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### Editorial

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In the field of children's and adolescents' rights, the International Convention on the Rights of the Child (CRC) already in 1989 clearly established a conceptual paradigm, as well as principles of interpretation for addressing situations that affect them. In Argentina, these principles were incorporated into the National Law for the Comprehensive Protection of the Rights of Children and Adolescents, enacted in 2005. However, the socio-cultural changes of our time require us to continuously revisit its principles and foundations. This leads us once again to question the right to be heard: What does it truly mean to acknowledge the voices of children and adolescents today? How can we accommodate what they think and feel? Are we genuinely willing to accept the different ways in which they express themselves? What are the implications of the right to be heard? And ultimately, what does this right seek to protect?

It is crucial to emphasize that even the highest international standards regarding childhood and adolescence—like all rights—are never guaranteed once and for all. We find ourselves in a historical moment where already-recognized rights seem to be increasingly challenged. In discussions about childhood and adolescence, two perspectives continue to coexist: the rights-based approach—which still struggles with how to fully realize the spirit of the Convention—and traditional approaches rooted in the tutelary paradigm. Paternalistic ideals, coupled with commercial and sectoral interests, hide behind a supposed morality of "the greater good," silencing the voices of children and adolescents, dismissing their testimonies, and, paradoxically, enabling them to carry weapons while advocating for the abolition of differential treatment between adults and adolescents in cases of conflict with criminal law. These and other positions violate their rights and disregard their subjectivity.

This volume explores what it truly means to make space for children's and adolescents' voices in everyday life and how this can be meaningfully achieved, grounded in their right to be heard and to have their opinions considered. The articles presented, written by psychologists and psychoanalysts, ultimately challenge an ethical position: the willingness to recognize the child's subjective dimension, acknowledging them both in their dignity as rights-bearing subjects and as beings of language undergoing processes of subjective constitution.

The paradigm of children's and adolescents' rights demands the commitment to truly listen to their voices. The challenge lies in striking a balance so as not to ignore the fundamental differences between children and adults. Integrating children's and adolescents' words, opinions, and emotions does not mean imposing responsibilities on them that they cannot and should not bear. Nor should "autonomy" be used as a justification for policies of neglect or lack of protection. Rather, it is the responsibility of adults to ensure the conditions in which children can safely express themselves and, in turn, be heard as subjects in the process of development.

This edition does not offer ready-made solutions but rather—as Ignacio Lewkowicz put it—embodies the desire to create a space that fosters critical thinking, raises questions, and highlights points of difficulty that, in turn, become challenges. It is a space for reflection through encounters with others, engaging with diverse ways of thinking, understanding, questioning, and acting.

Through case presentations, descriptions of intervention frameworks, and reflections on practices and their ethical challenges, the various articles explore issues such as the role of psychologists in the care of children and adolescents within spaces of care production –both within hospital discourse and psychoanalytic listening. They also address the distinct nature of children's speech compared to that of adults, ethical considerations in response to institutional requirements within the penal framework of testimonial interviews, and the significance of active and singular listening in professional practice. Additionally, the texts highlight the importance of clinical reading and the effort to recognize subjective particularities at the intersection of Law and Subjectivity. The contributions of Psychoanalysis are examined as well, offering a deeper reflective dimension on subjectivity and singularity beyond the framework of rights, integrating a specific perspective for developing strategies and making decisions that directly impact the lives of those who receive our care.

With the same spirit of reflection and the goal of fostering a space for exchange, the *Dossier* section presents two articles that explore the relationship between social discourses and the field of subjectivity. The first article examines Jacques Lacan's concept of university discourse, analyzing the commodification of knowledge and its impact on segregation and the exclusion of difference within the social bond. It underscores the importance of recognizing the limits of knowledge and the points of impossibility in contemporary discourses as a necessary condition for the emergence of transformative events.

The second article presents a doctoral research study on the discourse of information and hate speech in the digital public sphere, which aim to exclude, stigmatize, dehumanize, and segregate diverse identities, differences, and dissident voices. The study seeks to explore the consequences of these phenomena on subjectivation processes and community mental health, particularly in the context of the COVID-19 pandemic and post-pandemic period in Argentina. It highlights the contribution of discourse analysis, as an interdisciplinary approach, to the study of subjectivity, mental health, and psychology.

Readers will notice that both articles in the dossier share numerous points of connection, revealing the existence of a current area of interest that encourages reflection and drives various disciplines to continue placing research efforts at the service of the concrete issues that concern us as a society.

In a political and social context where the fields of childhood and adolescence, as well as health and mental health, are being particularly defunded and simultaneously discredited in public discourse, this volume aims to contribute to their revaluation. It seeks to underscore the importance of both research spaces and theoretical-critical thought, as well as intervention mechanisms, all guided by an ethical reflection that restores human dignity.

Enjoy your reading.

Buenos Aires, december 2024

Giselle A. López & Gabriela Z. Salomone  
*Editors of this issue*