



Fotografía: Hugo Morales

The challenges for Psychology and Social Sciences facing a new decade

Editorial

María Isabel Reyes Espejo^{1,*}, Pablo Cáceres Serrano², Enrique Baleriola Escudero³, Felipe Jiménez Vargas²

1 Editora Jefe, Psicoperspectivas, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile

2 Editores Asociados, Psicoperspectivas, Pontificia Universidad Católica de Valparaíso, Valparaíso, Chile

3 Editor Asociado, Psicoperspectivas, Universitat Oberta de Catalunya, Barcelona, España

* revista@psicoperspectivas.cl

As, technically, year zero does not exist in our calendar, this new issue of *Psicoperspectivas*, *Individuo y Sociedad* is not only the first of the year, but also the first of a new decade. With it, we open the way to new challenges and to critical reflection on others already underway.

This 2021 will be remembered as the post-pandemic year, the one that we hope will be the beginning of the end of the actor that has made evident the multitude of problems that Latin America and the whole world is going through. In particular, in Chile it is also a special year. For the first time in a long time we are facing a constituent process that requires the participation of all to legitimize the place of the public/community and to affirm the

deliberative space we require for the construction of a new Constitution.

In this context, as already stated by Whitehead (1925), we must remember that reality is process, the present is an extensive continuum that bears witness to the multiplicity of events that shape reality at every moment (Stengers, 2020a). A present apprehended from past social events, from those already underway, and from those yet to come. We require, therefore, the lessons learned from history and the recognition of the wide and heterogeneous range of social subjects that participate in a civil society that continues to demand greater justice and dignity (De Souza Santos, 2015).

How to cite: Reyes Espejo, M. I., Cáceres Serrano, P., Baleriola Escudero, E., & Jiménez Vargas, F. (2021). Los desafíos de la Psicología y las Ciencias Sociales para una nueva década: Editorial. *Psicoperspectivas*, 20(1).

<https://dx.doi.org/10.5027/psicoperspectivas-vol20-issue1-fulltext-2266>



Published under a [Creative Commons Attribution International 4.0 License](https://creativecommons.org/licenses/by/4.0/)

Thus, although in ten years 2021 would be remembered as the year of COVID-19 effects or revolts in and post-pandemic, what will really define this period will be the reflections, transformations, practices and discourses on the issues that shake society on a daily basis. Educational dynamics, approaches to psychological problems, attitudes, or the effects of the economy are some of the issues that the horizon of this decade challenges us to address.

Therefore, a multiple, heterogeneous approach is necessary to help us to approach the issues that make up the present time from different perspectives, concepts, authors and authors. Stengers (2020b) argues that we lack the time to think together about common problems and, in this way, offer alternatives to respond to the catastrophes and precariousness of the contemporary world; we need to reflect together and in community, opening bridges to think about what unites us in difference.

This new issue of *Psicoperspectivas* joins this current, analyzing what issues mark the agenda and the reality of the new decade, starting from and beyond the deep, complex and multiple implications of the pandemic that still affects us. This is a plural issue which, as a whole, reflects the moment that Chilean society is experiencing, but which is also shared by other countries.

A theme that appears in different articles of this call for papers is childhood. In a recent document entitled "*Avoiding a lost generation due to COVID-19*" (UNICEF, 2020), a worrying current scenario for children, as well as for other minority groups, is revealed. For example, the report estimates that nearly 140 million children and adolescents have moved into households below the poverty line in response to the pandemic.

However, UNICEF's plan not only maps the current worrisome scenario, but also goes further by offering insights to try to recover and re-imagine the world of childhood in the coming years. According to the diagnosis, the main critical issues have been the closing of schools with the consequent inequality in access to educational services, housing confinement and the increase in family and gender violence, mainly, as well as the interruption of mental health services and the respective personal, family and social repercussions for children and adolescents.

Education is another of the central themes of this issue, whose current social relevance is more than evident. Since UNESCO ruled in 1948 that education is a fundamental human right that must also be of quality (UNESCO, 1990; 2000), the approaches and interventions to make this a de facto reality for all people have been

diverse in each historical, political, social and economic context.

