society.

Thus, contemporary theoretical foundations about the rhetoric of emergency and communicative action in this field describe it as an interdisciplinary phenomenon, the constituent parts of which includes rhetorical competences, socio-psychological processes, digital technologies of communication and institutional administration. The flow of information in a crisis not only has to be fast, but state structures need the ability to craft simple, emotionally contextual and adaptive messages which help build trust, establish collective responsibility and mitigate the risks associated with destabilizing behaviour.

In order to establish the role and workload of rhetoric strategies and digital communication instruments in dialogue with the population, not only a socio-psychological, but also an institutional and technological context should be considered. Communication in the conditions of crisis assumes the features of a high-stress, dynamic a polymorphous interaction when and rhetorical means not only structure content but also determine people's reactions. Recent findings in the literature suggest that transparency, compassion, fairness and consideration for other member of the population are key dimensions shaping trust in authorities and success of risk management amidst an increasing level of information overload and digital noise (Ross et al., 2024). Social medias, mobile apps, geo-localization are increasing the opportunities of spreading messages that require to be not only excellent but also very precise fast and consistent in terms of communication activities (Noor et al., 2024). A variety of international experiences propose that rhetoric strategies that succeed cannot be less important than technological choices, because they determine the rate at which risk is perceived and rated, the willingness to act and community resilience to stressors in general.

Table 1 summarizes the role of rhetorical strategies and digital tools in various types of crisis situations, taking into account socio-psychological factors and behavioral characteristics of the population.

The operational load of rhetorical strategies in the crisis communication is to create a content pattern that makes it possible to manage public feelings, structure information and predict behavior reactions by the population. These strategies are potentiated by digital media that widen the circulation, and speed of diffusion, and customize the message, however they require a high degree of rhetorical control, accuracy and ethical responsibility on the part of civil protection service officials. When these rhetorical and technical dimensions cross-cut each other, they inform a grey zone: the crisis communication field inhabited if you will by the quality of communicative acts between stakeholders, and society's ability to respond to threats and mitigate social disturbance.

In the era of digitalization with rapid pace and facing complex emergency situations, AI enables a new type of learning design, broadens communication channels, fuels decision making processes and fosters dialogue between cultures under conditions with high level of uncertainty. Theoretical and applied research is consistent in suggesting that the use of AI allows for a greater likelihood of personalized learning, simulating scenarios of crises, automatically analyzing patterns in communication and risk to behaviours (Shetty et al., 2025; Ginzarly & Teller, 2025). Particularly relevant is the capacity of AI systems to boost ethical and informational transparency, counter disinformation propagation, as well as to help enhance professionals' overall preparedness for dealing with different population groups (Vicari et al., 2025). That is why the formation of an analytical model in turn provides the potential to combine several AI utilities into a single methodological and communication complex.

In Table 2, an analytical model is presented which represents the relationship between pedagogical, technological and communication potential of AI and concrete consequences accompanying their application in training civil protection specialists.

TABLE 1. Rhetorical strategies and digital tools in crisis communication of civil protection services.

Type of crisis situation	Basic rhetorical strategies	Digital communication tools	Socio-psychological factors	Behavioral reactions of the population
Technological and infrastructure accidents	The instructions need to be clear and students must learn to reason through cause-and-effect relationships and they should learn how to prevent panic situations.	Mobile alerts, official Telegram channels, interactive maps	Increased anxiety, need for information certainty	Active search for confirmation, dependence on official sources
Natural disasters (floods, storms, earthquakes)	People build stronger community bonds through empathetic dialogue which leads them to join forces as a single unified group.	Social media enables coordination through its crisis platforms which combine with real-time photo and video reports to function as essential features.	Shock reactions, decreased rationality, need for support	Increased mobility, tendency to rely on the advice of others
Epidemiological and biological threats	Scientifically based explanations, myth busting, data transparency	Open data portals, dashboards, chatbots	Distrust of sources, fatigue from information overload	Oscillation between caution and ignoring risks
Social and humanitarian crises	Nonviolent rhetoric, dialogicity, emphasizing human rights	Public dialogue platforms, online consultations	Polarization, emotional tension, strengthening of group identity	Active commenting, harsh assessment of the actions of government structures
Combined multifactorial crises	The research unites integrated rhetorical models with adaptation techniques for different audience segments and scenario forecasting methods.	Multimodal notification systems, artificial intelligence for data analysis	Instability of risk assessment, changing behavioral patterns	Switching between panic and rational action, dependence on expert advice

Source: created by the author based on (Noor et al., 2024; Ross et al., 2024; Sahani et al., 2024; Rizal et al., 2025).

The constructed analytical model reveals the fact that AI systems are a driver for qualitative transformation in training personnel for civil protection, as they integrate pedagogical inventions and technological intellectualization and advanced tools of communication. It makes a contribution to know the behavioral responses of the population, raise the level of intercultural and rhetorical competence of professionals and strengthen institutional interaction ethics.

TABLE 2. Analytical model of the relationship between the capabilities of AI systems and practical effects in the training of civil protection specialists.

Component	Capabilities of modern AI systems	Practical effects for training specialists	Intercultural, informational and ethical aspects
Pedagogical	Personalized learning; adaptive simulators; automated skill assessment; creation of crisis simulations	Increasing professional readiness; developing situational thinking; developing decision-making skills under pressure	Cultural sensitivity in learning scenarios; ethical assessment; accessibility of materials
Technological	Big data analysis; risk prediction; multimodal message processing; integration with alerting platforms	Fast information processing; increased forecast accuracy; improved emergency coordination	Transparency of algorithms; protection of personal data; minimization of information distortions
Communicative	Text and script generation; emotion recognition; population reaction modeling; multilingual support	Improving the quality of crisis messages; effectively interacting with different audiences; optimizing rhetorical strategies	Cross-cultural sensitivity in messaging; prevention of manipulation; balance between automation and human control
Organizational	Automated analytical dashboards; scenario modeling; decision support	Coordination of services; increased responsiveness; improved interaction with the public	Accountability of AI use; ethical management standards; openness of decision-making procedures

Source: created by the author based on (Ginzarly & Teller, 2025; Shetty et al., 2025; Vicari et al., 2025; Tao & Shi, 2025).

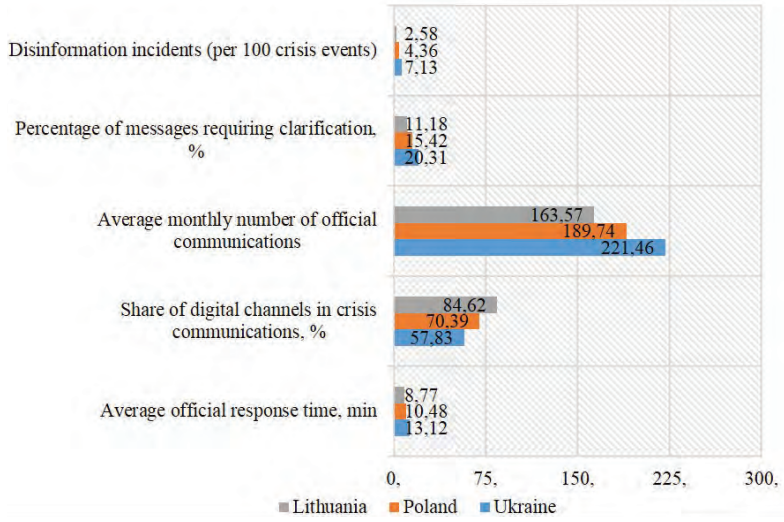
This model emphasizes that applied AI's efficiency is not only a techno-systemic result, but it somehow depends, as well – what we call "enabling" – on the completion of critical thinking and ethical reflection, from within the happening of innovation-openness in civil protection system.

Empirical validation of the communication behavior of civil protection professionals (according to official statistical reports). The methodological foundations of the study were formulated following an analysis and synthesis of official statistics data, as well as international review reports, which contained quantitative characteristics regarding civil protection services, response dynamics, digital communication parameters and institutional indicators of information interaction with populations in extreme crisis situations. The main ones were: annual report 2024 of European Civil Protection and Humanitarian Aid Operations (European Commission, 2025); review "Preventing and managing disaster risk in Europe" (European Commission, 2024); the EDPP2_C1 Smart Investments report (UCP Knowledge Network, 2024); Global Assessment Report on Disaster Risk Reduction Data Annex (United Nations Office for Disaster Risk Reduction, 2023); OECD statistical analytical review Crisis management and risk governance data review above; Eurostat database about emergency response indicators for years 2023–2024 (Eurostat, 2024) and official report by the European Commission on effectiveness of public safety crisis communication activity done for that period (European Commission. These sources have specific parameters such as the speed and quality of emergency response times, use of digital information channels, level of explanation in the information that is given and how emergency messages are organized and a tendency to develop disinformation within a public institution such as civil protection.

These results were compared with the selected aggregate indicators of three nations: Ukraine, Poland and Lithuania. The emergency rate in Ukraine is a high one, and this characteristic strongly influences the standard of official reporting and the burden of services. In Poland, equal rates of response are recorded as well, as evidenced by OECD and Eurostat (Organization for Economic Co-operation and Development 2023; Eurostat 2024) data. In Europe, Lithuania has the best digitally connected system of crisis communication according to report of its Ministry of the Interior (European Commission, 2024). The methodology involved a comparison of five indicators that best characterize the communication behaviour of emergency services experts: average response time; the proportion of crisis communications over digital channels; the avereage number official announcements; the size portion communications where clarification was needed; and frequency at which disinformation events occur. Originally all the indicators were translated into a common framework, allowing an acceptable statistical formulation of behavioural patterns. The organized data is shown in Figure 1.

Statistical data indicate that there is a considerable difference between countries in the organization and quality of communication work in the area of civil protection. The maximum time of response 13.12 minutes is characteristic of Ukraine, 25.2% slower than Poland and 49.5% slower than Lithuania. This is in line with the results of the European Civil Protection and Humanitarian Aid Operations report (European Commission, 2025) that reported that the more digital integration countries have, the faster the initial information dissemination towards the population. In Lithuania, the digital channels share of crisis communications is 84.62, which is 20.2 and 46.3 times higher than Poland and Ukraine respectively. As it is claimed in the EDPP2_C1 Smart Investments report (UCP Knowledge Network, 2024), it is specifically the rise in the digital capacity of the communications system that allows considerably lessening the load on operational centers and reducing the time spent on the information requests.

FIGURE 1. Statistical indicators of communication activity of emergency services (Ukraine – Poland – Lithuania, data for 2021–2024).



Source: created by the author based on (European Commission, 2025; European Commission, 2024; UCP Knowledge Network, 2024; United Nations Office for Disaster Risk Reduction, 2023; Organisation for Economic Co-operation and Development, 2023; Eurostat, 2024).

Ukraine has a significantly higher average number of official communications (221.46), which is 16.7% more than Poland and 35.3% more than Lithuania, reflecting a high level of crisis load. However, the higher volume of communication is accompanied by a higher proportion of clarifications – 20.31%, while in Poland this figure is 15.42% and in Lithuania – 11.18%. Thus, the difference between Ukraine and Lithuania is 9.13 percentage points. The United Nations Office for Disaster Risk Reduction (2023) report emphasizes that an increase in the proportion of clarifications is an indicator of information channel overload and insufficient standardization of crisis messages.

The biggest problem remains the number of disinformation incidents: 7.13 per 100 crisis events in Ukraine, 4.36 in Poland, and only 2.58 in Lithuania. According to the Organisation for Economic Co-operation and Development (2023), countries with developed information security protocols and early detection systems for fake news show significantly lower levels of information threats. As a result, it is clear that digital security, communication standardization, investment in early response systems, and transparency of institutional actions are key factors in shaping predictable and effective communication behavior by emergency services.

Table 3 reflects the dynamics of changes in key crisis communication indicators in three countries for 2021–2024.

TABLE 3. Dynamics of key indicators of crisis communication of emergency services in 2021–2024 (Ukraine – Poland – Lithuania).

Indicator	2021	2022	2023	2024	Change 2021–2024, %
Ukraine					
Average response time, min	15.42	14.83	13.97	13.12	–14.9%
Share of digital channels, %	51.74	53.29	55.82	57.83	+11.8%
Clarification of messages, %	23.48	22.17	21.04	20.31	–13.5%
Disinformation (per 100 events)	8.21	7.94	7.42	7.13	–13.1%
Poland					
Average response time, min	11.29	10.94	10.62	10.48	–7.2%
Share of digital channels, %	66.14	67.52	69.38	70.39	+6.4%
Clarification of messages, %	17.36	16.48	15.93	15.42	–11.1%
Disinformation (per 100 events)	4.92	4.61	4.44	4.36	–11.4%
Lithuania					
Average response time, min	9.62	9.31	9.04	8.77	–8.8%
Share of digital channels, %	78.51	80.17	81.63	84.62	+7.8%
Clarification of messages, %	13.24	12.82	11.94	11.18	–15.6%
Disinformation (per 100 events)	3.17	2.98	2.71	2.58	–18.6%

Source: created by the author based on (European Commission, 2025; European Commission, 2024; UCP Knowledge Network, 2024; United Nations Office for Disaster Risk Reduction, 2023; Organisation for Economic Co-operation and Development, 2023; Eurostat, 2024).

