

IN THIS ISSUE

A New Constitution for
Unity

Humanitarian Response to
Conflicts

Operational Distress among
Employees

Building the Federated States of
Europe



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IMAGE: ACROPOLIS OF ATHENS,
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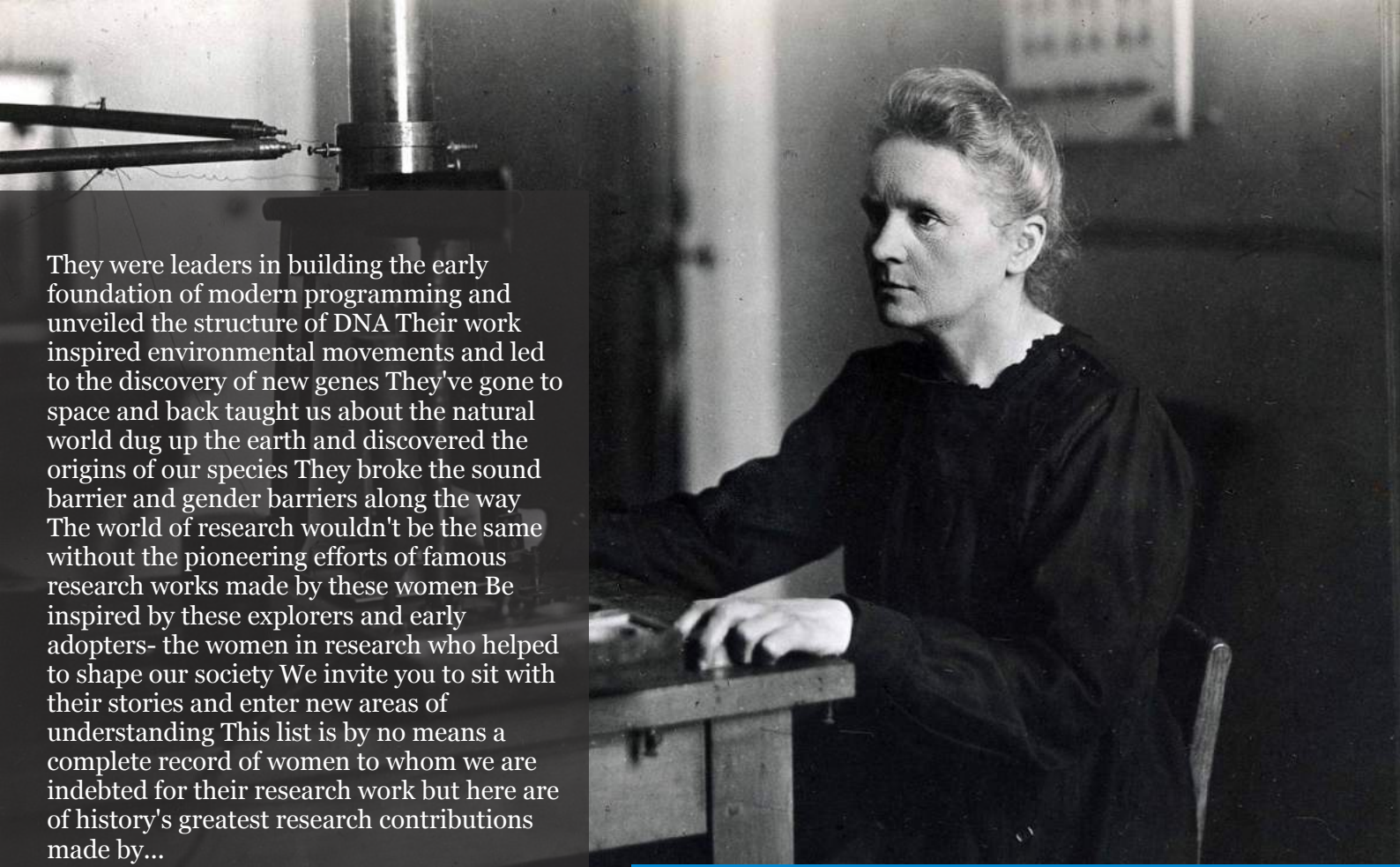
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Journal Content

In this Issue



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- i. Journal introduction and copyrights
- ii. Featured blogs and online content
- iii. Journal content
- iv. Curated Editorial Board Members

-
1. Building the Federated States of Europe: A New Constitution for Unity and Democracy. **1-13**
 2. Global Health, Humanitarian Response to Conflicts and Disasters. **15-24**
 3. Unique Interpretation of Necessity and Freedom in the Philosophy of IBN Rushd based on the Rejection of the Opinions of his Contemporaries. **25-30**
 4. Politicization of Religion as a Socio-Political Phenomenon. **31-39**
 5. Psychosocial Risk Factors at Group Level and Operational Distress among Employees in Salvadoran Companies. **41-49**
 6. The Challenges of Permanence and Success in EJA-EPT at IFG in the Context of Emergency Remote Education. **51-72**
 7. Brick Lane: A Marxist Exploration of Class, Gender, and the Potential for Social Transformation. **73-79**
 8. Effect of Psychological Factors on User Satisfaction of Residents. **81-89**

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- V. Great Britain Journals Press Membership

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Building the Federated States of Europe: A New Constitution for Unity and Democracy

Manuel Galiñanes, Mauro Casarotto & Leo Klinkers

SUMMARY

The governance of the European Union (EU) through treaties and without an adequate institutional structure is complex, inefficient, lacks transparency and legitimacy, and is difficult for citizens to understand. Furthermore, there is no clear separation of powers within the EU. While successive treaties have gradually increased the powers of the European Parliament, its ability to influence and develop policies remains limited and subordinate to the European Commission and Council. A serious problem for the EU is that its citizens generally know little about their elected representatives and lack information about how political decisions are made. The large number of actors, the complexity of institutional links, the lack of transparency in consensus decision-making within the Council, and the drafting of laws and regulations by unelected technocrats instead of popularly elected representatives, are all elements that call into question the democratic quality of the EU and erode its institutions.

To overcome these important problems within the EU democratic system, it is necessary to build a common European project where different powers are strictly separated and citizens have direct participation in decision-making. To this end, a Citizens' Convention led by the Federal Alliance of European Federalists (FAEF) was held between October 2021 and April 2022. The goal was to replace the EU treaties with a Constitution and establish the Federated States of Europe. The work of the more than 70 members who participated in the Citizens' Convention was encapsulated in a Constitution with ten articles that establish the necessary government structures of the Federation and delineate citizens' rights and duties

Keywords: european union, european federal constitution, european federation, division of political powers, direct democracy, democratic legitimacy, citizen participation, governance reform, transparency, institutional cohesion.

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Building the Federated States of Europe: A New Constitution for Unity and Democracy

Manuel Galiñanes^α, Mauro Casarotto^σ & Leo Klinkers^ρ

SUMMARY

The governance of the European Union (EU) through treaties and without an adequate institutional structure is complex, inefficient, lacks transparency and legitimacy, and is difficult for citizens to understand. Furthermore, there is no clear separation of powers within the EU. While successive treaties have gradually increased the powers of the European Parliament, its ability to influence and develop policies remains limited and subordinate to the European Commission and Council. A serious problem for the EU is that its citizens generally know little about their elected representatives and lack information about how political decisions are made. The large number of actors, the complexity of institutional links, the lack of transparency in consensus decision-making within the Council, and the drafting of laws and regulations by unelected technocrats instead of popularly elected representatives, are all elements that call into question the democratic quality of the EU and erode its institutions.

To overcome these important problems within the EU democratic system, it is necessary to build a common European project where different powers are strictly separated and citizens have direct participation in decision-making. To this end, a Citizens' Convention led by the Federal Alliance of European Federalists (FAEF) was held between October 2021 and April 2022. The goal was to replace the EU treaties with a Constitution and establish the Federated States of Europe. The work of the more than 70 members who participated in the Citizens' Convention was encapsulated in a Constitution with ten articles that establish the necessary government structures of the Federation and delineate citizens' rights and duties.

Keywords: european union, european federal constitution, european federation, division of political powers, direct democracy, democratic legitimacy, citizen participation, governance reform, transparency, institutional cohesion.

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I. INTRODUCTION

The European Union (EU) is a unique and complex supranational entity, with central institutions, such as the European Commission, the European Parliament and the European Council, to achieve political, economic and legal integration among Member States. However, cooperation between States is carried out through intergovernmental treaties that allow the use of the veto with the option of voluntary exclusion in the treaties, thus leaving room for national interests and selfishness. Furthermore, the dual mandate of national heads of government acting simultaneously as national and European leaders in the context of the Council of the EU and the lack of full power of legislative initiative of the European Parliament create differences between Member States and European citizens. These elements have operated over the last decades causing disaffection and loss of confidence of citizens in the EU institutions [1, 2] to provide satisfactory solutions to the important common challenges of our time such as the environmental crisis, foreign policy, defence, political economy and civil rights. Though, it must be acknowledged that the argument of the existence of a democratic

deficit within the EU, and even the need for it, is not widely accepted and has been questioned by some scholars [3].

Now, the critical question is how to achieve a more integrated and democratic Europe that meets the needs of citizens and at the same time allows their direct participation, so that they can actively contribute to decision-making during the legislature and not be limited to the election of political representatives. The best way to achieve this is the creation of a European federation that thinks and acts from below, that is, from the base of the people in a centripetal manner, and that looks after the common interests of the citizens. Altiero Spinelli [4] and Robert Schuman [5] were the pioneers in advocating the creation of a European federation, an idea that has later been endorsed with the aim of achieving greater democracy and more effective governance of the EU [6]. A recent conference on how to achieve greater EU integration also suggested that federalization of the EU would help overcome nationalism, be a better place to address internal problems, and have more influence globally [7]. It should be emphasised that a federal state is very different, in terms of efficiency, transparency and democracy, from the treaty-based intergovernmental system of the EU. Within a federation, Member States and their regions can live and work together without losing their own sovereignty, language, culture and traditions. In Europe, states such as Belgium, Switzerland, Austria, and Germany are examples of federal structure.

II. FEDERALISM IN THE WORLD

The ideas of European philosophers such as Aristotle, Montesquieu, Rousseau and Locke on popular sovereignty and the doctrine of the separation of powers (*trias politica*), as well as the development of a political method by Johannes Althusius around 1600 [8], which contains the pillars of the formation of a federal state, laid the foundations for the establishment of the first federal constitution in 1787 through the Philadelphia Convention. The essence of Althusius' thought is the fact that the authority of a State must be developed from the bottom up,

that is, starting with the family, the street, the neighbourhood, the municipality and so on.

The Philadelphia Convention held in 1787, in which fifty-five people participated, drafted a constitution of only seven articles [9] that achieved the union of the thirteen former British colonies, which, as small independent states, had entered into conflict with each other by virtue of a confederal treaty. The drafting and ratification of the US Constitution established one of the most influential federal systems in modern history, creating a balance of power between the Federal Government and the States, and clearly defining the areas of competence of each level of government. This represented an unprecedented advance in constitutional law, so that the federal concept turned out to be the appropriate recipe for growth to the current fifty Member States of the USA.

Although it was not federalism in the full and complete sense, the Federal Pact of 1291 between the Swiss cantons of Uri, Schwyz and Unterwalden is also considered an important precursor of modern federalism by establishing a defensive alliance between the cantons and laying the foundation for the development of the Swiss federalism immediately after the Sonderbund War of 1848 [10]. However, over the course of the 19th and 20th centuries, and mainly following the example of the US federation, other federated states emerged on all continents. The Commonwealth Act of 1867, also known as the Constitution Act of Canada, established a federal system that shared power between the Federal Government and the Provincial Governments [11]. Other important historical milestones of federalism in the world worth mentioning are the Federation of Australia, which in 1901, adopting a federal system similar to that of the USA, consolidated the Australian colonies into a single country with a Federal Government [12]; and in Germany, the Weimar Constitution of 1919 laid the foundations for federalism in Germany by dividing the country into States (Länder) with significant legislative and administrative authority in each of them [13]. However, in the latter case, the subsequent centralization of power in the hands of the Federal Government was one of the

reasons for the failure and short duration of the Weimar Republic. More recently, India adopted its Constitution in 1950, following independence in 1947, establishing a federal system that has been fundamental in maintaining unity in such a diverse country [14]. There is no doubt that each of these developments has significantly contributed to the evolution and understanding of federalism as a system of government.

Federalism as a government system has been a success in the countries that have adopted it. However, it is worth noting that the term federalism is sometimes not used appropriately. For example, Russia, which is officially defined as a federation and has a federal structure in its Constitution [15], actually exhibits strong central government control over the regions that over the years has reduced the autonomy of local authorities, particularly under the leadership of President Vladimir Putin. Previously, regional governors were elected locally, but in 2004 this practice was changed by a law in which governors are appointed by the president, which has led to a loss of regional autonomy and greater Kremlin influence in regional politics. In addition, the central government controls many of the country's economic and financial resources, limiting the ability of regions to make independent economic decisions. In this way, the ruling United Russia party exerts strong control over the country's political system, undermining the capacity of regional political actors and calling into question whether Russia is a "true" federation. Analysis of the Indian federation shows that India also retained more than 10 aspects of central authority when it was created in 1950. One of them grants the President the power to appoint Governors of the 28 states. In this way, the President exercises a power that does not belong to a properly constructed (centripetal) federal State [16]. It is fair to note that federalism may also be exposed to challenges such as potential tensions between the Federal and State Governments, issues of representation or conflicts over jurisdiction [17].

III. BUILDING THE EUROPEAN UNION

The period following World War II was critical in shaping the concept of European federalism,

leading eventually to the EU as we know it today. The idea of a unified Europe was propelled not just by the devastation of the war but also by a long-standing interest in federalism among British intellectuals and politicians, dating back to discussions around the Philadelphia Convention.

Winston Churchill's 1940 proposal for an "indissoluble union" between Britain and France marked a significant, albeit unsuccessful, attempt to unite against Nazi Germany. This proposal was emblematic of the broader movement towards European integration, characterized by the creation of common defense, foreign policy, and economic systems. Although it never materialized due to France's capitulation to Germany, it underscored the urgency and the geopolitical necessity of greater European cooperation.

The Ventotene Manifesto [4], penned by Altiero Spinelli during his exile, further solidified the intellectual foundation for European federalism. Spinelli's vision, deeply influenced by British federalist ideas, advocated for a federation that could ensure peace and collective prosperity. This manifesto became a cornerstone for post-war European federalist movements, including the European Federalist Movement founded by Spinelli and others. Their activism highlights the transition from wartime resistance against fascism to peacetime advocacy for a united Europe.

Robert Schuman's later advocacy [5], inspired by Jean Monnet, introduced a more pragmatic approach to European unity. Schuman's focus on establishing concrete institutions like the European Coal and Steel Community (ECSC) in 1950 represented a shift towards functional federalism based on economic integration. This approach was seen as a stepping stone towards political federation, although immediate moves towards a political federation, like Spinelli's proposal for a constituent mandate for the ECSC assembly, were stalled by national parliaments.

This historical narrative illustrates how visions of a federal Europe were shaped by a combination of intellectual movements, pragmatic political

considerations, and the stark realities of the 20th-century European landscape. The efforts of figures like Churchill, Spinelli, and Schuman laid the groundwork for the European integration that would follow, eventually leading to the complex political entity of the EU.

Later, with the purpose of preventing the return of a Franco-German conflagration, defending freedoms and human rights and increasing prosperity through economic integration, the Common Market was established by the Treaty of Rome of 1957 [18], which, known as the European Economic Community, created the Council of Europe and the Court of Justice in Luxembourg a year later.

The Treaties of Paris and Rome established the foundations of community architecture and on April 8, 1965, the Executive Merger Treaty was signed in Brussels, establishing a single Council and a single European Commission [19]. A European Parliament and a Court of Justice were also created, joined in 1975 by the Court of Auditors, with the mission of exercising external control of the community budget.

Drawing on previous experience of community politics and the need to deepen European unification, Spinelli, as a member of the European Parliament, attempted again in 1984 to use intergovernmental institutions to create a federation by proposing a project, known as the “*Spinelli Treaty*” [20], which established an EU. The draft treaty approved by the European Parliament included the preservation of the Commission and the intergovernmental Council of the European Community to avoid doctrinal discussions, and did not explicitly mention the concept of federal constitution making. Thereby, Spinelli's initial proposal for a federation on a constitutional basis similar to the 1878 Philadelphia Convention that would overtake the intergovernmental system was not carried out, thus allowing the continuation of the predominance of national interests over common interests. Since Heads of Government and Members of the EU Parliament are elected in national/regional constituencies, it is inevitable that they operate on the basis of local demands.

The Maastricht Treaty of 1992, also known as the Treaty on European Union [21], which came into force a year later, established the EU as we know it today, with the creation of the single currency (the euro) and the definition of common policies in areas such as justice and home affairs. Despite everything, another treaty, the Treaty of Lisbon [22], which came into force at the end of 2009, conferred new legislative powers on the European Parliament such as agriculture, energy, security, immigration, justice or budgets.

It can be concluded that throughout the construction of the EU, pro-European movements and parties have mistakenly clung to Spinelli's idea of using the European Parliament, the only EU institution directly elected by citizens, as an identity capable of transform intergovernmental treaties into a constitution. Maintaining the EU's treaty-based approach has therefore prevented the establishment of a truly genuine federal state in Europe. A clear example of how the law has been misused to legitimize a politically desired outcome within the EU is the Constitutional Treaty [23] resulting from the EU Convention on the Future of Europe (2001-2003) led by Valéry Giscard d'Estaing, that was rejected by referendum and that if approved would have meant twisting the law to serve political ends and a reinforcement of intergovernmental treaties. Treaties continue to be instruments at the disposal of public administrators, while a well-built constitution tends to place itself outside the possibility of manipulation by the political class. That is why a constitutional treaty is an oxymoron, a chimerical monster that has no plausible *raison d'être* for the needs of European citizens.

IV. EUROPEAN UNION CRISIS

The EU faces a multifaceted crisis that stems from its structural and functional deficiencies, particularly regarding democratic legitimacy and cohesion among its Member States. The EU operates through a system of top-down binding treaties and directives that often lack robust parliamentary oversight, creating a centrifugal force that prioritizes individual Member State interests over the common good. This structure

has led to a perception of a democratic deficit, where institutions such as the European Commission, the European Council, and the European Central Bank are seen as distant and opaque, eroding trust among EU citizens.

4.1 Structural and Governance Issues

4.1.1 Democratic Deficit and Institutional Legitimacy

- The EU's decision-making processes are perceived as lacking transparency and direct democratic input, leading to disconnection between EU institutions and the citizens they serve.
- The European Council, an unelected body with significant influence, operates with dual mandates that would be incompatible in a democratic constitution, further undermining the EU's democratic credentials.

4.1.2 Systemic Errors in the Lisbon Treaty

- The Lisbon Treaty [22], which serves as the EU's legal framework, contains contradictory articles and exceptions that undermine the principle of subsidiarity and allow administrators to make decisions without political accountability.
- Member States can sometimes ignore treaty obligations, leading to conflicts that often require judicial rather than political resolution, highlighting the EU's governance challenges.

4.2 Economic and Social Challenges

- *Impact of the Global Financial Crisis:* The 2008 financial crisis had a profound impact on several EU countries, particularly Greece, Spain, Portugal, and Ireland. The subsequent bailouts and austerity measures led to significant political and social tensions. The crisis exposed the lack of economic convergence among Member States and exacerbated inequalities, contributing to the EU's internal divisions.
- *Brexit:* The UK's decision to leave the EU (Brexit) has created uncertainty and division, both within the UK and across the EU, highlighting the fragility of the union. Brexit

has also intensified debates on national sovereignty versus supranational governance, complicating efforts toward deeper integration.

- *Migration and Solidarity:* The EU has struggled to develop a cohesive approach to managing migration flows, leading to political tensions and weakening solidarity among Member States. Indeed, divergent national policies on immigration have exposed fractures within the EU, undermining its ability to present a united front on this critical issue.

4.3 Political and Cultural Challenges

Falling trust in politics, politicians, and political parties across the EU is generating nationalism and populism that question the abilities of political leadership at national and EU level to manage the existing political crisis and cultural challenges, as well as the formulation of suitable solutions [24]. For this reason, the Treaty of Lisbon [22] aimed to increase political efficiency and transparency, respecting the EU rich and linguistic diversity, and enhancing its cultural heritage. Thereafter, the European Commission adopted in 2018 a New European Agenda for Culture [25] to strengthen the culture, to achieve greater social cohesion and citizens well-being, and to attain better international relations, an agenda that is being implemented through the resolution on the EU Work Plan for Culture 2023-2026 [26]. However, despite this effort, tensions between national majorities and ethnic or religious minorities are widespread and represent a significant social problem [27].

It is clear that most of these elements could have been more successfully addressed, and even avoided, if the EU had had a constitution fully demarcating the powers of the institutions and allowing for greater citizen participation.

V. THE NEED TO CREATE A FEDERATION TO FACE EUROPE'S CHALLENGES

To address the numerous challenges facing Europe, it is crucial to consider the establishment of a federal system, as opposed to the current confederal structure of the EU. Understanding the

distinctions between federation and confederation is key to appreciating why a federal approach might offer more effective governance and greater cohesion.

5.1 Distinguishing Federation and Confederation

5.1.1 Federation

- **Shared Sovereignty:** In a federal system, sovereignty is shared between the central government and the constituent political units (states or regions). Both levels of government have distinct areas of authority, and neither is subordinate to the other.
- **Legal Authority:** The central government in a federation has its own legal existence and can enact laws that apply directly to all citizens and regions within the federation.
- **Balance of Power:** While there is centralization in certain areas, regional governments maintain substantial authority within their jurisdictions.

5.1.2 Confederation

- **Sovereignty with Member States:** In a confederal system, sovereignty remains with the constituent political units, and the central authority primarily coordinates actions between the Member States.
- **Limited Central Authority:** The central government lacks direct power over individuals and can only act through the Member States. Its powers are restricted to those explicitly granted by the States in the confederation agreement.
- **Prevailing State Interests:** The interests of individual member states take precedence over common goals, leading to potential challenges in political coordination and decision-making.

5.2 The Case for a Federal Europe

Historically, confederations have struggled with issues of political coordination and internal cohesion, often leading to their dissolution. Examples include the early US under the Articles of Confederation, the union of Sweden and Norway, and the Senegambia Confederation. The

EU, as a confederal system, faces similar challenges, which a federal structure could address more effectively.

5.3 Characteristics of a Federal System

- **Centripetal Force:** A well-constructed federal state operates from the bottom up, respecting the sovereignty of the people and ensuring that governance is grounded in the grassroots level. This approach contrasts with the EU's current top-down model, which can seem detached from citizens' everyday lives. Starting from the bottom, that is to say, from the smallest units, is well reflected in the observation of the American diplomat D.P. Moynihan:

“Never trust a larger unit with what a smaller one can do. What the family can do, the municipality should not do. What the municipality can do, the States should not do. And what States can do, the Federal Government should not do.”

This adage, known as the principle of subsidiarity, places the centre of gravity of the powers in the constituent States, a norm that cannot and should not be annulled in a well-constructed federal State.

- **Management of Common Interests:** A federal system would manage common interests that individual States cannot effectively address alone, such as defense, foreign policy, and major economic policies. At the same time, it would allow States to maintain their sovereignty, languages, cultures, and traditions.

Federalism has been considered successful in managing diversity, promoting regional autonomy, and preserving national cohesion in different parts of the world, such as the USA, Germany, Belgium, Switzerland, Austria, Canada and Australia, to name only a few examples. Without a doubt, Europe's best option to respond to important present and future challenges is to build a federation, the Federated States of Europe. It is regrettable that Robert Schuman's Declaration [5], which strongly advocated the

need for a federal Europe, ended up directing government leaders to base a federal Europe on treaties, and that Spinelli's initial proposal for a federation based on a Constitution [4], were not implemented.

It is important to reinforce the concept that a federation is only achieved if it is based on a Constitution while a confederation can be established on the basis of a treaty between Member States. The EU therefore does not fit into the political structure of a federation, as it is not formed on the basis of a Constitution. Its political structure would be more in line with a rather advanced confederation by having some important areas delegated to the central power, although still based on treaties. Also clarify that, by definition, it is not possible to transform a confederal system such as the EU into a federal EU, since combining a Constitution with intergovernmental elements such as treaties is a legally non-existent entity. However, Member States of a federation can conclude treaties among themselves. For example, the Netherlands and Belgium have signed some treaties to jointly ensure the navigability of the Westerschelde River, so that the port of Antwerp is accessible for large ocean-going vessels. Analyzing the reasons why some federations failed in Europe, Africa and Asia, we can see that the fundamental cause has been the political manipulation of constitutional law in favour of granting power to a political party and the elimination of democratic control.

In a recent analysis of the EU situation, former Italian Prime Minister Enrico Letta [28] pointed to the EU's regulatory complexities, with multiple stages in which amendments are proposed and negotiated, as a vital factor significantly altering its governance, which often results in legislation that lacks coherence, encourages fragmentation and undermines smooth functioning. Letta acknowledges that.

“...the increasing complexity and volume of EU regulations pose a significant challenge to national authorities, often hampering their ability to implement these rules effectively.”

In addition, for policies to be effective, efficient and coherent, Letta suggests the need for regulatory reform that goes beyond mere adjustments, with maximum harmonization of essential provisions and mutual recognition of procedural aspects. However, improving the legislation of intergovernmental treaties is not the solution as the EU would continue to depend on negotiations with Member States for their final approval. Thus, if the use of treaties as the basis of EU governance is inefficient, complex and lacking in transparency, the best alternative is the establishment of the European Federated States that, based on a Constitution, guarantee the functionality of the governing bodies. The proposal to use *"European citizens' panels"* to deepen democratic participation as a crucial factor for improving governance is meritorious; however, this is an impossible goal to achieve in a treaty-based EU. Real and effective citizen participation can only be achieved within the framework of a Constitution that explicitly guarantees citizens' rights.

The construction of a European federation should have as its main objective the direct participation of citizens in public decisions, which would offer a range of tangible and significant benefits for citizens who would have the ability to intervene in important issues, including: (i) greater economic prosperity with subordination of the economy to the welfare of citizens and not to profit; (ii) facilitate citizens access to common services and programs, such as education, health care and social security; (iii) effective protection of the environment and natural resources, ensuring the balance between man and Nature; (iv) play a more active and constructive role on the global stage, and (v) establish a common defense to prevent armed conflicts in collaboration with the rest of the world. In this connection, Denis de Rougemont stated that a European federation will always be neutral because, due to its great diversity, it is impossible to decide on a policy of aggression against any neighbour and, furthermore, it would have the vital interest of defending and initiating global disarmament [29]. Given the progressive evolution of the EU towards greater integration of the Member States, it is

conceivable that, as stated by Denis de Rougemont [30]:

“Un beau jour, on s’apercevra que l’Europe fédérale est virtuellement faite.”

In other words, the question is not if Europe will adopt a federal system but when it will do so.

VI. A CONSTITUTION FOR THE MAKING OF THE FEDERATED STATES OF EUROPE

The need for a European Constitution is evident, as the EU has evolved significantly through treaties and intergovernmental agreements but lacks a unified constitutional framework. A constitution would provide a clear definition of the rights and responsibilities of European institutions, establish a framework for citizen participation in the decision-making process, and transform the EU into a true federation.

6.1 Advantages of a European Constitution

6.1.1 Strengthening Democratic Legitimacy

- A constitution would enhance the democratic legitimacy of the EU by clearly delineating the powers and responsibilities of its institutions.
- It would ensure greater transparency and accountability, bridging the gap between EU institutions and its citizens.

6.1.2 Consolidating Cohesion

- A constitution would foster greater cohesion among member states by providing a common legal and political framework.
- It would help build a stronger sense of belonging to the European community, promoting unity and solidarity.

6.1.3 Clarifying Governance Structures

- The constitution would establish a strict separation of legislative, executive, and judicial powers, ensuring effective governance.
- It would define the relationship between the Central Government of the federation and the Member States, preserving the autonomy of the latter while ensuring coordinated action on shared issues.

