

Review

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HUMAN RIGHTS IN HUMANITARIAN CONTEXTS: SOCIO-PSYCHOLOGICAL ANALYSIS OF PERSONAL SECURITY IN THE EXPERIENCE OF SOCIAL TRAUMA

Zhanna Virna

Lesya Ukrainka Volyn National University
Lutsk, Ukraine

Virna.Zhanna@vnu.edu.ua

ORCID : <https://orcid.org/0000-0001-8134-2691>

Ana Maria Eyng

Pontifical Catholic University of Paraná
Curitiba, Brazil

ana.eyng@pucpr.br

ORCID : <https://orcid.org/0000-0003-0224-5880>

Purpose. The purpose of the presented article is to provide an analytical review of the findings of a research project on personal safety in the context of experiencing social trauma based on the materials of a research internship within the framework of the Postgraduate Education and Humanities Programme (PUCPR, Curitiba, Brazil).

Methods. The methods of literature review of theoretical and empirical sources and methods of psychological modelling were used to reproduce the functional content of a comprehensive socio-psychological analysis of personal security norms in the context of wars and migration processes. The participatory methodology of triangulation through interpretive analysis, conceptual scientific aspects and standardisation of public policy for arguments for the preservation of human rights, proposed by professor A.M. Eyng, was also used.

Results. The project implementation is reflected in the development of a system of social and psychological analysis of personal security in the context of wars and migration processes; creation of an information and analytical system for the restoration and preservation of the mental health of its active subjects (children, adolescents, youth, teachers, psychologists). Through a qualitative study, using an interpretive analysis of conceptual scientific aspects, public policy and empirical data, the author identifies arguments in favour of preserving human rights and psychological modelling as a reproduction of the functional content of a comprehensive socio-psychological analysis of individual security standards in the context of wars and migration processes. The theoretical contribution integrates

research in education (Eyng, 2024) and psychology (Virna, 2023a-f, 2024a-g) into a joint study (Virna; Eyng 2022, 2023, 2024a, b). The prognostic horizons of the authors' theoretical developments illustrate the context of their applied understanding as a system of actions aimed at overcoming various destabilising factors in the experience of states of insecurity and protecting mental health and well-being.

Conclusions. As part of the international research internship in the field of education and humanities, it was possible to get acquainted with psychological and pedagogical research practices that can be successfully applied in Ukraine, as the war and issues related to migration, resettlement and refugees raise the issue of intercultural education, the introduction of cross-cultural psychotherapy and the adoption of relevant legislation.

Keywords: human rights and humanitarian rights; personal safety; mental health; social trauma.

Вірна Жанна, Енг Анна Марія. Права людини в гуманітарному контексті: соціально-психологічний аналіз безпеки особистості в умовах переживання соціальної травми.

Метою презентованої статті є аналітичний огляд напрацювань дослідницького проекту з вивчення особистої безпеки в умовах переживання соціальної травми на основі матеріалів наукового стажування в рамках програми післядипломної освіти та гуманітарних наук, PUCPR, Куритиба, Бразилія).

Методи. Використано методи літературного огляду теоретичних та емпіричних джерел та методи психологічного моделювання з метою відтворення функціонального змісту комплексного соціально-психологічного аналізу норм особистої безпеки в контексті воєн та міграційних процесів. Також використовувалася партисипативна методологія триангуляції через інтерпретаційний аналіз, концептуальні наукові аспекти та стандартизацію державної політики для аргументів збереження прав людини, запропонована професором А.М. Ейнг.

Результати. Реалізація проекту відображена у розробці системи соціально-психологічного аналізу особистої безпеки в контексті воєн та міграційних процесів; створенні інформаційно-аналітичної системи для відновлення та збереження психічного здоров'я її активних суб'єктів (дітей, підлітків, молоді, педагогів, психологів). Завдяки якісному дослідженню через інтерпретаційний аналіз концептуальних наукових аспектів, державної політики та емпіричних даних визначено аргументи на користь збереження прав людини та психологічного моделювання як відтворення функціонального змісту комплексного соціально-психологічного аналізу стандартів безпеки особистості в умовах воєн та міграційних процесів. Теоретичний внесок інтегрує дослідження в галузі освіти (Eyng, 2024) та психології (Virna, 2023a-f, 2024a-g) у спільні дослідження (Virna; Eyng 2022, 2023, 2024a, b). Прогностичні горизонти теоретичних напрацювань авторів ілюструють контекст їхнього прикладного розуміння як системи дій, спрямованих на подолання різних

дестабілізуючих чинників у переживанні станів небезпеки та захист психічного здоров'я і благополуччя.

