



THE 17TH PUBLICATESSEN FESTIVAL IN THE CITY OF SEGOVIA Corporate social responsibility

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ABSTRACT

The Publicatessen festival was born from an educational innovation project with the aim of exposing fourth-year students of the Advertising and Public Relations degree at the University of Valladolid, Segovia Campus, to situations they will encounter in the professional world.

One of the departments that makes up the festival's organisation is Corporate Social Responsibility, whose role is to showcase the festival's social side, its commitment to society, and particularly to the city of Segovia, where the project takes place.

The study consists of a case analysis that presents the various non-profit activities carried out by the students during the 2024–2025 academic year. Additionally, through a focus group, the participants' experiences and learnings have been explored in depth.

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1. Introduction

Publicatessen festival is an innovative teaching project that has now reached its 17th edition in the 2024/2025 academic year. It is run by the Faculty of Social, Legal and Communication Sciences at the University of Valladolid, on the Segovia Campus. This project is unique in that fourth-year Advertising and Public Relations students organise an advertising festival, becoming the protagonists of their own learning, putting into practice the knowledge acquired during their degree and developing the skills expected of them at the end of their studies, thus offering them a certain advantage in navigating the highly competitive job market they will face.

This study focuses on one of the departments that make up the festival: Corporate Social Responsibility (CSR). This department is responsible for managing the social focus of the festival and its relationship with the organisation's stakeholders, both within and outside the faculty. This case study reviews the 10 activities carried out by the department's students during the 2024/2025 academic year to assess the social impact of the festival on the city of Segovia. It also presents the results of a *focus group* conducted with the participants to learn about their experience with the activity, what they learned and the skills they acquired.

This work highlights the mission of the CSR department and its involvement with the faculty and the city. Similarly, it emphasises the importance of teaching innovation projects of this calibre in preparing students for professions in growing demand, such as corporate social responsibility communication, as explained in the following pages.

2. Theoretical Framework

2.1. Publicatessen: A Teaching Innovation Project

The current context changes every day. What is trending today may not be tomorrow, and we are constantly faced with new technologies, processes and challenges that require us to turn everything that, until yesterday, seemed to be understood or predictable on its head. Thus, higher education institutions are forced to respond to these needs (Halancoa, 2024) and to meet society's expectations, paying special attention to those degrees that depend directly on social trends, such as those related to communication.

Students seek to successfully complete their degrees and enter the world of work, something that is of particular concern to students of communication-related degrees, given the high level of competition they face from other graduates and their doubts about their own ability to practise the profession (Núñez Cansado et al, 2024). In addition, private companies demand decisive profiles with the ability to adapt to the changes that arise daily in the industry, as some of them claim to have detected certain shortcomings in the preparation of university graduates (Martín García et al, 2025). Educational institutions compete fiercely with each other and seek new ways to bring their students closer to this reality of the labour market.

The European Higher Education Area (EHEA) seeks to improve the quality and competitiveness of institutions and promotes new methodologies that achieve optimal skills acquisition. Thus, teaching innovation projects are committed to training that stimulates student development, encouraging their participation and motivation (Núñez Cansado et al, 2024). Students express their preference for methodologies in which they can participate more, moving away from passive learning based on the mere transmission of knowledge (Zambrano-Moeira et al, 2024). The aim is to achieve meaningful learning, understood as a process through which both knowledge and skills are acquired (Cordones et al., 2024), where motivation, interest and reflection play a fundamental role in the acquisition of new skills.

In this context, and in response to the demand for better training for students in preparation for their future entry into the labour market, the teaching innovation project "The organisation of successful advertising festivals as a tool for the integration of academic and professional skills" was created, structured around the following requirements:

1. Integration of academic and professional skills.
2. Project developed in a real-life situation with tangible results.
3. Actions carried out in the students' social environment.

4. Initiatives capable of generating favourable states of self-competence in students.
5. Participation of students in teaching innovation.
6. Proposals that increase students' sense of achievement and generate a favourable emotional state (Núñez Cansado et al, 2024).

This project takes the form of an advertising festival called "Publicatessen", developed at the University of Valladolid, on the María Zambrano Campus in Segovia, which will celebrate its 17th edition in the 2024/2025 academic year. The festival is run by fourth-year students studying for a degree in Advertising and Public Relations, around 70% of whom participate voluntarily in the activity (Núñez Cansado et al, 2024). The festival is organised around three fundamental axes:

- Conferences: four days of sessions with renowned professionals from the sector
- La Liga Publicatessen: a competition in which universities from all over Spain participate
- Publicatessen Gala: an awards ceremony for the best advertising pieces submitted by students in the different categories.