6.2 The Citizens' Convention and the Draft Constitution

In response to the failed Conference for the Future of Europe in 2020 [31], the Federal Alliance of European Federalists (FAEF) organized a Citizens' Convention between October 2021 and March 2022. This convention brought together experts in constitutional law, humanists, and civil society leaders from across Europe to draft a Federal Constitution. The resulting document comprises ten articles that lay the foundation for the Federated States of Europe [32].

6.3 Key Features of the Draft Constitution

- **Separation of Powers:** The Constitution enshrines a strict separation of legislative, executive, and judicial powers to prevent the concentration of power and ensure checks and balances.
- **Citizens' Participation:** It emphasizes the direct participation of citizens in their rights and duties, promoting active civic engagement and ensuring that governance reflects the will of the people.
- **Central and Regional Governance:** The Constitution defines the relationship between the Central Government and Member States, ensuring that the Central Government manages common interests while the Member States maintain their sovereignty over non-delegated policies.

According to this concept, Habermas maintains that the project of a European Constitution should be supported and promoted [33], while others like Craig claim that it is preferable to proceed with a Basic Treaty [34]. It must be acknowledged that a number of practical and political concerns have been reflected upon in relation to new structural political arrangements beyond the Nation-State, as some of the existing federations suffer from a democratic deficit. However, to avoid deviations, it is essential that federations have the adequate structures and functioning [35], and in that, a Basic Treaty as Craig argues does not fit at all.

The ratification of the Constitution by European citizens based on the first words of FAEF's federal

constitution for Europe: “We, the citizens of Europe, ... adopt the following ten articles as the Constitution of the Federation” [32], is the *sine qua non* condition to legitimize the formation of a European federation. This Constitution, which has been designed by and for the people, guarantees the fundamental rights of citizens and establishes the basic principles of government, as well as the strict separation of powers and the rule of law. It also clearly defines the distribution of powers between the Federal Government and the Member States, including the specific powers of each level of government, the procedures for resolving disputes between them and the mechanisms for amending the Constitution itself if necessary, thus providing a stable and predictable framework for a future European federation.

VII. WHAT BENEFITS WOULD A EUROPEAN FEDERATION BRING TO EUROPE ITSELF AND THE REST OF THE WORLD?

A European federation would bring numerous benefits to both Europe and the broader global community. By consolidating its political, economic, and defense capabilities, a federated Europe would enhance its influence on the world stage, promote democratic standards, and contribute to global stability and peace. Here are some key benefits:

7.1 Benefits for Europe

7.1.1 Enhanced Global Influence

- A European federation would unify Member States' voices in global affairs, enabling Europe to project power more effectively and maintain a balance of power among major world actors.
- By acting as a single entity, Europe could better advocate for its interests and values in international organizations and negotiations.

7.1.2 Political Stability and Unity

- A federal system would foster greater political cohesion among Member States, reducing

internal conflicts and enhancing the EU's ability to respond to crises collectively.

- Shared governance and common policies would strengthen solidarity and unity among Member States.

7.1.3 Economic Strength and Resilience

- A unified economic policy would streamline decision-making and implementation, leading to more effective management of economic challenges.
- The pooling of resources and harmonization of regulations would enhance economic stability, growth, and innovation across the federation.

7.1.4 Strengthening Democratic Institutions

- Common democratic standards and the rule of law would be upheld uniformly across all Member States, ensuring civil rights and individual freedoms are protected.
- A federal Constitution would prevent the erosion of democratic values, as seen in recent issues with judicial independence in Poland [36] and Hungary [37], and broader democratic concerns in Spain [38, 39].

7.1.5 Improved Defense Capabilities

- A centralized defense policy and shared military resources would enhance Europe's ability to protect its borders and contribute to international security.
- Coordinated defense strategies would reduce duplication of efforts and increase overall military efficiency.

7.2 Benefits for the Rest of the World

- *Promotion of Multipolarity:* A strong European federation would contribute to a more multipolar world, challenging the traditional dominance of powers like the USA, Russia, and China. This multipolarity would promote a more balanced and diverse international system, fostering cooperation and reducing the likelihood of unilateral actions by any single power.
- *Contribution to Global Stability and Peace:* A European federation would also establish

itself as a defender of democratic values, human rights and the rule of law in the world, and exercise effective leadership on global issues, including the prevention of war, climate change regulation, sustainable development, migration, collaboration in research and innovation, and international trade, among others. Aware of the potential danger of diversion of power by autocrats, the Constitution drafted by the FAEF [32] corrects some flaws of the USA Constitution, such as the granting to the President of enormous individual powers, especially in the military sphere, which, in a modern world, threatened by weapons of mass destruction, possesses an existential survival problem for the human race and the natural environment.

- *Consolidate the Construction of an Earth Federation:* An additional advantage is the potential cooperation of a European federation with existing and future regional federations with the chance of consolidating into an Earth Federation [40]. It is reasonable that the construction of an Earth Federation, based on the principle of unity in diversity [41], and with a federal system that flows from the bottom up, represents the best guarantor of cooperation between the people of Earth, and an effective alternative to the United Nations failures to respond to global problems [42].

VIII. CONCLUSIONS

The EU is currently facing an institutional crisis and political paralysis, which hampers its ability to effectively address major challenges such as war, climate change, pandemics, inequality, and migrations. Citizens' concerns about democracy and the legitimacy of EU institutions are growing, leading to a widespread belief that the current political arrangements, based on intergovernmental treaties among its twenty-seven member countries, are insufficient. There is a pressing need to adopt new forms of governance to reinforce the cohesion and effectiveness of the pan-European project and provide fair and humane solutions to existing problems.

The EU's inability to respond adequately to urgent issues parallels the inefficacy often demonstrated by the United Nations. Therefore, the creation of the Federated States of Europe appears to be the best, if not the only, option to address Europe's challenges effectively. This federation would guarantee true democratization of government institutions and direct participation of citizens.

8.1 The Need for a European Constitution

A European federation must be built on a solid constitutional foundation rather than intergovernmental treaties. Recognizing this, the FAEF organized a Citizens' Convention, which concluded with the drafting of a ten-article Constitution [32]. This Constitution outlines citizens' rights and duties and establishes the necessary governing structures of the federation to replace the existing EU treaties. Crucially, this Constitution must be ratified by European citizens to come into force.

8.2 Beyond an Economic Entity

The European project must transcend its current status as merely an economic entity. To be successful, it requires an elaborate political framework that embodies plurality and promotes greater political stability. This fundamental objective was agreed upon at the 2001 Laeken Council [43], which concluded that economic integration must be firmly aligned with political integration based on shared values. The Council emphasized the need to strengthen the EU's governance legitimacy through *"more democracy, transparency, and efficiency."*

This commitment was reiterated in the first article of the EU Treaty [44], where all Member States pledged to *"...creating an ever closer union among the peoples of Europe, in which decisions are taken as openly as possible and as closely as possible to the citizen."*

8.3 Moving Forward

In conclusion, it is clear that the best path forward for Europe is the establishment of the Federated States of Europe. We have the knowledge, resources, and framework needed to achieve this

goal; what remains is the collective will to make it happen. By embracing a federal structure, Europe can enhance its global influence, strengthen democratic institutions, and allow direct citizens' participation.

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Global Health, Humanitarian Response to Conflicts and Disasters

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ABSTRACT

This comprehensive study explores the intricate dimensions of global health, focusing on the humanitarian response to conflicts and disasters. It grapples with the evolving definition of global health in the 21st century. Emphasizing the shift from the disease-centric approaches to holistic well-being. Rooted in the principles laid by pioneers like William Farr and Rudolf Virchow. Global health now prioritizes evidence-based decision-making, population-centric focus, social justice, and preventive care.

This narrative will help to distinguish global health from public health and international health, highlighting its transnational focus on disparities and cross-border issues. The discourse extends to the interconnected determinants of health, encompassing genetics, access to services, and governmental interventions. This paper will underscore the collaborative effort required from various global actors, including UN agencies, foundations, and NGOs.

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Global Health, Humanitarian Response to Conflicts and Disasters

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ABSTRACT

This comprehensive study explores the intricate dimensions of global health, focusing on the humanitarian response to conflicts and disasters. It grapples with the evolving definition of global health in the 21st century. Emphasizing the shift from the disease-centric approaches to holistic well-being. Rooted in the principles laid by pioneers like William Farr and Rudolf Virchow. Global health now prioritizes evidence-based decision-making, population-centric focus, social justice, and preventive care.

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Delving into humanitarian response, this study elucidates the principles of humanity, impartiality, neutrality, and independence that guide modern humanitarian work. Historical cases, such as the Rwandan genocide, underscore the necessity of standardized humanitarian practices exemplified by the Sphere Handbook. The analysis traces the professionalization of humanitarian assistance post-Goma; emphasizing the importance of anticipatory planning and coordination.

Finally, this article explores the link between health and broader societal aspects, exemplified by the recent global response to COVID-19. It concludes with a call for continued recognition,

application, and research in humanitarian response, guided by leading physicians dedicated to alleviating global suffering within the realm of a robust and interconnected global health framework.

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I. INTRODUCTION

The humanitarian crisis and health disasters have affected a lot of countries in many ways, which has ended in severe tragedy for us all as a global community.

So, we come to the question, how do we define global health in the 21st century?

When we look for references on global health, the data appears only around the millennium, around the 2000s. This is how this concept responds to a globalized world.

The focus today is to help our patients live longer, not just in time, but in terms of a full and healthy life including the quality of life¹.

William Farr, Edwin Chadwick, Rudolf Virchow, Robert Koch, and Lemuel Shattuck helped

establish this discipline on a firm foundation of four factors^{2,3}.

- Data and evidence-based decision-making (vital statistics, surveillance and outbreak investigations, laboratory science).
- A focus on populations rather than individuals.
- A goal of social justice and equity.
- An emphasis on prevention rather than curative care^{2,3}.

We must stop defining health as merely the absence of disease to move forward. Health for all goes beyond; clinics, medical solutions, and public health interventions to include culture, community, environment, animal health, belief systems, government, law, economics, technology, housing, and all other factors of health⁴.

It is difficult to find a universal concept of "Global Health". Whatever the situation, finding a definition that fully responds to the different visions and interests behind this issue will be difficult. But nevertheless, does it mean that it is necessary to achieve universal acceptance. When

we speak about global health, we are referring to situations that are no longer the exclusive responsibility and management of a specific state, and that, to build their solution, it is necessary to work in a coordinated and collaborative manner among all nations, or in groups for these specific purposes of common interest^{5,6}.

Global health must also be truly global. To allow a free flow of ideas and encourage global learning and dissemination of best practices. We must leave behind the myth of the first-world country "helping" the third-world country and become truly collaborative; recognizing that all countries contribute to the search for better solutions and all countries learn from each other. It is a fundamental strategic element for the human security, peace, prosperity, and stability of all nations, and in this sense, it has been gaining in value understanding over time⁵.

Global health is part of the academic conception of the disciplinary development of public health as a political-scientific area and it is important to distinguish it from terms such as public health and international health. (see table 1)

Table 1: Differences between global health, international health, and public health

	Global health	International health	Public health
Geographical reach	Focuses on issues that directly or indirectly affect health but that can transcend national boundaries.	Focuses on health issues of countries other than one's own, especially those of low-income and middle-income.	Focuses on issues that affect the health of the population of a particular community or country.
Level of cooperation	The development and implementation of solutions often require global cooperation.	The development and implementation of solutions usually require binational cooperation.	The development and implementation of solutions do not usually require global cooperation.
Individuals or populations	Embraces both prevention in populations and clinical care of individuals.	Embraces both prevention in populations and clinical care of individuals.	Mainly focused on prevention programs for populations.
Access to Health	Health equity among nations and for all people is a major objective	Seeks to help people of other nations	Health equity within a nation or community is a major objective.

Range of disciplines	Highly interdisciplinary and multidisciplinary within and beyond health sciences	Embraces a few disciplines but has not Emphasized multidisciplinary	Encourages multidisciplinary approaches, particularly within health sciences and social sciences
Table adapted from Koplan, J. P., et al, (2009). Towards a common definition of global health. The Lancet, 373(9679), 1993–1995. doi:10.1016/s0140-6736(09)60332-9.			

II. PUBLIC HEALTH

Public health is understood as the care and promotion of health applied to the whole population or a specific group of a population and promotes multidisciplinary approaches, particularly within the health sciences⁷. The definition suggested by Winslow almost 90 years ago: “Public health is the science and art of preventing disease, prolonging life and promoting physical health...”.

III. INTERNATIONAL HEALTH

International health, meanwhile, has a simpler history. For decades, it was the term used for health work abroad, with a geographic focus on developing countries and often with the content of infectious and tropical diseases, water and sanitation, and maternal and child health. It is defined by authors Merson, Black, and Mills as "the application of public health principles to the problems and challenges affecting low- and middle-income countries and the complex set of global and local forces that influence them"⁸.

IV. GLOBAL HEALTH

Now, the global concept of global health refers to the scope of problems, not their location.

Thus, like public health, but unlike international health, global health can focus on national health disparities as well as cross-border problems¹.

It is an area of study, research, and practice that prioritizes improving health and achieving health equity for all people worldwide. It emphasizes transnational health problems, determinants, and solutions. It involves many disciplines within and beyond the health sciences and promotes interdisciplinary collaboration. It is the result of a global synthesis of world-class medicine⁶.

Now let's look at these very brief clinical cases:

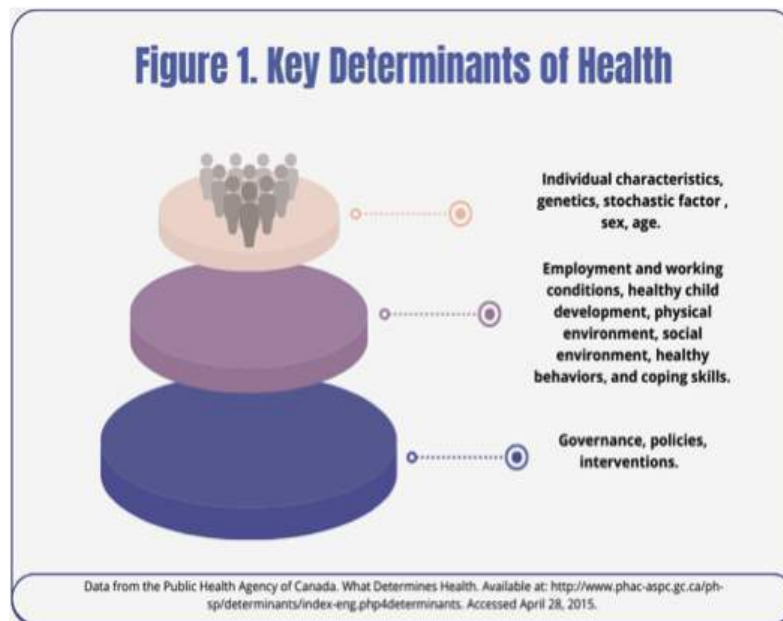
Ramesh is a three-year-old boy in India. He weighs almost half the weight of the average three-year-old Indian child; he is also exceptionally small for his age, is not growing properly, and has features of marasmus.

Juan is a 40-year-old man in Mexico City. Juan has diabetes, he also has heart disease, and several complications of diabetes.

Shereen was a young woman in a poor province of Pakistan, who died in labor. She was married at 16 and this was to be her first child.

V. HEALTH DETERMINANTS

Understanding the disease background of these cases leads us to the study of health determinants (Figure 1) as this interaction between various factors from the intrinsic sphere of the patients themselves such as their genetics, sex, age, access to health services, as well as public policies and government interventions⁹. All of them as a constant interaction, as a perfect orchestra with the direction of health as the axis.



VI. VIRCHOW. SOCIAL MEDICINE AS A FORM OF BIOPOLITICS

Rudolf Virchow (1821-1902) is considered one of the fathers of social medicine. It was he who said:

"Medicine is a social science and politics is just medicine on a broader scale". He considered that political action fell within the field of medicine and social reforms within the interests and duties of the physician. Medicine became a social science and politics became a medical instrument, as the main tool of prevention. In this sense, health workers would become "natural advocates for the poor."¹²

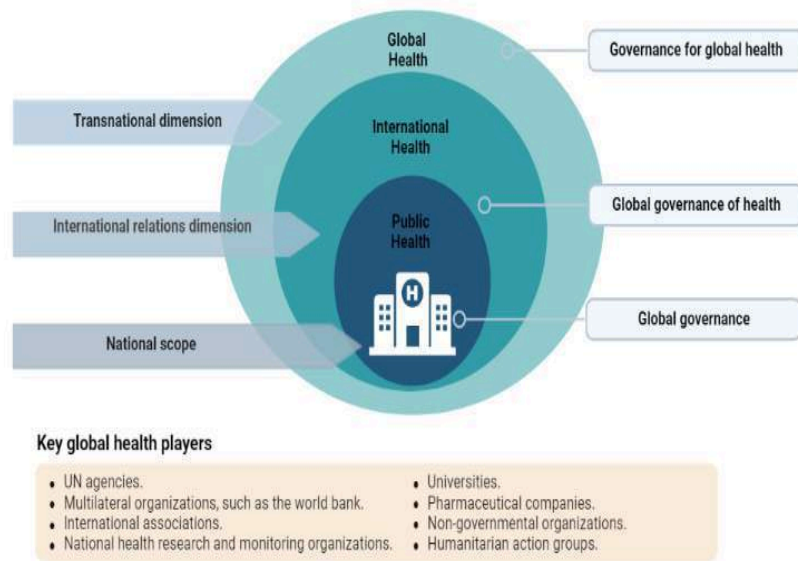
Within global health, there are different main actors. It is a concept that, of course, needs institutions, and real people to enact it, to transform it into real action¹⁰. And it starts with international institutions. Historically speaking, the first global health institution was the World Health Organization. Governments realized that health issues could not just be dealt with at the local level but had to be considered at a more global level.

Some others to mention are (Figure 2) 9,10,11:

- UN agencies.
- Multilateral organizations, such as the World Bank.
- International associations.

- Foundations.
- National health research and monitoring organizations.
- Universities.
- Pharmaceutical companies.
- Non-governmental organizations.
- Humanitarian action groups.

Figure 2. Power relations and governance



VII. HUMANITARIAN RESPONSE TO CONFLICTS AND DISASTERS

Humanitarian emergencies and disasters affect different countries, but they affect us all as a global community¹³. As we discussed, global health is about global cooperation to address common problems as well as challenges to humanity in the field of disease, illness, and disability¹⁴.

VIII. HUMANITARIAN CRISES

The first thing to say is that humanitarian crises exert an enormous amount of cost.

The Japanese tsunami in 2011, for example, is estimated to cost more than \$300 billion¹⁵.

Civil wars, since 1945, killed more than 20 million people and displaced another 67 million people¹⁶.

In response to these grim figures, there has been a huge growth in humanitarian aid spending.

There are now more than 4,000 NGOs with about 275,000 employees working in a humanitarian context¹⁶.

Historically, the term humanitarian was first used, in the English language, around the abolition of the slave trade. It brought together

groups from different sectors, whether religious, political, or philanthropic, among others, under the banner of humanitarian aid¹⁷.

IX. HUMANITARIAN PRINCIPLES

Humanitarian operations in recent decades have improved dramatically. The key principles guiding modern humanitarian work are four¹⁸:

The first is the principle of humanity, which deals with the lives and dignity of the population. The point here is how humanitarian action should focus on the maintenance of life, the preservation of life, and the dignity of the population. This principle states that "human suffering must be addressed wherever it is found," and that "the purpose of humanitarian action is to protect life and health and to ensure respect for human beings." While straightforward in theory, implementing the principle of humanity poses several challenges in humanitarian crises.

The second principle is impartiality. To achieve this goal, assistance and protection must focus on the most vulnerable group and their greatest needs. The principle of impartiality requires that "humanitarian action should be carried out solely based on need, giving priority to the most urgent cases of distress and without distinction as to nationality, race, gender, religious belief, class or

political opinion". It stresses that humanitarian action must be proportionate to humanitarian needs. Along with "humanity", "impartiality" sets the substantive objective and moral compass for humanitarian action.

The third principle is neutrality. Neutrality consists of not taking sides in hostilities or engaging in controversies of a political, racial, religious, or ideological nature. It is a form of guarantee of impartiality. By not taking sides, we guarantee that assistance is strictly impartial and purely humanitarian. This principle aims to gain the trust of all parties. One of the best ways to gain the trust of the population is to aid, reopen schools, and hospitals, to allow normal life to be restored. But how can we be seen as neutral if we take sides in these situations? For example, a very prominent case in Iraq under British and US occupation in the early 2000s, where the UN, as a humanitarian organization, was taken as an enemy and there was the attack on the Canal Hotel where more than 20 people were killed¹⁹.

Finally, there is the principle of independence. The principle of independence is not much of an absolute principle that should not have any dependencies. On the contrary, we have many dependencies on a personal and institutional level. Organizations live through their dependencies on donors and stakeholders, and it is how this dependency is managed in a professional manner that ensures the integrity of decision-making. Independence assures that you are truly neutral, truly impartial, and humanitarian as an organization¹⁸.

So, these are the four humanitarian principles that assure that when operating in very sensitive environments, such as a battlefield, conflict, or disaster zone, you can claim to be humanitarian¹⁶.

This raises several challenges, and questions about protracted conflict. Since humanitarian action has been conceived as if the conflict is of limited duration, people are helped to cope with the conflict as a parenthesis of peace, we help with food, medical care, some protection against displacement, and so on. And then we hope that

things will be settled politically, and peace will return.

In a situation where the conflict is prolonged, it can last for months, years, if not decades and humanitarian assistance will be insufficient. As in Somalia or Sudan, where there is a conflict that seems to have no end. So, life and dignity are not enough to maintain society, to maintain industry, to maintain development, or the rights system.

The difference between humanitarianism and charity is that the human spirit is guided not only by a condescending approach to helping the poor and unfortunate but also by asking the questions^{16,18}:

Why is there suffering?

What can we do about the causes of suffering?

So, it's not simply a matter of picking up the pieces or applying a compress on the wound, we generate a momentous impact when we ask ourselves...

Why is a society in pieces?

Why is the person injured or wounded?

Those people affected by disasters, conflicts, and crises do not like to be on the receiving end of charity. They don't like to be treated simply as beneficiaries who should be grateful for the kindness from strangers. They want to participate in changing their own lives. They want to regain their dignity as human beings rather than simply being turned and kept as victims.

The challenge for humanitarianism, then, is how to move from condescending charity to a dignified partnership^{15,16,18,19}. Aid needs to be more reflective. Conflict- or disaster-sensitive approaches are required. Given the danger of exacerbating local conflicts, aid must not prolong conflict or reward aggression.

Thus, NGOs have adopted tripartite programming, in which relief, development, and peacebuilding objectives are pursued under the same programmatic umbrella. Indeed, the success of this approach was recognized when Médecins

Sans Frontières (MSF) received the Nobel Peace Prize in 1999²⁰.

In accepting the Nobel Prize, MSF said, and we quote them:

"Silence has long been mistaken for neutrality and has been presented as a necessary condition for humanitarian action".²¹ From its inception, MSF was set up in opposition to this assumption. "We are not sure that words can always save lives, but we know that silence can certainly take them".²¹ For MSF, the humanitarian action is to seek to alleviate suffering, to seek and restore autonomy, bear witness to the truth of injustice, and insist on political accountability.²⁰

Humanitarian emergencies today are reaching unprecedented dimensions and proportions. As the need for humanitarian assistance grows, it begs the question...

How can efforts to alleviate human suffering evolve effectively?

How do local and international humanitarian organizations coordinate their efforts?

X. SPHERE HANDBOOK

These questions are addressed through the sphere movement, which was founded in 1997 by a group of humanitarian professionals to improve the quality of humanitarian work in the event of disasters²². With this goal in mind, a humanitarian charter was drafted, and a set of humanitarian standards were identified for application in humanitarian responses. The handbook is one of the best-known and globally recognized sets of universal principles and minimum standards for humanitarian response.

The handbook uses co-creative intelligence, collective creativity, and co-creative cooperation to establish a humanitarian axis of action²³.

How do local and international humanitarian organizations coordinate their efforts?

The United Nations Office for the Coordination of Humanitarian Affairs (OCHA) coordinates humanitarian action to ensure that people

affected by a crisis receive the assistance and protection they need. It works to overcome obstacles that prevent humanitarian assistance from reaching people affected by crises and provides leadership on behalf of the humanitarian system this leadership is often a trained physician who acts as an honest broker, facilitator, thought leader, and global advocate, providing support to the humanitarian system²⁴.

Now, through two historical cases, we will discuss those events that drive change in the world of humanitarian assistance.

XI. RWANDA CASE

The Rwandan genocide was an attempted extermination of the Tutsi population by the hegemonic Hutu government of Rwanda, between April 7 and July 15, 1994, Rwanda triggered one of the largest and most rapid population displacements in recent history²⁵. More than one million people were displaced within Rwanda and more than two million people fled to neighboring Tanzania, Burundi, and Zaire. The largest and most precarious refugee settlement was centered around a small lake town of Goma, across the border in Zaire, now known as the Democratic Republic of Congo.^{26,27} This refugee crisis overwhelmed the international humanitarian community, as the growing needs of the refugee population could not be met, calling into question the professionalism of various actors, the limits of an international response, the ability of humanitarian workers to protect vulnerable groups, and the potential of the humanitarian response to intensifying suffering²⁷.

This raised important questions that the humanitarian community would be forced to address.

How can the aid world anticipate complex emergencies like Goma?

How can needs in all sectors of humanitarian response, including food, water, sanitation, shelter, and security, best be addressed?

These questions sparked a movement toward the professionalization of humanitarian assistance in

1997, culminating in the Sphere Handbook mentioned above.

XII. CASE ANALYSIS

If we could simplify the analysis of this case, it would undoubtedly be the lack of humanitarian standards, and the inability to plan, prepare and escalate for complex emergencies like the one in Goma.¹

On July 14-15, between 10,000 and 12,000 refugees crossed the border per hour, mostly through the only border crossing between Rwanda and Zaire, on the northern shore of Lake Kivu. By the end of that short week (July 14-19), approximately 1.2 million Hutu refugees arrived in the North Kivu region of Zaire, with 850,000 refugees crossing into the city of Goma and traveling further north. The unprecedented size and scale of the refugee presence dwarfed Goma's population of 15,000, and with nowhere to go, the refugees settled near the lake and headed north to form a vast camp on the volcanic plains of Mount Nyaragongo²⁷. The lava terrain at the foot of the hills was so hard that it was almost impossible to dig wells or latrines. As refugees resorted to scarce water supplies trucked in from Lake Kivu as a reservoir for drinking, washing clothes, bathing, and sewage, conditions were created for rapid and large-scale outbreaks of infectious diseases, exacerbated by dehydration, malnutrition, and exhaustion²⁸.

By the end of July, an epidemic of cholera and dysentery was affecting all camps in the area, and the strained humanitarian community was struggling to meet the demands for adequate drinking water, sanitation, and hygiene. More than 48,000 Rwandan refugees would die during the first month after they arrive in Zaire, a mortality rate of two to three times higher than previously recorded in any refugee population^{25,26}.

On the worst day in late July, at least 7,000 people died in 24 hours, 90% of these deaths were due to diarrheal disease caused by a cholera outbreak, the rest from dehydration, malnutrition, and exhaustion. Those who witnessed the suffering in Goma described it as "hell on earth".²⁷ Many organizations arrived and

established themselves as "humanitarian NGOs" to contribute to the relief effort. In the first two weeks of the Goma operation, the international community spent approximately \$2 billion on the response, and nearly 200 organizations, including UN agencies, NGOs, civil defense and disaster response agencies, and several military contingents from donor countries, played a role. This proliferation of response personnel resulted not only in duplication and waste of resources but also in some egregious cases, the unnecessary loss of life^{1,27,28}.

Independent evaluations conducted after the epidemic revealed that some organizations had sent poorly trained and equipped personnel, others committed to covering a particular sector and failed, and some were unwilling or unable to coordinate their activities with other organizations.