The systemic shift for the better can be seen in all three countries. The fastest reduction in response time is in Ukraine (-14,9%), however the base level of disinformation incident rates remains the highest and was only reduced by a small amount. The overall tendency is similar to in Latvia, although, unlike Latvia, the safest country for disinformation decrease is Poland, which has best results on decrease of clarifications and information mistakes (although there might be a problem – the sooner life goes back to normal, the harder it is to compare how each countries are now performing) and Lithuania shows best digitalization (+7.8) as well strong decreasing of disinformation (–18.6). These figures testify digital readiness' actuality influences on a high-quality crisis communication and predictive stability of behaviors made by the specialists of emergency services.

The formation of practical recommendations for this influence to achieve harmony between the crisis and the organization in which it occurs is built on factors of a complex analysis of statistical indicators that demonstrate dependence on the effectiveness of reactions by the level digitalization, rhetorical preparation, readiness to act (specialist) and at an extremely high rate in conditions with changing information space. Increasingly in the context of contemporary civil protection, communication relies on collaboration with social networks and digital solutions, but also predictive models and artificial intelligence analysis (as data provided by the European Commission, OECD and UNDRR show.) The precise content, form and impact of the official messages depend on the extent to which experts have rhetorical resources at their disposal that could allow them to mitigate information uncertainties and secure a certain amount of trust among La population. The integration and training of human resources could then be carried out to stabilize the information flows, and improve the population response level.

A list of practical recommendations informed by prospective views on opportunities and barriers for crisis communication to align with current challenges and megatrends was introduced in Table 4.

The recommendations offered are an overall strategy of delivering the most out of the technological opportunities provided by digital systems and professional skills of civil protection specialists. These suggestions will enhance the rightness and timeliness of the response, the possibility of misunderstanding information, and the sense of trust in the official institutions or structure by the population. The standardization of messages, institutional coordination, the building of digital infrastructure and the systematic training of staff members are the main conditions of success as it guarantees stability of communications even in the situation of the high uncertainty.

DISCUSSION

According to the results, we have also observed significant distinctions between indicators of crisis communication in Ukraine, Poland and Lithuania as a result of inequality in level of digital integration and standardization for rhetorical practical activities of civil protection services. In part, these data are in agreement with those of Ross et al. (2024) who also claim that the digital age represents uneven conditions for authorities across resources, institutional strength. Our results support their view, since Lithuania is more digitized and also experiences lower levels of disinformation than Ukraine, which falls in line with the authors' expectations regarding technological readiness to foster public trust.

TABLE 4. Practical recommendations for optimizing crisis communication of civil protection services.

Direction	Practical recommendation	Expected effect	Key risk in case of non-implementation
Social networks and online platforms	Standardize publication formats, create a library of ready-made information templates for different types of crisis situations	Reducing response time and increasing message accuracy	Growing chaos in the information field, increasing disinformation
Digital channels and interactive tools	Expand the use of official channels (Telegram, Public Warning Systems), ensure multilinguality of messages	Increasing audience reach and information accessibility	Restrictions on informing vulnerable groups, deterioration of intercultural communication
Artificial intelligence algorithms	Implement AI modules for automatic monitoring of crisis events, risk forecasting, and disinformation filtering	Reducing the burden on operators, increasing the accuracy of analytics	Delays in threat detection, increase in information incidents
Rhetorical competence of specialists	Develop a training system for structured messaging, working with emotionally tense audiences, and anti-crisis argumentation	Building public trust, reducing the number of clarifications	Increasing social tension and misunderstanding of the content of official messages
Psychological readiness	Introduce training in stress resistance, scenario modeling, and crisis leadership	Increasing the stability of communicative behavior, reducing errors under pressure	Confusion of staff, uneven response in stressful situations
Organizational coordination	Develop protocols for interdepartmental communication and data exchange with unified time standards	Message consistency, reducing errors and duplication	Information gaps, conflicting messages, delays in response

Source: created by the author based on (European Commission, 2025; European Commission, 2024; UCP Knowledge Network, 2024; United Nations Office for Disaster Risk Reduction, 2023; Organization for Economic Co-operation and Development, 2023; Eurostat, 2024).

Meanwhile, part of our findings are implicit correction of the misjudgment made by scholars that using social media actively could have simply enhanced crisis communication quality (Bhoi et al., 2025; Mole et al., 2025). In both true and contrived cases, our study showed that official messages while numerous for a high impact event may not always extremely clarify a situation with much misinformation as in the case of Ukraine. This paradox can be justified on the grounds that a frequency of communications is not equivalent to its structure and rhetorical quality, following Christensen and Madsen (2020) who stressed the need for harmonized terminological and semantic models in emergency services. The findings, therefore, support the notion that social media is useful only if there is a coherent rhetorical strategy in place with unified protocols and interagency cooperation.

It's also debatable how effective a response has been in the influence of community-based communication. Authors also stress (Sahani et al., 2024; Rizal et al., 2025; Bimenyimana et al.,

2025) that involvement of the community contributes to minimising panic and creates a population more likely to act in an organized way. In a certain sense, our findings confirm this argument: Lithuania has a higher level of institutional – openness and participation in digital communities and the less misinformation distortion there is. However, Ukraine's comparative figures indicate that the mobilization of the community alone is not enough in a situation where there are high levels of anomalies and information pressure and there is no conditional standardization of dissemination. It indicates that it is a complicated pattern for local people to be conformed in the risk management system, which leads to Hoang and Noy (2020) argument: social resilience is gained from the quality of state-person relationship rather than community action engagement.

Our results are further in line with the conclusions of Organisation for Economic Co-operation and Development (2023), United Nations Office for Disaster Risk Reduction (2023) and the European Commission (2025) that go on to assert that the speed of response and level of misinformation is directly proportional to the digital capacity state systems. Our analysis confirms this: Lithuania has the most digital channels and the least clarifications and misinformation. However, some signs of the positive impact of digitalisation on OE (especially a reduction in response time) coming from Poland, which runs counter to the assumption about well-established influence of digitalisation on OE. Maybe it is due to a different organization of the events, different services workload and etc., however these things need to be investigated.

Our findings deserve specific mention in contrast with prior works, which focuses on adoption of machine learning (Shetty et al., 2025; Vicari et al., 2025 Ajayi et al., 2020). Some writers claim that AI capabilities will help them decrease the misinformation and increase the pace to support analysis. Yet, the real figures for those countries featured in our analysis reveal that this does not hold true: even in those countries with high digital integration, the adoption of AI is inconsistent and still fails to bring about radical change in their crisis communication patterns. So, the fact that AI has a potential is something yet to be fulfilled, in which the intelligence of systems depends on the maturity of institutions and ethical principles as proposed by Vicari et al. (2025).

In this respect the debate shows that the findings seem to correspond to trends at international level, but also presents a number of contradictions which point towards the multifactorial nature of crisis communication. The differences between the countries as well as between the theoretical approaches show that there still is a lack of knowledge in how the processes of information interaction works and what determines behavioral response to a specific rhetorical strategy or how digital technologies influence on dynamics of an emergency situation. Older studies are also needed and receiving such in establishing a harmonized framework that incorporates rhetoric considerations, algorithm applications and institutional management on order to ensure a more reliable crisis communication infrastructure.

CONCLUSIONS

It turned out that the effectiveness of crisis communication on the part of civil protection services is not only defined by the degree of digital integration, but it is also defined by the possibility to create rhetorically balanced, adaptive, and behaviorally framed messages, which were

confirmed using the comparative indicators of three countries and their dynamics in 2021–2024. The uniqueness of the obtained results is that the statistical analysis was combined with the rhetorical and communicative interpretation, as a result of which it became possible to monitor the correlation between the crisis message structure and information resilience of the population. The practical value of the work is that it will create fundamental guidelines on how to examine the rhetorical strategies applicable within training programs on emergency response specialists as well as interagency coordination procedures. Regardless of the sophistication of the techniques, the research has some limitations connected with the dissimilarity of the statistical data and deficiency of detailed models of the behavioral response to various kinds of communication among the citizens. An analysis of estimated and actual outcomes demonstrated that despite the fact that digitalization helps reduce the number of information perversions, the most important factor is the rhetoric content of messages and stability of institutional behavior. The data obtained highlight the importance of further research of the effects of artificial intelligence and algorithmic systems on the design of crisis messages, and the study of the disinformation dynamics mechanisms in multi-channel digital space. The future perspectives are in the creation of unified models incorporating behavioral indicators, rhetorical approaches and digital analytics and the enhancement of crisis communication standards to allow more trust, transparency and resilience of the society in the context of crisis.

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El espíritu empresarial y gerencial en Vietnam desde perspectivas ontológicas, epistemológicas y axiológicas

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Resumen. Este estudio examina el espíritu empresarial y gerencial en Vietnam a través de tres dimensiones filosóficas fundamentales: la ontología, la epistemología y la axiología. A partir de una síntesis, análisis e interpretación de estudios contemporáneos en conjunción con el contexto socioeconómico de Vietnam, el artículo esclarece cómo las empresas y los actores emprendedores son comprendidos no solo como entidades puramente económicas, sino como actores sociales insertos en instituciones, comunidades y en el distintivo sistema de valores culturales de Vietnam. Desde una perspectiva epistemológica, el estudio demuestra que el conocimiento sobre el emprendimiento y la gestión en Vietnam es de naturaleza contextual e híbrida, configurado a través de la interacción entre modelos modernos de gestión, la experiencia práctica y el conocimiento indígena en una economía en transición. Desde una perspectiva axiológica, el artículo analiza la coexistencia de valores orientados al crecimiento y la eficiencia junto con valores emergentes asociados a la responsabilidad social, la ética empresarial y el desarrollo sostenible, particularmente a través de los marcos de referencia del ESG (Ambiental, Social y de Gobernanza) y de los Objetivos de Desarrollo Sostenible (ODS). Los hallazgos confirman que abordar el emprendimiento y la gestión desde una base filosófica integrada no solo clarifica los supuestos teóricos subyacentes, sino que también contribuye teóricamente al ampliar la investigación en emprendimiento y gestión desde un dominio predominantemente económico hacia una perspectiva filosófico-social más amplia. Además, el estudio ofrece implicaciones académicas para la formulación de políticas en educación y gobernanza orientadas al avance de los ODS en Vietnam.

Palabras clave: espíritu emprendedor, gestión, ontología, epistemología y Vietnam.

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Entrepreneurial and managerial spirit in Vietnam from ontological, epistemological, and axiological perspectives

Abstract. This study examines the entrepreneurial and managerial spirit in Vietnam through three fundamental philosophical dimensions: ontology, epistemology, and axiology. Drawing on a synthesis, analysis, and interpretation of contemporary scholarship alongside Vietnam's socioeconomic context, the article explains how enterprises and entrepreneurial actors are understood not merely as economic entities, but as social actors embedded in institutions, communities, and Vietnam's distinctive cultural value system. From an epistemological perspective, the study shows that knowledge of entrepreneurship and management in Vietnam is contextual and hybrid, shaped by the interaction between modern management models, practical experience, and indigenous knowledge within a transitional economy. From an axiological standpoint, the article analyzes the coexistence of growth- and efficiency-oriented values with emerging values related to social responsibility, business ethics, and sustainable development, particularly through ESG (Environmental, Social, and Governance) frameworks and the Sustainable Development Goals (SDGs). The findings affirm that approaching entrepreneurship and management from an integrated philosophical foundation clarifies underlying theoretical assumptions and broadens the field beyond a predominantly economic focus toward a wider socio-philosophical perspective. The study also offers academic implications for policymaking in education and governance aimed at advancing the SDGs in Vietnam.

Keywords: entrepreneurial spirit, management, ontology, epistemology y Vietnam.

INTRODUCTION

In the context of deepening globalization and the rapid development of the knowledge-based economy, the entrepreneurial and managerial spirit has increasingly been recognized as a central driver of economic growth, innovation, and organizational competitiveness. However, contemporary transformations indicate that entrepreneurship and management can no longer be adequately understood merely as technical or purely economic activities oriented toward efficiency and profit maximization. Rather, they constitute deeply embedded social practices that both shape and are shaped by broader societal concerns, including social justice, environmental sustainability, ethical responsibility, and institutional legitimacy.

International scholarship has increasingly acknowledged that dominant approaches to entrepreneurship and management are grounded in implicit philosophical assumptions that are rarely examined systematically. These assumptions influence how firms are conceptualized, how managerial knowledge is produced and legitimized, and which values are prioritized in assessing organizational success. Ontological assumptions determine whether enterprises are understood as purely economic entities or as socially embedded actors; epistemological assumptions shape the ways in which entrepreneurial and managerial knowledge is generated, validated, and transmitted; while axiological assumptions establish the ethical norms and normative goals that guide decision-making processes and organizational behavior.