Students participating in the activity are distributed across different departments from the beginning of the academic year to carry out the necessary activities. Each department is supported by a teacher, whose role is to provide guidance and mediation, so that students are exposed to real situations and environments, dealing with companies and professionals and coping with unexpected situations, where they must put into practice the knowledge acquired during their degree.

The departments are established based on the possible degree pathways related to the advertising and public relations profession profiles. Students enrol in each department based on their interests (Núñez Cansado et al, 2025). The departments established in the 17th edition are: Board of Directors, Design, Communication, Internal Communication, Gala, League, Protocol, Sponsorship, Conferences and Corporate Social Responsibility (CSR), the latter being the focus of this study.

2.2. Corporate Social Responsibility

Today's companies operate in a context in which the stakeholders involved with them in one way or another demand a commitment on their part that goes beyond their commercial activities. They demand that companies commit to the environment in which they operate and look to the future. Until a few years ago, this was not such a relevant issue. Today, companies are required to be environmentally responsible and to implement long-term sustainable practices (Drexhage and Murphy, 2010). They are asked to be transparent and to strike a balance between their activity and the impact it generates (Negro et al, 2023), applying ethics to the company (Pellicer Jordá, 2023). This is also expressed by Miranda and Flores (2024), who comment that companies must take into account the impact of their economic activity on the community and the environment in which they operate, positioning themselves with regard to "the environment, their contribution to social progress and the benefits generated in the community", as stakeholders will take into account the effect of organisations on society. Stakeholders are understood to include not only consumers, but also shareholders, employees, non-governmental organisations, local communities, the media and legislators. Companies must know how to relate to all of them through their CSR actions (Estanyol et al, 2024).

So, what is CSR? Many authors have defined and discussed the term. Corporate social responsibility can be described as a fundamental strategy for companies seeking to generate a positive impact on society, beyond the immediate economic benefits it may bring to the company, and which often includes environmental initiatives and social welfare programmes (Alcivar-Soria, 2024). Through these actions, CSR seeks to satisfy different stakeholders, as expressed by Negro et al (2023), who comment on the importance of corporate social responsibility for companies:

Companies must adopt skills that are sustainable in the long term. This means that companies must consider not only their economic profitability, but also their impact on society and the environment, implementing actions to improve the working conditions of

their employees, promote gender equality, reduce their carbon footprint, and be transparent in their management and fight against corruption. (Negro et al, 2023, p779)

Mendoza and Loor (2023) also review the term, stating that CSR "includes the use of codes of conduct to regulate supplier performance in health and safety, labour rights and environmental protection" in order to achieve certain objectives set by stakeholders and the environment in which the organisation operates.

These definitions already refer to CSR not only as specific non-profit actions carried out by companies, as was understood years ago, but as part of the core of organisations' overall strategy (Estanyol et al, 2024). Thus, companies' strategic decisions now take into account social and economic consequences, as they are closely linked (Mendoza and Loor, 2023).

CSR has proven to be not only a way to please the public, but also a strategy that builds solid relationships with stakeholders (Miranda and Flores, 2024), as it achieves very positive real results in business performance. This has been reflected in consumers who are more loyal to companies with a real ethical commitment, as well as in employees who are more satisfied and less likely to leave companies that follow this approach, which should be a priority in organisations' strategies (Alcivar-Soria, 2024). It has become a necessity for companies because it can help them stand out in such a competitive environment, among many other things (Miranda and Flores, 2024). CSR is a way for companies to demonstrate their position on certain socially relevant issues (Mendoza and Loor, 2023).

Given the importance of corporate social responsibility in the business context, it is understandable that there is a growing demand for professionals trained to perform these tasks. Estanyol et al (2024) state that "since the introduction of the Sustainable Development Goals (SDGs) defined by the United Nations Assembly as part of the 2030 Agenda, CSR communication has been one of the main strategic trends in public relations", understanding public relations as the study, from a social sciences perspective, of the communication realities and problems that arise between relevant individuals or organizations and the publics with which they interact (Xifra, 2017). PR does not only consist of communicating companies' social responsibility actions, but should ideally be part of decision-making, helping to plan and implement CSR actions, as it is considered a central aspect of an organisation's reputation and this responsibility falls to public relations (Estanyol et al, 2024).

According to these same authors, 34.5% of PR professionals in Europe consider CSR to be one of the most important issues in terms of corporate strategy, and CSR communication is a booming profession. They believe that demand for this type of profile will increase in the coming years, as companies will increasingly have to comply with new regulations requiring them to account for their activities and their impact (Estanyol et al, 2024).

2.3. Corporate Social Responsibility at the Publicatessen Festival

Having reviewed what Publicatessen is and what CSR is, the following question must be clarified: What is the role of the CSR department at Publicatessen? This department is responsible for planning and carrying out social activities for the benefit of non-profit organisations (Martín García et al, 2022), showcasing the social side of the festival, its commitment to society and, in particular, to the city of Segovia.