XIII. COVID-19 GLOBAL THREAT, LOCAL RESPONSE

It shouldn't take us this long to understand the links between health and the economy, productivity, education, etc., but if we ever needed an example to remind us, COVID-19 is certainly the clearest example.

COVID-19 became the global health issue par excellence. Nothing like this had ever been seen before, but the world community came together for the same purpose. An example of this is the WHO SOLIDARITY project, where different countries joined together to create scientific information based on the treatment of COVID-19^{29,30,31}. COVID-19 highlights the importance of, first, it is never too early and almost always too late to prepare for the next pandemic, it has highlighted the critical importance of global health.

XIV. CONCLUSIONS

Global health refers to the scope of problems; it is an area of study, research, and practice that prioritizes improving health and achieving health equity for all people worldwide. Within global health, there are different main actors. Global health is a concept, of course, that needs

institutions, and real people to enact it, to transform it into real action. Humanitarian emergencies and disasters affect different countries, but they affect us all as a global community. Humanitarian response is an integral part of a development response, today, humanitarianism means an organized form of assistance, which aims to prevent the suffering of the most disadvantaged around the world, guided by manuals, laws, conventions, and guided by the principles of Humanity, Neutrality, Impartiality, and Independence. The recognition, application, and research of Humanitarian Response to Conflicts and Disasters must be guided by leading physicians in the field with a solemn interest in alleviating the suffering of the world's population.

Global health is marked by the determinants of health, which are understood as an interaction between various factors from access to health services, as well as public policies, government interventions, the intrinsic sphere of the individual and that as an individual is indivisible, so public health continues and will continue to have an important role in global health as a solid foundation serving patients in their bio-psycho-social and spiritual sphere.

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Unique Interpretation of Necessity and Freedom in the Philosophy of Ibn Rushd based on the Rejection of the Opinions of his Contemporaries

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ABSTRACT

The article delves into Ibn Rushd's perspectives on the notions of freedom and necessity, as a prominent figure within the Eastern Peripatetic movement. His stance is elucidated through his rejection of the prevailing notions held by his peers. Within the medieval philosophical landscape, the discourse surrounding freedom and necessity often revolved around reconciling religious and philosophical ideologies. The article particularly highlights discussions on fate and volition.

Keywords: freedom, necessity, fate, dependence, morality, fatalism, greed, moral goodness, will, choice.

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I. INTRODUCTION

The challenge of freedom lies in its inherent link with accountability. While those without freedom lack the agency to choose their path or be responsible for their actions, only those who are truly free bear the weight of their choices and recognize their value to themselves, others, their loved ones, and their nation. Throughout the past century, the age-old conflict between fate and freedom has assumed a stark and ominous guise. E. Fromm elucidated the rise of totalitarianism as a consequence of individuals surrendering themselves, fleeing from the burdens of freedom, and adhering to leaders who promise absolution for their actions and ideas.

The contemporary global phenomenon of reluctance or relinquishment (initially observed in

local leadership and eventually extending to other roles) serves as a poignant example of humanity's failure to heed the lessons of history and society. Presently, approximately half of the populace is willing to relinquish their voting rights and the associated responsibility. Moreover, in the face of impending "technological" pressures, this number may swell further. The inclination to relinquish freedom and accountability in favor of comfort is potent, bolstered by the influence of authority.

Consequently, given the pressing relevance of the study of freedom, it is imperative to explore its conceptualizations across various epochs. An examination of Ibn Rushd's perspectives, representing Eastern peripatetic thought, readily distinguishes the conception of freedom. When the notions of necessity and freedom intersect, the thinker's views manifest on the stage either through critique or outright rejection of the prevailing ideas of their time.

II. LITERATURE REVIEW ON THE TOPIC

The scholarly contributions of Ibn Rushd, a prominent figure in Eastern peripatetic philosophy and an astute analyst of Plato's works, have undergone meticulous examination in accordance with the intellectual milieu of his time. Numerous researchers across philosophical, social, and historical disciplines, including the field of philosophy itself, have thoroughly scrutinized his oeuvre. This scholarly scrutiny has yielded a plethora of examples showcasing the depth of analysis applied to his works, alongside the identification of solutions that remain relevant to contemporary exigencies. Noteworthy among these researchers are A. V. Sagadeyev [4], M. Fakhry [6], E. Renan [3], F. Woerther [8], M. A. Mencia [7], M. Di Giovanni [5], and others, whose

comprehensive explorations of Ibn Rushd's corpus are exemplified in a variety of formats, including monographs, essays, and articles.

III. RESEARCH METHODOLOGY

Throughout the course of the research, scientific-philosophical principles were employed, including systematicity, theoretical-deductive reasoning, analysis and synthesis, historical contextualization, logical rigor, and comparative analysis.

IV. ANALYSIS AND RESULTS

An inherent characteristic of Arab-Muslim philosophy is its conspicuous tendency towards one-sidedness or monotony. Nearly all philosophers within this tradition, with the exception of Ghazali, exhibited a uniformity in their modes of thought and reliance on similar authorities. Any discernible variance among their teachings typically pertained to the extent of developmental elaboration achieved. Notable diversity and individuality, however, were primarily observed among those affiliated with religious sects within Islam.

The theological discourse within Islamic thought emerged shortly after the passing of the Prophet Muhammad, particularly concerning the interplay between freedom and destiny. The Qadaris, proponents of freedom, engaged in protracted debates with the Jabarites, advocates of predestination, on this expansive subject, drawing upon textual sources and intellectual arguments. Another focal point of contention pertained to the attributes of God. The prevailing monotheistic framework of Islam persistently challenged Christian doctrines such as the Trinity and the Incarnation, asserting notions like "God has no son, God has no mother, God does not beget, God is not begotten." These assertions spurred intense intellectual activity, with some philosophers conceiving of an abstract deity devoid of any positive attributes, while others, such as the Sifati (advocates of attributes) and the Tashbigi (comparators or analogizers), anthropomorphized God to varying degrees.

In an effort to avoid succumbing to absolute fatalism and materialistic anthropomorphism, the Ash'ari school sought reconciliation by blending elements of Jabari and Sifati teachings, albeit within certain limits. Conversely, the Ghassanid school posited a conception of God as a physical being dwelling in a specific location, depicted with bodily features such as legs, arms, and a throne.

Along with this extreme dogmatism, skepticism is represented by infinite groups. The Somanites rejected the possibility of learning through observation; they accepted only what could be touched or seen: they were known as unbelievers. The scholars, on the basis of another kind of skepticism, based the reliability of the mind on the authority of an infallible imam. They are almost united with the Muslim Kabbalists, Batarians, who seek truth in letters and numbers.

Undisguised unbelief also formed a number of groups within Islam: the Karmats, the Fatimids, the Ismailis, the Druzes, the Assassins—two groups that mixed fanaticism with mistrust, religious fervor with insolence, the courage of the freethinker with the superstition of the holy rites, and the coolness of the quietist. are groups with a bilateral nature. This is really a characteristic of Muslim insecurity. Under the guise of sanctity, it hides the most terrible immorality, the most brutal dishonesty, presenting the average appearance of a religious group and a secret society. Believing nothing and allowing everything is his formula. However, the ambiguous nature of the various names that Muslims use to denote non-believers does not always allow for the identification of views that are considered heresy. For example, under the name of "Zindiki" communist groups of Bardezans and Mazdakis, with a monist character and free thinkers who only recognize things that can be proven (ahl-el-tahqiq, those who demand clarity) joined. The people did not strictly distinguish between those who believed and those who did not believe. Sometimes the name "zindiki" is expressed by sabism and idolatry.

These were the unique products of this great movement that encompassed all elements of Islamism from the 2nd to the 5th century. Liberal

and rationalist theology, namely the theology of the Mu'tazilites (dissidents) attracted moderate minds for a while. Mu'tazilism in Islam is like Schleiermacher's expression of Protestantism. Revelation is the natural result of human ability; the doctrines which lead to salvation are under the control of the mind: only the mind is sufficient to know these doctrines; and it was always possible to know them, even before revelation. The school of Bassor, under the patronage of the Abbasids, was the center of that great reform movement, the most complete expression of which is reflected in the huge "Encyclopedia of the Pious Brothers". It contains an attempt to embody philosophy and Islamism, which apparently did not satisfy either the philosophers or the religious.

Thus, in addition to the legacy of Greek philosophy, Islamism itself provided fertile ground for intellectual exploration through a realm of rational inquiry known as "kalam," which bears striking resemblance to scholasticism. Initially, during the era of al-Mamun, the term "kalam" did not denote a distinct system before the advent of Greek philosophy among Muslims. Instead, it often concealed a realm of unrestricted inquiry. However, as philosophical attitudes became increasingly scrutinized, the role of "kalam" underwent a transformation. It transitioned from a vehicle of free inquiry to a bastion of defense against external philosophical assaults, adopting a doctrinal guise reminiscent of Christian theology, which predominantly relied on apologetics.

The primary objective of the Mutakallimun (the practitioners of "kalam") was to construct arguments against certain philosophers, to rejuvenate the world, and to justify the existence of a transcendent God who is detached from the world yet exerts influence upon it. They found the atomistic theory conducive to their polemical aims and thus embraced it fervently. According to their perspective, atoms are created by God, who possesses the power to annihilate them and perpetually generate new ones without cessation. God's agency is perceived as immediate and unrestricted, with every existing entity being directly created by Him. Both negative accidents (e.g., darkness, ignorance) and their substrates

(substance) are bestowed by God, while positive accidents are regarded as manifestations of His grace. Thus, just as God is the source of life and motion, He is also the creator of death and stillness. The human heart itself is considered nothing more than an ephemeral accident perpetually renewed by God.

Within this framework, causality is not ascribed to natural laws; rather, God alone is recognized as the ultimate cause. The Mutakallimun asserted that events are never inherently connected, and the structure of the universe could have unfolded differently. This system, championed by the Mutakallimun in opposition to the philosophers of Peripateticism, was undoubtedly devised for political purposes, yet it possessed an outward simplicity that appealed to the masses. Ibn Rushd, Maimonides, and the final proponents of Arabic philosophy would later intensify their efforts against this system, further accentuating the disparity between the tenets endorsed by popular belief and those derived from independent scientific inquiry.

Morality occupies very little place in Ibn Rushd's philosophy. In general, Aristotle's ethics, bearing the stamp of Hellenism, undoubtedly did not achieve the same success among the Arabs as his works on logic, physics, and metaphysics. In this matter, only Ibn Rushd's argument with the mutakallims about the principle of morality attracts our attention. The Mu'ta'kallims asserted that good is what God wills, and that God wills it not because of an internal basis prior to his will, but only because he wills it. It is known that they ascribed to God the ability to bring self-contradictory things into existence and to impart his free will to the entire management of the universe. All these formed parts of a structured and agreed system, which Ibn Rushd relentlessly attacked at every opportunity. This time he had no difficulty in proving that such a moral teaching would destroy any notion of just and unjust, and would destroy the religion they sought to uphold. Ibn Rushd also defended genuine philosophical theories of freedom against the mutakallims. It is impossible to say that a person is completely free or completely subordinate. Considered freedom in the heart

knows no limitations; but it is limited by the fatality of external conditions. The main reason for our actions is within us; but it collides with chance outside of us; this external thing that attracts us does not depend on us and is subject only to the laws of nature, that is, to divine providence. That is why the Qur'an describes man as a being in the hands of destiny or as a being with freedom in his actions. Such a point of view is taken as a middle ground between the views of the Jabarites and the teachings of the Qadaris. In the same way, he says elsewhere, that first matter is equally capable of undergoing opposite modifications, just as the soul is able to choose between two opposite actions. However, this freedom is neither a whim nor an accident. Active abilities know no state of indifference; it is only in the world of passivity that indifferent chance can be found.

As expected, Ibn Rushd's politics lacks originality. In this, Plato's thoughts are fully embodied in his reinterpretation of the work "The State". It is somewhat strange to approach this fantastically interesting vision of the Greek spirit as a serious treatise. Leadership must be given to the elders. Citizens should be inculcated with virtue by teaching rhetoric, poetry, and topics. Poetry, especially in Arabic, is dangerous. The ideal of the state is not to feel the need for a judge or a doctor. The tasks of the troops are determined only by protecting the peace of the people. What if shepherd dogs eat sheep? There is only a quantitative difference between men and women, not natural. Women are capable of all the things that men do, only to a lesser degree—war, philosophy, and so on. Sometimes they are even superior to men, for example in the fields of music, although excellence in this art is seen when men are composers and women are performers. The example of some African countries proves that they are fully capable of war and that it would not be unusual if they were involved in the administration of the state. In fact, haven't we seen that female shepherd dogs guard the herd just as well as the male ones? "Our social system," adds Ibn Rushd, "does not allow women to express their abilities; it seems to us that she was made to bear and nourish children, and this state

of subjugation has destroyed her capacity for higher things. Therefore, there are no women among us capable of moral virtue; they grow like plants and are even considered a burden for their land. This explains the poverty that engulfs our cities; for there are twice as many women as men in the cities, and they cannot earn a living by their labour.' A tyrant (tyrant) is a person who rules the state not for the benefit of the people, but for his personal interests. The worst tyranny is the tyranny of religious leaders. The state of the ancient Arabs perfectly describes the state of Plato. By founding the Umayyad autocracy, Moab destroyed this unique ideal and ushered in an era of upheaval from which our island (Andalusia) is still not free, adds Ibn Rushd [1].

The concept of goodness and evil in nature put forward by Ibn-Rushd fully corresponds to his pantheistic worldview, that is, to the interpretation of God as a symbol representing the system of natural determinations, from which it can be understood without a doubt that he cannot violate the existing laws in it. Thus the work becomes concerned with the interpretation of the goodness and evil that accompany human actions: in his time, the problem is divine grace and the responsibility that man must bear in the afterlife for his actions in this life on earth. was closely related to the question of freedom, but for the thinker of Cordova, his discussion essentially served only to philosophically formulate the issue of the relationship between freedom and necessity [4].

In Islam, this issue has been the cause of heated debate for centuries, because the Qur'an itself contains statements that give it diametrically opposed interpretations. According to his verses, there was and is nothing in the world that is not determined by God's will; according to other verses, man has free will and therefore acts as a fully autonomous being in his actions. The first group of verses affirms the omnipotence of the creator, but at the same time denies his justice, because it means that in the next world, people will be punished undeservedly for the deeds committed by their Lord on the Day of Judgment; The second group of Qur'anic verses affirms God's justice in this context, but on the other hand

denies his power. In "The Book of Argumentation of Community Beliefs", the thinker of Córdoba wrote about the teachings of these Muslim theologians (theologians), namely the Mu'tazilites, who recognized the free will of man (Ibn Rushd, although he was not familiar with the details of their teachings (even if he did), examines the main ways of solving the dilemma in the Jabarites, who think about the absolute predestination of people's actions, and the compromisers, but, as Ibn Rushd says, the Ash'aris, who support the fatalistic view of the Jabarites. Cordova's thinker rejects both the absolute freedom of human will and the absolute destiny of human actions [4].

According to Ibn Rushd, people's actions cannot be completely predetermined, because then people would be no different from inanimate beings. Inanimate bodies have no need of the so-called will and choice, for which agriculture, military arts, shipbuilding, medicine, in short, all the crafts by which good is expediently obtained and evil destroyed there is no need to deal with the fields. But on the other hand, their actions cannot be considered completely free. First, we cannot act arbitrarily in this world because our actions are subject to external determinations. Second, our desire to perform a certain action is itself deterministic: external causes "not only contribute to or prevent the performance of the actions we want to perform, but also act as reasons why we want one of two opposites. does, because the Will is nothing but the desire to imagine something or to judge something, while this judgment arises from external circumstances independent of our choice" [2]. And finally, thirdly, our desires are determined by a particular temperament, which is caused by one or another combination of elements in our body.

V. CONCLUSIONS AND RECOMMENDATIONS

Ibn Rushd's comprehension of the dynamic between freedom and necessity is elucidated through his elucidation of the concept of necessity, as delineated in his interpretation of the taxonomy that categorizes these two concepts. He expounds that the term "necessity" encompasses

three distinct senses. Firstly, it denotes a dependency on external factors for existence, as exemplified by the need for breathing in an animal supplied with blood. Secondly, it conveys a sense of obligation, diametrically opposed to the notion of choice, often characterized by ancient Greek poets as akin to a form of torment or distressing circumstance. Lastly, it denotes an inherent property of something possessing a particular attribute, as evidenced by the assertion of the eternal nature of the sky.

In contrast, freedom or "choice," according to Ibn Rushd, does not fall under the purview of necessity but rather represents one manifestation thereof – namely, obligation. He contends that proponents such as the Jabarites and the Ash'aris construe freedom as either mediated by spiritual impulses or as the sole determinant of all actions in the world, irrespective of individual agency. Ibn Rushd rebuffs the Ash'ari doctrine positing the fatalistic predestination of every individual action, asserting instead that the inclination towards good or evil is determined by various "intermediate" factors shaping one's temperament, will, and cognition.

While acknowledging that human will and intellect are subject to the dictates of necessity, Ibn Rushd posits that this necessity concurrently impels individuals towards the pursuit of goodness. Genuine goodness or happiness, he posits, can only be attained when the rational soul governs the instinctual actions of the animalistic faculties, directing them towards pursuits deemed permissible by the practical intellect at the appropriate time and level. However, owing to the inherent diversity of human inclinations, absolute happiness can only be realized within an ideal state wherein the speculative virtues, accessible to the select few, complement the cultivation of practical virtues accessible to all.

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Politicization of Religion as a Socio-Political Phenomenon

Dr. Chaplynskyi V

ANNOTATION

The process of politicization of religious ideology characterizes intensive attempts to integrate religiously interpreted forms of socio-political activity into theological concepts and theories. An expanded search for points of possible application of theology in the field of social activity and politics is also considered. This social religious phenomenon found expression in the emergence of a number of unique interfaith theologies that have become a fact of modern religious life.

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Politicization of Religion as a Socio-Political Phenomenon

Политизация религии как социально-политический феномен

Dr. Chaplynskyi V

ANNOTATION

The process of politicization of religious ideology characterizes intensive attempts to integrate religiously interpreted forms of socio-political activity into theological concepts and theories. An expanded search for points of possible application of theology in the field of social activity and politics is also considered. This social religious phenomenon found expression in the emergence of a number of unique interfaith theologies that have become a fact of modern religious life.

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I. INTRODUCTIO

В период общечеловеческого духовного кризиса представляется актуальными религиозные идеи формирующие политические процессы и структуры власти. Поэтому важной областью исследования в настоящее время является социально-политические проблемы. Обращение к конкретной социальной действительности стает отправной точкой переориентации теологии, что позволяет ей дать нетрадиционные трактование целого ряда религиозных проблем.

Богословы вынуждены прислушиваться к пульсу и настроениям современной эпохи реагировать на духовные вопросы представителей разных социальных слоёв населения. Разрабатывается новая идейно-теоретическая платформа, способная приблизить модернизированную доктрину к

острым общественным проблемам. Эффективным приёмом для создания такого нового подхода является обращение к политике как к сфере, которая аккумулирует узловые социальные проблемы, конфликты и противоречия.

Процесс политизации религиозной идеологии характеризует интенсивные попытки интегрировать религиозно интерпретированные формы социально-политической активности в богословские концепции и теории. Рассматривается также расширенный поиск точек возможного применения теологии в сфере социальной деятельности и политики. Это социальное религиозное явление нашло свое выражение в возникновении целого ряда своеобразных межконфессиональных теологий, которые стали фактом современной религиозной жизни.

Теология является универсальным явлением культурной жизни, способным создавать синтезы с другими сферами духовной культуры. Сегодня изучаются актуальные проблемы социальной политики Церкви и её отношения с государством. Активизируется социальная политика христианской Церкви, что стимулирует богословскую науку к поиску религиозных смыслов и ценностей для современного мира и науки.

Политика и религия, являясь важнейшими подсистемами общества, на протяжении всей истории человечества, находятся во взаимодействии и влиянии друг на друга. Составными элементами религии являются: религиозное сознание, религиозная

деятельность, религиозные отношения, религиозные организации. Проведя сравнительный анализ элементов религии и политики в обоих случаях речь идет об отношениях, сознании и организации. Структурными элементами политики являются политические отношения, политическое сознание, политические организации, политическая культура [11].

Мы имеем основание изучать теологию как автономную область духовной и интеллектуальной культуры. Она имеет особенно язык, систему категории, знаний, смыслов и ценностей создает целостную систему представлений, картину мира и самостоятельное мировоззрение. Анализ научно-богословских работ по вопросам социальной политики церкви позволяет сделать вывод о постоянном росте научного и практического интереса к проблемам социальной доктрины христианства.

Социальная политика в Церкви позволяет использовать неограниченный потенциал христианства для сохранения духовной и социальной стабильности в обществе и создания необходимых предпосылок для социально-экономического развития в условиях глобализации. Задачи социальной политики церкви охватывает социальную деятельность христианского общества: проповедь, работа со СМИ, миссионерство, социальная работа, обеспечение должного уровня жизни и социальной защиты населения, лечение социальных болезней общества.

В сфере учения церкви находятся вопросы социальной несправедливости, нужды и бедности, жилищные проблемы. Все этого находится в поле зрения христианской общественности. Социальная природа человека делает естественным его стремление жить в обществе и невозможным его самореализацию вне общества. В результате чего современные богословы изучают социологию и используют социологические категории в своих богословских работах. Социология становится, таким образом, одним

из средств анализа общественных процессов в рамках религиозного осмысления процессов и реалий повседневной действительности [6].

общества нуждается в трансцендентном идеале. Это позволяет производить практический анализ социально-политического уклада общества. Благодаря Церкви общества может представить лучшее будущее и стремиться к нему. Как «новое творение» Церковь может влиять на имеющееся положение вещей в социуме движением не насильственного сопротивления любой несправедливости. Церковь так же призвана быть терапевтической функцией в обществе. Поэтому социальная реформация должна согласоваться с этической готовностью социальной помощи в случае кризисных ситуаций.

Понятие политической теологии в академический обиход вошло благодаря сочинению К. Шмидта «Политическая теология». К. Шмидт заявил о политической теологии как о проблеме обществоведческой. Он критикует экономический подход к человеку и природе, практике управления людьми как основе современной политики [26].

Узость политической теологии К. Шмидта становится следствием пренебрежения библейскими понятиями, идеями и смыслами, которые формировали взаимоотношения религиозного и политического в Западной Европе и оказывали влияние на них. Более полная концепция политической теологии требует привлечения к исследованию библейских, теологических и духовных источников [27].

Политика нуждается в религии, ибо без высших смыслов, которые даются ей религией, политика превращается в чистые технологии. Политические технологии, напротив, не нуждаются в высших смыслах, они ориентированы на видимую эффективность. Политика по своей сути невозможна без принуждения. Именно принуждение является

одним из тех средств, с помощью которых политике удаётся решать свои специфические задачи [5].

Государство даже с самым совершенным строем, всё же есть орган насилия, который трудно совместить с духом христианской свободы. В эсхатологической перспективе мыслится не нужность самого государства. Государство, ставшее необходимостью вследствие грехопадения, само строит отношения внутри себя не на свободе, а на необходимости.

Христианство подчёркивает ценность каждого человека. А любое насилие в общественных отношениях является реальной угрозой любому человеку. Религиозное совершенствование жизни осуществляется путем внутреннего изменения человека. Политическое - путем внешних действий и преобразований.

Взаимодействие религии и политики имеет социальное основание. Религия, как мировоззрение, влияет на настроение своих последователей, их жизненные устремления, социальное поведение, политические действия. Нравственное совершенствование жизни осуществляется двумя путями: через внесение добра в человеческие души и через совершенствование порядка жизни. Политике, которая руководствуется высшим религиозным смыслом, отводится особое место.

«Политичность» религии может быть понята (в рамках религиозно-философского подхода) как стремление к духовному руководству политической деятельностью. Смысл социальной деятельности государства - в качественном устройении общественной жизни. Его назначение - поддержании основных человеческих интересов. Нормально функционирующее государство поднимается над частными интересами во имя общего интереса и общей пользы (или пользы большинства), которая и является основным принципом государства [8].

Церковь - как абсолютный порядок самостоятельна и в тоже время, в определённом смысле, зависима от государства, так как её цели осуществляется в области относительных средств. Зависимость Церкви от государства выражается в том, что ей для осуществления своей миссии необходимы средства и ресурсы государства.

Государство как политический институт имеет целью регулирование отношений в человеческом обществе. Государство строится на иерархии власти и властных полномочиях. Гражданство христиан в Царстве Небесном не освобождает их от необходимости исполнять определённые обязательства перед государством мира этого.

Церковь изначально лояльна по отношению к государству. Терпимое отношение Церкви к государству строится на новозаветных заповедях. У Церкви нет определённого идеала государственного устройства. Церковь как альтернативный социум формирует и являет собой этический идеал, который побуждает светское общества к трансформациям.

Иисус Христос есть глава Церкви (Кол. 1:18. Мф. 16:18). Он Сам реально присутствует в Церкви, и благодаря этому присутствию возможна живая связь между человеком и Богом.

Церковь есть царство не от мира этого. И в это же время она живёт и воплощается в мире этом. Представляет собой особый мир внутри мира. Как Божественный организм Церковь совершенна и свята, как организм человеческий - несовершенна.

Человек со времени сотворения входит в мир, управляемый Богом. Бог по праву сверхъестественного превосходства имеет в нём власть. Бог наделяет Адама властными полномочиями. Но даже владение всей землёй недостаточно для гармоничной жизни. Человек нуждается в общении с себе подобными (Быт. 2:18).

Человек сотворён как существо духовное и социальное одновременно. Власть, иерархичность, социальность - как в принципы мирового устройства - имеют Божественное происхождение, которое делает невозможным существование человека вне общества и вне властных отношений.

Власть Бога в Эдеме основана на свободном подчинении, любви, а не вынужденном подчинении, необходимости насилия. Религиозные доктрины зачастую используются политическими элитами в качестве политических технологий воздействия на сознание и поведение широких слоёв населения. Религия становится орудием социальной и культурной мобилизации в политике.

Теоретические и практические трансформации христианского вероучения и социальной доктрины, осуществляемые в рамках политической теологии направлены на возрождение влияния религии, на повышение её авторитета путём максимального «осовременивания -приспособления к новым экономическим, социальным и политическим условиям [10]. Подобная модернизация предполагает непосредственную интеграцию наиболее актуальной современной проблематики в теологические построения.

Политические религии - феномен, распространённый во всём мире. Он имеет место в обществах Запада, так и в Латинской Америке, Азии и Африке. В различных обществах и на различных этапах их развития он принимает причудливые формы. В современном обществе религия играет значительную роль, и её трансформации приводят к появлению новых религиозных культурных феноменов [13].

Изменчивость христианства в современный период усилилась и сделала его крайне зависимым от социальных процессов. Мы сегодня можем наблюдать процессы трансформации христианского сознания под влиянием социальной практики. Эти изменения выражаются также во

взаимодействии религии и политики в контексте современных социальных и культурных изменений.

Процессу формирования и развития той или иной религии, подчинённой общим социальным закономерностям характерен определённый межкультурный стереотип. Концепция политической теологии является способом религиозной интерпретации социальной практики. Сегодня политическая теология находится в поисках стратегии социального обновления.

Секуляризм нового и новейшего времени снизил степень влияния религии на политические системы. Однако трансформация политических систем привела к появлению синкретических форм религии. Процессы секуляризации также отражает степень влияния религии на политику.

В тех обществах, где секуляризация не произошла (или оказалась не завершена) или религиозная сфера не дифференцировалась от политической, возникает возможность появления политических религий. Необходимо признать, что наряду с потусторонними религиями, основа которых коренится за пределами земного мира, существуют и «посюсторонние» религии, основа которых коренится в религиях этого мира. Что же превращает некоторые идеологии в религии пусть даже посюсторонние? Это безусловно, наличие ритуалов, имитирующих религиозные.