Despite the growing emphasis on sustainable development, corporate social responsibility, and ESG-oriented governance, much of the existing literature continues to privilege instrumental and technocratic approaches. As a result, entrepreneurship and management are often analyzed through fragmented lenses that fail to illuminate their deeper philosophical foundations. The absence of an integrated philosophical framework has constrained contemporary research in capturing the complex social implications of entrepreneurial and managerial practices, particularly in institutional contexts characterized by hybridity and rapid transformation.

This limitation is especially evident in transitional economies such as Vietnam. Since the launch of the renovation Era in Vietnam, Vietnam has undergone profound structural transformations, including the rapid expansion of the private sector, the emergence of entrepreneurial ecosystems, and the increasing adoption of global management models. At the same time, Vietnam's socialist-oriented market economy entails distinctive expectations regarding the role of the state, corporate social responsibility, and the linkage between economic development and community welfare. These dynamics have generated a unique context in which global governance models intersect with local institutions and indigenous cultural values.

Although a growing body of research has addressed entrepreneurship, management, and sustainable development in emerging economies, studies that explicitly engage with the philosophical foundations of these phenomena remain limited. In particular, there is a paucity of research that systematically integrates ontological, epistemological, and axiological dimensions to interpret entrepreneurship and management as value-laden social practices. This gap not only constrains theoretical advancement but also leads to partial and reductive interpretations of the social roles of enterprises and managers.

Against this backdrop, this paper aims to make a conceptual and theoretical contribution by analyzing the entrepreneurial and managerial spirit in Vietnam through an integrated philosophical framework encompassing ontology, epistemology, and axiology. By synthesizing contemporary international scholarship and situating it within Vietnam's socio-economic context, the study reconceptualizes entrepreneurship and management beyond narrow economic rationality, emphasizing them as social practices constituted through systems of knowledge and value commitments.

This approach enables the paper to contribute to academic discourse by extending entrepreneurship and management research into the domains of social philosophy of science and critical management studies. At the same time, it offers important theoretical implications for policymaking, management education, and responsible leadership practices aligned with ESG principles and sustainable development in transitional economies.

LITERATURE REVIEW

Research on entrepreneurial and managerial spirit in contemporary social sciences

Entrepreneurial and managerial spirit has long been a central subject of inquiry in economics, management studies, and the social sciences. Classical research conceptualizes entrepreneurship as a process of discovering and exploiting economic opportunities (Venkataraman,

1997), or as a set of individual capabilities associated with innovation, risk-taking, and proactive behavior (Gartner, 1988; Hisrich et al., 2017). Management, by contrast, has traditionally been approached as the activity of organizing, coordinating, and directing resources to achieve an organization's collective goals (Teece, 2010).

Since the early twenty-first century, research trends have shifted from predominantly economic perspectives toward more social and interdisciplinary approaches, emphasizing the role of entrepreneurship and management in addressing social, environmental, and sustainability challenges (Steyaert & Katz, 2004; Spigel, 2017). From this perspective, enterprises are no longer viewed solely as profit-generating units but also as social actors bearing responsibilities toward communities and the surrounding ecosystems (Freeman, 1984).

Ontological approaches in research on enterprises and management

Ontology addresses questions concerning the nature of existence of social entities, including firms and organizations. Burrell and Morgan (2019) argue that organizational theories invariably embody distinct ontological assumptions, which shape how researchers understand and interpret organizational reality. From a traditional perspective, the firm is viewed as an objective economic entity that exists independently of values and social contexts. More recent scholarship, however, emphasizes the relational and social nature of enterprises, conceptualizing firms as products of social relations, institutions, and power structures (Morrell & Dahlmann, 2022).

In the field of entrepreneurship, Heinonen and Ruotsalainen (2016) propose an approach of "entrepreneurship as practice," emphasizing that entrepreneurship is not merely an individual act but a socially embedded process situated within specific contexts. This perspective broadens the ontological understanding of entrepreneurship from an individual-centered phenomenon to one grounded in ecosystems and communities. Research on entrepreneurial ecosystems further demonstrates that firms and entrepreneurs exist within complex networks of relationships involving the state, markets, and civil society (Spigel, 2017; O'Shea et al., 2019).

Epistemology and knowledge of entrepreneurship and management

Epistemology focuses on how knowledge is formed, legitimized, and applied. In entrepreneurship research, Mitchell et al. (2002) emphasize the role of cognition and entrepreneurial thinking, viewing entrepreneurial knowledge as the product of subjective interpretation under conditions of uncertainty. Sarasvathy's (2001) theory of *effectuation* has significantly reshaped conventional understandings of business knowledge by arguing that entrepreneurs rely not solely on prediction, but on their capacity for control and adaptation.

In management studies, Eisenhardt (1989) and Zollo and Winter (2002) demonstrate that managerial knowledge is generated not only through theory but also through practice, organizational learning, and dynamic capabilities. DeWitt and Schickore (2011) add a philosophy-of-science perspective, emphasizing that all knowledge is embedded in particular worldviews and socio-historical contexts. This insight is especially relevant for transitional economies, where managerial knowledge often takes a hybrid form, combining global standards with indigenous experience.

Axiology, business ethics, and sustainable development

Axiology addresses questions concerning the goals and normative standards by which entrepreneurial and managerial activities are evaluated. Freeman's (1984) stakeholder theory laid the foundation for an ethical approach to governance by conceptualizing the balancing of stakeholders' interests as a core requirement of modern management. Shrivastava (1994) and Rodgers (2011) further extended this perspective by emphasizing ecological responsibility and environmentally oriented management.

Philosophical theories on environmental education Environmental education is based on a set of philosophical traditions that help explain how individuals perceive, interpret, and act on environmental issues. These theories provide a conceptual basis for unders-tanding the formation of ecological awareness, environmental attitudes, sustainable behaviors, and the broader relationship between human well-being and the natural environment. The following sections present the main philosophical approaches that guide contemporary environ-mental education (Nguyen Viet Thanh, Luong Thi Hoai Thanh, 2026). As societies develop, human dependence on nature deepens and the relationship between humans and the natural environment becomes increasingly interdependent. As Pham Thi Ngoc Tram (1997) observed, "the inherent components of nature are not only essential elements for human life but also constitute inexhaustible resources for social development, provided that humans know how to exploit and utilize them wisely and rationally" (Pham Thi Ngoc Tram, 1997, pp. 71–72). This viewpoint underscores the axiological shift from a purely anthropocentric and growth-oriented logic toward value frameworks that integrate environmental stewardship, ethical responsibility, and long-term sustainability.

Within contemporary entrepreneurship and management studies, these axiological concerns are increasingly articulated through concepts such as corporate social responsibility, sustainable development, and ESG-oriented governance. Together, they reflect a redefinition of organizational success that transcends short-term economic performance and incorporates ethical legitimacy, social well-being, and environmental sustainability as fundamental evaluative criteria.

In recent years, research on ESG and the SDGs has become a central focus of axiological inquiry in management studies. Brooks and Oikonomou (2018), Chen et al. (2023), and Rao et al. (2023) identify a positive relationship between ESG practices, firms' financial performance, and their social legitimacy. From a philosophical perspective, Lalu Rahmat Sohdi et al. (2024) argue that ESG should be understood not merely as a measurement tool but as an expression of a value shift from short-term profit maximization toward long-term sustainable development.

Similarly, Marxist-Leninist theory provides a robust framework for understanding the interdependence between humans, society, and nature. In the Economic-Philosophical Manuscripts (1844), Karl Marx emphasized that the natural world is both the origin and determinant of human activity; thus, actions hostile to nature are ultimately detrimental to humanity itself (Marx, K., & Engels, F, 2004, Vol. 20). Engels further elaborated that "in the natural world, nothing happens alone. This phenomenon affects other phenomena and vice versa" (Marx, K., & Engels, F, 2004, Vol. 42), highlighting the interconnectedness of all elements in the ecological system. These insights laid a theoretical foundation for analyzing contemporary environmental challenges and the ethical imperatives of ecological stewardship.

Engels' Dialectics of Nature also distinguishes between humans and animals in their capacity to transform the environment. He cautioned against overexploitation, reminding humanity that "we by no means rule over nature like a conqueror over a foreign people, like someone standing outside nature—but that we, with flesh, blood, and brain, belong to nature, and exist within its midst" (Marx, K., & Engels, F, 2004, Vol. 42). Despite these warnings, industrialization and environmental degradation have demonstrated the urgent relevance of Engels' perspective.

The negative externalities of the market economy have also contributed to the prioritization of economic interests above environmental considerations. In many cases, monetary value has been absolutized, leading individuals to believe that material accumulation equates to security, happiness, and social superiority. Such perspectives often encourage disregard for environmental laws and ecological boundaries. Engels emphasizes the essential concept of adaptation, asserting that "No living entity, including humans, can exist outside the biosphere" (Marx & Engels, 1995). Human existence is fundamentally dependent on nature, which provides the material foundation for survival and development.

Marx expressed this relationship clearly in the Economic–Philosophical Manuscripts of 1844, stating that: "Nature—specifically, nature in and of itself, not as the body of man—is man's inorganic body. Man lives by nature. This means that nature is his body, with which he must remain in constant interchange in order to live. To say that the physical and mental life of man is linked to nature is simply to say that nature is linked to itself, for man is a part of nature" (Marx & Engels, 2004). This perspective emphasizes the intrinsic relationship between enterprises and the natural environment, highlighting the necessity of maintaining ecological balance as a prerequisite for sustainable human development.

These catastrophic events reflect the warnings articulated by Engels more than a century ago: "These events have reminded us every hour, every minute that we cannot dominate nature as an invader dominates another nation, as someone who lives outside of nature" (Marx & Engels, 2004). Similarly, Nguyen Trong Chuan (2016) highlights that the destructive responses of nature have in the past "turned prosperous nations into desolate lands or even wiped out entire civilizations," emphasizing the need for continuous reflection on humanity's relationship with the environment (Nguyen Trong Chuan, 2016).

Harmonizing the relationship between economic development and environmental protection is a fundamental requirement of sustainable development. This entails promoting green economic growth characterized by low waste generation, reduced greenhouse gas emissions, and low-carbon development; encouraging circular economy models to ensure the integrated and efficient use of production outputs; and resolutely eliminating projects that cause environmental pollution, while safeguarding environmental quality, biodiversity, and ecosystems, and building a green, circular, and environmentally friendly economy (Communist Party of Vietnam, 2021). Although the Communist Party of Vietnam and the Vietnamese State have consistently emphasized the need to link economic growth with environmental protection, this principle has not been fully realized in practice. Environmental pollution and violations of environmental protection laws have become increasingly complex, employing various methods that generate public anxiety, adversely affect people's livelihoods, and undermine social

stability. The cultural and social environment continues to be degraded by social evils, corruption, and negative practices.

It can be argued that the further industrialization and modernization advance, the faster economic growth becomes. However, this also means that the process of industrialization and modernization exerts tremendous pressure on the natural environment. Poorly managed entrepreneurship and governance can destroy the environment, devastate ecosystems, transform fertile fields into decertified and salinized lands, and cause productive sugarcane fields and maize uplands to collapse into rivers as a result of illegal sand mining carried out day and night. Environmental pollution caused by many companies and projects is even more severe, ultimately imposing harsh and long-lasting consequences on human beings themselves.

Notably, a significant number of enterprises, projects, and investors have conducted superficial and irresponsible environmental impact assessments, deceived public opinion, and, once exposed, have been strongly condemned by society. As Marx and Engels observed, "all our mastery over nature consists in the fact that, unlike all other creatures, we can learn its laws and apply them correctly" (Marx & Engels, 1994, Vol. 20). Regrettably, Engels's insights on this issue have long failed to receive due attention; as a result, humanity is likely to pay a heavy price, accompanied by profound regret and remorse.

Research gaps and the paper's analytical orientation

Although research on entrepreneurship, management, and sustainable development has expanded significantly over the past few decades, most existing studies continue to approach these phenomena from empirical, instrumental, or policy-oriented perspectives. Within such studies, ontological, epistemological, and axiological assumptions often remain implicit presuppositions and are rarely examined in an explicit and integrated manner.

This research gap becomes particularly pronounced in transitional economies such as Vietnam, where global governance models, modern managerial knowledge, and indigenous cultural–political value systems coexist and interact in complex ways. The absence of an integrated philosophical framework risks producing partial and reductive interpretations, in which entrepreneurial and managerial spirit is reduced to technical phenomena, detached from their social and value-based foundations.

The conceptual contribution of this paper lies in proposing and applying a three-dimensional philosophical framework—ontology, epistemology, and axiology—to restructure the study of entrepreneurship and management. Rather than treating these dimensions as discrete categories, the paper demonstrates that they constitute an interactive conceptual structure that jointly shapes how enterprises are understood, how managerial knowledge is constructed, and which developmental values are pursued.

Through this framework, the study extends entrepreneurship and management research beyond the economic–managerial domain into a broader philosophical–social sphere. In doing so, it elucidates the underlying modes of thought that govern business practices in Vietnam's context of globalization and international integration.

RESEARCH METHODOLOGY

Research approach

This study adopts a qualitative–philosophical approach grounded in theoretical analysis and scholarly interpretation, with the aim of elucidating the philosophical presuppositions that shape perceptions and practices of entrepreneurship and management in contemporary Vietnamese society.