Taking into account what was reviewed in the previous section regarding the relevance of corporate social responsibility, it is understood that this department's interest in the Publicatessen festival is twofold. Firstly, because the festival, which has grown over the years and professionalised its structure, needs to show its socially responsible side and its commitment to the audiences with which it interacts: students, teachers and faculty staff, but also the local media, the companies in Segovia, many of which sponsor and support this activity, the non-profit organisations that collaborate with the activities and the citizens themselves.

Secondly, because it aligns with one of the main objectives of the teaching innovation project of which it forms part: to prepare students for the world of work. After seeing the relevance and demand for CSR in companies and agencies, it seems essential that students who are interested in this path can have as realistic an introduction as possible in order to prepare them for the

professional work they would like to do in the not-too-distant future. The development of the CSR department's activity within the festival is directly related to the professional pathway established in the degree programme linked to public relations management and institutional companies, as it allows students to develop the general, cross-cutting and specific skills required in the profession and described in the degree programme (Núñez Cansado et al, 2024).

3. Objectives and Methodology

3.1. Objectives

The following objectives have been established for this study:

- To compile and review the work carried out by the Corporate Social Responsibility department at the 17th edition of the Publicatessen festival.
- To learn about and gain a deeper understanding of the skills acquired by the students who participated in the activity in order to evaluate their learning and experience.
- To evaluate the impact of the activity and its contribution to the city where it takes place: Segovia.

To this end, we seek to answer the following research questions:

RQ1: Is the Corporate Social Responsibility department of Publicatessen a valuable learning platform for students in terms of the world of work?

RQ2: What is the contribution of the activity and the Publicatessen festival to the city of Segovia from a solidarity perspective?

3.2. Methodology

This study is carried out using a qualitative methodology divided into three distinct phases. The first is a review of recent publications on what corporate social responsibility is, as well as the Publicatessen festival and the value of this innovative teaching project for university education.

Once the topic has been contextualised and in order to answer the two research questions posed in this study, a case study has been carried out, which includes all the activities carried out by the members of the CSR department during the 2024/2025 academic year. The aim is to review and learn in detail about the initiatives they have carried out in order to assess their impact on student learning and on the city.

Finally, with the aim of thoroughly evaluating the students' experience after this activity, a *focus group* was held with the members of the department to hear their impressions first-hand. *Focus groups* are a valuable technique in social sciences when seeking to understand the perspectives and experiences of a specific community, as they provide data that would not be possible to obtain using other quantitative research methods (Sanz-Marcos, 2025; Ivankovich-Guillén and Araya-Quesada, 2011; Cortés, 2008). The session was held in person with the seven team members and was recorded with their consent. It lasted approximately one hour and was moderated by one of the coordinators, which facilitated the moderator's familiarity with the topic and the fluidity of the conversation with the participants.

The *focus group* was structured into four blocks in order to address the research questions posed for this study. Table 1 shows these blocks and their relationship to the questions posed during the *focus group*.

Table 1: Structure and question guide for the *focus group*.

Block 1: Impressions prior to starting the activity	1. What motivated you to join the CSR department?
	2. How did you initially approach the challenge of the department: initial feelings about your ability to perform the work, knowledge of the subject, what was expected of you, etc.?

Block 2: Specific activities they have carried out	1. Which of the activities you have managed would you say has contributed the most? Which would you repeat?
Block 3: Skills acquired	1. What skills do you think you have developed after being part of this department? 2. If you had to choose one skill, which do you think would be the most important for carrying out the activities of this department? 3. Do you feel more capable or confident about entering the job market than before you started the project? 4. Would you talk about this experience in a job interview? What would you highlight?
Block 4: Final impressions and learning	1. What are your impressions or feelings about the experience now that you have finished, both in the CSR department and the experience of being part of the Publicatessen festival in general? What would you highlight? 2. Recommendations for those coming next year, lessons learned or improvements.

Source: Own elaboration, 2026.

4. Results

4.1. Case Study

The case study covers all the activities carried out by the members of the CSR department during the 2024/2025 academic year. It consists of a total of seven students, led by a coordinator and a sub-coordinator, with the support of two teachers throughout the activities. Table 2 shows a summary of a total of 10 actions carried out, covering the period from the beginning of the academic year to the festival in April, which marks the end of Publicatessen's activities.

Table 2: Activities carried out in Segovia by the CSR department

Date	Activity
23/10	Volunteering Fair
5/11/24	DANA charity collection
13/11/24	Blood donation
25/11/24	Public statements against gender violence
12/12/24	Visit to CEIP Villalpando
16/12/24	Charity hot chocolate party
17/12/24	Delivery of Christmas letters to the Hermanitas de los Pobres nursing home
5/02/25	Cancer Awareness Day
4/03/25	Screening of the film Lady Bird
12/03/25	2nd blood donation
24 and 26/03/25	Publinter
08/05/25	Collaboration with the AECC

Source: Own elaboration, 2026.