Многие учёные (Б. Тиби, Б. Мартин, Дж. Хейнс) рассматривают политическую религию как использование религии в политических целях. Говорить о политизации религии можно тогда, когда политические средства используются в религиозных целях, а не наоборот. Для религии характерно признание приоритета сакрального над профанным: если религиозные цели не являются приоритетными для данного политического движения, то его нельзя назвать «религиозным».

Политическая религия представляет собой гибрид религии и идеологии, посредническую форму, позволяющую связать религию с политическими действиями. В современных условиях глобализации трансформации политических систем очевидным становится процесс взаимодействия двух противоположных по своей природе сфер - политики и религии [17].

В центре внимания оказываются неустойчивые отношения религии и политики, а также усиление влияния определённых религий на политические процессы целого ряда стран. Для анализа политической составляющей религии понимание феномена политизации религии представляет себя возможным изменение различных подходов: структурно-функционального, политического, исторического.

С точки зрения культурно-функционального подхода (Т. Парсонс, Р. Мертон) религия и политика рассматриваются как структурные элементы общества. Данный подход позволяет определить изменения в зависимости от реальных политических процессов, протекающих в обществе.

Исследуя социальную действительность предлагают рассматривать религию и политику, как взаимно дополняющие, так и взаимно отрицающие друг друга социальные процессы (диалектический подход К. Маркса, Ф. Энгельса). Геополитический подход обращает внимание исследователей на мобилизационную функцию религию, которая направлена на достижение религиозных и международных целей. В рамках исторического подхода определяется роль формообразующих доктрин религии в политических процессах в контексте исторического развития общества.

Особое место в ряду теорий занимает теория столкновения цивилизаций С. Хантингтона и теория модернизации. Теория С. Хантингтона в определённой степени направлена на обоснование стратегии глобализации США [18].

Социально - ориентированное христианство, которое опирается на религию, является заметной частью современного северо-американского богословского ландшафта. Антирабовладельческая американская протестантская теология дала толчок к развитию движения «социального Евангелия», которое утверждает, что принципы христианской этики требуют решения социальных проблем.

Американское духовенство обеспокоено проблемами, такими как безработица, бедность, беспокойство про здоровье граждан и охрана окружающей среды, и поддерживает политические акции, направленные на решение этих проблем [2].

Большинство священнослужителей основных протестантских церквей США поддерживают политику защиты прав сексуальных меньшинств. Около 2/3 выступают за юридическое признание однополых браков (65%). За принятие законов на почве ненависти (67%), против дискриминации прав геев и лесбиянок (66%), немного больше половины (55%) поддерживают право установления детей однополыми парами. Большинство духовенства основных протестантских Церквей США (65%) является сторонниками политики отделения от государства.

Исследования Pew Research Center 2007 года показали разницу взглядов среднем между протестантами основных Церквей. Так одни продемонстрировали либеральные взгляды. Другие-консервативные взгляды на традиционную веру. Консервативно-фундаменталистские представители в США апеллируют к теологическим и морально-этическим установкам протестантизма колониального периода, а представители либерального направления исследуют обновление и адаптацию религиозного сознания в условиях секуляризации.

Необходимо дать адекватную оценку либеральной составляющей американского протестантизма как исторического явления

выявить степень его влияния на американское общество. Секулярные процессы в целом не изменили статус комплекса протестантских национальных доктрин в США - они по сей день являются одним из важнейших структур-образующих институтов американского общества [1].

В то же время в кругах американской протестантской теологии и философии утвердились различные направления модернизма (либерального христианства, либеральной теологии в различных трактовках): процесс теология, теология смерти Бога, теология надежды и другие интеллектуально - теологические движения [15].

В 60-70 г.г. в США началось активное обсуждение феномена т. н. «гражданской религии». Гражданская религия не направлена против традиционных религий - сохраняя религиозный плюрализм в стране, она способствует укреплению национальной солидарности. Многие религиозные доктрины протестантизма, казавшиеся незыблемыми на протяжении двух веков, подверглись серьезной трансформации.

Этому способствовали возникшие в первой половине XX века ортодоксальные учения, дававшие интерпретацию современных социальных и этических проблем. Значительное влияние оказала на эти учения философия экзистенциализма, последователи которые положили начало научной рационализации догматики и постепенному «обмирщвлению» христианских доктрин.

Кроме того традиционное видение протестантской библейской истории вытеснялось креационистскими построениями. В либеральных концепциях интеллектуальных кругов США 1960-х годов были переосмыслены традиционные для протестантизма представления о Христе и первоочередной роли Евангелия в спасении человека.

Либеральный протестантизм подверг основы ортодоксального протестантского вероучения

секулярному пересмотру, сближая протестантизм со светской этической традицией. Среди интеллектуальных движений либерального протестантизма следует назвать «процесс-теологию».

В 1970 г.г. в работах сторонников «процесс-теологии» начала заостряться внимание на социальной тематике: проблемы безработицы, нищеты, сохранения мира, экологии, улучшение положения женщин [16] и поиске путей выхода из этих проблем. Начинают предлагать ряд социальных программ, которые помогли бы выходу человечества из мирового кризиса вплоть до концепции создания идеального общественного мирового порядка.

Определяющими принципом либеральной теологии этого периода становится необходимость признания плюрализма в сфере веры. Постепенно начали позитивно относиться к последствиям научно-технического переустройства мира. «Процесс-теологи» обращали внимание на ряд глобальных социальных, экономических, экологических и этических проблем, связанных с бурным развитием современности.

Одной из наиболее дискутируемых в американском обществе тем между фундаменталистами и либералами стало тема, связанная с проблемами семьи и брака. Социальные и культурные сдвиги в США в 60-70 г.г. привели к трансформации традиционных американских ценностей, в том числе в сфере морали и семейных устоев. Эта тенденция была связана с либерализацией общественной культуры.

Таким образом в 60-70 г.г. оживление либерального протестантизма оказало сильное влияние на все сферы американской общественной жизни. Эти последствия затронули важнейшие стороны американской культуры, политики, общественной жизни, морали и национальных стереотипов, что во многом стало основой для кардинального изменения общества США.

Подходы американских Церквей к процессам глобализации различны. Так, протестантские Церкви, извлекая наибольший эффект из глобализации. Они усваивают харизматические элементы новой религиозной культуры, создают по миру сети своих организаций.

На протяжении истории христианства изменения в общественной жизни обязали христианских апологетов давать актуальные и основанные на библейском тексте ответы на современные вопросы [21] со стороны секулярного мира. В христианском богословии происходит поворот от старых религиозных концепций к новым, в которых ключевое значение начала играть этика.

Христианство перестаёт рассматриваться как религиозное учение и начинает считаться морально-этическим. Секуляризация дала теологической мысли динамику, заставила её давать пояснение процессам, которые происходят в общественной и индивидуальной жизни. Итогом считаются возникновение в протестантизме секулярной или по-другому радикальной теологии.

Радикализм отказался от традиционной протестантской парадигмы размышлений о Боге. Христос в связи с этим рассматривается как моральный пример свободного человека. Христос освобождает духовно и социально всех людей. Результатом применения секулярного подхода к теологии стал её выход на социально-политическую проблематику современности [12].

Одним из признаков протестантского учения стала идея, что Церковь- это только посредник между Богом и человеком, что означает утрату его признаков государственного, основанного на иерархии института. Идеал протестантизма- это общность разных людей, которые исповедуют христианскую веру. Таким образом, подобные взгляды способствовали выбору протестантами демократических моделей государственного устройства. Протестантизм стал общественной религией, стремящейся распространить библейскую мораль действующую при этом

через демократический институты республиканской партии в США.

Глобализация, диктующая контуры нового миропорядка, может иметь немало негативных последствий, приводящих к разрушению самобытных культур и забвению религиозно-нравственных ценностей общества. Победное шествие глобализации снижает роль религии в мире. Позитивная становление конфессиональной идентичности в разных уголках планеты повсеместно нарушается хаотическим импульсом модернизации.

II. ЗАКЛЮЧЕНИЕ

Являясь одной из важнейших сфер общества, религия оказывает мощное влияние на формирование мировоззрения людей (в том числе и политических деятелей). Соответственно, религия оказывает существенное влияние на принятие политических решений и на государственную (политическую) идеологию.

Взаимное влияние религии и политики постоянно изменяется. Религия влияет на политическое сознание людей, поскольку человеческие представления о правде и справедливости находятся в тесной связи с религиозными представлениями.

Они на протяжении всей истории человеческой цивилизации играют роль при определении форм политической власти. В условиях глобализации религиозный фактор приобретает особое значение как для масс, которые видят в религии источник и средство сохранения культурных ценностей, так и субъектов глобализации, использующих его для достижения конкретных целей.

Сегодня необходимо осмысливать общественные проблемы, вопросы про роль религии в обществе, её участие в политике, публичной жизни, праве, формировании гражданского общества, экономики, обсуждать особенности политических систем и режимов. Можно отметить тенденцию расширения исследований и стремление разработать

принципы возвращения религиозного в анализ политических процессов, исходя из перспектив христианских обществ.

Новая парадигма призвана справиться с нарастающей сложностью сферы безопасности в мировой политической системе в целом, сформировав картину мира, которая является более простой и соответствующей духу времени. Вместе с возвращением религии, вновь активизируется и соответствующая часть семантическая сети, значений и смыслов, возвращается в активный оборот политической мысли пласт религиозных философских знаний, который был подавлен в эпоху модернизма. Речь, в частности, идет о таких понятиях, как жертвенность, сакральность, духовность.

Необходимость исследования религиозно - политических отношений объясняется тем, что свободное осуществление как религией, так и политикой своих специфических функций есть одно из необходимых условий культурно-социальной стабильности.

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ABSTRACT

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Psychosocial Risk Factors at Group Level and Operational Distress among Employees in Salvadoran Companies

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The study of psychosocial risks at the group level and operational distress among employees in Salvadoran companies is scarcely addressed, despite the significant importance organizations place on this issue. This study aims to understand employees' perceptions of these psychosocial risks and distresses through an assessment of their prevalence using the Healthy Talent Model© and HTMetrics PCAS Tool©, with the goal of proposing interventions to mitigate negative impacts. A descriptive analysis using frequency tables was conducted. The findings confirm the prevalence of occupational stress, the presence of psychosocial risks at the group level, and operational distress. Finally, various levels of intervention are proposed to address these issues in Salvadoran companies.

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I. INTRODUCTION

Organisational culture and psychosocial risks emerge as crucial areas of focus for fostering health and productivity in the contemporary workplace. Consequently, organisations recognise the interrelation between these elements, as psychosocial risks can significantly impact organisational culture and vice versa. Therefore, psychosocial risks, stemming from the lack of monitoring and evaluation of factors such as policies, organisational culture, and employee satisfaction, can affect job performance and health, increasing exposure to stress. These risks can erode team cohesion and company reputation, thus impacting talent retention. Hence, studying

and identifying these risks aims to ensure employee satisfaction, thereby enhancing productivity and performance (Ordoñez-García et al., 2023; Dollard et al., 2017).

This article conceptualises its framework based on the Healthy Talent Model© (2024), which comprises four pillars: (1) psychosocial factors, neutral elements of the work environment that can become risks if not properly managed; (2) psychosocial risk factors, conditions with negative potential if early intervention is not undertaken; (3) psychosocial risks, situations with a high probability of harming psychosocial health; and (4) psychosocial health damage, such as mental and behavioural disorders, which can arise from these factors in the workplace (Álvarez & Gamero-Burón, 2013).

Psychosocial factors, as classified by Roozeboom and Van den Bossche (2008), are divided into two main categories: those impacting the corporate level and those impacting the individual and/or group level. Within the latter category are factors such as working conditions, job design, and job quality, which, if not adequately managed, can become psychosocial risks.

Psychosocial risks constitute a crucial element that is closely intertwined with various types of occupational distress. These risks, such as job insecurity, excessive job demands, high workload, and lack of social support, are the primary work-related psychosocial factors generating stress, which can act as triggers or aggravators of workplace distress (Gómez et al., 2019).

Understanding workplace distress is structured into three categories: relational distress,

operational distress, and ecological/corporate distress, each related to different psychosocial risk factors. The inadequate management of these distresses can trigger negative consequences for psychosocial health, underscoring the importance of implementing preventive measures at primary, secondary, and tertiary levels to counteract their impact and foster a healthier and more productive work environment (Vaquerano et al., 2023).

Among these categories, operational distress stands out as a critical aspect influencing both individual and group levels in the workplace. This distress arises from perceived dissatisfaction regarding the content and methods of work employed, which can cause an imbalance between job demands and the resources available to meet them. Additionally, it may manifest as emotional exhaustion due to job demands, feelings of social isolation at work, or tensions associated with technology use. Addressing these psychosocial risk factors linked to operational distress is essential for improving employee well-being and productivity, thereby fostering a healthier and more effective work environment (Chávez, 2009).

Moreover, operational distress can be related to a negative psychological state associated with technology use at work. When these factors are not properly managed, they can contribute to the emergence of various psychosocial risks, such as job stress, boreout syndrome, emotional labour, burnout syndrome, Wilson's syndrome, and technostress. It is crucial to address these psychosocial risks to promote a healthier work environment and enhance employee well-being (González-Trijueque et al., 2015).

In this context, the objective of this study focused on understanding the perceptions of employees in Salvadoran companies regarding group-level psychosocial risk and operational distress. This was done through an assessment of their prevalence using the Healthy Talent Model© and HTMetrics PCAS Tool©, with the aim of proposing interventions to mitigate negative impacts.

II. METHODOLOGY

In El Salvador, approaches related to diagnosing psychosocial risks and, specifically, operational distress in the context of the new normal are scarce. Therefore, this study addressed this issue using a descriptive-exploratory approach under a quantitative paradigm (Hernández et al., 2014). The objective of this research focused on studying operational distress through the methodology proposed by the Healthy Talent Model© to describe this distress faced by employees in Salvadoran companies. This analysis facilitated a descriptive narrative of psychosocial risk factors and psychosocial risks, with evaluations based on the 16 questions that determine operational distress. The information was collected via a Likert scale questionnaire, including questions about working in person, remotely, or in a hybrid format. This questionnaire was sent via email to 69 public sector employees and 155 private sector employees.

On one hand, the sampling design used a weighting of the population's representativeness through data from the 2021 Statistical Yearbook of the Salvadoran Social Security Institute (ISSS), with a confidence level of 95% and a 3% margin of error. On the other hand, data processing was conducted using SPSS v.22 software (Echeverría et al., 2023), which calculated the necessary frequencies for data analysis.

III. RESULTS

According to the United Nations (2018), the 2030 Agenda for Sustainable Development Goals outlines measures aimed at ensuring decent work. Among the various targets is the goal of protecting labour rights and ensuring safe and risk-free work environments for all workers, especially migrant women and men, as well as those in precarious jobs. Consequently, it is the responsibility of subscribing nations to develop efforts aimed at regulating labour activities and thus fostering safer productive conditions that help identify occupational risks and implement measures for their eradication or mitigation.

Indeed, each productive activity has its own risks for those who perform it. In this context,

evaluating psychosocial risks related to the workplace has identified job demands, work-induced emotions, social relationships or support, and technology as psychosocial risk factors.

Therefore, the research efforts in this field focus on identifying and analysing the effects to which employees are exposed, as illustrated in Table 1. Specifically, work stress and Boreout syndrome are related to job demands; emotional labour and

Burnout syndrome are related to emotions; technostress is related to technology; and Wilson's syndrome is related to relationships/ social support.

Understanding how these risks affect employees allows for the design and implementation of programmes that promote effective occupational health and safety management, thereby enhancing dignified workspaces and aligning towards decent employment.

Table 1: Questions, Factor, and Psychosocial Risk of Operational Distress

#	Question	Factor	Risk
1	My professional competencies match the demands of my job	Job Demands	Work Stress
2	I have experienced work overload		
3	I have felt physical and/or psychological fatigue at times		
4	I have experienced episodes of anxiety at work		
5	I have suffered from frequent headaches, insomnia, muscle tension, and/or a stiff neck/jaw		
6	I have too much free time in my job, leading to episodes of boredom		Boreout Syndrome
7	I have felt compelled to display emotions I did not genuinely feel	Emotions	Emotional Labour
8	I have felt like I "can't take it anymore" with my job		Burnout Syndrome
9	I maintain the necessary emotional closeness in my professional relationships; I am involved in the workplace		
10	I have made an impertinent comment about the low value of my work		
11	I have had an excess of virtual relationships in my job	Technology	Technostress
12	I have worked with Information and Communication Technologies (ICTs) for less than 80% of my workday		
3	I feel competent in working with ICT		
14	I have felt mentally exhausted from constant use of ICT		
15	I have been satisfied with the social relationships I have maintained at work	Social Relationships/Support	Wilson's Syndrome
16	I have felt lonely or isolated, whether teleworking or working in person		

Note: This table illustrates the relationship between the 16 questions in the instrument, showing the factors and psychosocial risks, as taken from Vaquerano et al. 2023.

Workers who experience the conditions outlined in Table 1 perceive impacts on their mental health, such as anxiety, stress, irritability, and depression, among the most significant. Guzmán (2020) argues that prolonged exposure to these conditions can lead to physical ailments, including digestive complications, muscle pain, and poor job performance.

Furthermore, the results obtained from Salvadoran employees participating in this study have been analysed from the perspective of the benchmark developed by the Talent Fullness Institute of Spain in 2020, known as the Healthy Talent Model. This model is designed to detect and address psychosocial risks related to operational distress. It offers organisations strategies and effective actions based on the prevalence level of each psychosocial risk factor and psychosocial risk, specifying the type of intervention required.

3.1 Results of the Psychosocial Risk Factor of Job Demands and the Psychosocial Risk of Work Stress and Boreout Syndrome

This risk factor is clearly evident based on employees' perceptions regarding workload

overload or the pressures of not being adequately trained to carry out their productive activities. According to Uribe-Prado (2020), job demands typically lead to physical or mental fatigue in workers due to the nature of the workday and exposure to traumatic or violent workplace events.

The findings indicate that workers in El Salvador are exposed to operational distress risk factors, with the most significant psychosocial risk being Work Stress. This situation suggests a potential overload of work, leading to physical and/or psychological fatigue, frequent headaches, insomnia, muscle tension, and/or a stiff neck/jaw.

Specifically, the average impact rate is 56.18%, necessitating a secondary level intervention due to the moderate intensity of the psychosocial risk factor and/or the psychosocial risk. This suggests the need for a reactive intervention at the first signs among the exposed worker population.

Table 2: Job Demands Psychosocial Risk Factor and Work Stress and Boreout Syndrome Psychosocial Risks in Salvadoran Workers

Factor	Risk	Question	Response	Count	Percentage
Job Demands	Work Stress	My professional competencies match the demands of my job	Yes	207	92.4%
			No	17	7.6%
		I have experienced work overload	Yes	163	72.8%
			No	61	27.2%
		I have felt physical and/or psychological fatigue at times	Yes	181	80.8%
			No	43	19.2%
	I have experienced episodes of anxiety at work	Yes	103	46.0%	
		No	121	54.0%	
	I have suffered from frequent headaches, insomnia, muscle tension, and/or a stiff neck/jaw	Yes	165	73.7%	
		No	59	26.3%	
Boreout Syndrome	I have too much free time in my job, leading to episodes of boredom	Yes	22	9.8%	
		No	202	90.2%	

**Note: Adapted from Vaquerano et al. 2023.*

The results obtained indicate that on average the five questions related to work stress reach 56.18%, a situation which implies the need for a secondary intervention with reactive actions. Table 2 presents both high and low results for the set of questions related to the demand factor. For example, only 7.6% perceive that their professional competencies are not in line with the demands of their job, which undoubtedly translates into work stress. On the other hand, 72.8% report experiencing work overload, a symptom that calls for a secondary intervention. Regarding the question: "I have felt physical and/or psychological fatigue at times," given its result of 80.8%, it warrants a tertiary intervention; as it represents a high intensity presence of the psychosocial risk factor and/or psychosocial risk, thus requiring a curative intervention to address the negative impact on the psychosocial health of the affected workforce population.

Regarding exposure to Boreout Syndrome, only 10% of the workers declared feeling exposed, which implies an absence or low intensity presence of the psychosocial risk factor and/or psychosocial risk, necessitating a proactive intervention across the entire workforce population, i.e., primary intervention.

3.2 Results of the Psychosocial Risk Factor of Emotions and the Psychosocial Risk of Emotional Labour and Burnout Syndrome

To identify the emotional labour experienced by workers in the research instrument, the question

"I have felt compelled to display emotions I did not genuinely feel" was included, recognizing that assessing emotions requires evaluating various factors that affect workers' emotions.

Indeed, these are aspects that must be considered and are related to incidents in the development of risks associated with emotional labour, such as the incorporation of new technologies, workplace settings, social or organizational changes, as well as known impacts that have worsened the health status of workers (Gil-Monte, 2012).

Moreover, according to Freudenberger (1986), among the aspects associated with the emotions factor is the exposure experienced by workers to Burnout Syndrome. This syndrome manifests through exhaustion and feeling overwhelmed by problems, as a response to a worker's sense of dedication and commitment to an activity, as well as the need to prove oneself.

It is important to note that the term "Burnout Syndrome" was first proposed in the mid-1970s. However, it has only been in recent years that the issue has become more pronounced. According to Martínez (2019), one of the symptoms of this syndrome is emotional exhaustion and depersonalization, which acts as a shield to protect against feelings of helplessness, indefiniteness, and frustration, as well as the abandonment of personal achievement, meaning that work loses its value for the worker.

Table 3: Psychosocial Risk Factor of Emotions and Psychosocial Risks of Emotional Labour and Burnout Syndrome in Salvadoran Workers

Factor	Risks	Questions	Response	Count	Percentage	
Emotions	Emotional Labour	I have felt compelled to display emotions I did not genuinely feel	Yes	68	30.4%	
			No	156	69.6%	
	Burnout Syndrome	I have felt like I "can't take it anymore" with my job	Yes	71	31.7%	
			No	153	68.3%	
			I maintain the necessary emotional closeness in my professional relationships; I am involved in the workplace	Yes	175	78.1%
				No	49	21.9%

	I have made an impertinent comment about the low value of my work	Yes	51	22.8%
		No	173	77.2%

**Note: Adapted from Vaquerano et al. 2023*

In regard to emotions as a psychosocial risk factor, the findings indicate that emotional labour and the experience of Burnout Syndrome are indeed present in Salvadoran work environments. For instance, when querying workers about whether they have felt compelled to display emotions they have not genuinely experienced, 30.4% express that they have. This situation suggests the need for a secondary-level intervention.

Regarding Burnout Syndrome, upon analysing each of its three components, it becomes evident that all warrant a primary-level intervention. Specifically, the question "I have felt like 'I can't take it anymore' with my job" obtained the highest percentage of affirmative responses at 31.7%, as presented in Table 3.

3.3 Results of the Psychosocial Risk Factor of Social Relationships or Support and Wilson Syndrome

The daily work life of a worker sometimes entails carrying out their productive activities alone, as is

the case with night shifts or tasks performed separately from the team.

An immediate consequence of this dynamic is that workers are exposed to limitations in creativity and performance, unlike those who manage to establish strong connections with colleagues. Evidence suggests an increase in commitment, higher quality work, and a decrease in absenteeism among individuals who establish such connections.

Indeed, a consequence of social isolation in the execution of work activities is the absence of social support, understood as the presence of psychological support provided by other workers through the expression and reception of affection, availability of support, sense of belonging to a network, and mutual obligations and responsibilities, etc. (Pérez and Martín, 1997).

Table 4: Psychosocial Risk Factor of Social Relationships or Support and Psychosocial Risk of Wilson Syndrome in Salvadoran Workers

Factors	Risks	Questions	Response	Count	Percentage
Social Relationships	Wilson Syndrome	I have felt satisfied with the social relationships I have maintained at work	Yes	186	83.0%
			No	38	17.0%
		I have felt lonely or isolated; whether teleworking or working in person	Yes	34	15.2%
			No	190	84.8%

**Note: Adapted from Vaquerano et al. 2023*

To identify the level of intervention in the Social Relationships/Support factor, the behavior of workers according to Wilson Syndrome has been analyzed. This syndrome aims to understand the satisfaction of the social relationships that workers maintain in the workplace. Regarding the results presented in Table 4, only 16% responded negatively. Concerning whether workers have felt

lonely or isolated, whether teleworking or working in person, only 15.2% responded affirmatively. Consequently, according to these findings, Social Relationships/Support at work require a primary level intervention, meaning proactive actions should be taken for the entire population of workers.

3.4 Results of the Psychosocial Risk Factor of Technology and Technostress

Undoubtedly, given today's business reality, the use of technology has become a valuable strategy that allows for the design and development of goods and services that improve people's quality of life. These benefits range from holiday planning to reuniting families or friends by facilitating communication with those living in other nations.

Indeed, among the advantages of technology in the workplace are increased productivity, the emergence of new professions, and the improvement or reinvention of existing ones; this presents new challenges and fosters innovation. However, not everything is positive; there are also disadvantages. These range from the difficulty

some people experience in handling new technologies, i.e., the digital divide, to dependence, which exposes workers to not respecting rest hours because they are always connected. Inefficiency is another issue resulting from various distractions, and isolation is a concern in both in-person, virtual, and hybrid work modalities. These disadvantages undoubtedly hinder teamwork and interpersonal relationships (Randstad, 2023). Technostress is definitively a negative psychological process linked to technology exposure or a future use threat sensation, resulting from a disruption between technological demands and labor and personal resources related to ICT; that is, Information and Communication Technologies (Salanova and Nadal, 2002).

Table 5: Psychosocial Risk Factor of Technology and Technostress in Salvadoran Working Individuals

Factors	Risks	Questions	Response	Count	Percentage
Technology	Technostress	I have had an excess of virtual relationships in my workplace	Yes	55	24.6%
			No	169	75.4%
		I have worked with information and communication technology (ICTs) less than 80% of my working day	Yes	88	39.3%
			No	136	60.7%
		I feel capable of working with ICTs	Yes	195	87.1%
			No	29	12.9%
		I have felt mentally tired due to the constant use of ICTs	Yes	95	42.4%
			No	129	57.6%

Note: Adapted from Vaquerano et al. 2023.

When analysing the results obtained and presented in Table 5, it emerges that on average, 35% of the workforce perceives a negative impact stemming from technostress. This situation necessitates a secondary-level intervention; that is, reactive measures. As depicted in Table 5, there are four questions associated with the risk of technostress, with particular emphasis on the one stating: 'I have felt mentally fatigued due to constant use of ICTs,' garnering a 42.4% affirmative response from employees. Hence, this percentage does not call for a remedial intervention; however, Salvadoran corporate decision-makers should give it considerable attention.

IV. DISCUSSION

The perceptions of Salvadoran employees regarding psychosocial risks at the group level and operational discomfort have demonstrated the prevalence of such risks based on the percentages provided in their responses. Firstly, the results concerning the psychosocial risk factor of job demands and the psychosocial risk of job stress and Boreout Syndrome showed that job stress is the predominant psychosocial risk, indicating a heavier workload for employees and necessitating a secondary level intervention. These findings align with those of Ospina et al. (2023), who also observed high levels of job stress among employees, highlighting the need to address this

issue through palliative actions aimed at reducing the physical and mental effects generated by this problem. Thus, it is pertinent to examine the palliative actions being undertaken by Salvadoran companies and assess their effectiveness in addressing this issue within the context of the new normal.

Secondly, the results regarding the psychosocial risk factor of emotions and the psychosocial risk of emotional labor and Burnout Syndrome revealed the presence of these factors and risks, necessitating both secondary and primary level interventions respectively. These findings are consistent with those of Barral-Coral and Albán-Pérez (2021), who demonstrated the presence of these factors in job satisfaction, health, and extralaboral life. In Salvadoran work environments, immediate interventions within organizations are necessary to tackle the presence of these problems stemming from employees' emotions and frustration.

Thirdly, the results concerning the psychosocial risk factor of social relations or support and Wilson Syndrome demonstrated its presence at low levels, requiring primary interventions. Employees perceive a minimal need for psychological support, possibly reflecting Salvadoran societal attitudes where psychosocial health is often neglected. These results also align with those of Patlán-Pérez (2019), emphasizing the importance of organizations prioritizing psychological health, as it fosters mutually beneficial outcomes such as higher employee satisfaction and commitment towards objectives.