Висновки. В рамках міжнародного наукового стажування в галузі освіти та гуманітарних наук вдалося ознайомитися з психолого-педагогічними дослідницькими практиками, які можуть бути успішно застосовані в Україні, оскільки війна та питання, пов'язані з міграцією, переселенням та біженцями, актуалізують питання міжкультурної освіти, впровадження крос-культурної психотерапії та прийняття відповідного законодавчого матеріалу.

Ключові слова: права людини і гуманітарні права; особистісна безпека; психічне здоров'я; соціальна травма.

Introduction. The topic of this paper stems from a dialogue between two research perspectives: human rights education and psychosocial analysis in humanitarian contexts. The dialogue began with the topic of violence in schools in Brazil and Ukraine and moved on to the study of personal safety in the experience of social trauma. The context of cooperation in the research project «Education and Human Rights: Wellbeing and Improving the Quality of Life in School and Community», led by professor Ana Maria Eyng, defines a wide range of issues in pedagogy and psychology. The priority aspect of human rights in education opens the way for the development of innovative interventions to address the effects of social conflict and trauma in schools and communities, especially for children and adolescents affected by multidimensional child poverty in humanitarian contexts. Multidimensional or multifactorial child poverty involves the weakening or violation of all children's rights, which is exacerbated in humanitarian contexts of war, conflict and extreme violence, leading to population displacement and forced immigration. In these contexts, efforts should be made to integrate human rights and humanitarian rights strategies (Eyng, 2024; Eyng & Cardoso 2020, 2021).

A full and secure human life, full of true values and principles, determines the trajectory of legal and educational well-being, including balanced and equal access and guarantee of children's rights. In general, the general fundamental problem that the proposed project aims to solve is due to the need to rethink the priorities in interpreting the problem of personal security in the context of wars and migration processes at all levels of optimising the legal culture and organisational conditions for education and psychotherapy of its active subjects (children, adolescents, youth, teachers, psychologists).

The main idea of the research project is to identify psychological norms of personal safety in the context of wars and migration processes on the part of their participants (children, adolescents, youth, teachers, psychologists) and to create an information and analytical system for their recovery and preservation of mental health, which will provide comprehensive and effective legal, educational, social and psychological support, as well as improve their health and quality of life.

The main objectives of the research project are: (1) to analyse and systematise psychological and pedagogical knowledge about the problems of quality of life, mental health and well-being of educational subjects (children, adolescents, youth, teachers, psychologists) in the context of war and migration processes; (2) research on the real psychological facts of the quality of life, mental health and well-being of the subjects of the educational process in the context of the war in Ukraine; (3) substantiation of the main areas of activity in the field of educational services in the context of military and migration processes (psychological and pedagogical patronage and patronage; inclusive support for children; prevention of bullying in various manifestations; preventive assistance to prevent the emergence of negative social phenomena (deviations, addictions, offences); (4) studying the actual mechanisms of response to psychological trauma from the events of the war in Ukraine and implementing reasonable proposals for improving the mechanisms of response to social trauma.

Methods. The methods of literature review of theoretical and empirical sources and methods of psychological modelling were used to reproduce the functional content of a comprehensive socio-psychological analysis of personal security norms in the context of wars and migration processes. The participatory methodology of triangulation through interpretive analysis, conceptual scientific aspects and standardisation of public policy for arguments for the preservation of human rights, proposed by Professor A.M. Eyng, was also used.

Discussion of results. The procedures for reviewing the literature from theoretical and empirical sources on this topic, considering psychological modelling as a reproduction of the functional content of socio-psychological analysis, cover personal security standards for the preservation of human rights in the context of wars and migration processes through interpretive analysis. Given the analysis of the main theoretical and empirical studies on the psychology of personal security, it

can be stated that the existing theoretical works in this field of knowledge are not comprehensive and are limited to fragmentary studies of their individual aspects. That is, the traditional underestimation of a person and the value of his or her safe existence, which, unfortunately, is inherent in modern society, determines the fact that the problem of human security is discussed primarily through the prism of national (state) security.