Such a task requires a constant analysis of the phenomena of inclusion and exclusion that occur at the political-institutional level, and that create the framework and conditions through which schools can subsequently act (López et al., 2019). At the meso organizational level, from where the conditions of possibility are managed on what the different actors of the educational system (teachers, students, management teams, technicians, parents, etc.) can do, and how they can carry out those actions (Bowen et al., 2017). And at the micro level, of the practices and discourses that these actors carry out and that finally perform the educational system on a daily basis. Thus, education as a social phenomenon, currently requires new tools, analysis and methods to address it in its complexity.

In order to reflect the complexity of the different elements that make up the reality we are facing, this issue of *Psicoperspectivas* includes five articles on childhood and education. The first one, entitled '*Middle classes and school inclusion: Exploring the mediation zone of desegregation in schools*', by Macarena Hernández and Alejandro Carrasco, offers an analysis of the School Inclusion Law (LIE) based on three schools, reflecting on the implementation of this law at the local level of educational communities and the challenges it poses.

The second article is entitled '*Attitudinal perspectives of practicing and trainee teachers towards educational inclusion*'. In it, Antonio Rodríguez, José Luis Gallego, Antonia Navarro and María Jesús Caurcel present the results of a quantitative study on attitudes towards inclusive education in students of this career, which yields very relevant conclusions about how to transform the education of the future.

'*Trajectories of child development in protection institutions in Colombia*', is the title of the article by Esteban Galvis, Carolina Maldonado and Andrés Molano. This work focuses on child protection institutions in Colombia, studying the trajectories of cognitive and socioemotional development of infants. It highlights the importance of support and care, which demonstrates the urgency of resolving in the short term one of the pending issues of institutions working with children.

Francisca Hernández, Joaquín Plaza and Johanna Kreither present '*Attention Deficit Hyperactivity Disorder in adults: A systematic review of therapeutic approaches*'. Although this problem is frequently associated with childhood, the authors investigate, through a review, the therapeutic findings on this problem in the adult population. This work is an important contribution to an issue that is

becoming more visible every day and that encourages us to intervene in the coming years.

Finally, the authors Noelia Ceballos-López and Ángela Saiz-Linares, in their article 'Participatory qualitative methodologies in education: Photovoice, vignettes and Ketso', with the purpose of deepening qualitative research in education and contributing to overcoming the "method-centrism phenomenon" (Snaza et al., 2014), examine the use of some participatory research strategies used in three investigations previously developed with the participation of student teachers and children.

The consequences of sexual abuse, political and gender-based violence are also relevant topics for these times. The global pandemic has revealed in various latitudes the situation of violence experienced by girls and women due to their confinement in their homes and the absence of a social and public network that can receive their complaints and requests for help. UN Women has denounced the rise of another "hidden pandemic", emphasizing the danger for those who are victims of gender-based violence, having to live with their aggressors (UN Women, 2020).

Specifically, sexual aggressions against children and adolescents have become the focus of prevention and awareness-raising within households, assuming that it is precisely this scenario that puts them at the greatest risk, given that more than 77% of sexual aggressions are perpetrated by a direct family member or by someone in their environment (UN Women, 2020). Likewise, popular revolts and social outbursts in various countries of our continent have made visible the problems derived from social, police and political violence. The devastating consequences of these experiences are, undoubtedly, distressing and leave their mark on the victims as well as on their environment and families. In this issue of *Psicoperspectivas*, three investigations report relevant results.

In the article '*Early sexual abuse and its impact on current adult well-being*', authors José Andrés Murillo, Andrés Mendiburo-Seguel, María Pía Santelices, Paulina Araya, Silvia Narváez, Catalina Piraino, Josefina Martínez and James Hamilton seek to broaden the understanding of child sexual abuse, providing a focus on socioeconomic level, the type of abuse and on its possible perceived consequences and on well-being in adult life, addressing the effect of child sexual abuse (before the age of 18) on the current well-being of those who have suffered it, based on the analysis of a survey applied in 2018 by the Foundation for Trust in the Metropolitan Region in Chile. The analysis developed made it possible to establish some elements necessary for a comprehensive

understanding of the phenomenon: the procedural consideration of strategies and actions, and not only of the act, the symbolic power asymmetry, the exploitation of vulnerability and trust, the manipulation of consent, sexually abusive acts and preparation strategies prior to physical abuse. The study establishes that victims of low socioeconomic status who were sexually abused and did not have access to reparation processes report lower levels of well-being.