Unlike empirical studies that focus on variable measurement or hypothesis testing, this paper approaches entrepreneurial and managerial spirit as complex socio-cultural phenomena simultaneously conditioned by economic–institutional structures, systems of managerial knowledge, and ethical–social values. Accordingly, the study employs a three-dimensional philosophical framework—ontology, epistemology, and axiology—as its central analytical lens.

Philosophical foundations of the research methodology

From an ontological perspective, the study is based on the view that enterprises and managerial activities are not merely objective economic entities but also social actors constituted through relations of power, institutions, culture, and social norms. This approach enables entrepreneurship and management to be analyzed as social practices embedded in Vietnam's specific historical and cultural context.

From an epistemological perspective, the study conceives entrepreneurial and managerial knowledge as a process of social construction. Knowledge is not regarded as independent or value-neutral; rather, it is continuously formed through interpretation, experience, practice, and particular value frameworks. Consequently, the study does not seek "universal truths" but aims to clarify how managerial knowledge is produced, legitimized, and applied within a transitional economy.

From an axiological perspective, the study acknowledges that all analyses of entrepreneurship and management inherently embody value orientations. On this basis, the paper examines the phenomena under study in relation to values such as social responsibility, business ethics, and sustainable development, as well as global normative frameworks such as ESG and the SDGs.

Specific research methods

To operationalize the above analytical framework, the study employs a combination of the following methods:

Theoretical analysis and synthesis

The study conducts a systematic analysis of international and domestic scholarly works related to entrepreneurial spirit, modern management, the firm as a social actor, business ethics, and sustainable development. On this basis, key arguments are synthesized and restructured along three philosophical dimensions to construct a coherent analytical framework, thereby avoiding fragmentation between economic, social, and ethical perspectives.

Interpretive method

The interpretive method is applied to elucidate the philosophical and socio-social meanings of key concepts and theories of entrepreneurship and management. Through interpretation, the study not only describes scholarly viewpoints but also identifies the underlying philosophical presuppositions embedded in each approach, the differences among schools of thought, and the degree of applicability of international theories when adapted to the Vietnamese context.

Comparative method

The study employs comparative analysis to contrast philosophical approaches to entrepreneurship and management in Vietnam with those in selected Asian countries, thereby clarifying differences between governance models grounded in purely market-oriented logic and those emphasizing social responsibility and the role of the state. This method facilitates the identification of Vietnam's specific characteristics in the process of international integration and highlights the analytical value of a philosophical approach to management studies.

Data sources

The study primarily relies on secondary data, including classical works of Marxism–Leninism; official documents of the Communist Party of Vietnam; scholarly articles published in reputable international journals (Scopus, Web of Science, ESCI); academic monographs on the philosophy of social science, management, and entrepreneurship; international reports related to ESG, the SDGs, and sustainable development; as well as selected policy documents and research materials concerning Vietnam's socio-economic context. The selection of sources is conducted selectively, with priority given to works that provide foundational theoretical contributions and high scholarly reference value.

Value and limitations of the research methodology

The philosophical approach adopted in this study enables an in-depth exploration of the foundational layers of thought, thereby elucidating the assumptions that shape perceptions and practices of entrepreneurship and management—dimensions that are often difficult to capture through empirical research. However, the study does not aim at statistical generalization or quantitative prediction.

Accordingly, the conclusions of the paper are theoretical and normative in nature, serving as an academic foundation for subsequent empirical research, as well as for policymaking, educational development, and managerial practice in the Vietnamese context.

RESEARCH FINDINGS

Ontological findings: positioning entrepreneurship and enterprises in the Vietnamese context

The analysis reveals a clear shift in how enterprises and entrepreneurial activities are positioned within studies on entrepreneurship and management in the Vietnamese context. Rather than being understood primarily as purely economic entities, enterprises are increasingly de-

scribed as actors embedded in broad networks of social relations, including interactions with the state, communities, markets, and the natural environment.

Within the framework of a socialist-oriented market economy, the literature indicates that the ontology of enterprises is often associated with multiple, coexisting functions, encompassing economic, social, and institutional roles. This is reflected in the way production and business activities are frequently pursued alongside social objectives such as job creation, livelihood stabilization, and contributions to local communities.

With regard to entrepreneurial spirit, the findings suggest that entrepreneurship is identified not merely as an individual, economically driven act, but as a process of social embeddedness shaped by institutional contexts, social norms, and cultural value systems. These patterns reflect an ontological perspective that conceptualizes entrepreneurship as a socially situated phenomenon linked to specific conditions of existence, rather than as a universal and context-free behavior.

Epistemological findings: characteristics of entrepreneurial and managerial knowledge

From an epistemological perspective, the findings indicate that knowledge of entrepreneurship and management in the reviewed literature does not exist as a unified or universal system. Instead, managerial knowledge is portrayed as the outcome of interactions among modern management theories, practical experience, and context-specific cultural and social factors.

International management models, business strategies, and managerial tools, when applied in the Vietnamese context, typically undergo processes of adaptation and reinterpretation. As a result, the managerial knowledge that emerges is contextual in nature, shaped by institutional environments, levels of economic development, and the capacities of organizational actors.

The analysis further reveals a differentiation in the types of managerial knowledge that are prioritized. The majority of studies focus on technical and instrumental forms of knowledge, while reflective, ethical, and long-term orientations receive comparatively less attention or are not systematically integrated. This pattern reflects the structural characteristics of managerial knowledge in a transitional economic context.

Axiological findings: values shaping entrepreneurial and managerial practices

The analysis indicates that studies on entrepreneurship and management in Vietnam reflect the simultaneous coexistence of multiple value systems. On the one hand, values associated with economic growth, efficiency, and profit generation continue to occupy a central position. On the other hand, values related to social responsibility, business ethics, and sustainable development are increasingly evident in academic discourse and policy frameworks.

Conceptual frameworks such as ESG and the SDGs are recognized as emerging value reference systems used to describe and evaluate the activities of enterprises and managers. However, the findings suggest that these values are primarily articulated at the normative and aspirational levels, while their degree of internalization into managerial behavior varies across sectors and actors.

The coexistence of multiple value systems reflects a transitional axiological state of entrepreneurial and managerial practices, particularly in the context of economic transformation and international integration.

Synthesized findings: the interactive structure of the three philosophical dimensions

The synthesized findings indicate that the ontological, epistemological, and axiological dimensions reflected in studies on entrepreneurship and management are closely interconnected components. The way enterprises and entrepreneurship are ontologically positioned is intrinsically linked to how managerial knowledge is constructed, as well as to the value systems employed to evaluate business activities.

These results demonstrate that analyzing entrepreneurial and managerial spirit requires an integrated analytical framework in which the three philosophical dimensions are not treated in isolation but understood as a unified and interactive structure.

DISCUSSION

Repositioning Vietnamese enterprises from an ontological perspective: from economic entities to social actors

The findings suggest that approaching entrepreneurship and management solely as economic activities is insufficient to fully explain the role of enterprises in contemporary Vietnamese society. From an ontological perspective, enterprises increasingly manifest themselves as social–political actors, directly participating in the shaping of labor relations, community structures, and environmental impacts.

In the Vietnamese context, where the state plays a developmental and socialist-oriented guiding role, enterprises do not exist independently of broader social objectives such as poverty reduction, social security provision, and sustainable development. This creates a fundamental distinction from enterprise models grounded in a purely free-market logic. From this perspective, the Environmental (E), Social (S), and Governance (G) pillars of ESG should not be understood merely as technical criteria, but rather as reflecting an ontological shift in how enterprises are perceived by society.

Epistemological perspectives on managerial knowledge in a socialist-oriented market economy and international integration

Discussion from an epistemological dimension indicates that knowledge of entrepreneurship and management in Vietnam is hybrid in nature, combining global management models, local practical experience, and indigenous cultural–political values.

Within this context, the adoption of ESG and the SDGs cannot be limited to the mere "copying of international standards," but instead requires processes of interpretation and the reconstruction of knowledge that align with Vietnam's institutional conditions, level of development, and social objectives. This view is consistent with a social constructivist epistemology, which holds that managerial knowledge is not a collection of universal formulas, but rather the outcome of learning, adaptation, and social negotiation.

Vietnamese practice shows that many enterprises approach ESG primarily as a tool for image enhancement or compliance with international market requirements, while deeper cognitive engagement with social responsibility and sustainable development remains limited. This situation reflects a gap between instrumental managerial knowledge and value-oriented managerial knowledge, underscoring the need for fundamental reforms in management education and training.

Axiology: ESG, the SDGs, and value shifts in management and entrepreneurship

From an axiological perspective, ESG and the SDGs signify a shift from a value system centered on profit maximization toward one that emphasizes social responsibility, equity, and sustainability. For Vietnam, this transition is particularly significant as the country confronts challenges related to climate change, social inequality, and the quality of economic growth.

The analysis indicates that when guided by ESG-oriented values, entrepreneurial and managerial spirit can become a critical driver for realizing the Sustainable Development Goals, especially those related to decent work, responsible consumption and production, and environmental protection. However, in the absence of a solid value foundation, ESG risks being reduced to a set of formal indicators that fail to generate substantive changes in managerial behavior.

Overall, the discussion highlights the value of a philosophical approach in clarifying the implicit assumptions that shape managerial practice, linking global normative frameworks (ESG and the SDGs) with socio-cultural and ethical contexts, and extending entrepreneurship and management research beyond the economic domain into a broader philosophical–social sphere.

CONCLUSIONS

This study examines entrepreneurial and managerial spirit in Vietnam through an integrated philosophical framework encompassing three dimensions: ontology, epistemology, and axiology. The findings demonstrate that entrepreneurship and management cannot be fully understood as neutral or purely economic activities; rather, they should be conceptualized as embedded social practices shaped by evolving institutions, systems of knowledge, and value regimes.

From an ontological perspective, the study identifies a shift in the conceptualization of enterprises and entrepreneurial actors—from autonomous economic entities to social agents embedded within networks of relations involving the state, communities, and the natural environment. Epistemologically, managerial and entrepreneurial knowledge in Vietnam is shown to be contextual and hybrid, emerging from the interaction between global management models, practical experience, and cognitive frameworks rooted in specific cultural and institutional settings. Axiologically, the analysis reveals a gradual transformation in value orientations, as goals of growth and efficiency increasingly coexist with commitments to social responsibility, business ethics, and sustainable development, particularly through the adoption of ESG and SDG frameworks.

By integrating these three philosophical dimensions, the article offers a theoretical reconceptualization of entrepreneurial and managerial spirit that moves beyond instrumental and technocratic approaches. This analytical framework makes explicit the implicit assumptions

shaping both managerial practice and academic inquiry, thereby enhancing the field's reflexive capacity in entrepreneurship and management research.

Theoretical implications

This study offers several important theoretical implications. First, it advances entrepreneurship and management theory by placing philosophical foundations at the center of analysis, enabling scholars to more clearly identify the normative orientations and inherent limitations of prevailing theoretical models. By foregrounding ontology, epistemology, and axiology, the study moves beyond implicit assumptions and renders visible the philosophical underpinnings that shape both theory construction and empirical interpretation.

Second, the proposed integrated philosophical framework helps bridge previously fragmented streams of research in entrepreneurship, sustainable management, and critical management studies. Conceptualizing ESG and the SDGs as expressions of an underlying shift in value systems—rather than merely as managerial tools—enriches ongoing theoretical debates on responsible management and sustainable development, and opens space for more reflexive and normative forms of inquiry.

Third, the study underscores the need for context-sensitive theorizing in transitional economies characterized by institutional hybridity and cultural diversity. The philosophical analytical framework developed in this article provides a foundation for future empirical research aimed at examining how underlying philosophical assumptions influence organizational behaviors and outcomes, thereby contributing to a more nuanced and contextually grounded body of entrepreneurship and management theory.

Policy and practice implications

From a policy perspective, the study highlights the need to design entrepreneurship and business development policies grounded in a broader understanding of the firm as a socially responsible actor with ethical and environmental obligations. Integrating ESG principles into institutional frameworks should not be treated merely as a compliance requirement, but as part of a process to reorient normative standards in economic governance.

In terms of management education and practice, the findings suggest moving beyond training models focused solely on technical skills and short-term performance. Embedding philosophical thinking, critical reasoning, and sustainability—oriented values into management curricula can help cultivate entrepreneurs and managers with heightened social responsibility and long—term vision.

As a conceptual and philosophical study, this research does not aim for empirical generalization. Future studies may extend this analytical framework using qualitative or quantitative methods to examine how ontological, epistemological, and axiological assumptions are operationalized in organizational behaviors and performance outcomes.