Lastly, the results concerning the psychosocial risk factor of Technology and Technostress underscored the necessity of secondary interventions. Perceptions indicate a lack of digital disconnection among Salvadoran workers, leading to an invasion of employees' personal lives by work-related demands. These findings mirror those of Rodríguez (2020), highlighting the urgent need for interventions aimed at curbing this trend. Consequently, further research and interventions are imperative to address this issue in Salvadoran workplace environments, focusing on its root causes.

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The Challenges of Permanence and Success in EJA-EPT at IFG in the Context of Emergency Remote Education

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ABSTRACT

This chapter aims to analyse the challenges of permanence and success faced by students in Youth and Adult Education integrated with Vocational Education at the Federal Institute of Goiás in the context of the Covid-19 pandemic, when the Emergency Education System was adopted due to social isolation. Methodologically, the study is qualitative and quantitative, and the data analysed is part of a survey carried out by the Observatory of the Brazilian Welfare State in partnership with the IFG's Observatory of the World of Work, using information gathered from EJA-EPT students at the Federal Institute of Goiás. The study profiled the EJA student population at the institution, pointing out that this population has been severely impacted by the effects of the Covid-19 pandemic. The institutional effort was important in terms of guaranteeing the conditions of permanence during the term of the SEE, with even higher rates compared to the period immediately before the health crisis. However, although success rates, understood as approval, were considered high, the study pointed out that the objective conditions of the teaching and learning process did not satisfactorily fulfil the conditions for acquiring the knowledge provided for in the course curricula.

Keywords: permanence and success, see, eja-ept, emergency remote education, covid19.

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The Challenges of Permanence and Success in EJA-EPT at IFG in the Context of Emergency Remote Education

Os desafios da permanência e êxito na EJA-EPT no IFG no contexto do Ensino Remoto Emergencial

Josué Vidal Pereira^α & Jerse Vidal Pereira^σ

ABSTRACT

This chapter aims to analyse the challenges of permanence and success faced by students in Youth and Adult Education integrated with Vocational Education at the Federal Institute of Goiás in the context of the Covid-19 pandemic, when the Emergency Education System was adopted due to social isolation. Methodologically, the study is qualitative and quantitative, and the data analysed is part of a survey carried out by the Observatory of the Brazilian Welfare State in partnership with the IFG's Observatory of the World of Work, using information gathered from EJA-EPT students at the Federal Institute of Goiás. The study profiled the EJA student population at the institution, pointing out that this population has been severely impacted by the effects of the Covid-19 pandemic. The institutional effort was important in terms of guaranteeing the conditions of permanence during the term of the SEE, with even higher rates compared to the period immediately before the health crisis. However, although success rates, understood as approval, were considered high, the study pointed out that the objective conditions of the teaching and learning process did not satisfactorily fulfil the conditions for acquiring the knowledge provided for in the course curricula.

Keywords: permanence and success, see, eja-ept, emergency remote education, covid19.

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RESUMO

Este capítulo tem como objetivo analisar os desafios da permanência e êxito enfrentados pelos discentes da Educação de Jovens e Adultos integrada à Educação Profissional no Instituto Federal de Goiás no contexto da Pandemia da Covid19, quando em razão do isolamento social foi adotado o Sistema de Ensino Emergencial. Metodologicamente, o estudo se caracteriza como quali-quantitativo, cujos dados analisados constituem parte de uma pesquisa realizada pelo Observatório do Estado Social Brasileiro em parceria com o Observatório do Mundo do Trabalho do IFG, utilizando-se neste caso as informações levantadas junto aos discentes da EJA-EPT no Instituto Federal de Goiás. O estudo traçou o perfil do público discente da EJA na Instituição, apontando que essa população foi severamente impactada pelos efeitos da pandemia da Covid19. O esforço institucional foi importante no sentido de garantir as condições de permanência durante a vigência do SEE com taxas até mais elevadas se comparadas ao período imediatamente anterior à crise sanitária. Contudo, embora as taxas de êxito entendidos como aprovação tenham sido consideradas elevadas, o estudo apontou que as condições objetivas do processo de ensino e aprendizagem não atenderam satisfatoriamente as condições para a aquisição dos conhecimentos previstos nos currículos dos cursos.

Palavras-chave: permanência e êxito, see, eja-ept, ensino remoto emergencial, covid 19.

I. INTRODUÇÃO

A Educação de Jovens e Adultos, modalidade constituinte da educação básica brasileira, conforme disposto na Lei de Diretrizes e Bases da Educação Nacional nº 9.394 de 20 de dezembro de 1996, jamais chegou a se tornar prioridade no âmbito das políticas educacionais do Estado brasileiro. Mesmo quando foi inserida de modo tardio na política de financiamento do Estado através do Fundo de Manutenção e Desenvolvimento da Educação Básica – Fundeb no ano de 2007, verificou-se seu status marginal pela atribuição de fatores de ponderação de cálculo do custo-aluno de modo ainda depreciado em relação à outras modalidades.

Embora a inserção da modalidade no Fundeb tenha representado um enorme avanço em termos de garantia do direito à educação, deve-se assinalar que a política estatal não tem sido minimamente efetiva no sentido de promover a concretização desse direito social fundamental pelo seu público-alvo. É isto que evidencia os dados de matrículas do Censo da Educação Básica do Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira, segundo o qual a totalidade das matrículas registradas da EJA em 2007 foi de 5.034.606 (INEP, 2008), retraindo em dois milhões de matrículas em 13 anos, quando em 2020 registrou 3.002.749 estudantes matriculados (INEP, 2021). Esse quadro torna-se mais dramático quando se constata, segundo dados na Pesquisa Nacional por Amostra de Domicílio – PNAD do Instituto Brasileiro de Estatística – IBGE, que 69,5 milhões de pessoas com mais de 25 anos de idade – ou 51,2% da população, em 2018 não haviam concluído a Educação Básica (IBGE, 2019).

O contexto pós golpe parlamentar-empresarial de 2016 que conduziu ao poder central a hegemonia político-tecnocrata neoliberal extremada representou um duro recuo nas políticas sociais – e, portanto, na educação pública, sobretudo através da aprovação da Emenda Constitucional nº 95 de 2016, que congela os gastos sociais por duas décadas. A ascensão da extrema direita a partir de 2019 como que coroou esse movimento de retrocessos, quando convergiu a manutenção

das políticas econômicas ultraneoliberais com a focalização da educação e da cultura como campo de combate por parte do Estado brasileiro, do qual resulta um contínuo processo de desmantelamento dos avanços obtidos nas últimas décadas da Nova República.

O advento da Pandemia da Covid19 no início do ano letivo de 2020, a qual implicou na paralisação inicial das atividades acadêmicas e posteriormente na adoção do modelo de Ensino Remoto Emergencial no Instituto Federal de Goiás, fez com que as dificuldades enfrentadas no contexto assinalado anteriormente, tornasse ainda mais dramático o quadro da EJA nesse novo contexto, tanto do ponto de vista dos desafios institucionais quando da realidade enfrentada cotidianamente pelo público da Educação de Jovens e Adultos. Este capítulo tem, portanto, como objetivo analisar os desafios enfrentados pelos estudantes da EJA/EPT no IFG durante a vigência do sistema de Ensino Remoto Emergencial.

Metodologicamente este texto se configura enquanto um estudo quali-quantitativo, cujos dados analisados consistem de levantamento realizado no Instituto Federal de Goiás pelo Observatório do Estado Social Brasileiro – doravante OESB, em parceria com o Observatório do Mundo do Trabalho do IFG doravante OMT/IFG, o qual envolveu também outras instituições públicas de educação superior no Estado de Goiás, com o objetivo de apreender o impacto da Pandemia da Covid-19 nas condições de permanência e êxito dos estudantes do Ensino Médio Integrado, nos cursos de Ensino Médio Integrado à Educação Profissional na Modalidade EJA – EJA-EPT, bem como nos cursos superiores. Especificamente para a presente análise, utilizou-se os dados levantados junto aos estudantes matriculados na EJA-EPT na maioria dos *campi* do Instituto Federal de Goiás, conforme consta no quadro 01, nos quais foram pesquisados 266 discentes.

Quadro 1: Cursos de EJA/EPT ofertados no IFG objetos desta pesquisa

Câmpus/Cidade	Curso
Águas Lindas	Técnico Integrado em Enfermagem na Modalidade de Educação de Jovens e Adultos
Anápolis	Técnico Integrado em Secretaria Escolar na Modalidade de Educação de Jovens e Adultos
Anápolis	Técnico Integrado em Transporte de Cargas na Modalidade de Educação de Jovens e Adultos
Aparecida de Goiânia	Técnico Integrado em Alimentos na Modalidade de Educação de Jovens e Adultos
Aparecida de Goiânia	Técnico Integrado em Modelagem do Vestuário na Modalidade de Educação de Jovens e Adultos
Formosa	Técnico Integrado em Edificações na Modalidade de Educação de Jovens e Adultos
Goiânia	Técnico Integrado em Cozinha na Modalidade de Educação de Jovens e Adultos
Goiânia	Técnico Integrado em Transporte Rodoviário na Modalidade de Educação de Jovens e Adultos
Goiânia	Técnico Integrado em Desenvolvimento de Sistemas na Modalidade de Educação de Jovens e Adultos
Goiânia Oeste	Técnico Integrado em Enfermagem na Modalidade de Educação de Jovens e Adultos
Inhumas	Técnico Integrado em Panificação na Modalidade de Educação de Jovens e Adultos
Itumbiara	Técnico Integrado em Agroindústria na Modalidade de Educação de Jovens e Adultos
Jataí	Técnico Integrado em Secretariado na Modalidade de Educação de Jovens e Adultos
Luziânia	Técnico Integrado em Manutenção e Suporte em Informática na Modalidade de Educação de Jovens e Adultos
Senador Canedo	Técnico Integrado em Refrigeração e Climatização na Modalidade de Educação de Jovens e Adultos
Uruaçu	Técnico Integrado em Comércio na Modalidade de Educação de Jovens e Adultos
Valparaíso	Técnico Integrado em Eletrotécnica na Modalidade de Educação de Jovens e Adultos

Fonte: Elaboração deste estudo com dados do OSB/OMT-IFG

Sujeitos da Educação de Jovens e Adultos: estudar ou sobreviver?

A modalidade Educação de Jovens e Adultos se justifica legalmente pela existência de um enorme contingente populacional – conforme apontado na introdução, excluído das oportunidades de escolarização no que se pode entender como tempo ideal, situado entre mais ou menos 6 e 18 anos de idade para a conclusão da educação básica. Em *Ideologia Alemã*, Marx e Engels (2007) ainda no século XIX apresentavam argumentos que se mostram atuais enquanto força explicativa dos altos índices de exclusão da escolarização de imensas maiorias populacionais, sobretudo na periferia dos países de formação capitalista:

Mas, para viver, é preciso antes de tudo beber, comer, morar, vestir-se e algumas outras coisas mais. O primeiro fato histórico é, portanto, a produção dos meios que permitem satisfazer essas necessidades, a produção da própria vida material; e isso mesmo constitui um fato histórico, uma condição fundamental de toda a história que se deve, ainda hoje como há milhares de anos, preencher dia a dia, hora a hora, simplesmente para manter os homens com vida. (p.21)

Tem-se, portanto, que a despeito de outras disposições que eventualmente contribuem para o não acesso ou a interrupção dos processos de escolarização de crianças e jovens, a luta pela sobrevivência se impõe como imperativo categórico. Entende-se, desse modo, que a própria existência da EJA enquanto modalidade resulta da própria dinâmica do modo de produção capitalista, o qual a despeito do histórico chavão liberal da igualdade de direitos, na realidade concreta da sociedade o que se verifica-se é o contínuo aprofundamento das desigualdades de acesso aos bens materiais e culturais.

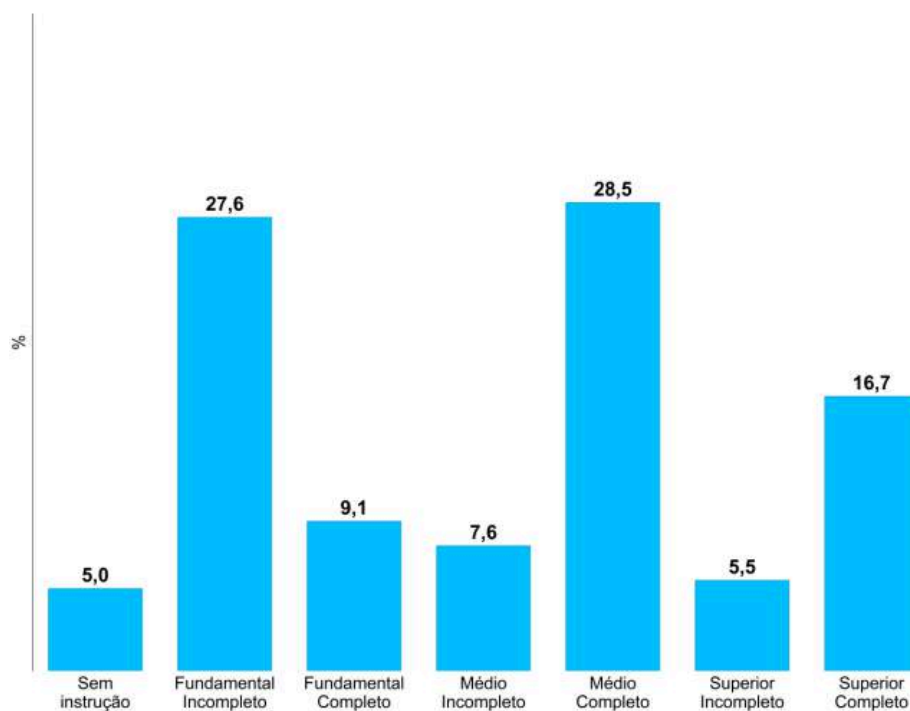
Em “Passageiros da Noite: do trabalho para a EJA”, Miguel Arroyo (2017) nos mostra de modo extremamente sensível o perfil dos sujeitos da Educação de Jovens e Adultos no Brasil. O aludido título sintetiza a realidade de milhões de brasileiros impedidos de frequentar a escola na idade de direito, tornando-os obrigados a fazê-lo

após exaustivas jornadas de trabalho, geralmente trabalho penoso, relegado por aqueles que lograram alcançar melhores posições na carreira escolar/universitária.

Tal como no título do livro de Miguel Arroyo, citado anteriormente, há farta literatura no campo da EJA que nos indica o dilema enfrentado pelas maiorias excluídas da escola no Brasil. Num estudo realizado na Faculdade de Educação da Universidade Federal de Goiás em 2004, a pesquisadora Ivonete Maria da Silva parece ter sido capaz de resumir com absoluta precisão a dura realidade do/a trabalhador/a estudante da EJA “Ou trabalha e come ou fica com fome e estuda: o trabalho e a não permanência dos adolescentes, jovens e adultos nas escolas de Goiânia”.

Tanto em Arroyo (2017) quanto em Silva (2004), fica patente o trabalho como imperativo categórico na vida dos sujeitos da Educação de Jovens e Adultos, corroborando o que Marx e Engels já assinalavam ainda no Século XIX. Tanto a existência do trabalho – na maioria das vezes, penoso, degradante, mal remunerado, como elemento mais essencial da sobrevivência, mas também a própria inexistência de trabalho, vem cada dia se constituindo em modelo explicativo tanto da exclusão da escola, mas também na própria desilusão numa instituição, que como diz Gentili (1998), já não mais cumpre a sua promessa de integração social, tão propalada no auge da sociedade industrial.

A fim de apresentar um perfil do trabalhador brasileiro em vista de identificar os sujeitos da EJA em seu conjunto, recorre-se neste estudo, à Pesquisa Nacional por Amostra de Domicílio – PNAD do Instituto Brasileiro de Geografia e Estatística – IBGE de 2021. O gráfico 01 apresenta a distribuição dos grupos etários em idade ativa por nível de instrução a partir dos 14 anos.



Fonte: reprodução PNAD (IBGE, 2021)

Gráfico 1: Distribuição percentual das pessoas com 14 anos ou mais de idade por nível de instrução no Brasil – 2021

De acordo com a pesquisa, entre as pessoas em idade de trabalhar, portanto, a partir dos 14 anos de idade, 5% afirmavam que não possuíam qualquer nível de instrução formal, 32,6% declararam que não tinham concluído o ensino fundamental, 49,3% não haviam concluído o ensino médio e apenas 28,5% haviam concluído a esta etapa, e, portanto, a educação básica. Um dado bastante interessante – mas nem por isto surpreendente da pesquisa, no que diz respeito à relação ocupação versus taxa de escolarização é que o levantamento aponta que, da totalidade dos que se declararam ocupados, 21,7% possuíam o ensino fundamental completo, 64,6% o ensino médio completo e 24,5% o ensino superior completo, contrastando claramente com o explicitado no gráfico 1, que em suma aponta para o perfil socioeconômico e cultural do público da EJA.

Em relação ao recorte étnico-racial, a PNAD (IBGE, 2021), identificou que 176,9 milhões de pessoas em idade de trabalhar, dentre os quais, 44,8% se declararam de cor parda, 45% de cor branca e 9% de cor preta. Segundo o estudo, “(...) no 1º trimestre de 2021, 56,8% da população em

idade de trabalhar estava na força de trabalho (taxa de participação). Deste contingente, 85,3% se encontravam ocupados e 14,7% desocupados (p. 11).

O supracitado estudo revela ainda o aprofundamento das desigualdades entre os principais grandes grupos étnicos que compõem a população em idade ativa, mas que por sua vez engrossam as fileiras dos desocupados no país entre os anos de 2012 e 2021. Havia no 1º trimestre de 2012 uma estimativa de 7,6 milhões de pessoas desocupadas no país, sendo que 59,1% era composto por pardos e pretos e 40,2% por brancos. No 1º trimestre de 2021, o contingente de desocupados do país saltou para 14,8 milhões de pessoas, sendo que a participação dos pardos e pretos aumentou para 63,1% enquanto a dos brancos reduziu para 36,3%.

A compreensão da reversão dos avanços sociais no Brasil – sabidamente um dos países de maior concentração de renda do mundo, sobretudo a partir do golpe parlamentar-empresarial de 2016 deve ser entendida a partir de uma perspectiva crítica. A nossa perspectiva é a do materialismo

histórico-dialético, que pressupõe, conforme Pereira (2021), retomar os pressupostos analíticos do pensamento de Francisco de Oliveira em seu clássico “A da dependência imperfeita”.

Distintamente de outras correntes de pensamento como os neoclássicos e estruturalistas que acreditavam que de modo ou outro (liberalização ou intervenção) era possível alcançar o pleno desenvolvimento de um país periférico como o Brasil, Oliveira (1984) nos mostra que nos diversos estágios de desenvolvimento, desde a passagem do que ele denomina como modo de produção escravista colonial para o modo de produção de mercadorias – que vai mais ou menos dos anos 1840 a 1930, até chegar ao capitalismo industrial brasileiro, a economia nacional foi marcada por duas características complementares: 1^a – a redução constante dos custos de reprodução da força de trabalho e, 2^o - a importação de ciência e tecnologia, inclusive financiada com capital externo, seja inglês sob hegemonia britânica do século XIX ou dos EUA no século XX.

Desse modo o processo de industrialização por substituição de importações, que inclusive, colocado em xeque após o processo de abertura de modo subordinado do país na ordem globalizada e na nova ordem internacional do trabalho, assinala um processo constante, em que pese não se tratar de um fenômeno especificamente brasileiro, contudo, no seu conjunto como diz Oliveira (1984), trata-se da recomposição dos processos de dependência de um país de capitalismo periférico e subordinado.

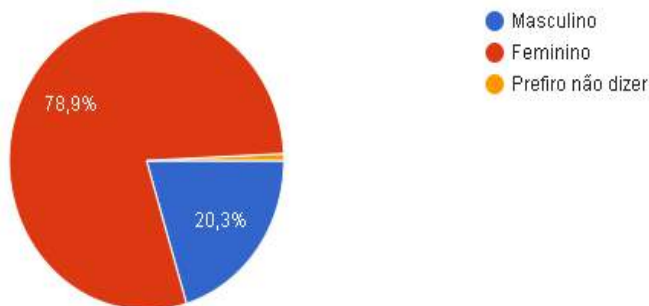
As diversas reformas realizadas no âmbito do Estado brasileiro no últimos anos, tais como reforma da previdência, independência do Banco Central, Reforma Trabalhista, o congelamento do gasto social por 20 anos através da Emenda Constitucional nº 95 de 2016, a perspectiva de aprovação da Reforma Administrativa que traz consigo a lógica da privatização a partir de dentro e o estrangulamento dos serviços públicos e outro projeto em pauta no congresso como a cobrança de mensalidade em Universidades Federais, corroboram com precisão a perspectiva do

referido autor, e aponta para o aprofundamento das desigualdades sociais, da concentração de renda, e, portanto, com efeitos previsíveis para grandes parcelas excluídas dos bens sociais e culturais no nosso país.

II. OS SUJEITOS DA EJA NO INSTITUTO FEDERAL DE GOIÁS

A pesquisa realizada pelo Observatório do Estado Social Brasileiro em parceria com o Observatório do Mundo do Trabalho/IFG, buscou traçar o perfil socioeconômico e cultural dos discentes atendidos em cada uma das instituições onde o estudo foi realizado. Conforme já assinalado anteriormente, este capítulo visa apresentar os dados relativos aos estudantes matriculados nos cursos da modalidade Educação de Jovens e Adultos até o segundo semestre de 2021.

Para delinear o perfil socioeconômico e cultural dos discentes da EJA-EPT no IFG, foram considerados os seguintes atributos: gênero, recorte étnico, estado civil, número de crianças e/ou dependentes/ condições de trabalho/ocupação, nível de rendimento, ocupação/rendimentos durante a Pandemia da Covid19 e condições de moradia. O gráfico 2 apresenta o perfil de gênero dos discentes.

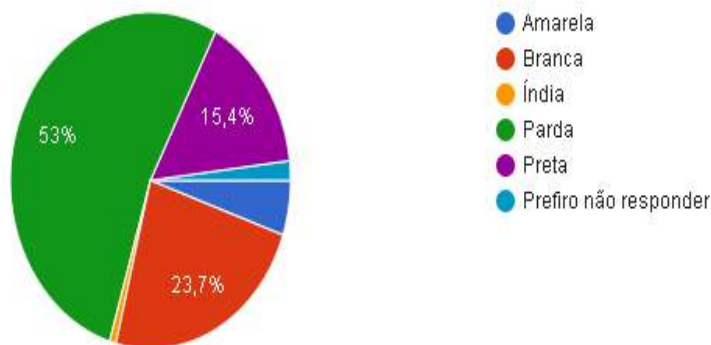


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 2: Gênero dos discentes da EJA-EPT/IFG

O gráfico 02 apresenta um dado bastante relevante para pensar as ofertas da EJA-EPT no IFG. Deve-se considerar que a amostra da pesquisa alcançou o número muito significativo de cursos espalhados em todas as regiões do Estado de Goiás, evidenciando, portanto, que aproximadamente 80% do público da modalidade na instituição é constituído por mulheres. Uma consulta aos microdados do INEP através do Laboratório de Dados Educacionais referentes ao ano de 2020, aponta que havia 22.473 matrículas para o sexo masculino e 20.414 para o sexo feminino.

Esse dado pode indicar que a possibilidade de elevação de escolarização articulada com a profissionalização via currículo integrado tem se constituído em grande atrativo para o público feminino outrora preterido dos espaços formais de escolarização. É importante ressaltar, conforme consta no quadro 01, que esse fenômeno ocorre a despeito da oferta de muitos cursos que historicamente estão associados ao exercício de ocupações masculinas, a exemplo dos cursos de Eletrotécnica e Refrigeração. O gráfico 3 apresenta a composição étnica dos estudantes da EJA-EPT no IFG.

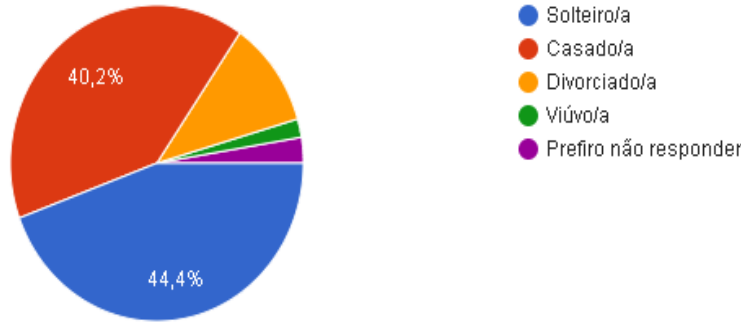


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 3: Composição étnica dos discentes da EJA-EPT/IFG

O gráfico 3 evidencia uma realidade que não destoa da lógica da sociedade brasileira, na qual os excluídos da escolarização na idade de direito são maioria de não brancos. No IFG, conforme demonstrado no gráfico acima os pretos e pardos somam 68,4% do total dos estudantes. Em termos comparativos, no Estado de Goiás, para o ano de 2020, segundo o Laboratório de Dados Educacionais, estavam matriculados 11.909 pretos

e pardos e 2.744 pessoas de cor branca. O gráfico 4 apresenta o estado civil dos discentes da EJA-EPT do IFG.

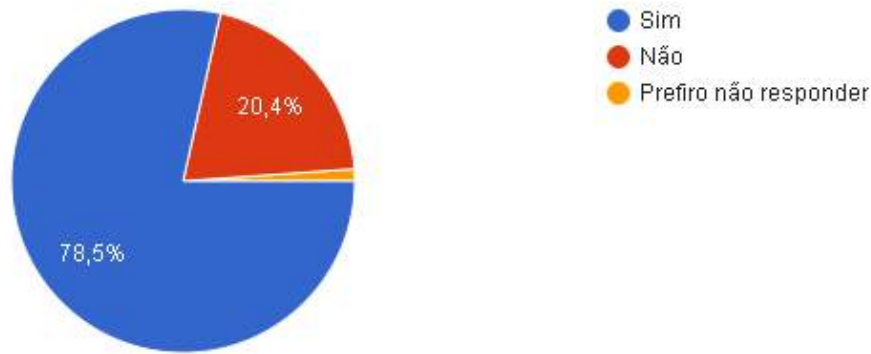


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 4: Estado civil dos/as discentes da EJA-EPT/IFG

De acordo com o gráfico 4, a maioria do público da EJA-EPT no IFG é formada por pessoas solteiras, 44,4%, seguido pelos casados com 40,2% e pelos divorciados com 10,9%. A questão seguinte está diretamente relacionada com o

status conjugal do discente para efeitos na sua vida escolar tanto pregressa quanto atual, ou seja, se tem ou não filhos. O gráfico 5, portanto, inquiri o discente a respeito de filhos.

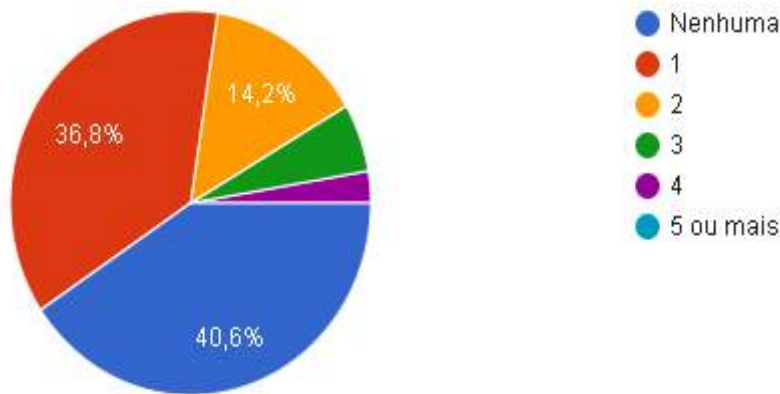


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 5: Possui filhos?