Authors Macarena Trujillo Cristoffanini and Inma Pastor Gosálbez, in their article '*Gender violence in university students: A challenge for higher education*', report the results of a research carried out in Chilean universities (2019) to investigate the experiences of students who are victims of violence in their intimate partner relationships and examine the emotional repercussions, trajectories and difficulties they have faced in the process. They conclude that gender-based violence is independent of the status and background of those affected and highlight the importance of establishing networks that promote agency and the termination of relationships with aggressors within educational institutions.

In '*Living conditions after forced displacement: Experiences and perceptions of children and their caregivers*', Laura Margarita Doria-Fálquez, Liceth Reales-Silvera, Ana Rita Russo de Vivo gather the experiences and perceptions of children and their caregivers who seek to overcome experiences of forced displacement in Barranquilla (Colombia) through the Psycho-affective Recovery Program. The results show how poverty, violence and precarious housing -cumulative effects of forced displacement- affect the psycho-affective development of children and the way in which they interact with community, school and family structures. The authors conclude that the consequences of displacement are multidimensional and intergenerational, generating deficiencies in all basic aspects of the human being.

Finally, there is a third group of articles focused on research in the social and organizational fields, which provide a broad perspective on the problems and dynamics that characterize social relations today. They constitute a commitment for the development of the generation of knowledge put "in common" that also results in the valuation of the daily life of relationships, of popular and original knowledge, that is, of the encounter between academia and community (Reyes Espejo, 2016).

To think about a different metaphor for science can help us to find new ways out. Latour (2004) argues that success, which is not frequent in a given science, is not easily transported to another instance. And this is especially true when one moves from the natural

sciences to the human and social sciences. In this context, following Stengers and Despret, he outlines three principles:

First, science implies "interest," that is, it is not enough to ask whether something is scientific, for in the face of a positive answer, one should add Is it interesting? Does it interest anyone? One of the relevant purposes of science in this sense is that it should generate connections between people who share problems or a life in common.

The second thing is that science always implies a "risk", that is, not only to question the hypotheses that must be contrasted -falsified- or the empirical data associated with a theory, but at the same time, to doubt the theory itself and the researcher, himself. It implies questioning the apparatuses of science and the researcher: his beliefs, his position, his interests, etc. Even the situation of being "in command of or leading an investigation".

Third, science implies generating the conditions to "differ". The ideal of science has been to generate disinterested, disaffected and non-interfering people with respect to their work. However, a passionate scientist who generates the conditions for his object to show interest, will strive to establish the conditions of contradiction that allow him to question his own categories of thought and those of others.

In this context, social sciences will never be an individual enterprise, they require the formation of a collective, to interest, to engage, to risk, to affect, to transform the intimate and social world (Reyes, 2016). Thus, the following set of articles invite us to reflect on diverse topics, but sharing -as a common denominator- a critical and committed stance towards the realities and contexts in which they develop their research.

The article '*The "cuicos": Representations and stereotypes of the upper class in Chile*' by researcher Claudia Jordana Contreras is framed in the representations of the Chilean economic elite from its denomination, the category "cuicos" and "cuicas", linked to the evolution of the dominant classes, the concentration of wealth and the social closure and self-exclusion of the privileged groups. The author attempts to identify the members of the category and the meaning acquired by being identified or classified as such, compiles the various meanings associated with the term and identifies the differentiations established within the category according to the various social strata.

'*Feminism and masculinities: Political and existential transformation in the narrative of anti-patriarchal male activists*', is the title of the article written by authors Jorge

Jiménez Rodas and Milton Morales Herrera, whose research is framed within the field of gender and masculinities studies and action. The authors conducted a narrative analysis of the stories of Latin American men who advocate for other ways of being men and against traditional structures. The testimonies collected allow us to recognize the influence of feminism and the contribution of a conceptual structuring to the political actions of the participating men. The results seek to draw attention to the importance of consolidating a feminist education and pedagogy that enhances political mobilization and personal transformations and propose a more general approach of men to the feminist movement and ideas, seeking the generation of a new way of "being a man" through dialogue, the academic review of feminism and the mobilization of subjective transformations to political demands.