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El autocontrol como motor interno de la motivación y el equilibrio emocional en los adolescentes

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Resumen. Este artículo ofrece un análisis teórico exhaustivo de la literatura psicológica clásica y contemporánea sobre autoestima y autoconcepto para clarificar la pregunta de investigación y demostrar la importancia de estudiar los fundamentos de la autoestima adolescente en contextos educativos modernos. A partir de los datos recopilados, se examina la naturaleza de la relación entre los componentes de la autoestima central y el bienestar psicológico, y se revela hasta qué punto el equilibrio emocional, la satisfacción vital y la resiliencia dependen de las evaluaciones internas que los adolescentes hacen de su valía personal. El estudio también identifica y describe los vínculos entre los fundamentos de la autoestima y variables académicas clave, como la motivación académica, la perseverancia en el aprendizaje y el rendimiento académico, y muestra que una autoestima estable y realista favorece la participación y los resultados educativos de los estudiantes. Se analizan las diferencias en las características de la autoestima adolescente con respecto a los cambios en los entornos educativos y los niveles de rendimiento académico, y se muestra cómo el clima escolar y las prácticas educativas moldean la autopercepción de los estudiantes. Se presta especial atención a las diferencias de género, que se analizan como un posible factor que contribuye al mayor rendimiento académico que se observa típicamente en las niñas. En general, este estudio proporciona una comprensión integral de los mecanismos que moldean la autoestima adolescente y ofrece información que puede servir de base para intervenciones psicológicas y educativas específicas.

Palabras clave: actividad educativa, reflexión, autocontrol, edad escolar, equilibrio emocional.

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Self-control as an internal driver of motivation and emotional balance in adolescents

Abstract. This article provides an extensive theoretical analysis of the classical and contemporary psychological literature on self-esteem and self-concept to clarify the research question and demonstrate the importance of studying the foundations of adolescent self-esteem in modern educational contexts. Based on the collected data, the nature of the relationship between the components of core self-esteem and psychological well-being is examined, and the extent to which emotional balance, life satisfaction, and resilience depend on adolescents' internal assessments of personal worth is revealed. The study also identifies and describes the links between the foundations of self-esteem and key academic variables, including academic motivation, persistence in learning, and academic achievement, and shows that stable and realistic self-esteem supports students' educational participation and outcomes. Differences in the characteristics of adolescent self-esteem are analyzed with respect to changes in educational environments and levels of academic performance, and it is shown how school climate and educational practices shape students' self-perceptions. Particular attention is paid to gender differences, which are discussed as a potential contributing factor to the higher academic achievement typically observed among girls. Overall, this study provides a comprehensive understanding of the mechanisms shaping adolescent self-esteem and provides insights that may inform targeted psychological and educational interventions.

Key words: educational activity, reflection, self-control, school age, emotional balance.

INTRODUCTION

Given the role of adolescence in personality development, it seems appropriate to begin examining the issue of self-esteem from this age period—the age of identity and self-awareness formation, the construction of a worldview, and the development of value orientations. Furthermore, the study of self-esteem is limited to examining the level of self-esteem and its stability as a determinant of an individual's psychological well-being. However, the issue of the foundations of self-esteem, and its substantive basis, has only recently begun to be systematically studied. This paper examines the foundations of adolescent self-esteem (competence, parental approval, teacher approval, and pseudo-competence) as one of the most important characteristics of self-esteem associated with psychological well-being, motivation, and academic success.

Self-esteem as a personality variable has been the subject of extensive research, and a wealth of data has now accumulated on its importance for psychological well-being and success. Moreover, the pursuit of self-esteem is considered an essential human need, without which full personal functioning is impossible. Self-esteem motivation is the most characteristic type of academic motivation among children in modern public schools, representing a variant of autonomous academic motivation. Understanding the importance of self-esteem for well-being and successful personal functioning necessitates distinguishing authentic, truly high self-esteem from its less productive, defensive forms (Messaoudi, I., & Sakale, S., 2024). The most obvious criterion for

authentic self-esteem is its level. Numerous studies demonstrate that high self-esteem, unlike low self-esteem, buffers against depression and anxiety and promotes optimism and perseverance. However, the ambiguous role of high self-esteem, due to the fact that it can include narcissistic traits, necessitates studying other parameters, such as the stability and foundations of self-esteem.

Currently, the foundations of self-esteem remain virtually unexplored, unlike the level and stability of self-esteem. The question of which foundations of self-esteem are authentic, i.e., contribute to psychological well-being and successful performance, remains open. This issue has been most thoroughly explored to date in the work of J. Crocker. She identified two types of foundations of self-esteem: competence and approval by significant others. However, this idea has not received sufficient empirical operationalization and testing: J. Crocker's classification of the foundations of self-esteem (Crocker et al., 2003; Crocker and Park, 2004), (Astremska, 2020). is somewhat uneven and does not include foundations of self-esteem related to the individual's assessment of competence and mastery.

It is known that self-esteem is formed in children from early childhood. A key role in this process is played by the experience of unconditional acceptance, respect for the child's individuality, and support for their growing competence. Conversely, the experience of rejection, disdain for their attempts to gain independence, unfounded criticism, conditional acceptance, and overprotection, expressed in the desire to do everything for the child in the parental home. Early school years are also significant: the experience of success and competence or the inability to master the school curriculum and rules of conduct, a respectful and caring teacher or an overly critical and biased attitude, as well as the ability to integrate into a peer group, all lay the foundation for building self-esteem. Adolescence is a crucial stage in the development of self-esteem, being the age of identity formation and the final formation of the cognitive processes necessary for adequate self-perception and self-assessment. The study of self-esteem at the stage of its formation is important both from a theoretical point of view, since it solves the problem of mechanisms of well-being and success in activity, and from a practical one, since it allows for the timely prediction of unfavorable trajectories of adolescent development and the correction of its maladaptive forms.

The purpose of this study is to examine the authentic foundations of adolescent self-esteem that contribute to psychological well-being and productive academic motivation.

Object of the study: the foundations of self-esteem in adolescent schoolchildren.

Subject: the role of different types of foundations of self-esteem in adolescents in their psychological well-being and productive academic motivation.

Research hypotheses

1) The foundations of self-esteem play an important role in the psychological well-being and academic performance of adolescents, and this role varies depending on the foundations. It is assumed that competence-related foundations of self-esteem are more authentic and productive, as they contribute more to the psychological well-being and academic effectiveness of adolescents than those unrelated to competence. Also important is whether self-esteem depends on the individual's assessment of their qualities (self-assessment) or on the assessments of others, i.e., the extent to which it is autonomous and independent.

2) The types of foundations of self-esteem depend on the satisfaction of basic psychological needs by the adolescent's significant environment, primarily by their parents: if the adolescent feels that their parents satisfy their needs for competence, autonomy, and relatedness, they are significantly more likely to choose authentic types of foundations of self-esteem and will not need compensatory ones.
3) Authentic types of self-esteem, which rely on one's own assessment of competence and its assessment by significant others, are predictors of psychological well-being: satisfaction with oneself, family, and school, as well as productive academic motivation, including higher intrinsic motivation and academic persistence, and academic performance.
4) Authentic and compensatory types of self-esteem will differ among adolescents studying in different types of educational environments.
5) Gender differences in self-esteem are associated with higher academic performance among girls.

LITERATURE REVIEW

The theoretical and methodological basis of the study was: the cultural-activity approach in general psychology (Çelik, 2024), (Mirandi, Lis, Mazzeschi, Li, Pagano Salmi & Delvecchio, 2023), (Fabian, Rabiichuk, Mykhalchenko, Pavlushchenko, Dzhurylo & Soroka, 2024).

In addition, theoretical principles and methodological developments presented in the concepts of self-esteem and self-respect were used in the development of the study and methods of interpreting the obtained data (Mayangsari, Sugiharto & Mulawarman, 2024), (Haag, A. C., Et Al., 2024), (Fuentealba-Urra, S., Et Al., 2023), (Mirandi, Lis, Mazzeschi, Li, Pagano Salmi & Delvecchio, 2023).

Motivation of educational activity is considered from the standpoint of self-determination theory, in particular, the concept of basic psychological needs and the organismic theory of motivation, as well as the structural-dynamic approach to the motivation of achievement activity. Psychological well-being is considered based on the approaches (Astremska, 2025).

METHODS

To solve the set tasks and test the proposed hypotheses, a comparative theoretical analysis of the literature on the issue under study was carried out, and a psychodiagnostic method was applied: tests and questionnaires.

A battery of methods was used, including the following instruments: the author's questionnaire of the bases of self-esteem of adolescents (OSAMO-P); M. Rosenberg's self-esteem scale; E. Huebner's children's multidimensional scale of life satisfaction (three scales: attitude towards oneself, attitude towards family, and attitude towards school); a questionnaire of satisfaction of basic needs in the family; the "Academic Motivation Scales" questionnaire; the children's questionnaire of persistence from the MULTI-CAM battery; the unfinished sentence technique, which allowed us to obtain additional information about the characteristics of adolescent self-esteem, their academic motivation, psychological well-being, and the coping strategies they use.

An analysis of data for the entire sample, a comparison of individual groups of subjects, and an analysis of individual cases were conducted.

To formalize the obtained data, the following statistical procedures were used: a correlation analysis of the bases of self-esteem with indicators of psychological well-being, academic motivation, and academic performance was conducted; Linear structural modeling was used to examine the role of self-esteem foundations as predictors of adolescent psychological well-being, as well as their relationships with other study variables. To identify differences between different groups of subjects, Student's t-test (for quantitative data) and Chi-squared test (for nominal data) were used.

Adolescence is a period of intense personal development and self-determination, critical for the formation of identity, including self-esteem. Significant changes in overall self-esteem occur during this period. It is during this age that both boys and girls experience a decline and then a rise in overall self-esteem (according to Rosenberg's methodology): for girls, it declines between 12 and 17 years of age and then rises; for boys, it declines between 14 and 16 years of age and then rises. The rise in self-esteem by the age of 15-16, in both boys and girls, is also recorded using the self-esteem research methodology.

Many factors influence a teenager's self-esteem. Among the most important factors are the characteristics of family upbringing and family relationships, such as parental satisfaction with the basic psychological needs of acceptance, autonomy, and competence; parental involvement in the child's life; parental expectations; parental parenting style; and the characteristics of the parents' own self-esteem. The broader social context also plays a significant role: the influence of value orientations and the nature of relationships within the adolescent's social environment (microsocial groups such as school, extracurricular activities, and interest groups; and macrosocial groups associated with cultural affiliation, national identity, etc.).

The role of school as the primary institution for adolescent socialization is particularly noteworthy. During adolescence, academic activity, although losing its leading role for most adolescents, remains the primary productive activity in which adolescents engage and in which they experience success, failure, and a sense of competence. It has been shown that educational system features that support students' own activity and intrinsic motivation, the absence of grades, while maintaining a differentiated assessment system, and a focus on the learning process itself, not just its outcome, contribute to the development of student self-esteem. Various approaches to fostering authentic self-esteem exist, including a number of specific programs: a development facilitation program; a behavioral approach to increasing self-esteem; A cognitive approach to increasing self-esteem; a meaning-based approach; and working with self-esteem from a developmental perspective. All of these programs involve developing skills for self-analysis and reflection on one's thoughts, personality traits, and behavior, and correcting cognitive errors (e.g., overemphasizing failures or selectively focusing only on one's shortcomings while ignoring strengths) (Almadani, N., 2025). The client develops constructive behavior and responses to difficulties and conflicts, including those occurring outside the psychological office. An important part of these programs is the demonstration of healthy forms of relationships: receptive and connected with constructive feedback. The model for such relationships is a psychologist (in individual work) or a group (in group work) (Shcherbakova, Gast, Blasi, Skirgård, Gray, & Greenhill, 2023).

Summarizing the results of the analysis of previous studies, the following conclusions can be drawn:

1) Self-esteem is a multifaceted concept, encompassing various characteristics (level, stability, dependence, foundations of self-esteem). Generally, self-esteem can be defined as an individual's recognition of their own worth, skills, competencies, and unique strengths.
2) Adolescence is a key period for the development of self-esteem, as teenagers develop the necessary level of introspection and develop their identity and self-awareness.
3) One of the main sources of self-esteem is relationships with parents. School, relationships with teachers and peers, and academic success play a significant role in the development of a teenager's personality, including their self-esteem. Self-esteem also depends on the broader cultural context: the values and ideals conveyed by the social environment. School plays a significant role in the development of a teenager's personality, including their self-esteem.
4) The foundations of self-esteem are an understudied area that holds promise for further research, the results of which could help support authentic self-esteem in children and adolescents. Research should be aimed at overcoming the problem of redundancy in current classifications of the foundations of self-esteem, as well as the lack of competence-related foundations of self-esteem.

To address the objectives and test the hypotheses, a battery of six methods was used, including the author's questionnaire of the bases of self-esteem in adolescents, which diagnoses four types of self-esteem (four scales):

1) self-esteem based on one's own assessment of competence ($\alpha = 0.73$): diagnoses the bases of self-esteem associated with achievements acquired through one's own efforts and diligence (e.g., "I respect myself when I cope with a task that I previously could not do");
2) self-esteem based on parental approval ($\alpha = 0.76$): diagnoses the bases of self-esteem associated with positive assessments received from parents (e.g., "I respect myself when my parents praise me for being better than my peers in something");
3) Self-esteem based on teacher approval ($\alpha = 0.79$): assesses the basis for self-esteem associated with positive evaluations received from teachers (e.g., "I respect myself when a teacher sets me as an example to my classmates") (Shcherbakova, Michaelis, Haynie, Passmore, Gast, Gray, & Skirgård, 2023);
4) Compensatory self-esteem ($\alpha = 0.70$): assesses the basis for self-esteem associated with pseudo-achievements, attempts to demonstrate one's accomplishments, successes, and competence in their actual absence (e.g., "I respect myself when I manage to outsmart a teacher, cheat, or skip class").