Os dados informados nos gráficos 4 e 5 nos indicam uma aproximação com a realidade complexa da Educação Jovens e Adultos. A maioria são mulheres, mães e solteiras. Na literatura científica da área da EJA e no cotidiano dos professores da modalidade, é lugar-comum encontrar mulheres que tiveram que abandonar a escola muito cedo por conta de uma gravidez precoce. Muitas dessas mulheres precisaram primeiro criar e educar seus filhos para depois retornarem aos espaços escolares. Evidentemente, que não se estamos aqui culpabilizando as mulheres pelas dificuldades na continuidade da sua formação escolar, mas sim as lacunas

deixadas pelas ausências de políticas públicas que inclusive poderiam – caso fossem implementadas, evitar o fenômeno da juvenilização da EJA. O gráfico 6, trata da quantidade de crianças de até 12 anos que moram na mesma residência do discente da EJA-EPT do IFG.

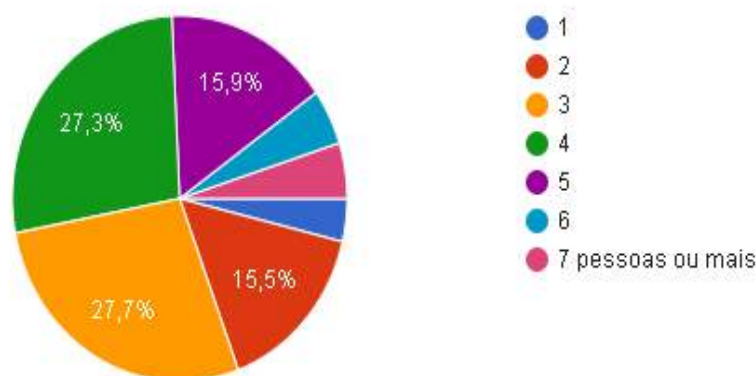


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 6: Quantidade de crianças de até 12 anos na mesma residência

As taxas apresentadas no gráfico 6, indicam que 36,8% do público pesquisado convivia com 1 criança de até 12 anos na residência, se somarmos aos 14,2% que declararam possuir 2 crianças nessa faixa etária convivendo na residência, tem-se, portanto, um total de 51% de até 2 duas crianças por residência do/a estudante da EJA/EPT do IFG. Por outro lado 40,6%, declararam não haver nenhuma criança vivendo

no mesmo domicílio. Tal fato deve precisamente se relacionar as faixas etárias mais maduras da EJA-EPT, uma vez que as turmas são compostas por faixas etárias muito heterogêneas, muitas vezes comportando desde jovens de vinte (20) anos até idosos e idosas de sessenta ou setenta anos de idade. O gráfico 7 apresenta a totalidade de pessoas que vivem no mesmo domicílio do estudante da EJA-EPT do IFG.

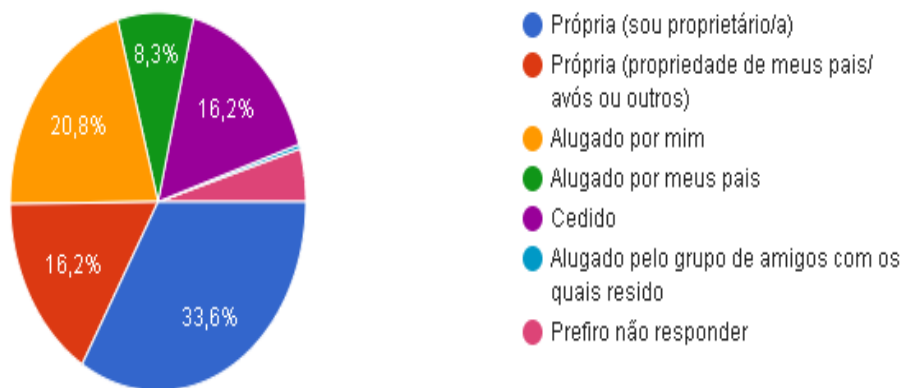


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 7: Número de residentes no domicílio do discente

Como tudo que diz respeito à EJA tende a heterogeneidade, assim também se dá a composição do perfil familiar. 15,9% dos pesquisados declararam que suas famílias são compostas por 5 pessoas. 27,3% por 4 pessoas e 27,7 por 3 pessoas. Fora da curva, apenas 4,9 por cento dos pesquisados declararam possuir famílias com 7 membros ou mais. De qualquer

modo, 70,9% dos pesquisados declararam ter famílias formadas em média por 4 pessoas. Esse indicador terá um impacto importante na análise da renda, que será objeto de análise posterior. O gráfico 8 apresenta a situação de moradia do discente da EJA-EPT quanto ao tipo vínculo/posse do imóvel.

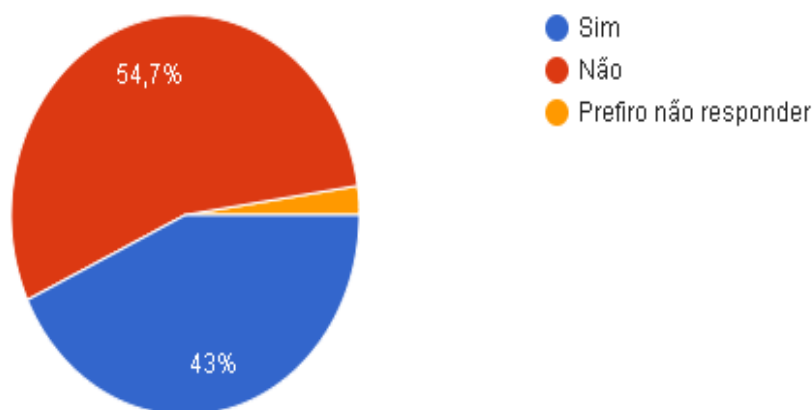


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 8: Tipo de vínculo/posse do imóvel dos discentes da EJA-EPT/IFG

Observa-se a partir do gráfico 8, que há uma diversidade de tipo de vínculos do discente residente com imóvel no qual vive com sua família. É bastante relevante para análise do perfil socioeconômico dessa imensa fração da sociedade, observar que apenas 1/3 residem em

moradia própria. Quase um terço declarou viver como na condição de agregado em imóveis da família e 29,1% vivem em imóvel alugado por conta própria ou com a ajuda dos pais. O gráfico 9 apresenta a situação ocupacional do discente da EJA-EPT do IFG.

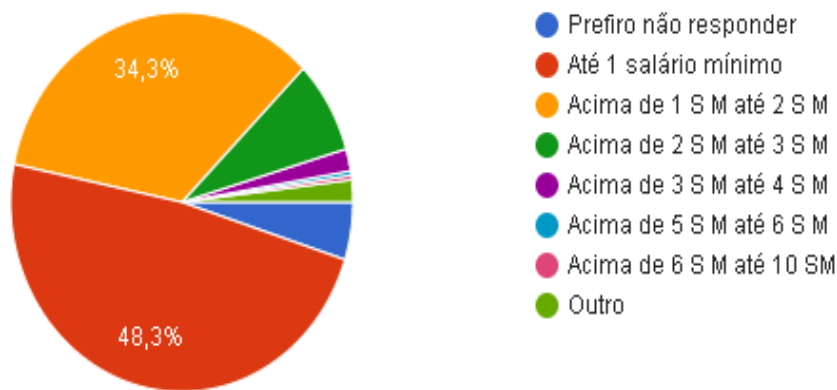


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 9: Situação ocupacional do discente da EJA-EPT/IFG. Está trabalhando atualmente?

Ao analisar a realidade explicitada no gráfico acima, deve-se atentar para o fato de que a Pandemia da Covid19 impactou severamente o mundo do trabalho. Contudo, as altas taxas de desocupação ou desemprego ou ocupação em empregos precários são bem característicos do público da EJA, que se constitui-se numa fração expressiva da força de trabalho ociosa da sociedade por razões muito anteriores e alheias à atual crise sanitária. O gráfico 10 apresenta o

rendimento das famílias que residem nos domicílios dos discentes pesquisados no estudo.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 10: Valor aproximado da renda das pessoas que vivem na mesma casa

Os números apresentados no gráfico 10 expõem com a mais absoluta clareza o real concreto, a desigualdade social que grassa as maiorias excluídas dos direitos sociais no Brasil e que desse modo se constitui no público da Educação de Jovens e Adultos. Conforme se pode observar, nada menos que 48,3% das famílias sobre (vivem) com até 1 salário-mínimo por mês. Outros 34,3% vivem com entre 1 e 2 salários-mínimos mensalmente. São nada menos que 82,6% dos discentes pesquisados – cuja maioria das famílias são formadas por até 4 pessoas (71%), vivem com até 2 salários mínimos mensalmente.

Em síntese, tem-se que o estudante da Educação de Jovens e Adultos do IFG no contexto da Pandemia da Covid19 apresenta o seguinte perfil: é mulher, mãe, solteira, negra ou parda, empregada ou subempregada, com rendimento máximo de até 2 salários mínimos e com até 4 pessoas para alimentar no seu domicílio, vivendo como inquilina ou agregada da família.

III. A PANDEMIA DA COVID19: NOVOS DESAFIOS PARA PERMANÊNCIA E ÊXITO NA EJA-EPT NO IFG

Conforme já assinalado na introdução deste capítulo, havia já anteriormente ao advento da crise sanitária da Covid19 uma realidade complexa, determinada pelas estruturas socioeconômicas e políticas da sociedade capitalista brasileira, que se constituía em enormes dificuldades para a permanência e o

êxito dos educandos da EJA. Há uma vasta literatura analisando a questão da permanência e do êxito na EJA e na EJA-EPT. No último caso, inclusive convém citar o estudo de Pereira (2011) realizado na EJA-EPT do IFG, quando esses cursos ainda eram denominados como Proeja, o qual apresenta uma série de apontamentos a respeito das dificuldades enfrentadas no cotidiano dos educandos em vista do acesso, permanência e êxito na escola.

Todavia, não bastasse todos os retrocessos das políticas sociais, com impactos severos no campo da educação, que o país vem amargando desde o golpe parlamentar-empresarial de 2016, cujos impactos se fizeram sentir de modo agudo na redução drástica do financiamento da educação – com impactos por exemplo na assistência estudantil, eis que surge no horizonte a crise sanitária da Covid19, de proporções mundiais, que determinou de modo brusco o encerramento temporário das atividades e a subsequente criação de soluções para retomada as atividades educacionais em vista de um cenário de uma crise foi se estabelecendo e forçando a elaboração do que no Instituto Federal de Goiás ficou denominado através da Instrução normativa nº 07 de 17 de agosto de 2020 (IFG, 2020) como Sistema de Ensino Emergencial – SEE, mas que foi se estabelecendo na cotidiano institucional como Ensino Remoto Emergencial (ERE).

No capítulo III do supracitado documento institucional, são elencados os seus princípios norteadores:

I – Defesa e preservação da saúde física e mental dos (as) discentes, dos (as) servidores e dos funcionários terceirizados; II – Promoção de ações contextualizadas ao cenário de emergência sanitária que possibilitem a permanência e êxito dos alunos; III – Garantia e manutenção da qualidade das atividades acadêmicas voltadas para o desenvolvimento de uma formação integrada e humanizadora que integre a formação histórico-crítica e a formação técnico-científica; IV – Garantia de uma educação inclusiva e de qualidade socialmente referenciada, a partir dos princípios da Constituição Federal, da LDB 9394/96 e dos documentos institucionais do IFG; V – Garantia de acesso aos recursos tecnológicos a toda comunidade acadêmica, que viabilize a participação no SEE, bem como a educação inclusiva e de qualidade socialmente referenciada; VI – Garantia das condições de aprendizado aos alunos com necessidades educacionais específicas; VII – Garantia de suporte e formação técnica e pedagógica continuados para o ensino remoto aos servidores e discentes; VIII – Garantia da isonomia, equidade, inclusão de condições de acesso e permanência ao Ensino Remoto Emergencial (ERE) enquanto perdurar o período de excepcionalidade; IX – Respeito aos princípios da gestão democrática, participativa e transparente no processo de discussão e definição quanto às atividades institucionais e retorno das atividades acadêmicas; X – Garantia e promoção da avaliação contínua e processual dos cenários sanitários com vistas ao restabelecimento da dinâmica pedagógica na modalidade presencial quando houver segurança à saúde da comunidade acadêmica; XI – Garantia e promoção da avaliação contínua e processual da dinâmica didático-pedagógica do Sistema de Ensino Emergencial; XII – Salvaguarda e defesa dos direitos trabalhistas dos servidores, de forma a evitar a precarização de suas

condições de trabalho; Garantia da autonomia institucional; XIII – Defesa da manutenção dos princípios e objetivos formativos presentes nos Projetos Pedagógicos de Cursos quando do processo de planejamento das ações para implementação do SEE, estando essas ações restritas ao tratamento dos motivos que a suscitaram, bem como delimitadas quanto aos seus efeitos, sendo mantidas apenas enquanto a situação extraordinária que justificou a exceção vigorar; XIV – Respeito à diversidade de contextos educacionais de cada Câmpus, resguardando, ainda, as particularidades dos cursos e eixos tecnológicos. (IFG, 2020, p. 2-3).

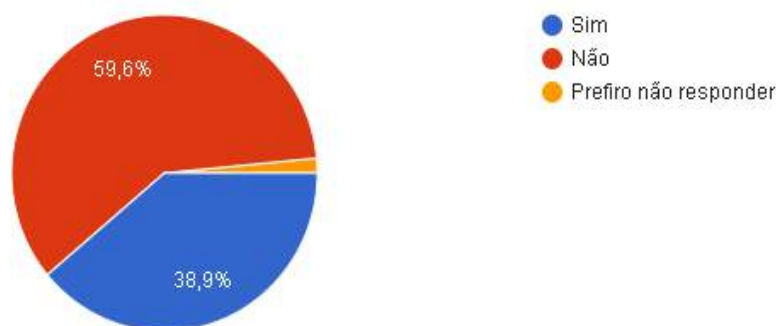
Em que pese a observância dos princípios norteadores explicitados acima – que se resulta, evidentemente do fato de se tratar de uma Instituição pública com acúmulos históricos na defesa de uma educação de qualidade socialmente referenciada, do respeito aos direitos individuais e coletivos, deve-se atentar para o fato de que se trata de uma adoção de um modelo de ensino-aprendizagem – ainda que “emergencial”, que vai de encontro a uma realidade socioeconômica (vide perfil do discentes anteriormente explicitado) e cultural, sobretudo no caso específico do público da EJA-EPT, com potencial arrasador tanto nos indicadores de permanência quanto de êxito escolar.

O artigo 7º da Instrução Normativa nº 07/2020, tratou de conceituar o Sistema de Ensino Emergencial, segundo a qual, “(...) é o conjunto de procedimentos pedagógicos, didáticos e acadêmicos, presenciais e/ou remoto, síncronos e assíncronos, por meio ou não das tecnologias digitais da informação e da comunicação (TDICs), em circunstâncias específicas, desde que atendidos os procedimentos postos nesta instrução” (IFG, 2020, p. 3). Com isso verificou-se um processo inédito de flexibilização dos processos didático-pedagógicos, de modo a minimizar as perdas provocadas pelo isolamento social imposto pela crise sanitária.

A referida instrução normativa, regulamentou, portanto, os modos de funcionamento do SEE, a

partir de dois tempos distintos no que diz respeito aos tempos dos do trabalho com os discentes. O tempo síncrono, por meio da utilização de ferramentas como o Google Meet, no qual a comunicação ocorre de modo bidirecional e em tempo real. Neste caso, independente do quantitativo de aulas de cada disciplina prevista por semana no modelo convencional, o docente teria o tempo máximo de 60 minutos de trabalho. O tempo assíncrono, o qual se desenvolve por meio de ferramentas como a exemplo do Moodle, as atividades podem ocorrer em tempos diferentes entre docentes e discentes, embora os docentes tenham a autonomia para o estabelecimento de finalização e entrega de atividades nas plataformas ou aplicativos do tipo assíncronos. Tem-se, portanto, que a maior parte da carga horária prevista no currículo de todos os cursos analisados, foram realizadas através do tempo e das ferramentas assíncronas.

O levantamento realizado pelo Observatório do Estado Social Brasileiro em parceria com o Observatório do Mundo do Trabalho/IFG, cujos dados analisamos neste trabalho, buscou então apreender empiricamente as diferentes variáveis que apresentam elevado potencial de impacto no ensino-aprendizagem e, portanto, na permanência e êxito dos estudantes durante a vigência do Sistema de Ensino Emergencial. Apresentaremos na sequência as variáveis ligadas às questões da própria infecção pela Covid19, de infraestrutura, da recepção pelos discentes do SEE, e por último a avaliação pelos discentes do processo de desenvolvimento das atividades de ensino-aprendizagem sob o regime do Ensino Remoto Emergencial. O gráfico 11, apresenta o percentual de diagnósticos da doença nos domicílios do total da amostra de discentes pesquisados no estudo.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 11: Percentual de domicílios de discentes da EJA-EPT do IFG com diagnósticos de COVID-19 até setembro de 2021

A comparação dos percentuais indicados no gráfico 11 com os dados oficiais divulgados pelo Boletim Epidemiológico Covid19 nº 70 de 10/09/2021 da Secretaria de Saúde do Estado de Goiás, apontam para um panorama muito de muito contraste, neste caso desfavorável aos domicílios de estudantes da EJA-EPT do IFG. Para corroborar a nossa análise, reproduzimos abaixo a tabela disponibilizada no referido boletim, que por sua vez reproduz os dados dos Sistema Único de Saúde – SUS.

Tabela 1: Casos confirmados de COVID-19 segundo evolução, Goiás, 04 de fevereiro de 2020 a 04 de setembro de 2021

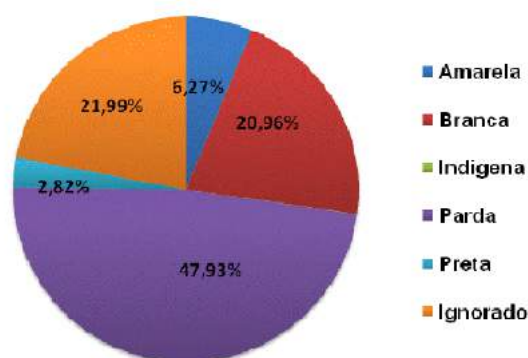
N=827.487		
Evolução	n	%
Recuperados (Cura) ²	792.563	95,8
Em acompanhamento ³	9.881	1,2
Óbito	22.710	2,7
Ignorado	2.333	0,3
Total	827.487	100,0

FONTE: e-SUS Notifica e SIVEP Gripe

Fonte: reprodução (SES, GO, 2021)

Conforme se percebe na tabela 1, até a data do levantamento, menos de 12% da população goiana havia oficialmente sido alcançada pelo vírus da Covid 19, enquanto nos domicílios de estudantes da EJA-EPT do IFG este percentual quase chega aos 40%. Podemos então aventar duas hipóteses que nos parecem bastante críveis e convergentes: a primeira diz respeito ao alto índice de subnotificação da doença no sistema oficial de

saúde, que estava relacionado diretamente à política negacionista liderada pelo Governo Federal. A segunda diz respeito ao fato de que nos lares das famílias mais pobres, as condições de moradia tendem a dificultar o isolamento e demais cuidados para de higiene para evitar o contágio pelo vírus. Há ainda, outro dado digno de nota, conforme podemos observar no gráfico 12, que diz respeito ao recorte étnico da infecção.

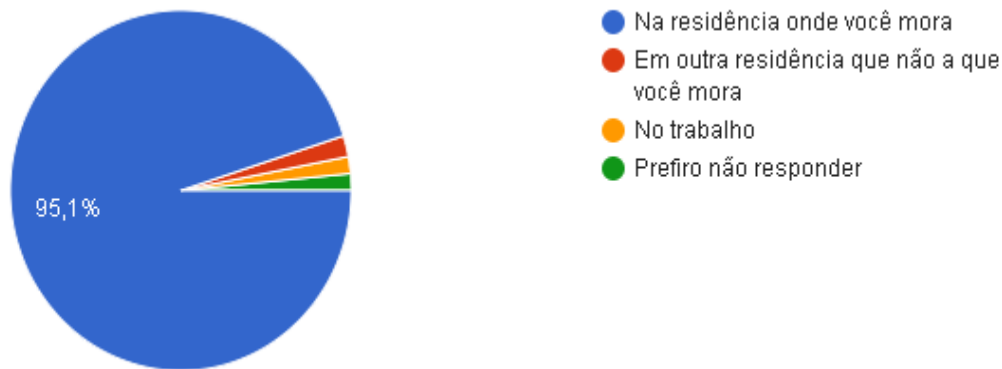


Fonte: reprodução (SES, GO, 2021)

Gráfico 12: Diagnósticos de Covid19 em Goiás de 04 de fevereiro de 2020 a 04 de setembro de 2020 por grupos étnicos

Conforme se observa no gráfico 12, a maior parte da população com diagnóstico de Covid19 em Goiás, é formada precisamente por pretos e pardos enquanto os brancos respondem por apenas 20,96% do total. Parece-nos, que aqui possa haver algum nível de relação entre o pertencimento a determinado grupo étnico, no caso pretos e pardos, que conforme demonstramos no gráfico 3, constituem quase 70% da população pesquisada, ou seja, discentes da EJA-EPT. Sendo o público da EJA-EPT,

formado majoritariamente por pretos e pardos, com as condições socioeconômicas já delineadas neste estudo, não nos parece estranho que seja essa a fração mais potencialmente vitimada pelos impactos da Covid19, o que evidentemente apresentou e continuará a apresentar por tempo indeterminado, efeito deletérios para a permanência o êxito desses educandos na modalidade EJA-EPT. O gráfico 13 apresenta os dados referentes ao ambiente no qual o discente assistia às aulas sob o regime do SEE.

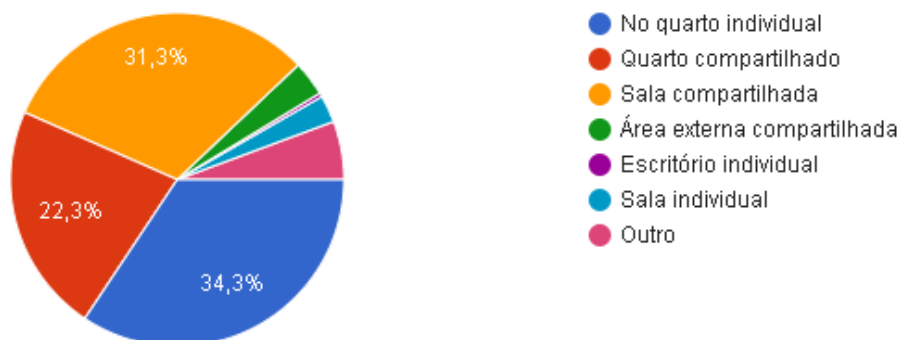


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 13: Ambiente onde o discente da EJA-EPT/IFG assiste as aulas remotas

Observa-se, portanto, no gráfico acima que a quase totalidade dos discentes assistia às aulas diretamente da sua residência, o que implica necessariamente compreendermos sob quais condições este ambiente domiciliar estava organizado para o atendimento das exigências

necessárias por exemplo para a concentração do educando, dentre outros fatores que serão destacados mais à frente. Por enquanto analisemos o gráfico 14, que demonstra em qual espaço do domicílio o estudante se acomodava para assistir ou participar das aulas remotas.

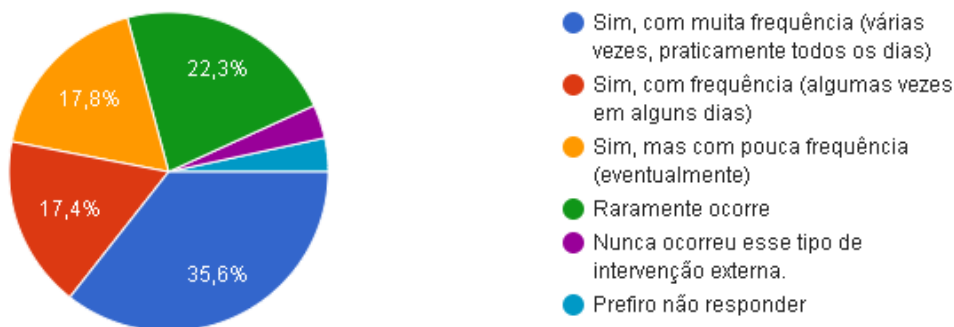


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 14: Ambiente do domicílio no qual o discente assistia às aulas remotas

O gráfico 14 nos aponta para uma realidade na qual 53,6% dos estudantes da EJA-EPT do IFG precisavam utilizar espaços compartilhados para assistir e quando possível participar de modo ativo das aulas remotas. Tal situação se torna extremamente problemática quando observamos o gráfico 7, segundo o qual em 70,9% dos domicílios havia uma média de 4 pessoas, das quais 2 eram crianças de até 12 anos compondo o núcleo familiar da residência. Infere-se, portanto, a ocorrência de determinados níveis de dificuldades de concentração, exigência básica para o processo de aprendizagem dos educandos.

O gráfico 15 a seguir, trata especificamente dos ruídos ou demandas surgidas no ambiente onde o estudante assiste e/ou participa das aulas pelo SEE.

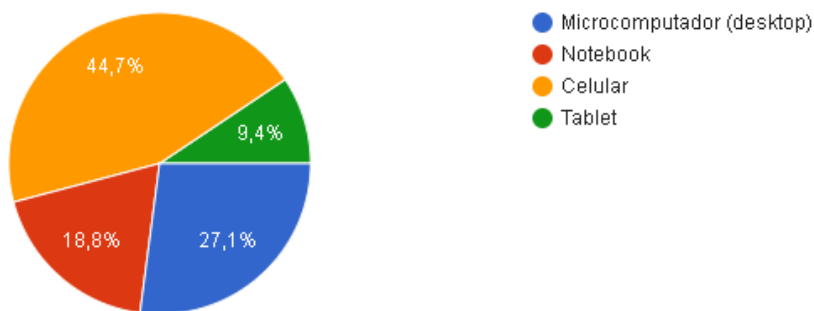


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 15: Intervenções externas que impactam na atenção do estudante durante as aulas remotas, tais como ruídos e demandas de filhos entre outros

De acordo com o gráfico 15, 53% dos respondentes declararam sofrer interferências de ruídos ou demandas de filhos ou outras pessoas da residência durante os encontros síncronos, sendo que destes 35,6 tais interrupções ocorriam com muita frequência, praticamente todos os dias. Apenas 25,7% da população pesquisada declarou não sofrer com esse tipo de interferência. Os dados até aqui analisados já nos permitem inferir um nível considerável de comprometimento das condições requeridas para o adequado

acompanhamento, tendo em vista o bom rendimento em nível de aprendizagem e aquisição do conhecimento por parte do educando da EJA-EPT no IFG. Contudo, outros fatores de ordem infraestrutural podem ser agregados a essa complexa realidade em que se constituiu o SEE na instituição analisada neste estudo. O gráfico 16 apresenta o tipo de equipamento computacional utilizado pelo estudante da EJA-EPT/IFG para assistir e/ou participar das aulas remotas.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 16: Tipo de equipamento utilizado para assistir aulas remotas

Verifica-se no gráfico 16 que dentre os tipos de equipamentos utilizados pelo discentes para estudos por meio do SEE, se destaca o uso do celular (smartphone) por 44,7% dos respondentes. O dado em si já se apresenta de modo problemático, uma vez que o tamanho da tela desse tipo equipamento não permite melhores possibilidades de acessibilidade, tais como visualização satisfatória das telas de ferramentas de aulas síncronas a exemplo do Google Meet.