The psychological parameters of this issue are mainly related to the study of problems related to the assessment of behaviour in stressful situations; to real human behaviour in extreme situations; the peculiarities of the impact of extreme conditions on human psychophysiology; the peculiarities of panic and survival during natural disasters; as well as the specifics of psychological training and psychotechnics of human self-defence under the influence of socio-political, informational, psychological and economic factors.

However, the military-political realities of the modern Ukrainian state clearly demonstrate the need to specify the psychological provision of personal security in such aspects as educational, legal, environmental security, etc. where the socio-psychological nature of personal security can be clearly studied in the context of war and migration. In favour of this aspect of studying the problem of personal security, the article presents the material of theoretical analysis of personal self-preservation from the evolutionary and biological organisation of the manifestation of the instinct of self-preservation to the highest level of manifestation in personal self-realisation and rationalisation of human life; the basic provisions on the content of psychological security are systematised and a conceptual model of constructive self-preservation of personality is proposed, which allocates structural components (ensuring personal security and the degree of realisation of the full functioning of personality) and indicates their functional characteristics (security of the «I», security of others and the surrounding reality, security of psychological competence, self-realisation in existential existence, self-realisation in social relations, self-realisation in personal growth); the specifics of the activity modality in terms of state orientation and result orientation and the adaptive life strategy of a person in terms of alloplastic and autoplasic adaptation are specified. The continuum property of psychological security, which requires permanent support, strengthening and enhancement, is emphasised (Virna, 2023d).

The main coordinates of a person's psychological security during war are internal and external factors that help maintain mental balance, adapt to extreme circumstances and reduce the level of distress. In times of war, the concept of psychological security becomes central to survival, adaptation and preservation of identity (Virna, 2023e). In particular, by studying the semantic conflict of young people during the war, a symptom complex of personal and behavioural characteristics of young people with expressed self-confidence, value-identification indicators of self-overcoming, preservation and openness to change and a dignified position of an expressed sense of duty was identified, which allowed us to generalise this characteristic of young people as «dignified and confident youth» (Virna & Marchuk, 2024e). Also extremely relevant is the problem of resilience in wartime, which demonstrates the level of a person's ability to overcome a stressful situation, such as war and wartime conditions in which a person is. It is resilience that preserves the internal balance of optimal human functioning, and thus the level of mental health and psychological security (Virna, 2023f).

With regard to the development of applied approaches to studying the socio-psychological nature of personal security in the context of military and migration processes, various psychodiagnostic procedures have been developed and implemented to study prosocial trends in students' stress resistance during the war (Virna et al, 2024e); value orientations as a factor of students' resilience in times of war (Virna et al., 2024d); economic behaviour in patterns of consumption style and monetary attitudes (Virna & Marchuk, 2024a); and information trust in the authorities as an educational projection in times of war (Virna, 2023b).

The research has shown that psychological security in the context of the social trauma of war includes a wide range of studies of such mental phenomena as basic trust in the world, the violation of which (due to trauma, violence, betrayal) leads to disorientation, suspicion and anxiety. From a psychological point of view, it is about emotional passivity, exacerbation of feelings of belonging, acceptance and security, as well as distress and anxiety (Virna, 2024i). It is these mental states that disrupt the internal state in meeting both physical and moral needs. The multidimensional approach to the observance of the rights of the child in the context of humanitarian needs proposed by A.M. Eyng, which addresses the problem of his or her economic and consumer well-being, as well as the satisfaction of a set of material and non-material needs, is

particularly impressive. Specifically, it refers to the totality of the child's rights to protection from poverty. The poverty scenario emphasises violence and violations of the child's right to education, which will in fact be reflected in their undignified adult life, which may be further exacerbated by conflicts, crises, climate disasters (Virna & Eyng, 2022).

As for the substantiation of the main directions of activity in the field of educational services in the context of military and migration processes, based on the position of A.M. Eyng's position in the study of children's rights in humanitarian situations and the cultivation of intercultural school programmes, psychological support in a cross-cultural situation of migration is specified and the consequences of moral conflicts for the child are substantiated within the framework of ethnopsychanalysis and socio-cognitive theories of post-traumatic stress disorder; the consideration of the child's vulnerability in experiencing the moral trauma of migration is emphasised; the factors of moral damage of the trauma of migration of children and signs of risk for their mental health are identified; the dependence of moral damage of children on the identification experience and migration project of parents is substantiated (Virna & Eyng, 2024b).