An analysis of the questionnaire's internal structure showed (see Table 1) that the first three types of self-esteem—competence-based, parental approval-based, and teacher approval-based—correlated with one another, as expected. In contrast, compensatory self-esteem is uncorrelated with self-esteem based on the approval of significant adults and negatively correlates with self-esteem based on competence.

That is, adolescents who have high competence-based self-esteem also have high self-esteem based on the approval of significant adults and low compensatory self-esteem; conversely, adolescents with low competence-based self-esteem resort to compensatory forms of it, which is consistent with the proposed role and interaction of these bases.

TABLE 1. Theoretical findings and diagnostic scales used in the study.

Section	Indicator/Scale	Description
Key findings	Nature of self-esteem	Self-esteem is a multifaceted construct that includes level, stability, dependence, and the foundations of self-esteem. It reflects a person's recognition of their own worth, skills, competencies, and unique strengths.
	Adolescence as a developmental stage	Adolescence is a crucial period for the development of self-esteem because young people develop introspection, identity, and self-awareness.
	Primary social influences	Parents are one of the major sources of self-esteem. School, teachers, peers, academic success, and the broader cultural environment also significantly influence adolescents' self-esteem.
	Research gap	The foundations of self-esteem remain understudied. Further research should reduce redundancy in existing classifications and pay greater attention to competence-related foundations of self-esteem.
Questionnaire scales	1. Competence-based self-esteem (α = 0.73)	Assesses self-esteem based on achievements attained through one's own effort and diligence. Example: "I respect myself when I cope with a task that I previously could not do."
	2. Self-esteem based on parental approval (α = 0.76)	Assesses self-esteem associated with positive evaluations received from parents. Example: "I respect myself when my parents praise me for being better than my peers in something."
	3. Self-esteem based on teacher approval (α = 0.79)	Assesses self-esteem associated with positive evaluations received from teachers. Example: "I respect myself when a teacher sets me as an example to my classmates.
	4. Compensatory self-esteem (α = 0.70)	Assesses self-esteem associated with pseudo-achievements and attempts to demonstrate success or competence when these are actually absent. Example: "I respect myself when I manage to outsmart a teacher, cheat, or skip class."
Internal structure	Correlation pattern	Competence-based, parental approval-based, and teacher approval-based self-esteem are positively related to one another. Compensatory self-esteem is not related to self-esteem based on the approval of significant adults and is negatively related to competence-based self-esteem.
	Interpretation	Adolescents with high competence-based self-esteem tend to report high self-esteem based on parental and teacher approval and low compensatory self-esteem. Adolescents with low competence-based self-esteem are more likely to rely on compensatory forms of self-esteem.

An analysis of gender differences revealed that boys, overall, exhibit a less productive set of bases for self-esteem: they have significantly higher compensatory self-esteem (p=0.005) and somewhat lower competence-based self-esteem (p=0.03). This correlates well with boys' lower academic performance (p=0.001) and their less productive academic motivation profile, dominated by extrinsic motivation.

Next, the relationships between bases of self-esteem and indicators of psychological well-being, such as general self-esteem (according to Rosenberg), satisfaction with family, school, and self, were examined.

Self-esteem based on teacher approval correlates with all indicators of psychological well-being, but these correlations are weaker. That is, adolescents who base their self-esteem on competence and teacher approval have high levels of self-esteem and are satisfied with themselves, school, and their family; this is especially true for competence-based self-esteem.

Self-esteem based on parental approval correlates with family and self-satisfaction, as well as general self-esteem. This means that adolescents who base their self-esteem on parental approval also have high levels of self-esteem and are satisfied with themselves and their family, but this type of self-esteem is not associated with satisfaction with school.

Compensatory self-esteem shows negative correlations with family and school satisfaction: that is, the more an adolescent turn to compensatory reasons for self-esteem, focusing on pseudo-self-actualization, the less satisfied they are with their family and school. Thus, it can be concluded that the links between adolescent self-esteem and their psychological well-being are meaningful and varied. These differences provide the key to a deeper understanding of the described types of self-esteem bases.

The results of a study examining the links between the bases of self-esteem and such indicators of productive academic performance as academic motivation, academic persistence, and academic achievement show that competence-based self-esteem, teacher-approval-based self-esteem, and parent-approval-based self-esteem are all associated with high intrinsic academic motivation. Moreover, adolescents whose self-esteem is based on competence are the most intrinsically motivated. Conversely, compensatory self-esteem is negatively associated with intrinsic motivation: that is, adolescents with compensatory self-esteem lack interest in learning and engagement in academic activities, which, in turn, hinders their ability to attain genuine competence.

Moreover, competence-based self-esteem, teacher-approval-based self-esteem, and parent-approval-based self-esteem significantly correlate with identified and interjected academic motivation, while compensatory self-esteem correlates with external motivation and motivation. Thus, the first three types of self-esteem are associated with significantly more productive forms of extrinsic motivation than compensatory self-esteem (Kyrylenko, Havrylo, Romanyshyn, Mykhalchenko & Koperlos, 2025).

Competence-based self-esteem, teacher-approval-based self-esteem, and parent-approval-based self-esteem also demonstrate a link with academic persistence, unlike compensatory self-esteem, which correlates negatively with academic persistence.

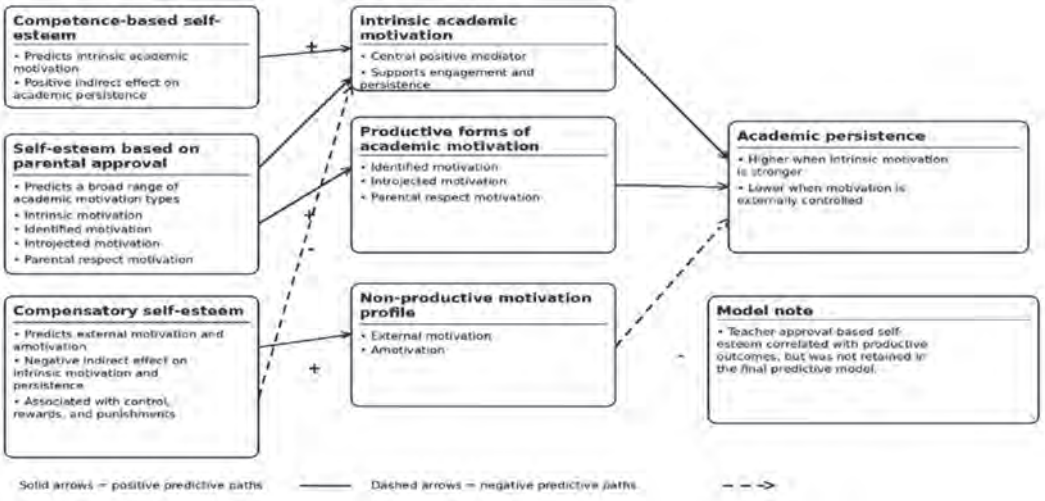
Competence-based self-esteem has the strongest relationship with academic achievement. Self-esteem based on parental approval and teacher approval demonstrate a weaker, but still

significant, relationship. As expected, a negative correlation was found between compensatory self-esteem and academic performance, indicating that poorly performing children tend to resort to self-esteem motivations that may temporarily make them feel incompetent.

The relationship between compensatory self-esteem and self-esteem motivation and parental respect, which have been identified as characteristic types of academic motivation in previous studies, was examined separately. Competence-based self-esteem, teacher-approval-based self-esteem, and parental approval-based self-esteem were found to correlate significantly with both self-esteem motivation (0.37**, 0.37**, and 0.35**, respectively) and parental respect motivation (0.25**, 0.33**, and 0.27**), unlike compensatory self-esteem. To test the hypothesis that the foundations of self-esteem predict productive academic performance, a path analysis was conducted (using Mplus 7.4). The initial model had good performance: $\chi 2 = 33.815$; df = 20; p = 0.0274; CFI = 0.979; NNFI = 0.955; RMSEA = 0.056; 90% confidence interval for RMSEA: 0.019-0.087; PCLOSE = 0.355; N = 223.

Figure 1 presents the relationships between the foundations of self-esteem and academic motivation and persistence. The results of the analysis suggest that competence-based self-esteem predicts intrinsic academic motivation and persistence (the relationship is mediated by intrinsic motivation). Self-esteem based on parental approval predicts a wide range of academic motivation types, including intrinsic, identified, introjected academic motivation, and motivation based on parental respect. On the other hand, compensatory self-esteem predicts external academic motivation and a motivation and negatively predicts intrinsic motivation and persistence (the relationship is mediated by intrinsic motivation) (Tremblay, M. A., Blanchard, C. M., Taylor, S., Pelletier, L. G., & Villeneuve, M., 2009). That is, the academic performance of adolescents with compensatory self-esteem is typically supported by external control, demands, punishments, and rewards. They see little meaning in their academic activities and, accordingly, exhibit little persistence. Self-esteem based on teacher approval, although correlated with productive academic motivation, persistence, and academic performance, is not a reliable predictor of these factors and is therefore not included in the final model (Chornomordenko, Taran, Havronenko, Astremska & Parfilova, 2023).

FIGURE 1. Final path model linking foundations of self-esteem with academic motivation and persistence.



A comparison of self-esteem profiles in high-achieving students ("straight A students" - average score above 4.5, N=48) and low-achieving students ("low-achieving students" - average score below 3.5, N=31) showed that high-achieving students have more pronounced authentic bases of self-esteem (self-esteem based on competence ($p<0.001$), self-esteem based on teacher approval ($p<0.05$), and self-esteem based on parental approval ($p<0.05$)), and less pronounced compensatory self-esteem ($p<0.001$). Moreover, as can be seen, these differences are especially pronounced in relation to the bases of self-esteem associated with competence, since good academic performance at school age is the main source of the experience of competence, while chronic academic failure, on the contrary, undermines the feeling of competence of an adolescent. Students from general education classes, compared to their gymnasium peers, demonstrated higher compensatory self-esteem ($p\leq0.001$), while all other types of self-esteem were unchanged. Gymnasium students, however, demonstrated higher intrinsic motivation ($p\leq0.01$), lower a motivation ($p\leq0.05$), and higher school satisfaction ($p\leq0.05$) and academic performance ($p\leq0.001$). Overall, all of the differences identified were directly or indirectly related to learning activities, confirming the role of different types of educational environments in these schools. Clearly, gymnasium students were provided with greater opportunities to develop their competencies, likely primarily due to a factor we did not examine—pedagogical factors. It can be assumed that teachers who teach in gymnasium classes are not only good subject specialists, presenting material more effectively and competently, which leads to better student achievement and an increase in school ratings, but can also support children's learning motivation and a sense of competence by using problem-based learning methods and productive feedback.

An additional source of the observed differences may be the selection process for children entering gymnasium and the factor of a more favorable family upbringing.

The role of basic psychological need satisfaction as a source of self-esteem, as well as the role of self-esteem as a mediator of the relationship between parental satisfaction of basic psychological needs and psychological well-being, was also examined.

The results of the correlation analysis show that self-esteem based on competence ($r=0.35^{**}$) and self-esteem based on parental approval ($r=0.24^{**}$) correlate positively with satisfaction of the basic psychological needs of autonomy, competence, and relatedness; compensatory self-esteem ($r=0.28^{**}$) correlates negatively with satisfaction of the basic psychological needs of autonomy, competence, and relatedness. And adolescents who feel their basic needs are not met by their parents have compensatory self-esteem. Self-esteem based on teacher approval is not associated with basic psychological need satisfaction from their parents.

The hypothesis that basic need satisfaction by parents is a source of self-esteem was tested using path analysis with Mplus 7.4. The final model had good performance: $\chi2 = 18.928$; df = 10; p = 0.0412; CFI = 0.981; NNFI = 0.950; RMSEA = 0.063; 90% confidence interval for RMSEA: 0.012-0.106; PCLOSE = 0.271; N = 223.

The model presented that satisfaction of basic psychological needs is directly related to indicators of psychological well-being, as predicted by self-determination theory, and also determines the choice of bases for self-esteem, which, in turn, predicts adolescent well-being. Thus, adolescents whose parents satisfy their basic psychological needs, enabling them to feel empowered, competent, successful, respected, and accepted, base their self-esteem on their parents' compe-

tence and approval and do not resort to compensatory forms of self-esteem. Moreover, competence-based self-esteem, parental approval-based self-esteem, and compensatory self-esteem partially determine the relationship between basic need satisfaction in the family and well-being.

In turn, competence-based self-esteem predicts self-satisfaction; self-esteem based on parental approval predicts satisfaction with family relationships; and self-esteem based on teacher approval predicts satisfaction with school.