Também dificulta enormemente o uso da principal ferramenta assíncrona utilizada pela instituição no Ensino Remoto Emergencial – o Moodle. Não se deve ignorar a heterogeneidade, como fator identitário das turmas de EJA, o que significa dizer que frações expressivas das turmas são compostas por pessoas com muita dificuldade de uso das TICs, além dos problemas de visão causados pelo avanço da idade. Nesse sentido, em que pese as altas taxas de analfabetismo digital

existentes, sobretudo nos grupos de meia idade para cima, é de se esperar que o uso de notebooks e desktops sejam mais apropriados, tanto pelo tamanho das telas, quando pelo uso do teclado físico e do *mouse* para uso do cursor que movimenta os elementos que compõem os

aplicativos. O levantamento também avançou no sentido de identificar o peso da assistência da Instituição em relação aos discentes que não possuíam os equipamentos, conforme demonstra o gráfico 17.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 17: A quem pertence o equipamento utilizado no SEE

Segundo o gráfico 17, 50,4% dos discentes pesquisados, possuíam equipamentos próprios de uso individual. Os demais que constituem praticamente metade do levantamento ou usava equipamento emprestado de terceiro para uso compartilhado, caso de 4,5%, ou utilizava equipamento próprio de uso compartilhado – 9,8%, ou no caso mais expressivo com 35% de respondentes, os quais utilizava equipamento emprestado pela Instituição de Ensino. Este último dado, tem relevância no contexto deste estudo, uma vez que mais de 1/3 dos estudantes da EJA/EPT no IFG provavelmente seriam excluídos sumariamente do acesso ao processo de ensino e aprendizagem na Instituição durante o

período de isolamento social provocado pelas altas taxas de transmissão do novo coronavírus. Destaca-se aqui a importância do papel da assistência da Instituição em vista de minimizar um quadro tão dramático de evasão escolar, conforme estabelecido na Instrução Normativa nº 07/2020.

Na sequência analisaremos categorias nas quais estão implícitas questões que mesclam condições infraestrutura com outras de ordens mais subjetivas e/ou culturais, que na nossa avaliação apresenta importantes impactos no processo de ensino e aprendizagem. O gráfico 18 trata sobre a frequência de uso da câmera nos encontros síncronos durante o Ensino Remoto Emergencial.

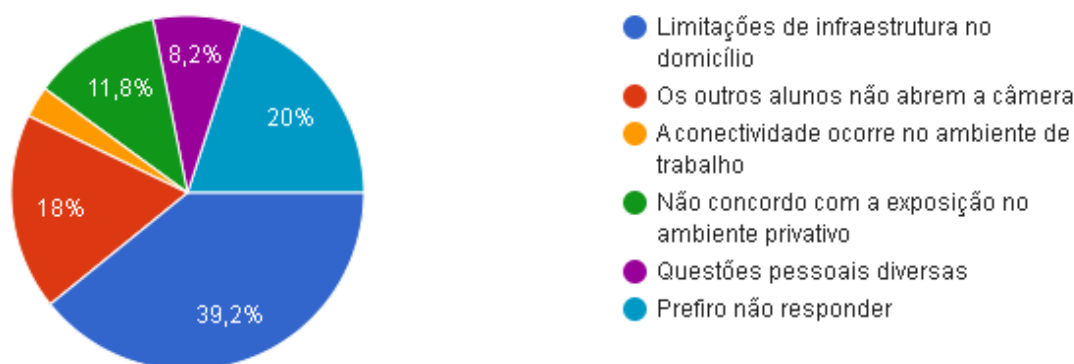


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 18: Frequência de abertura da câmera no encontro síncronos

De acordo com o gráfico 18, nada menos que 87,3% dos discentes da EJA-EPT do IFG declararam não ter o hábito de abrir suas câmeras durante os momentos síncronos. Destes, 22,6% afirmaram não dispor do dispositivo no equipamento computacional de transmissão das aulas. 12,8% desse recorte afirmaram que só o fazem quando o docente impõe a abertura da câmera como algo obrigatório. Apenas 5% declararam abrir a câmera

durante todos os encontros síncronos. Este último dado foi bem perceptível para os professores, constantemente mencionaram as dificuldades de interação durante os momentos síncronos, sendo que na maioria deles, um ou no máximo dois discentes ficavam de fato com suas câmeras abertas. O gráfico 19, busca apreender as razões explicativas para tais dificuldades de interação com imagem por parte dos discentes.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

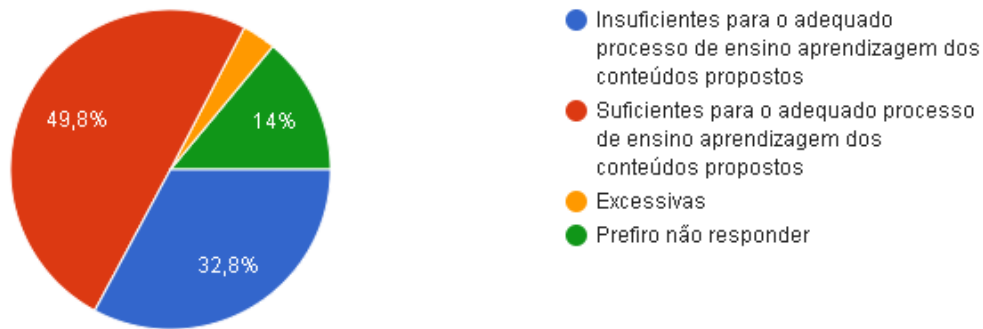
Gráfico 19: Motivo para não abertura ou abertura com pouca frequência da câmera nos encontros síncronos

Conforme demonstrado no gráfico 19, são várias as razões alegadas para a não abertura da câmera durante as transmissões das aulas. 39,2% afirmaram que não o faziam por questões de limitações infraestruturais, ou pode estar relacionado por exemplo a fatores ambientais já analisados, conforme visto no gráfico 15, no qual mais da metade dos pesquisados declararam sofrer com intervenções externas, inclusive pelo uso de ambientes compartilhados e demandas de crianças do domicílio, mas também pode-se especular que os pacotes de dados limitados de transmissão, conforme muitos alegavam nos encontros síncronos, se constituíam em obstáculo à uma participação mais interativa. O percentual agregado de 29,8% dos pesquisados declararam que abriam suas câmeras pelo fato de que os demais também não abriam – 18%, e não concordavam com a exposição no ambiente privado – 11,8%. 20% dos discentes preferiram não responder e 8,2% alegaram questões diversas.

Sejam quais forem as razões, de infraestrutura, subjetiva ou cultural, o fato é que os dados acima

explicitados corroboram a nossa experiência no SEE, no qual o professor via de regra se deparava com uma tela do Google Meet com dezenas de ícones representando um discente da EJA, as vezes apenas supostamente presente na sala virtual, uma vez que ao fechar as câmeras e o microfone, resta apenas a área de *chat* da sala para eventuais manifestações, podendo o estudante estar envolvido em outras atividades ao mesmo tempo em que consta como presente na aula virtual. Tem-se, portanto, que os prejuízos nos processos de ensino e aprendizagem são incalculáveis.

Passamos então a analisar como os estudantes da EJA-EPT do IFG, avaliaram os processos de desenvolvimento do Ensino Remoto Emergencial na Instituição. O gráfico 20 apresenta a percepção dos discentes acerca da quantidade e da duração das aulas síncronas.

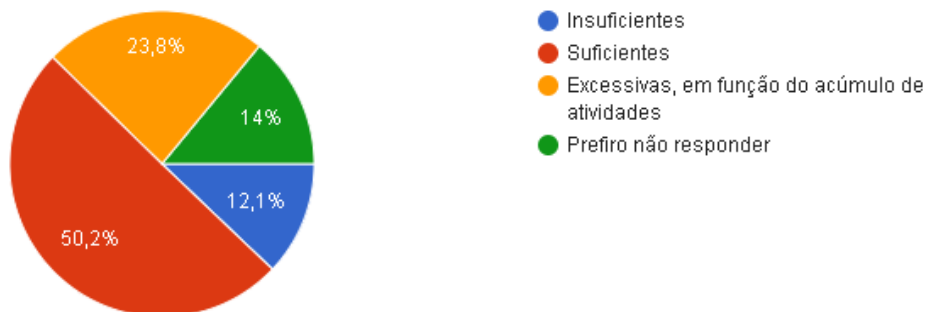


Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 20: Percepção dos discentes sobre a quantidade e a duração das aulas síncronas

Segundo o gráfico 20, quase metade dos pesquisados – 49,8%, avaliaram como suficientes para o adequado processo de aprendizagem dos conteúdos propostos. Porém, 32,8% dos estudantes indicaram como insuficientes a quantidade e a duração das aulas em vista dos conteúdos propostos. 14% dos pesquisados preferiram não responder. É possível especular, em que pese razões de ordem mais subjetiva – que fogem ao escopo do presente estudo, que parte

dos declarantes que afirmaram pela suficiência da quantidade e duração dos encontros, acabaram por se conformar ou adaptar de algum modo ao Ensino Remoto Emergencial, inclusive pelas eventuais conveniências relacionadas por exemplo a questão como a não necessidade do uso do caótico transporte público, sobretudo na Região Metropolitana de Goiânia. O gráfico 21 trata da avaliação pelos discentes das atividades assíncronas.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

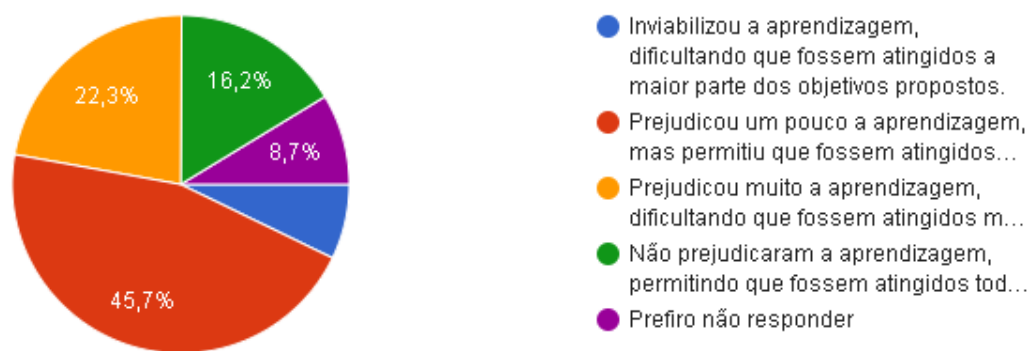
Gráfico 21: Percepção dos discentes sobre a quantidade de atividades assíncronas

Verifica-se no gráfico 21, que cerca de metade dos discentes – 50,2% consideravam a quantidade de atividades assíncronas. 23,8% consideraram excessivas e apenas 12,1% insuficientes. Deve-se ter claro que as atividades assíncronas são de natureza muito diversa daquela do tipo síncrona. São atividades orientadas pelos docentes em que os discentes terão determinado tempo para sua elaboração e entrega. A principal ferramenta assíncrona utilizada na Instituição, conforme já assinalado neste trabalho foi o Moodle, que inclusive na nossa avaliação apresenta grande

potencial para o subsídio do trabalho docente para além da vigência do SEE. Ocorre, que o seu uso, sobretudo pelo público da EJA deve ser pensado a partir de uma realidade em que parte expressiva dos discentes não dispõe de equipamentos apropriados para suas diversas possibilidades de aplicações, mas também pelo próprio domínio da ferramenta em si, o que pode se constituir, e foi o que de fato se constatou – em grande frustração para o educando da EJA-EPT do IFG, que muitas vezes contando com a boa vontade de determinados docentes, encaminha

vam suas atividades avaliativas por e-mail ou por aplicativo de mensagens como WhatsApp. O panorama acima, evidencia que em grande medida o desenvolvimento das atividades didático-pedagógicas durante a vigência do SEE se deu de fato na base do improvisado, o que de certo modo se explica pela especificidade do SEE numa Instituição com as características do IFG,

cujo público é formado por uma diversidade de níveis e modalidades e com as quais precisou lidar no contexto das contingências impostas pela crise sanitária, sem o suficiente apoio do Ministério da Educação. O último gráfico deste capítulo – o de número 22 apresenta a percepção dos estudantes da EJA-EPT do IFG, o impacto do SSE na sua aprendizagem.



Fonte: elaboração deste estudo com dados do OESB/OMT-IFG

Gráfico 22: Percepção os discentes sobre o impacto do SEE na aprendizagem

Da totalidade dos pesquisados, segundo gráfico acima, 22,3% afirmaram que o SEE dificultou muito a aprendizagem dificultando que fossem atingidos muitos dos objetivos propostos. 7,2% declararam que o Ensino Remoto inviabilizou a aprendizagem dificultando que fossem atingidos a maior parte dos objetivos propostos. Para 45,7% da população pesquisada, o SEE prejudicou muito a aprendizagem, mas permitiu que fossem atingidos a maior parte dos objetivos propostos. Tem-se que, portanto, para 75,2% do total de discentes da EJA-EPT do IFG, houve prejuízos no alcance dos objetivos de aprendizagens anunciados nos planos de ensino das disciplinas. Apenas 16% dos pesquisados afirmaram que não houve prejuízos e outros 8,7% preferiram não opinar.

O gráfico 22 nos dá a dimensão do impacto da adoção do Ensino Remoto Emergencial na EJA-EPT do IFG sob o prisma dos próprios discentes, seguramente, enquanto pertencente a determinado segmento de classe social – os mais afetados sob todos os aspectos da crise sanitária provocada pelo novo coronavírus conforme corrobora este estudo, tanto do ponto de vista

socioeconômico, mas também em relação diretamente à permanência e êxito na Instituição.

IV. CONSIDERAÇÕES FINAIS

Este estudo teve como objetivo analisar as condições de permanência e êxito dos estudantes da EJA-EPT do IFG no contexto da mais grave crise sanitária vivenciada nos últimos 100 anos, no Brasil e no mundo. As assimetrias sociais decorrentes de um modelo socioeconômico brasileiro que tem suas origens no modo de produção escravista colonial (Oliveira, 1984), revelam que em momentos de graves contingências como a que vivenciamos na Pandemia da Covid19, as classes subalternas, quase que totalmente desamparadas pelas políticas sociais do Estado, são as mais severamente afetadas pelos efeitos imediatos e de longo prazo tanto no aspecto direto sobre as questões sobre a saúde, alimentação, trabalho, mas também sobre a própria escolarização – objeto principal da presente análise.

Deve-se, antes de prosseguirmos, reiterarmos que os dados apresentados neste estudo, se constituem numa amostra significativa da EJA-

EPT no IFG, com 266 respondentes discentes, dentre os 1568 matriculados em todos os cursos da modalidade na Instituição em 2021, de acordo com a Plataforma Nilo Peçanha, do Ministério da Educação. O total de respondentes, envolvidos no estudo distribuídos em quase todos os *campi* e cursos da Instituição, conforme apontado no quadro 1, representa, portanto, 17% do público da modalidade no IFG, o que proporciona uma dimensão estatística bastante satisfatória para os propósitos da análise realizada.

Feitas as considerações de cunho metodológico, deve-se ressaltar que a adoção do SEE na Instituição, e suas implicações imediatas, mediatas e longo prazo da EJA-EPT, se justificavam num contexto de isolamento social determinado pelo alto nível de transmissão de um vírus, para cuja doença sequer ainda havia imunizante disponível no mercado. Portanto, o isolamento social e o fechamento das escolas se constituíam num imperativo de sobrevivência que antecede ao próprio direito à escolarização.

O conjunto dos dados analisados nestes estudos nos apresentam um panorama que converge de um lado o esforço institucional, para assegurar a permanência e o êxito do público da EJA-EPT, constituído por uma fração da sociedade marcada por uma história de exclusão do acesso aos bens materiais e culturais, conforme demonstrado no perfil socioeconômico delineado ao longo deste estudo. As estratégias institucionais, embora tenham sido relevantes para manter o vínculo de muitos estudantes da modalidade com o IFG foram, contudo, limitadas pelas frágeis políticas governamentais de assistência social e estudantil, não parecem ter sido suficientes para minimizar os efeitos deletérios resultantes da mudança emergencial do modo de oferta – do regular para o remoto, bem como das dinâmicas da própria crise sanitária.

De acordo com os dados da Plataforma Nilo Peçanha, no primeiro ano da crise sanitária, quando então foi adotado o Ensino Remoto Emergencial, o IFG possuía 1440 matrículas na EJA-EPT, dos quais 240 foram registrados como retidos, o que representa, portanto 14% de retenção em relação ao número total de

matriculados. Porém ao percentual de retidos, somam-se 198 discentes evadidos. Somados os percentuais de retidos aos de evadidos chega-se ao total de 23% de insucesso escolar. Em 2021 as matrículas na modalidade EJA-EPT totalizaram 1568, com registro de 404 discentes retidos – 21%, e 125 estudantes evadidos. A soma dos percentuais de retidos e evadidos no referido ano equivale, portanto, a 26%, de taxa objetiva de insucesso escolar na EJA-EPT no IFG, com ligeiro avanço em 2021, em relação ao ano de 2020.

Convém registrar que os dados disponíveis na Plataforma Nilo Peçanha para os anos anteriores à Pandemia da Covid19, não são, todavia, mais auspiciosos que os observados durante a vigência do SEE. Ao contrário, em 2018 por exemplo, de 1347 matriculados na EJA-EPT no IFG, foi registrado 393 discentes evadidos, o que equivale a 23%, os quais somados aos 173 retidos nos mesmos anos, chegaria a 30% de insucesso escolar. Outro dado comparativo importante para fins deste estudo, é que durante a vigência do SEE, a média de retenção na Instituição em geral é muito superior à da EJA-EPT. Em 2020, dos 9383 matriculados em todas as modalidades, 27% ficaram retidos. Em 2021, dos 9479 estudantes matriculados, foram registradas 5617 retenções, portanto, muito acima de 50% do total de matriculados.

Deve-se, contudo, ponderar, em que pese as boas taxas de permanência registradas nos cursos de EJA-EPT no IFG – produto do esforço institucional, ou seja, de toda a comunidade escolar, que não se pode escamotear o fato de que o termo “êxito” neste estudo assume um caráter polissêmico e subjetivo. Primeiramente não se deve ignorar como exitoso o alcance dos índices de permanência/vínculo conforme indicado anteriormente, sobretudo num contexto de enormes contingências socioeconômicas e pedagógicas. Contudo, há que se considerar que durante a vigência do SEE, a Instrução Normativa nº 07/2020 orientava que os processo avaliativos deveriam considerar preponderância dos aspectos qualitativos sobre os quantitativos. Tal orientação somada à flexibilização da maior parte das atividades para o modelo remoto assíncrono, num contexto de introdução forçada de um modelo de

Ensino Remoto Emergencial, trouxe, conforme demonstrado no gráfico 22 enormes prejuízos de aprendizagens, chegando a alcançar 75% dos discentes da EJA-EPT no IFG.

Com isso é possível afirmar que a aprovação entendida enquanto êxito dos discentes, pode não se traduzir efetivamente em satisfatório rendimento escolar, portanto, em aprendizagem significativa, o que na nossa avaliação não necessariamente invalida o trabalho realizado pela Instituição em vista de assegurar as melhores condições de permanência e aprendizagem, sobretudo num contexto que até há pouco tempo poderia ser caracterizado como de ficção científica.

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Brick Lane: A Marxist Exploration of Class, Gender, and the Potential for Social Transformation

Dr. Yeasin Arafat

ABSTRACT

This research paper examines the application of Marxist theory to Monica Ali's novel *Brick Lane*, exploring how the novel depicts class relations, exploitation, and the potential for resistance and social change. Drawing on crucial Marxist concepts such as class conflict, alienation, and historical materialism, the paper analyzes the experiences of Nazneen, a young Bangladeshi woman navigating a complex social landscape in London. *Brick Lane* paints a clear picture of working-class struggles, especially for women, under capitalism. Nazneen, as a garment worker, highlights the exploitation and alienation inherent in such a system.

Keywords: marxism, brick lane, class conflict, exploitation, resistance, social change, alienation, historical materialism, gender, intersectionality.

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Brick Lane: A Marxist Exploration of Class, Gender, and the Potential for Social Transformation

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ABSTRACT

This research paper examines the application of Marxist theory to Monica Ali's novel Brick Lane, exploring how the novel depicts class relations, exploitation, and the potential for resistance and social change. Drawing on crucial Marxist concepts such as class conflict, alienation, and historical materialism, the paper analyzes the experiences of Nazneen, a young Bangladeshi woman navigating a complex social landscape in London. Brick. The paper argues that Brick Lane paints a clear picture of working-class struggles, especially for women, under capitalism. Nazneen, as a garment worker, highlights the exploitation and alienation inherent in such a system. Her journey of self-discovery and empowerment demonstrates the potential for individual and collective resistance. Through an analysis of Nazneen's acts of defiance, her participation in collective action, and the transformative impact of her experiences, the paper explores how Marxist theory can illuminate the dynamics of power, inequality, and the struggles for social justice in contemporary society.

Keywords: marxism, brick lane, class conflict, exploitation, resistance, social change, alienation, historical materialism, gender, intersectionality.

I. INTRODUCTION

Brick Lane by Monica Ali is an engaging examination of Marxist concepts from the perspective of Nazneen, a young Bangladeshi lady adjusting to life in London. Using crucial Marxist ideas like class conflict, alienation, and historical materialism, this essay explores how the book depicts class relations, exploitation, and the

possibility of resistance. We can learn more about the dynamics of power, the battles for agency, and the potential for revolutionary transformation within a capitalist system by analyzing Nazneen's experiences as a textile worker, her acts of resistance, and her involvement in collective action. This article examines the historical background of Brick Lane and the effects of migration, post-colonialism, and neoliberal policies on working-class neighborhoods. This paper attempts to show the continued relevance of Marxist theory in comprehending the complexities of social inequality and the possibility for personal and communal activity in building a more equitable future through a close reading of the novel and engagement with pertinent literature. We are better able to comprehend the challenges and victories involved in questioning the status quo and working towards a society that is more just and compassionate by delving into the experiences of Nazneen and other characters in Brick Lane.

II. MARXISM: CLASS RELATIONSHIP AND EXPLOITATION

Marxism examines the relationship between social classes and exploitation in capitalist societies. It identifies the bourgeoisie as the capitalist class that exploits the proletariat, the working class. Exploitation occurs through the extraction of surplus value, leading to social inequality and class struggle.

"She knew that she was poor, and she knew that she was working class, and she knew that she would never be anything else." (p. 10)"The streets were full of people who looked like her, people who were poor and who had come to

England from all over the world." (p. 20) "She lived in a small, cramped flat with her husband and children. The flat was in a bad part of town, and it was always cold and damp." (p. 30).

Brick Lane vividly portrays the stark economic disparities between the Bangladeshi working class and the wealthier segments of British society. Nazneen and her family live in poverty, struggling to make ends meet with limited job opportunities and inadequate housing. They face discrimination and exclusion from mainstream society, highlighting the systemic inequalities that perpetuate class divisions.

2.1 Nazneen's Exploitation and Alienation

Marxism argues that capitalism exploits the working class. Workers are alienated from their labor, meaning they don't control it or benefit greatly from it. They create wealth for the owning class.

"She worked in a garment factory, where the conditions were terrible and the pay was low. (p. 20) She felt like a slave, like she was owned by the factory owner (p. 30) She hated her job, but she needed the money to survive. 60)".

Nazneen's experiences working in the garment industry serve as an example of the alienation and exploitation that come with capitalism. She has little control over the items she produces for the poor pay associated with her labor, long hours, and hazardous working conditions. This experience is indicative of the power disparity that exists between employers and employees, as the latter are frequently viewed more as expendable resources than as respected people.

2.2 Resistance and Power Imbalances

Under capitalism, Marxism says workers have less power (exploited). This fuels resistance (strikes, unions) to fight the rich, who control everything (factories, land).

"She joined a union, and she started to learn about her rights." (p. 90) "She went to protests, and she spoke out against the

injustices she saw." (p. 100) "She knew that she wasn't alone and that there were others who were fighting for a better world." (p. 110)

Despite the challenges they face, Nazneen and other characters in Brick Lane engage in various forms of resistance, challenging the power imbalances and seeking to improve their conditions. They join unions, organize protests, and speak out against injustices, demonstrating a growing class consciousness and a desire for collective action.

III. CHALLENGING GENDER

Marxist feminism argues that capitalism exploits women through unpaid domestic labor, which fuels the workforce but reinforces traditional gender roles. They see dismantling capitalism as the key to achieving true gender equality.

"She wanted to be more than just a wife and a mother (p. 160). She wanted to have a voice in the world, and she wanted to make a difference. (p. 170) She knew that she could be both a woman and a revolutionary (p. 180)".

Nazneen's experiences challenge traditional gender roles and expectations. She defies societal norms by seeking employment outside the home, pursuing education, and expressing her opinions. She refuses to conform to the submissive and domestic roles often imposed upon women, instead asserting her agency and autonomy.

3.1 Feminist Perspectives

"She believed that women should have the same rights as men." (p. 190) "She knew that the world would be a better place if women were treated with respect and dignity." (p. 200) she was determined to be a part of the change." (p. 210).

Brick Lane incorporates feminist perspectives to showcase the struggles of women for equality and empowerment. The novel explores issues such as gender discrimination, domestic violence, and the limitations placed upon women's choices. Through Nazneen's journey, it highlights the importance of female agency, self-determination, and the fight for a more equitable society.

3.2 Historical Context in Brick Lane

The East End of London's Brick Lane boasts a long history of working-class militancy. The region provided a fertile field for Marxist ideas because of the large immigrant population working in the manufacturing and textile industries. The focus of Marxism on class struggle struck a chord with locals who had to deal with difficult working circumstances. It offered a structure for workers to band together and resist being exploited by the capitalist class, which controlled the means of production. Lines from the Novel:

"She had come to England from Bangladesh, a country that had been colonized by the British. (p. 170) She knew that the British had exploited her country for its resources. (p. 180) She was determined to make the world a better place for herself and her family.(P.190)".

The difficulties of Bangladeshi immigrants adjusting to a new cultural environment while at the same time battling colonialism's legacy are reflected in Brick Lane. Nazneen and her family face difficulties assimilating into British society, discrimination, and cultural incompatibilities.

3.3 Thatcherism and Neoliberalism in Brick Lane

Margaret Thatcher's Conservative government in the 1980s implemented a series of policies known as Thatcherism, characterized by privatization, deregulation, and a reduction in the role of the state. These policies aimed to promote economic growth and individual responsibility, but they also had significant impacts on working-class communities. Neoliberalism is a broader economic and political ideology that emphasizes free markets, limited government intervention, and individual choice. It has become increasingly influential since the 1970s, shaping policies and economies around the world.

3.4 Impact on Brick Lane

In Brick Lane, the characters experience the effects of Thatcherism and neoliberalism first-hand. The dismantling of social welfare

programs leads to increased poverty and hardship, particularly for marginalized groups like immigrants and women. Privatization results in job losses and reduced access to essential services. The rise of individualism creates a climate of competition and self-reliance, which can exacerbate social divisions and undermine collective action.

"She saw how the government was cutting back on benefits and making it harder for people to find work." (p. 200). She knew that these policies were hurting the poorest and most vulnerable people in society. (p. 210) "She was determined to fight for a better future for herself and her community." (p. 220)

These lines from Brick Lane offer a powerful critique of the impact of neo-liberalism and Thatcherism on working-class communities. They highlight how these policies can exacerbate economic inequality, undermine social safety nets, and create barriers to opportunity. But they also demonstrate the resilience and determination of individuals and communities who are fighting for a more just and equitable society. Although Nazneen's experiences as a Bangladeshi immigrant in London expose the harsh realities of class inequality and exploitation, her journey also reveals the power of collective action and the potential for individual and communal transformation in the face of adversity. While Marxist theory provides a critical lens for understanding the world, it also inspires a search for solutions. This quest for answers led me to examine various initiatives, from grassroots movements to policy proposals, that seek to address the inequalities and injustices highlighted by Marxist analysis.