When studying the clinical activities of Brazilian colleagues, it is most often about the use of psychotherapeutic technologies of psychoanalytic orientation, among which mentalisation psychotherapy occupies a leading position. As part of the study of this psychotherapeutic experience, alternatives for ensuring access to psychotherapeutic treatment for children and adolescents who are victims of violence are outlined, and the system of social and psychological assistance is analysed (Virna, 2023c).

In general, the phenomenology of child abuse is closely linked to the phenomenon of child poverty. Caused by the changing conditions not only of Brazilian society (the same can be said about Ukrainian society), it has acquired a distinct and highly important scientific status. With its conceptual and essential characteristics rooted in complex philosophical antinomies and economic regularities, social transformations in society intensify numerous issues of societal psyche. The knots of social contradictions, personal destructiveness, and pathologies are most clearly manifested in the context of child poverty and the development of deprived children who lack the conditions necessary to adequately satisfy their basic biosocial needs and are in urgent need of care, support, and qualified psychological and pedagogical assistance. The urgency of addressing the issue of children's right to education and health is also of

great importance, as it is connected to the development of conceptual foundations for organizing a social and recreational environment for children's lives. Such an environment can help neutralize the painful meanings of social stratification and the layering of the poverty syndrome. (Virna, & Eyng, 2024a).

Given the intercultural context of addressing violence and children's rights, understanding the potential of intercultural education in the field of human rights is highly relevant for ensuring the social quality of education, as well as for articulating school curricula and interculturality with the guarantee of human rights and social justice. The right to education implies the creation of identity, individuality, the ability for self-perception and self-regulation, provided that this is supported by pedagogical and evaluative processes that balance the regulation of conventions with the emancipation of creative life (Virna, & Eyng, 2023a).

The context of collaboration in this scientific project defines a wide range of psychological issues, specifically the identification of psychological norms related to quality of life, mental health, and well-being of participants in the educational process (children, teachers, and future teachers), using the humanitarian situation of the war in Ukraine as a case study. It also involves the development of an information and analytical system for the restoration and preservation of the mental health of educational stakeholders under conditions of war and migration. This is particularly relevant to the justification of fundamental directions in the provision of educational services during wartime and migration processes, including psychological and pedagogical support and supervision, inclusive support for children, prevention of bullying in its various forms, and preventive measures aimed at reducing the emergence of negative social phenomena (such as deviance, addictions, and delinquency).

Conclusions. In comparison with existing similar studies on this issue in psychological theory and practice, a number of scientific and innovative contributions have been achieved: a scientific and theoretical model of personal security has been proposed, indicating its structural and functional components, a specification of its goal-oriented and resource-related characteristics, as well as the actual and potential factors and conditions for achieving it. This contrasts with the commonly accepted interpretation of personal security as merely a state determined by the absence of threats and dangers. The theoretical and methodological foundations for interpreting both collective and individual assessments of

potential and actual violations of personal security in the context of war and migration processes have been strengthened. Aspects of the psychological interpretation of informational, economic, environmental, and legal security have been expanded. Key provisions for constructive changes in the psychological boundaries of personal security have been substantiated through the improvement of psychodiagnostic tools and the introduction of innovative psychotherapeutic technologies. Furthermore, experience has been systematized regarding the optimization of organizational conditions for specially structured educational activities for different age groups in the context of war and migration.

Prospects. The value of the results obtained from this research project lies in the context of the socio-economic, military, and political processes taking place on a global scale. The lives of individuals affected by war and migration are an inseparable part of these processes; therefore, the study of personal security has undeniable practical significance for both Ukraine and the global community. This is reflected in: concrete provisions for ensuring global security in the context of war and migration within the Concept of Public Safety; psychotherapeutic technologies for self-preservation, self-renewal, and self-development of individuals involved in war and migration processes (children, adolescents, youth, teachers, psychologists); and variations in the optimization of legal and organizational culture.

Overall, within the framework of psychological and pedagogical science, the value of the anticipated results will form both a theoretical and empirical foundation for the adequate development of the psychology of personal security in the context of war and migration as an independent scientific field. A significant part of this field will be devoted to the development of innovative educational and psychotherapeutic interventions aimed at overcoming the consequences of social trauma. Work in this area should serve as the basis for forming a scientifically grounded concept of human security through the joint participation of educators and psychologists from different countries, ultimately leading to the adoption of appropriate legislation.

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