Moreover, compensatory self-esteem, resulting from the dissatisfaction of adolescents' needs for autonomy, competence, and relatedness, predicts decreased well-being at school and at home, but helps maintain self-satisfaction. This reveals the essence of its compensatory role: maintaining a positive self-image when neither real achievements nor the approval of significant adults can be relied upon. A comparison of the psychological characteristics of adolescents with high (upper quartile) and low (lower quartile) self-esteem across all four types of self-esteem bases (using a T-test) shows that adolescents with high self-esteem, based on self-assessments of competence and parental and teacher approval, have higher general self-esteem and life satisfaction, more productive academic motivation, and higher academic performance than those with low self-esteem bases. Conversely, adolescents with high compensatory self-esteem, compared to those with low compensatory self-esteem, are less satisfied with family and school, less intrinsically motivated and persistent, while having higher external motivation and a motivation and, predictably, lower academic performance.

Based on the obtained results, a conclusion is drawn about the significance of the self-esteem bases profile for predicting adolescent psychological well-being, as well as the characteristics of their academic performance.

Data on the self-esteem profile were analyzed using the sentence-complete method. Four sentence-complete items were selected for analysis: "When faced with difficulty or failure, I"; "If I make a mistake"; "If I don't know how to solve a problem"; and "I respect myself when." The first three sentences can be characterized as sentences related to overcoming difficulties, while the last sentence refers to the adolescent's qualitative description of their self-esteem.

The subjects' statements were assigned to one of the categories by two experts. For the sentence "I respect myself when," the following four categories of response analysis were used:

1) Competence, specific skills and abilities, and/or effort, perseverance. For example, "I understand complex topics and get excellent marks on tests," "I have many successes and achievements in sports and school," "I draw well," "I am diligent," "I only do what I really want."
2) Values (personal qualities that are important to a person and not directly related to achievements and efforts). For example, "I am a good person," "I love myself," "I am cool," "I am beautiful."
3) Positive relationships. For example, "I have many friends," "My friends appreciate me."
4) Depressive-pessimistic responses. For example, "I don't respect myself," "I overcome the urge to commit suicide every day."

For sentences related to overcoming difficulties, the following categories were used: 1) active independent coping (e.g., "I am trying to solve this problem," "I am correcting the mistake," "I am trying to understand the mistake," "I am analyzing it and remembering it so I don't make it again");

2) active coping with asking for help (e.g., "I ask the teacher," "I ask my parents to help me," "I turn to my classmates"); 3) passivity (lack of productive activity, but no pronounced negative emotional reaction; for example, "I'm doing nothing," "I'm being stupid," "I don't pay attention," "I'm leaving things as is," "I'm copying from online responses"); 4) helplessness, a maladaptive negative emotional response (for example, "I'm starting to freak out," "I give up," "I'm upset").

Analysis of the results of the unfinished sentence method showed that adolescents with a favorable self-esteem profile (high authentic foundations of self-esteem and low compensatory ones) tend to respond more constructively to difficulties and failures than adolescents with an unfavorable self-esteem profile. Self-respect in adolescents with a favorable profile is significantly more often based on competence and positive relationships with others; depressive-pessimistic responses and responses reflecting a helpless reaction to difficulties are absent from them. The significance of the profile of the grounds for self-esteem as an indicator of the psychological state of a teenager is further confirmed by the analysis of individual protocols of subjects with a favorable and unfavorable profile of the grounds for self-esteem.

The results obtained provide a new perspective on the issue of genuine self-esteem, complementing existing data on the importance of the level and stability of self-esteem. They also prompt a reconsideration of the approach to classifying the bases of self-esteem, demonstrating that the dichotomy between self-esteem based on competence and approval from others is not entirely accurate if we consider approval associated with competence-based support rather than manipulative approval. We believe that, when analyzing self-esteem, it is more important to consider whether it is associated with the acquisition of competence, effort, and persistence in real, productive activity, or with pseudo-competence.

RESULTS AND DISCUSSIONS

Tracing the history of modern self-esteem research, we can conclude that self-esteem can be characterized as an individual's recognition of their own worth, skills, and unique qualities. This recognition can be high or low, stable or unstable, and based on various factors. It is important to distinguish self-esteem from self-concept, which can be defined as an individual's assessment of the degree to which they express various qualities that characterize them (e.g., beauty, intelligence, individual abilities, sociability, etc.) or themselves as a whole, typically compared to their expression in others.

The development of ideas about self-esteem has led to a shift from studying only the level of self-esteem to its other aspects (stability and foundations of self-esteem), as well as to exploring their interrelationships and mutual influences. Analyzing research results, we can conclude that authentic, genuine self-esteem is characterized by a combination of a consistently high level, relative independence (independence from the conditional acceptance and approval of others, one's own successes and failures), and authentic, healthy foundations for self-esteem. In turn, authentic self-esteem, which implies its consistently high level and healthy foundations, is an important indicator of psychological well-being, being associated with both subjective well-being and life satisfaction (the hedonic approach to psychological well-being) and self-realization (the eudaimonic approach to psychological well-being), while defensive, neurotic self-esteem is associated with depression, anxiety disorders, aggression and narcissism.

Key research findings

Based on a literature review and the conducted research, a new classification system for the foundations of adolescent self-esteem is proposed. It differs from previous systems by adopting a unified design principle (linked to competence or pseudo-competence), allowing for a more meaningful characterization of adolescent self-esteem.

For the first time, the phenomenon of compensatory self-esteem was examined, with an emphasis on constructive approval associated with the encouragement of competence. This shifted the focus of research on the foundations of self-esteem from the opposition between competence and the approval of others to a more meaningful feature—the opposition between competence and pseudo-competence.

Using a specially developed method for assessing the foundations of self-esteem, the foundations of self-esteem that contribute to psychological well-being to a greater or lesser degree were identified. The relationships between the foundations of self-esteem and academic success, motivation, and persistence were analyzed; the types of foundations of self-esteem that facilitate and hinder the achievement of academic success and an optimal motivational profile in terms of academic activity were identified. The findings demonstrate the importance of competence as a foundation for self-esteem.

The study's results demonstrate that for an individual's psychological well-being and success, it's not the source of their self-esteem—the individual or others—that matters most, but rather whether it's based on real achievements and efforts within constructive activities.

The relationship between basic need satisfaction in the family and adolescents' self-esteem was examined. It was shown that basic need satisfaction in the family is a source of authentic self-esteem (while dissatisfaction leads to compensatory self-esteem), and that the foundations of self-esteem act as a mediator between basic need satisfaction and psychological well-being.

The study examined various self-esteem profiles, demonstrating that they can serve as an important indicator of an adolescent's psychological state.

The theoretical significance of this study lies in deepening theoretical understanding of the phenomenon of self-esteem and identifying its foundations in adolescents. Specifically, the concept of compensatory self-esteem in adolescents is introduced, allowing us to describe the characteristic and widespread phenomenon of individuals using various unproductive behavioral strategies aimed at maintaining self-esteem when basic psychological needs for competence and recognition by significant others are frustrated (for various reasons).

To structure research in this area of research developing in foreign psychology using the term self-esteem, the concepts of self-esteem and self-assessment are distinguished, and a theoretical model of the foundations of self-esteem is developed and empirically tested. This study makes a significant contribution to the analysis of the sources and consequences of the various foundations of self-esteem in adolescents.

CONCLUSIONS

Based on the study results, the following conclusions are drawn:

1) Authentic foundations of self-esteem are an important characteristic of genuine self-esteem. Their study partially overcomes the problem that arises from equating the concepts of authentic self-esteem with high levels of self-esteem, without considering other important characteristics.
2) The study of adolescent self-esteem showed that the most authentic self-esteem is that based on self-assessments of competence. It reliably predicts not only psychological well-being (self-satisfaction), but also such characteristics of productive academic activity as intrinsic academic motivation and persistence. Self-esteem based on parental approval also predicts family satisfaction, intrinsic and autonomous extrinsic academic motivation, demonstrating the importance of parental approval for adolescents and its role as a personal resource. Self-esteem based on teacher approval has a narrower, but equally important, role in predicting adolescent satisfaction with school. In contrast, compensatory self-esteem negatively impacts academic motivation and persistence, as well as family and school satisfaction. The only positive function of compensatory self-esteem is to maintain a sense of self-satisfaction.
3) Self-esteem based on self-assessments of competence, self-esteem based on parental approval, and self-esteem based on teacher approval are significantly more productive and authentic types of self-esteem than compensatory self-esteem.
4) A profile characterized by a predominance of self-esteem based on self-assessments of competence and its approval by others, and low compensatory self-esteem, is favorable. Conversely, a profile characterized by high compensatory self-esteem and low self-esteem based on self-assessments of competence, low self-esteem based on parental approval, and low self-esteem based on teacher approval is indicative of adolescent psychological problems.
5) The relationship between the foundations of self-esteem and academic performance is bidirectional: on the one hand, authentic types of foundations of self-esteem contribute to academic performance, while on the other hand, successful adolescents, thanks to their experience of academic competence, have more pronounced authentic types of foundations of self-esteem and less pronounced compensatory self-esteem.
6) The process of socialization significantly influences the choice of foundations of self-esteem and the associated characteristics of academic activity. The choice of foundations of self-esteem depends particularly on the nature of the parent-child relationship, in particular, on the satisfaction of basic needs by parents: if parents satisfy the adolescent's needs for autonomy, competence, and relatedness, then they are much more likely to have authentic foundations of self-esteem and will not need compensatory ones. Moreover, self-esteem based on one's own assessments of competence, self-esteem based on parental approval, and compensatory self-esteem partially mediate the relationship between satisfaction with basic needs and psychological well-being.

7) Students in gymnasium classes have significantly lower compensatory self-esteem than students in general education classes. This result may be related to the greater opportunities provided to children in gymnasium classes to acquire academic competence.
8) An analysis of gender differences in the bases of self-esteem revealed a more productive profile of the bases of self-esteem in girls, including higher self-esteem based on self-assessments of competence and lower compensatory self-esteem. This is consistent with data on greater academic success and a more productive motivational profile in girls.
9) Authentic self-esteem can be developed by developing personal, intellectual, and communicative competence in adolescents: the ability to solve school and life problems; the ability to analyze one's thoughts and behavior, as well as the behavior of others; and constructive communication skills.

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INTERACCIÓN Y PERSPECTIVA
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NORMAS PARA LOS AUTORES

1. *Interacción y Perspectiva. Revista de Trabajo Social*, adscrita a la Facultad de Ciencias Jurídicas y Políticas de la Universidad del Zulia (LUZ), es una publicación científica dedicada a la difusión de resultados de investigación originales e inéditos. La revista arbitra trabajos que contribuyan significativamente al conocimiento del Trabajo Social en todas sus dimensiones, así como investigaciones procedentes de las Ciencias Sociales con un enfoque marcadamente interdisciplinario. La interdisciplinariedad constituye un objetivo central y transversal de nuestra política editorial. Los manuscritos enviados no deben haber sido propuestos simultáneamente a otros órganos de difusión.

2. Formato y proceso de envío: Los manuscritos deben presentarse en formato de procesador de textos compatible (Microsoft Word.docx).

- Gestión editorial: La recepción de artículos se realiza de manera exclusiva a través de nuestra plataforma Open Journal Systems (OJS) o, en su defecto, mediante el correo electrónico institucional: interaccionyperspectivarts@gmail.com o interaccionyperspectivarts@fcjp.luz.edu.ve
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- Sistema de arbitraje: las propuestas que cumplan con los criterios de forma y relevancia temática del comité editorial serán sometidas a un proceso de evaluación por pares bajo la modalidad de "doble ciego" (*double-blind peer review*), garantizando el anonimato tanto de autores como de evaluadores. El dictamen podrá ser: *Aprobado, Aprobado con modificaciones* o *Rechazado*. Los resultados del arbitraje, junto con las observaciones del Comité, serán notificados formalmente a los autores para la versión definitiva del trabajo.

3. Tipología de manuscritos

Interacción y Perspectiva. Revista de Trabajo Social acepta para su proceso de arbitraje y publicación las siguientes modalidades de contribución:

a) Artículos de investigación: documentos que presenten resultados originales, derivados de proyectos de investigación concluidos o en etapas avanzadas. Deberán seguir rigurosamente la estructura IMRyD (Introducción, Metodología, Resultados y Discusión), además de incluir Conclusiones y Referencias Bibliográficas.

b) Artículos de revisión o ensayo: documentos analíticos que ofrezcan una perspectiva crítica, interpretativa o teórica sobre un tema específico de las Ciencias Sociales.