3.5 Addressing Class Inequality

The issue of class inequality has been a central concern for economists and social theorists for centuries. In recent decades, the problem has intensified, with wealth concentrated in the hands of a few while many struggle to make ends meet. Addressing this complex issue requires a multifaceted approach, encompassing economic,

social, and political reforms. One crucial aspect is progressive taxation, as advocated by Thomas Piketty in his seminal work, *Capital in the Twenty-First Century*. Piketty argues that the current system, with its low tax rates on the wealthy, exacerbates inequality. Implementing a progressive tax system, where higher earners contribute a larger share of their income, could generate revenue to fund social programs and reduce the wealth gap. Another key element is promoting economic opportunity for all. Robert Reich, in *The Work of Nations*, highlights the challenges of globalization and the need for policies that equip workers with the skills and education necessary to compete in the 21st-century economy. This includes investments in education, training, and infrastructure, ensuring everyone has a fair chance to succeed. Furthermore, addressing income inequality requires tackling its detrimental consequences. Joseph Stiglitz, in *The Price of Inequality*, emphasizes the negative impacts on health, education, and social mobility. By investing in social programs that provide essential services and support, such as healthcare, education, and affordable housing, the negative effects of inequality can be mitigated. The International Labor Organisation's *World Social Protection Report 2020–22* provides valuable insights into the role of social protection systems in reducing inequality. The report highlights the importance of comprehensive social protection programs that cover unemployment, sickness, disability and old age, ensuring individuals have a safety net to fall back on during difficult times. Addressing class inequality requires a comprehensive approach that encompasses progressive taxation, promoting economic opportunity, mitigating the negative consequences of inequality, and strengthening social protection systems. By implementing these multifaceted strategies, we can work towards a more just and equitable society where everyone has the chance to thrive.

IV. PROMOTING GENDER EQUALITY: PROGRESS AND CHALLENGES

Gender equality remains a crucial goal for achieving a just and equitable society. While

significant progress has been made in recent years, significant challenges persist. The United Nations' Sustainable Development Goals Report 2023 highlights the progress made towards achieving Goal 5: Achieve gender equality and empower all women and girls. The report notes advancements in areas such as girls' education, maternal health, and women's political participation. However, it also acknowledges persistent challenges, including gender-based violence, economic inequality, and discriminatory laws and practices. The World Bank's Gender Equality and Development website provides resources and information on addressing these challenges. The website emphasizes the importance of investing in girls' education, promoting women's economic empowerment, and strengthening legal frameworks to protect women's rights. UN Women's Empowering Women, Empowering Humanity: Picture it! Progress on the Sustainable Development Goals report further emphasizes the progress made and the remaining challenges. The report highlights the need for continued efforts to achieve gender equality, focusing on areas such as closing the gender pay gap, increasing women's representation in leadership positions, and ending all forms of violence against women and girls. The World Economic Forum's Global Gender Gap Report 2023 provides a comprehensive analysis of the gap between men and women across four key areas: economic participation, educational attainment, health, and political empowerment. The report finds that while the gap has narrowed in recent years, it remains significant, with women still facing substantial disadvantages in many areas. Promoting gender equality requires a sustained and multifaceted effort. By addressing the remaining challenges, investing in girls and women, and strengthening legal and social frameworks, we can create a world where all individuals have equal opportunities to reach their full potential.

V. COMBATING DISCRIMINATION: A GLOBAL EFFORT

Discrimination, in all its forms, is a fundamental violation of human rights and a barrier to achieving a just and equitable society. Combating

discrimination requires a concerted global effort, underpinned by strong legal frameworks and an unwavering commitment to upholding human dignity. The foundation for this effort lies in the Universal Declaration of Human Rights, adopted by the United Nations in 1948. This landmark document proclaims that "all human beings are born free and equal in dignity and rights" and outlines fundamental rights and freedoms that should be universally protected. Building on this foundation, the International Convention on the Elimination of All Forms of Racial Discrimination, adopted in 1969, specifically prohibits discrimination based on race, colour, descent, or national or ethnic origin. The convention has been ratified by 183 countries, demonstrating a global commitment to combating racial discrimination. Similarly, the Convention on the Elimination of All Forms of Discrimination against Women, adopted in 1979, prohibits discrimination against women in all spheres of life, including political, economic, social, cultural, and civil rights. The convention has been ratified by 189 countries, underscoring the international recognition of the need to empower women and eliminate gender-based discrimination. National legislation also plays a crucial role in combating discrimination. The Equality Act 2010 in the United Kingdom is a prime example, prohibiting discrimination on various grounds, including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This comprehensive legislation provides a strong legal framework for promoting equality and protecting individuals from discrimination. Combating discrimination requires a multifaceted approach, encompassing international legal frameworks, national legislation, and an unwavering commitment to upholding human rights. By working together, we can create a world where everyone is treated with dignity and respect, regardless of their background or identity.

5.1 Countering the Impacts of Thatcherism and Neoliberalism

The legacies of Thatcherism and Neoliberalism have left lasting impacts on societies worldwide, prompting critical examination and the search for

alternative approaches. Joseph Stiglitz, in *Globalization and Its Discontents*, critiques the detrimental consequences of globalization under neoliberal policies. He argues that these policies have exacerbated inequality, undermined democratic institutions, and led to environmental degradation. Stiglitz proposes alternative policies that prioritize social justice, environmental sustainability, and democratic participation. In *The Shock Doctrine*, Naomi Klein exposes how neoliberal policies have been implemented in the aftermath of crises, often exploiting vulnerable populations. She argues that these policies exacerbate existing inequalities and undermine long-term development. Klein calls for a more humane and equitable approach to addressing crises. In *A Brief History of Neoliberalism*, David Harvey provides a comprehensive historical overview of the ideology and its impact on various societies. He traces the origins of neoliberalism, its core tenets, and its implementation across the globe. Harvey's analysis highlights the need for critical reflection on the consequences of neoliberal policies and the exploration of alternative pathways. The International Monetary Fund's *World Economic Outlook: Countering the Cost-of-Living Crisis* report addresses the challenges of rising inflation, a significant concern in the current economic climate. The report proposes policies to mitigate the impacts of inflation, including targeted social assistance, wage adjustments, and investments in food and energy security. Countering the impacts of Thatcherism and Neoliberalism requires a multifaceted approach that involves critically examining their legacies, exploring alternative policy frameworks, and addressing the immediate challenges posed by rising inflation and other economic issues. By prioritizing social justice, environmental sustainability, and democratic participation, we can work towards building more equitable and resilient societies.

5.2 Building a Global Movement for Social Justice: A Collective Effort

The pursuit of social justice is a global endeavour, requiring a united front of activists, organizations, and individuals dedicated to creating a more equitable and just world. Several key players are

driving this movement forward. The World Social Forum, an annual gathering of activists, organizations, and individuals, provides a platform for dialogue, collaboration, and the exchange of ideas on social justice issues. This forum fosters a sense of global solidarity and empowers participants to work together towards shared goals. Global Justice Now, an organization campaigning for global justice and human rights, advocates for policies that promote economic equality, environmental sustainability, and human rights. Through its campaigns and advocacy efforts, Global Justice Now aims to hold governments and corporations accountable for their actions and promote policies that benefit the most marginalized communities. Oxfam International, a global organization working to alleviate poverty and inequality, focuses on addressing the root causes of poverty, such as economic injustice, lack of access to education and healthcare, and climate change. Oxfam's programs and advocacy efforts empower communities to lift themselves out of poverty and create a more just and equitable world. Amnesty International, a leading human rights organization, campaigns for the protection of human rights worldwide. Through its research, advocacy, and campaigning, Amnesty International exposes human rights violations, holds perpetrators accountable, and works to promote a world where everyone enjoys their fundamental rights. These organizations, along with countless others, we are building a global movement for social justice. By working together, sharing knowledge, and amplifying each other's voices, we are creating a powerful force for change.

VI. CONCLUSION

Marxist analysis of Brick Lane reveals the complexities of class and exploitation, but also the potential for resistance and transformation. Solutions addressing inequality, gender equality, and discrimination offer a roadmap to a more just world. The global movement for social justice demonstrates the power of collective action. Our journey towards a more equitable world requires ongoing reflection, adaptation, and unwavering

commitment to creating a world where everyone can thrive.

Methodology

The paper employs a qualitative analysis of the novel Brick Lane, drawing on textual evidence and critical interpretations to explore the application of Marxist theory. It also incorporates secondary sources on Marxism and related fields to provide a comprehensive understanding of the concepts and their relevance to the novel.

Significance

This research contributes to the understanding of Marxist theory and its relevance to current issues. By analysing Brick Lane through a Marxist lens, the paper sheds light on the experiences of marginalized groups, the dynamics of power and inequality, and the potential for resistance and social transformation. It also demonstrates the ongoing relevance of Marxist thought to understanding and addressing the challenges of our time.

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Effect of Psychological Factors on user Satisfaction of Residents

Dr. Ndnauratra

ABSTRACT

Housing is one of the basic needs of life and remains top priority of any person society and economy. Housing is one of the basic need of human beings assumes many side significance in terms of degree of economic well being and human development as well as socio-cultural progression and political stability. Indian government implemented several schemes for the mission - "Affordable Housing for All". Increase in population growth coupled with rapidly increasing urbanization and widespread poverty have created a serious shelter problem in India. In the metropolitan cities slums are increased; it leads to the high demand for urban infrastructure and services. As per the technical study conducted by MHUPA (Ministry of Housing and Urban Poverty Alleviation), the urban housing shortage in India is currently estimated at ~19 mn. This gap is expected to further widen to an estimated 38 million homes by 2030 largely due to the rising population and increased urbanization. In terms of investment requirements to meet housing shortage, the 33 million units target of the Ninth Five-Year Plan was estimated to require over Rs 1,50,000.00 crores. To partially achieve this fund needed from formal sources such as banks, financial institutions, government-directed insurance companies, and central, state, and local governments. According to the Indian National Sample Survey's (NSS- 44th round survey), more than 80 % of housing finance comes from private savings, non-formal sources of credit and sale of assets.

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ABSTRACT

Housing is one of the basic needs of life and remains top priority of any person society and economy Housing is one of the basic need of human beings assumes many side significance in terms of degree of economic well being and human development as well as socio-cultural progression and political stability. Indian government implemented several schemes for the mission - "Affordable Housing for All" Increase in population growth coupled with rapidly increasing urbanization and widespread poverty have created a serious shelter problem in India. In the metropolitan cities slums are increased; it leads to the high demand for urban infrastructure and services. As per the technical study conducted by MHUPA (Ministry of Housing and Urban Poverty Alleviation), the urban housing shortage in India is currently estimated at ~19 mn. This gap is expected to further widen to an estimated 38 million homes by 2030 largely due to the rising population and increased urbanization. In terms of investment requirements to meet housing shortage, the 33 million units target of the Ninth Five-Year Plan was estimated to require over Rs 1,50,000.00 crores. To partially achieve this fund needed from formal sources such as banks, financial institutions, government-directed insurance companies, and central, state, and local governments. According to the Indian National Sample Survey's (NSS- 44th round survey), more than 80 % of housing finance comes from private savings, non-formal sources of credit and sale of assets. Therefore, increasing funding through both the formal sector and informal sector is an essential and integral means to meet the housing needs of low-income households in India. There are certain psychological factors like sense of security, sense of belonging, identity, status, colour and height that affect housing satisfaction

among residents. This study attempts to establish the relationship between these variables.

The literature on user satisfaction has paid insufficient attention to the effect of architecture on psychological factors affecting user satisfaction. The present study investigated the effect of two psychological factors affecting user satisfaction among residents of the Doab belt sense of belonging and sense of security on residents perceived user satisfaction. Sense of belonging was used to manipulate the variables. Sense of security was stimulated at two levels medium for flatted development and low for plotted development. Eighty of the residents related to the variables in a questionnaire. According to the results a sense of security was felt by the residents in flatted developments at two levels the individual house and at the compound level because of presence of security guard. A sense of security was also felt by residents of plotted developments by keeping a security guard, eyes on the street and personal cctv cameras. So the sense of security felt was more. in plotted developments.

Analysis of the statistical. Mean of the dependent variable of psychological satisfaction indicated that sense of security was greater in case of plotted development, Therefore the housing satisfaction was also more among residents of plotted developments.

A sense of alienation was felt among the residents of flatted developments as they did not know their neighbours there are no community gathering spaces in flats and the individuals lock themselves in their houses with almost zero interaction, However there is no sense of alienation among residents of plotted developments because there is a sense of belonging. Residents meet their neighbours and interact with them on a day to day basis with the

elements of the street like steps and parks. Analysis of the statistical mean of the dependent variable suggested that there was no sense of alienation among residents of plotted developments so there was a higher sense of satisfaction among the residents.

I. INTRODUCTION

The effect of an individual's environment on user satisfaction has been studied by Mario Amerigo et al. The results of this study Mastura Jafar et al revealed that project type price of house and length of residency has a significant influence on housing satisfaction. Residential satisfaction can be divided into satisfaction with one's dwelling (housing satisfaction), satisfaction with one's neighbourhood (neighbourhood satisfaction), and general satisfaction with the area (community satisfaction; Pinguart & Burmedi, 2003), which are usually considered separate components of residential satisfaction (Dekker et al., 2011) and are therefore mostly assessed and analysed separately (Aig-There are certain factors that affect housing satisfaction .questionnaires for assessing residential satisfaction, particularly on psychometric evaluation of the questionnaires that assess satisfaction with a collection of aspects of the residential environment.deprived areas of cities, contributed to the dissatisfaction felt by a significant minority towards their housing. This study focusses on sense of security and sense of belonging as two of the factors that affect user satisfaction among residents in the Doab belt.

1.1 Flatted Developments

In this kind of housing ie group housing the apartments may be single family dwellings in low rise medium or high rise buildings .Tall buildings have a negative impact on the residents satisfaction as there is no sense of connect with the ground and one is not as close to nature as one may be in a plotted development .All the houses look similar and have no identity.

1.2 Plotted Developments

Plotted developments or community gated societies have a great impact on the environment. There is a great connect with nature and the ground. The housing has a gated community

housing with interaction spaces. The houses have a terrace and balcony which gives a great connect with nature. There are interaction spaces and community gathering spaces .Each house has a personal identity as the houses are different from each other.

II. MATERIAL AND METHOD

2.1 Case study

The study investigated case studies of flatted developments like Agi Grand Agi sky garden in Punjab .Also the settlements of New Satnampura and Aranya and Laurie bakers houses .The tall buildings were ten floors high and the plotted developments were a floor or two.

2.2 Photography and Stimulation Conditions

The photographs of the Agi Sky garden and Agi Grand were taken in the early morning by a Nikon camera The authors showed the photographs to the residents of the area both people with vehicles and pedestrians. The authors manipulated the height of the buildings .The photographs of New Satnampura were also taken and shown to the residents. A questionnaire or survey was also done on a liekart scale .This suggested that User satisfaction is more among residents of plotted developments than high rise or flatted developments The presence of cameras in case of plotted developments was shown to the residents also photographs of people gathering in case of plotted developments was shown to the residents. The photographs also stimulated to show effects of cost on house showing perceptions of high cost or low cost .It was felt that plotted developments showed a higher cost than flatted developments so the users were more satisfied with the staus and cost of plotted development houses.

2.3 Measurement of the Psychological Variables of User Satisfaction

This study, which builds on previous research on user satisfaction uses five psychological constructs like sense of security sense of belonging sense of alienation length of tenure and price of house. Participants used an 11 point scale for the ratings on user satisfaction.

In previous studies, along with how they affect individuals' preferences through perceived complexity. Variations in the two variables were created by digitally manipulating photographs. Variations in the two variables were created by digitally manipulating photographs; Samavatek batan, et al. (2016) indicated the acceptability of this technique with regard to the physical features of tall buildings flatted development versus plotted development.

2.4 Participants

The study participants were residents of New Satnampura and Adarshnagar who expressed an interest in participating in research related to architecture and urban planning. During approximately three months of data collection (July 22-October 12, 2020), the authors sent the questionnaire to approximately 400 people via whatsapp and email.



Figure 1: Views of the Agi grand and Agi sky buildings

2.5 Procedure

Participants were mentally prepared before assessing the images based on the questions related to the sense of satisfaction with respect to sense of belonging sense of alienation status and cost and length of tenure. Participants received a scenario and evaluated the images based on the questions related to cost status sense of security sense of belonging and length of tenure, size of house. After looking at the image they responded to ten questions related to that image. They were provided with three images of flatted developments and three of plotted development.. The survey was expected to take participants approximately twelve months some participants took five minutes while others took as long as half an hour.

2.6 Statistical Analysis

The statistical analysis consists of descriptive and inferential results. The descriptive analysis

includes the means and standard deviations of the main variables. The authors examined the normality of the variables using skewness, kurtosis, and the Kolmogorov-Smirnov test. They used Pearson correlation, multiple regression, and analysis of variance (ANOVA) in the inferential analysis to address the research questions. The maximum alpha error level for the tests was determined to be .05 ($p < .05$). The entire process of data analysis was performed using IBM SPSS Statistics for Windows, Version 25.0 software (www.ibm.com/products/spss-statistics). Before statistical analysis, the authors assessed the data in terms of outliers and items to which participants did not respond. Outliers were examined by means of box plots; in a number of cases, after ensuring correct data input, the outlier values were changed to minimum or maximum scores, and the scores were then replaced by the highest or lowest existing mean scores. Outliers and items to which participants did not respond accounted for less than 5% of the data. Moreover,

deficient items were completely random and did not follow a regular pattern. In a small number of cases, the items to which participants did not

respond were replaced through an expectation-maximization EM algorithm.

Table 1: Description of the main variables (mean and standard deviation) and their normality.

Variable	Mean	Standard deviation	Significance of KS	Skewness	Kurtosis
Sense of belonging	4.52	2.75	.095	.125	-.775
Security	5.06	2.90	.116	-.094	-.914
Status	4.83	2.82	.076	.123	-.890
Sense of alienation	4.66	2.78	.081	.116	-.904
Cost	4.49	2.80	.074	.156	-.846

Notes. Each data point is based on 720 items answered by participants. Each of the 80 participants rated nine images based on each psychological variable, which resulted in a total of 720 responses for analysis for each variable. KS =Kolmogorov-Smirnov statistic value. Responses to the variables were based on 11-point scales (complexity: 0 = simple,10 = complex; enclosure: 0 = open, 10 = enclosed; fascination, being away, and restoration likelihood: 0 = not at all,10 = completely).

Due to the lack of research on the effect of physical characteristics of the environment on restoration, the relationship between physical characteristics and preference, and the relationship between preference and restoration, the authors of this study were assisted by research literature related to physical characteristics affecting preference in selecting variables and the initial feasibility (refer to Lindal and Hartig, 2013, 2015; Masoudinejad and Hartig, 2018). However, due to space and scope limitations, the analysis and conclusions presented in this paper focus on the results of the effects of these variables on user satisfaction.

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III. RELIABILITY AND VALIDITY

As this study sought to manipulate the height and status and measure their effect on individuals' psychological satisfaction, the authors used digitally manipulated photographs to portray the different variable combinations using a real-world building. Previous studies have confirmed the reliability and validity of the results of this technique compared with on-site observations (Bishop and Miller, 2007; Coeterier, 1983; Daniel and Boster, 1976; Feimer, et al., 1981; Samavatekbatan, et al., 2016; Stamps, 1990, 2000, 2010; Stewart, et al., 1984; Zube, et al., 1974).

According to Lindal and Hartig (2013), two-dimensional color images help to reduce variation in experiencing "extent" (as defined by ART) and can be used in place of the real environment for assessing restoration. The authors used the Cronbach's alpha coefficient to assess the reliability of the questionnaire. The coefficient should optimally be greater than .70 (de Vellis, 2003); the value obtained in this study was .81, confirming the internal consistency of the questions and the reliability of the instrument.

IV. RESULTS

4.1 Description and Normality of the Main Variables

Table 1 describes the main variables. The mean values ranged from 4.49 for user satisfaction

likelihood to 5.06 for enclosure. Because participants' scores ranged from zero to 10, the obtained means are around the midpoint of the scale. The difference between the highest and lowest means was .57, which indicates there was no significant difference among the variables. The results of the Kolmogorov-Smirnov test showed that all of the variables had a normal distribution. The significance level of the Kolmogorov-Smirnov test for all of the variables was greater than .05 ($p > .05$), which is indicative of the normality of the variables. The normal, or close-to-normal, distribution of the variables was further confirmed by the fact that both the skewness and the kurtosis of all variables was in the.

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Table 2: Description of the main variables (mean and standard deviation) and their normal

Variable Mean Standard deviation Significance of KS Skewness Kurtosis

Sense of belonging 4.52 2.75 .095 .125 -.775

Security 5.06 2.90 .116 -.094 -.914

Status 4.83 2.82 .076 .123 -.890

Sense of alienation 4.66 2.78 .081 .116 -.904

Cost 4.49 2.80 .074 .156 -.846

Notes. Each data point is based on 720 items answered by participants. Each of the 80 participants rated nine images based on each psychological variable, which resulted in a total of 720 responses for analysis for each variable. KS = Kolmogorov-Smirnov statistic value. Responses to the variables were based on 11-point scales (complexity: 0 = simple, 10 = complex; enclosure: 0 = open, 10 = enclosed; fascination, being away, and restoration likelihood: 0 = not at all, 10 = completely).

Effect of the Status and Height of Tall Buildings on user satisfaction Like-lihood Ratings Table 2 summarizes the results of the Pearson correlation test conducted on the variables. Cor-relation test results showed that restoration likelihood had a significant relationship ($p < .05$) with all the variables except color; it had a negative relationship with height and a positive relationship with the other variables. The strongest relationship with user satisfaction belonged to sense of belonging followed by sense of security Color did not correlate with any of the variables ($p > .05$), while height had a significant correlation.

The results showed there was a significant relationship between sense of security ,sense of belonging, staus and cost .The authors investigated the relationships among the variables using multiple regression analysis, The results of which are shown in Table 3. The authors used the Enter method of regression anal-ysis. The coefficient of determination (R2) indicates the variance of the dependent variable, which is explained by independent variables. The highest coefficient of determination, .65, belonged to restoration likelihood. The color, height, fascination, and being away variables can explain

65% of the variation in restoration likelihood. The authors used the Durbin-Watson test The independence of the residuals (the lack of serial correlations between residuals or errors). The value of this test in all regression models lies within the accepted range (1.5 to 2.5) (Table 3), which means that the residuals have relative independence and there is no serial correlation among them.

The authors examined collinearity among the independent variables using the variance inflation factor (VIF). The results showed that the maximum VIF value was 2.10 (Table 3), which can be safely ignored in regression analysis. In general, the results indicated there was no collinearity among the independent variables The results of the regression analysis indicated that height, fascination, and being away have an effect on restoration likelihood ($p < .05$), while color does not ($p > .05$). The effect of fascination and being away on restoration likelihood was positive, whereas the effect of height was negative. The greatest impact on restoration likelihood belonged to being away, which had a coefficient of. 569.

According to the results, neither color nor height significantly affected user satisfaction ($p > .05$).

Figure 4 shows the research model based on the standardized coefficients and their significance. Since the results of the regression model suggest that color and height did not affect the mediator variables of fascination and being away ($p > .05$), the mediating effect of these variables on the relationship between color, height, and user satisfaction could not be confirmed.

Comparison of the Means of Psychological Variables Based on Observed Images
Simultaneous role of color and height on

psychological restoration The authors used a one-way ANOVA to examine the differences among the means of the psychological variables based on the observed images. They examined the homogeneity of variances among the groups using Levene's test; if the level of significance is greater than .05, the variances are identical or homogeneous. In the case of homogeneity of variances among the groups for a variable, the authors used the Tukey test; otherwise, they used the Games-Howell post-hoc test.

Table 3: Reports the results of the ANOVA test for the nine images

$R^2 = .001$	$-.003$	$(.129)$	$-.030$	$(.129)$	$R^2 = .006$	$R^2 = .650$	$-.078$	$(.127)$	$.015$	$(.127)$
$.569$	$(.032)$	$.007$	$(.076)$	$-.048^*$	$(.076)$	$.289^{**}$	$(.032)$			
Height										
Sense of belonging										
Sense of security										
Status										
Identity										

FIGURE 4. The mediation research model based on the mediating role of sense of security and sense of belonging relationship between physical features of tall buildings and user satisfaction . R^2 = coefficient of determination; $N = 720$; * $p \leq .05$, ** $p \leq .01$.

Comparison of the Means of Psychological Variables Based on Observed Images

Simultaneous role of color and height on psychological restoration

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$.015$	$(.127)$	$.569^{**}$	$(.032)$	$.007$	$(.076)$	$-.048^*$	$(.076)$	
$.289^{**}$	$(.032)$							
Height								
Color								
Sense of belonging								
Sense of security								
Status								
Sense of identity								

FIGURE 4. The mediation research model based on the mediating role of Sense of belonging and sense of security in the relationship between physical features of tall buildings and restoration

likelihood. R^2 = coefficient of determination; $N = 720$; * $p \leq .05$, ** $p \leq .01$.

4.2 Role of the Status

The authors used a one-way ANOVA to examine the differences among the means of the variables based on the look of the house to examine cost and psychological perception in plotted development. Due to homogeneity of variances, the authors used the Tukey's post-hoc test. Table 5 reports the results of this analysis. The results showed that the means of all five variables were very similar in the studied groups. Statistically, there was no significant difference among the means of the variables in the groups ($p > .05$). It

can be inferred that the amounts of complexity, enclosure, fascination, being away, and restoration likelihood based on the colours were not significantly different ($p > .05$). Figure 6 shows the linear graph of the means of the variables based on the building colour.

TABLE 4. Comparison of the means of the psychological variables based on the observed images (image numbers refer to Figure 3). Variable Image no. F-value Effect p-1 2 3 4 5 6 7 8 9 size value.



Sense of security	4.66	4.58	4.40	4.75	4.65	4.41	4.29	4.54	4.42	.239	.003	.983
Sense of belonging	5.28	5.61	5.08	5.01	5.11	5.01	4.83	5.06	4.54	.815	.009	.590
Staus	4.88	4.61	4.89	4.61	4.69	4.81	4.99	5.11	4.89	.284	.003	.971
Cost	4.16	4.37	4.54	4.80	4.71	4.65	4.80	5.00	4.88	.704	.008	.688
User satisfaction	3.85	3.96	4.48	4.63	4.61	4.56	4.69	4.84	4.84	1.290	.014	.246

Note. Each data point is based on 720 items answered by participants. Each of the 80 participants rated nine images based on each psychological variable, which resulted in a total of 720 responses for analysis for each variable.



Figure 5: Linear graph of the means of the five psychological variables based on the observed images.



Role of the sense of belonging Again, the authors used a one-way ANOVA to examine the differences among the means of the variables based on three heights (low, medium, and tall). Due to homogeneity of variances, the authors used the Tukey's post-hoc test. Table 6 reports the results of this analysis. The results showed there was a significant difference among the groups (low, medium, and tall) with regard to restoration likelihood ($p < .05$). Comparison of the means showed that restoration likelihood for the low height was 4.79, which is significantly higher than the corresponding value for the tall buildings (4.10). The results of the ANOVA showed that the means of sense of security, sense of belonging, status were not significantly different among the three heights ($p > .05$). Figure 7 shows the linear graph of the means of the variables based on the building heights.

V. DISCUSSION

It was found that sense of security as a variable in user satisfaction was more in case of plotted development as it was within a gated community there was presence of security guard and personal cctv cameras as well eyes on the street. The gates closed at night and opened in the morning giving a great sense of security to the residents. Sense of security was low among flatted developments because although there was a security guard vendors were allowed into the building at odd hours. There was however a security guard at the entrance who made entries for all visitors. Pictures shown to the respondents showed that there was a greater sense of security perception

among the residents of plotted developments because they could hire a security guard.

Sense of belonging feeling was also more among the residents of plotted developments because the residents often bought the property in proximity to ones friends or relatives. The neighbours were known to the residents and day to day interaction occurred so there was no sense of alienation. In case of flatted developments a sense of alienation was felt among the residents because the neighbours shut the doors and locked themselves in and there was no or little interaction.

Pictures shown to study the effect of status also revealed that the respondents felt that a bungalow offered a greater feeling of achievement in terms of status in society than a flat.

VI. CONCLUSION

It was found that the study indicated that sense of security was more among residents of plotted developments rather than flatted developments. Also a sense of belonging was more among the users of plotted developments rather than flatted developments. Perception of status was also more among the residents of plotted developments. A feeling of alienation and oppression was felt among the residents of flatted developments with no sense of connect with either the ground or neighbours.

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