Researcher Leonardo Cancino-Pérez is the author of the article '*Minga and volunteering: Alternative economy and precarious work in pro-sustainability settlements in Chile*', where, from a field work carried out in three Chilean settlements, he describes and analyzes the tensions and hybridizations that occur in traditional economic practices such as the minga, defined as a form of exchange that maintains in circulation reciprocal benefits and considerations that in turn generate obligations or commitments, and volunteering, where eventually asymmetric and abusive relationships are established, which bring it closer to precariousness.

In '*Thematic analysis of the experience of being a single mother by choice*', authors Laura Domínguez de la Rosa and Mario Millán Franco present a study focused on the experiences and challenges faced by women who have chosen to be single mothers and based on thematic content analysis. The researchers identify two thematic areas that allow grouping the experiences: "The decision to start a family" and "Challenges of being single mothers by choice: Normalization", verify the persistence of the conventional model of family in the construction of social practices, note the need to have - the professionals of psychosocial intervention - a set of knowledge and tools that allow understanding the aspects linked to new family forms; and claim that social workers, include family diversity as a field of research and central intervention in their disciplines.

Despite a growing interest in psychosocial factors inside Chilean organizations, few studies have investigated their links with organizational culture. In the article '*Organizational cultures and psychosocial risk factors in Chilean organizations. A latent class analysis*' researchers Andrés González-Santa-Cruz and Juan Pablo Toro-Cifuentes explore the relationship between three dimensions of organizational culture as proposed by

Hofstede (result-process orientation, task-people and strict control-laxity) and psychosocial factors of the work environment (harassment, destructive leadership, effort-reward imbalance, psychological distress and work vulnerability). Among the results, it is highlighted that women did not present a significantly higher exposure to

risk factors, although in general, they reported a higher prevalence of distress and vulnerability. Based on the results, the authors suggest that human resources professionals should pay attention to worker-focused cultural practices in the Latin American regional context of which they are a part.

These are the articles that make up the *Psicoperspectivas*' No. 1 of year 2021 that we are inviting to read. Undoubtedly, these are different issues that will mark the recently inaugurated decade, and that the authors contribute to glimpse, for to make us think, to criticize, and to intervene now as everything is yet to be written and resolved.

María Isabel Reyes Espejo

Chief Editor

Pablo Cáceres Serrano

Enrique Baleriola Escudero

Felipe Jiménez

Associated Editors

References

- Bowen, R., Ball, S., & Gold, A. (2017). *Reforming education and changing schools: Case studies in policy Sociology*. Routledge.
- De Sousa Santos, B. (2015). *Revueltas de indignación y otras conversas*. Stigma.
- Latour, B. (2004). How to talk about the body? The normative dimension of Science Studies. *Body & Society*, 10(2-3), 205-229.
<https://doi.org/10.1177/1357034X04042943>
- López, V., Sisto, V., Baleriola, E., García, A., Carrasco, C., Núñez, C. G., & Valdés, R. (2019). A struggle for translation: An actor-network analysis of Chilean school violence and school climate policies. *Educational Management Administration & Leadership*, 49(1), 164-187.
<https://doi.org/10.1177/1741143219880328>
- Reyes, M. I. (2016, nov. 8). *Desafíos para la investigación colaborativa en el campo de las Ciencias Sociales: Conferencia de cierre del Encuentro de Jóvenes Investigadores de Trabajo Social, Viña del Mar, 8 de noviembre*.
- Snaza, N., Appelbaum, P., Bayne, S., Carlson, D., Morris, M., Rotas, N., Sandlin, J., Wallin, J., & Weaver, J. (2014). Toward a posthumanist education. *Journal of Curriculum Theorizing*, 30(2), 39-55.
- Stengers, I. (2020a). *Pensar con Whitehead*. Cactus.
- Stengers, I. (2020b). *Cómo pensar juntos*. Saposcat.
- UNESCO. (1990). *Conferencia Mundial de Educación para Todos*. UNESCO/París.
- UNESCO. (2000). *Foro Mundial de Educación para Todos*. Dakar, Senegal. UNESCO/París.
- UNICEF. 2020. *Evitar una generación perdida a causa de la COVID-19*.
- Whitehead, A. N. (1925). *Science and the modern world*. The Free Press.