Deben sustentarse en una revisión exhaustiva de fuentes originales y literatura actualizada, aportando una síntesis novedosa al área de conocimiento.

c) Reportes de caso: estudios profundos sobre situaciones o experiencias particulares dentro del ámbito del Trabajo Social. Deben incluir una descripción detallada del caso, una revisión sistemática de literatura análoga y una reflexión sobre las implicaciones prácticas o teóricas de los hallazgos.

d) Comunicaciones cortas o pre-prints: versiones preliminares de investigaciones originales de alto impacto que aún no han sido publicadas en actas de congresos o revistas, permitiendo la difusión rápida de hallazgos significativos.

e) Reseñas bibliográficas (No arbitradas): análisis críticos y descriptivos sobre libros o revistas especializadas de reciente publicación (máximo 3 años de antigüedad). Su aceptación queda a discreción del comité editorial.

f) Semblanzas y notas biográficas: textos destinados a resaltar la trayectoria académica, profesional y el impacto social de personalidades destacadas en el Trabajo Social y las Ciencias Sociales.

g) Traducciones y documentos históricos: versiones en español de textos clásicos o contemporáneos de alta relevancia para la disciplina, siempre que se cuente con los permisos de autor y derechos de traducción correspondientes.

4. La recepción de artículos se realizará durante todo el año.

5. Se aceptarán hasta un máximo de 5 autores por artículo a publicar.

- Declaración de contribución de los autores (Taxonomía CRediT). Con el propósito de garantizar la transparencia y el reconocimiento ético del trabajo intelectual, *Interacción y Perspectiva* requiere que los manuscritos con múltiples autores incluyan una declaración detallada de las contribuciones individuales, siguiendo la taxonomía internacional CRediT (*Contributor Roles Taxonomy*). Al final del artículo, antes de las referencias bibliográficas, se deberá especificar el rol o roles desempeñados por cada integrante (p. ej.: Conceptualización, Metodología, Análisis formal, Investigación, Redacción del borrador original, Revisión y edición, entre otros). El cumplimiento de esta norma es indispensable para la acreditación de la autoría y busca prevenir prácticas de autorías honorarias o ficticias.
- *Interacción y Perspectiva* reconoce el potencial de las herramientas de Inteligencia Artificial (IA) para mejorar la claridad de la redacción científica; no obstante, su uso debe regirse por principios de transparencia, responsabilidad y ética. Los autores que empleen herramientas de IA generativa (como modelos de lenguaje de gran tamaño) para la redacción, traducción o asistencia técnica en sus manuscritos, deben declarar explícitamente su uso en una sección específica al final del texto. Bajo ninguna circunstancia se aceptará a una IA como autor o coautor, ya que estas herramientas no pueden asumir responsabilidad sobre la integridad y originalidad del trabajo.

6. Normas Editoriales

a. Estructura del manuscrito

- Primera página (Portada): debe contener el título del trabajo (conciso y explicativo), el título corto (*running head*) de máximo 50 caracteres, los nombres de los autores con sus respectivos ORCID (enlace completo), y la filiación institucional (Departamento, Facultad, Institución, Ciudad, País y correo electrónico). Debe incluirse una "Nota del Autor" con el correo electrónico de contacto del autor de correspondencia. Se eliminan datos sensibles (números de teléfonos por seguridad y privacidad).
- Segunda página (Resumen/Abstract): resumen en español e inglés (máximo 250 palabras). Debe ser un párrafo único, sin sangría, que describa objetivo, metodología, resultados y conclusiones. Al pie, se incluirán cinco palabras clave (Keywords) extraídas de tesauros normalizados (ej. UNESCO), separadas por comas y en minúsculas.
- Agradecimientos y financiamiento: se ubican al final del texto principal, antes de las referencias. Es obligatorio declarar la fuente de financiamiento y el código del proyecto, si aplica.

b. Formato y extensión

- Extensión: entre 15 y 25 páginas para artículos de investigación.
- Tipografía y diseño: letra Times New Roman 12 pt o Arial 11 pt. Todo el documento a doble espacio (incluyendo referencias), sin espacio extra entre párrafos.
- Márgenes: 2.54 cm (1 pulgada) en los cuatro costados.
- Numeración: parte superior derecha, comenzando desde la portada.

c. Tablas, figuras y fotografías

Deben insertarse dentro del texto, no en hojas separadas, para facilitar la lectura digital.

- Formato: numeradas correlativamente (Tabla 1, Figura 1) en negrita. El título va en la línea siguiente en cursiva.
- Las tablas deben enviarse en Word (formato editable, no como imagen).
- Figuras: El tipo y tamaño de letra debe ser uniforme, con resolución de 300 dpi, en formato JPG o TIFF.
- Las fotografías pueden ser en blanco y negro o en color, en formato JPG o TIFF, con resolución de 300 dpi.
- Notas: solo se usan notas al pie de la tabla/figura para explicar abreviaturas o fuentes. Según APA 7, las tablas no llevan líneas verticales. Es obligatorio identificar la fuente de elaboración de la tabla.

d. Encabezamientos (Niveles de títulos)

- Nivel 1: Centrado, negrita, mayúsculas y minúsculas.

- Nivel 2: Alineado a la izquierda, negrita, mayúsculas y minúsculas.
- Nivel 3: Alineado a la izquierda, negrita, cursiva, mayúsculas y minúsculas.

e. Citación en el Texto (Sistema Autor-Fecha)

Se utiliza el formato estándar de APA 7:

- Cita narrativa: González (2024) afirma que...
- Cita parentética: (González, 2024).
- Cita textual (menos de 40 palabras): se incluye entre comillas e indica la página con la abreviatura "p." (ej. González, 2024, p. 24). Si son varias páginas: (pp. 24–25).
- Tres o más autores: se abrevia desde la primera mención usando "et al." (ej. González et al., 2024).
- Nota sobre los dos puntos: en APA 7 no se usan los dos puntos (:) para separar el año de la página; se usa una coma y la abreviatura "p.".

f. Referencias bibliográficas (Lista al final)

Solo se incluyen las fuentes citadas. Se aplica sangría francesa y orden alfabético. Es obligatorio incluir el DOI en formato URL completa (https://doi.org/...) para todas las fuentes que lo posean.

Ejemplos actualizados:

- Libros: Apellido, N. (Año). *Título del libro en cursiva*. Editorial.

Castellano, A. M. (2007). *Planificación popular y diálogo de saberes*. Ediciones del Vice Rectorado Académico de la Universidad del Zulia.

- Capítulos de libros: Apellido, N. (Año). Título del capítulo. En N. Apellido (Ed.), *Título del libro* (pp. xx–xx). Editorial.

León U., J. (2010). Salud y participación popular: hacia una ciudadanía plena. En J. Lévy & M. Malo (Eds.), *De la participación en salud a la construcción del poder popular* (pp. 17–30). IAES.

- Artículos de Revista: Apellido, N. (Año). Título del artículo. *Nombre de la Revista*, *volumen* (número), páginas. URL o DOI.

Pereira Jardim, L. (2008). Teoría social y concepción del trabajo: una mirada a los teóricos del siglo XIX. *Gaceta Laboral*, *14* (1), 81–101.

- Fuentes de Internet: Apellido, N. (Día, mes, año). *Título del artículo o página*. Nombre del sitio. URL. (Ya no se usa "Fecha de consulta" a menos que la fuente cambie frecuentemente).

Hernández, D. R. (25 de enero de 2008). *La blogósfera cuenta con más de 60 mil blogs locales*. El Universal. http://www.eluniversal.com/2008/01/25/ccs_art_lablogosfera-cuenta_686549.shtml. Fecha de consulta: 04/02/09.

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GUIDELINES FOR AUTHORS

1. Interaction and Perspective. Revista de Trabajo Social, affiliated with the Faculty of Legal and Political Sciences of the University of Zulia (LUZ), is a scientific publication dedicated to the dissemination of original and unpublished research results. The journal refereees works that contribute significantly to the knowledge of Social Work in all its dimensions, as well as research from the Social Sciences with a markedly interdisciplinary approach. Interdisciplinarity is a central and cross-cutting objective of our editorial policy. Manuscripts submitted must not have been simultaneously proposed to other publications.

2. Format and submission process Manuscripts must be submitted in a compatible word processor format (Microsoft Word.docx).

3. Types of manuscripts

Interacción y Perspectiva. Revista de Trabajo Social accepts the following types of contributions for review and publication:

a) Research articles: documents presenting original results derived from completed research projects or projects in advanced stages. They must strictly follow the IMRyD structure (Introduction, Methodology, Results, and Discussion), in addition to including Conclusions and Bibliographic References.

b) Review or essay articles: analytical documents that offer a critical, interpretive, or theoretical perspective on a specific topic in the social sciences. They must be based on an exhaustive review of original sources and current literature, providing a novel synthesis to the field of knowledge.

c) Case reports: in-depth studies of particular situations or experiences within the field of social work. They should include a detailed description of the case, a systematic review of analogous literature, and a reflection on the practical or theoretical implications of the findings.

d) Short communications or pre-prints: preliminary versions of high-impact original research that has not yet been published in conference proceedings or journals, allowing for the rapid dissemination of significant findings.

e) Bibliographic reviews (non-refereed): critical and descriptive analyses of recently published books or specialized journals (maximum 3 years old). Their acceptance is at the discretion of the editorial committee.

f) Profiles and biographical notes: texts intended to highlight the academic and professional careers and social impact of prominent figures in social work and the social sciences.

g) Translations and historical documents: Spanish versions of classic or contemporary texts of high relevance to the discipline, provided that the corresponding author and translation rights permissions have been obtained.

4. Articles will be accepted throughout the year.

5. A maximum of 5 authors per article to be published will be accepted.

6. Editorial Guidelines

a) Manuscript Structure

1. First page (Cover page): must contain the title of the work (concise and explanatory), the short title (running head) of no more than 50 characters, the names of the authors with their respective ORCID (full link), and institutional affiliation (Department, Faculty, Institution, City, Country, and email address). An "Author's Note" must be included with the contact email address of the corresponding author. Sensitive data (telephone numbers for security and privacy reasons) must be removed.

2. Second page (Abstract): abstract in Spanish and English (maximum 250 words). It should be a single paragraph, without indentation, describing the objective, methodology, results, and conclusions. At the bottom, include five keywords extracted from standardized thesauri (e.g., UNESCO), separated by commas and in lowercase.

3. Acknowledgments and funding: these are located at the end of the main text, before the references. It is mandatory to declare the source of funding and the project code, if applicable.

b) Format and length

- Length: between 15 and 25 pages for research articles.
- Typography and design: Times New Roman 12 pt or Arial 11 pt font. The entire document should be double-spaced (including references), with no extra space between paragraphs.
- Margins: 2.54 cm (1 inch) on all four sides.
- Numbering: top right, starting from the cover page.

c) Tables, figures and photographs

These should be inserted within the text, not on separate sheets, to facilitate digital reading.

- Format: numbered consecutively (Table 1, Figure 1) in bold. The title goes on the following line in italics.
- Tables must be submitted in Word format (editable, not as an image).
- Figures: The font type and size must be uniform, with a resolution of 300 dpi, in JPG or TIFF format.
- Photographs may be in black and white or color, in JPG or TIFF format, with a resolution of 300 dpi.
- Notes: footnotes are only used at the bottom of the table/figure to explain abbreviations or sources. According to APA 7, tables do not have vertical lines. It is mandatory to identify the source of the table.

d) Headings (Title Levels)

- Level 1: Centered, bold, upper and lower case.
- Level 2: Left aligned, bold, upper and lower case.
- Level 3: Left aligned, bold, italics, upper and lower case.

e) In-text citations (Author-date system)

The standard APA 7 format is used:

- Narrative citation: González (2024) states that...
- Parenthetical citation: (González, 2024).
- Direct quotation (less than 40 words): enclosed in quotation marks and indicating the page with the abbreviation "p." (e.g., González, 2024, p. 24). If there are several pages: (pp. 24–25).
- Three or more authors: abbreviated from the first mention using "et al." (e.g., González et al., 2024).
- Note on colons: in APA 7, colons (:) are not used to separate the year from the page; a comma and the abbreviation "p." are used.

f) Bibliographic references (List at the end)

Only cited sources are included. Use a hanging indent and alphabetical order. It is mandatory to include the DOI in full URL format (https://doi.org/...) for all sources that have one.

Updated examples:

- Books: Last name, N. (Year). Book title in italics. Publisher.

  Castellano, A. M. (2007). Popular planning and dialogue of knowledge. Publications of the Vice-Rectorate for Academic Affairs of the University of Zulia.

- Book chapters: Last name, N. (Year). Chapter title. In N. Last name (Ed.), Book title (pp. xx–xx). Publisher.

  León U., J. (2010). Health and popular participation: towards full citizenship. In J. Lévy & M. Malo (Eds.), From participation in health to the construction of popular power (pp. 17–30). IAES.

- Journal articles: Last name, N. (Year). Title of the article. Journal name, volume (number), pages. URL or DOI.

  Pereira Jardim, L. (2008). Social theory and the conception of work: a look at 19th-century theorists. Gaceta Laboral, 14 (1), 81–101.

- Internet sources: Last name, N. (Day, month, year). Title of article or page. Name of site. URL. ("Date accessed" is no longer used unless the source changes frequently).

  Hernández, D. R. (January 25, 2008). The blogosphere has more than 60,000 local blogs. El Universal. http://www.eluniversal.com/2008/01/25/ccs_art_la-blogosfera-cuenta_686549.shtml. Date consulted: 02/04/09.

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