The content of each of the activities carried out is discussed below:

Volunteering Fair (23/10/24): 17 non-profit associations from Segovia, including the Red Cross, AACEM Segovia, Cáritas, Aida Books, and the Downs Syndrome Association (Asociación Down) Segovia, among others, spent the morning of 23 October in the agora of the Faculty of Social and Legal Sciences, providing information about their work. CSR was responsible for contacting the associations and coordinating the activity, as well as organising a game and a raffle to encourage attendees to find out about the different initiatives carried out by the associations, thereby introducing the faculty's students to the possibilities of collaborating with the city's non-profit organisations. In some cases, this even resulted in collaborations between students and some of the invited organisations.

DANA charity collection (5/11/24): students from the Publicatessen organisation, together with the Alfil Juvenil and Emisión Mahonita associations, coordinated a collection of materials for those affected by the DANA. They arranged for the materials to be taken to the Zibá restaurant, which provided the space for the collection, and then coordinated with Segovia Solidaria to ensure that the materials reached the affected areas.

Blood donation (13/11/24): throughout the day, in a morning and afternoon shift, a blood donation campaign was organised, accompanied by an incentive in the form of a raffle.

Publications against gender violence (25/11/24): the CSR department coordinated a series of events on 25 November to mark the International Day for the Elimination of Violence against Women. Alma G. Repiso, a psychologist who analyses television series from a gender perspective on her social media, and Carlota Corredera, a television presenter, attended the university.

Christmas initiative: The Christmas initiative was carried out in three phases. In the first phase, on 12 December, the CSR department visited CEIP Villalpando (an infant and primary school) and helped the children make Christmas cards. On 16 December, a hot chocolate party was organised at the faculty with two aims: to raise funds for those affected by the DANA and for the university students to dedicate the cards made by the children to the elderly residents of the Las Hermanitas de los Pobres nursing home. On 17 December, CSR, together with other members of Publicatessen, visited the nursing home and spent time with the elderly residents, sharing the cards with them and entertaining them with a dance performed by a group of students.

Cancer Awareness Day (5/02/25): one morning, a team of students went around the city of Segovia wearing distinctive vests and handing out 200 bracelets donated by the Spanish Cancer Association in Segovia in order to raise awareness and inform the public about World Cancer Day.

Lady Bird screening (4/03/25): a screening of the film Lady Bird was organised to mark International Women's Day, with attendance encouraged by a prize draw, free popcorn and a discussion on the topic after the screening.

2nd blood donation (12/03/25): given that the first donation went very well, the Hermandad de la Sangre and the Elna association once again enlisted the support of Publicatessen and the faculty to organise and coordinate a second blood donation with the same dynamic as the first.

Publinter (25 and 26/03/25): Publinter is a solidarity initiative organised by CSR students and consists of a charity clothing exchange. On 26 March, a space was set up in the faculty to collect clothing donated by students and lecturers. The following day, 27 March, a swap market was held where the collected items could be exchanged for others or purchased at a symbolic price of between €1 and €3. All the money raised was donated in full to the Muixeranga d'Algemès association.

Collaboration with the AECC (08/05/25): on 8 May, the CSR team provided audiovisual coverage of the campaign launched by the Spanish Association Against Cancer (AECC), which appealed to the public. Although this initiative was outside the period in which Publicatessen activities are usually held, the collaboration arose from the positive relationship established in previous activities between the AECC in Segovia and members of the CSR team.

4.2. Focus Group

With regard to the *focus group*, the most relevant comments that arose in the conversation around the questions posed are summarised below:

Why did you decide to join the CSR department? What motivated you? The CSR department is generally the smallest at the festival. While the other departments had 14, 11, 13 and 10 members in the 17th edition, CSR had 7. This lower saturation was one of the main motivations for joining the department, which they acknowledged has resulted in easier work management. On the other hand, they were unaware of the department's role, but once the festival coordinators explained its functions and charitable purpose to them, and they saw the activities that CSR had carried out in previous years, this was another reason for joining.

How they initially faced the challenge of the department: initial feelings about their ability to perform the work, knowledge of the subject and what was expected of them. Most of the members highlight the importance of feeling secure thanks to the support of their colleagues and teachers; the feeling of being part of a team has been fundamental in overcoming initial barriers or insecurities. They also mention overcoming their initial doubts about what they could contribute to the project and the opportunity to work with people they had not met before, which was good practice for the working reality that awaited them afterwards.

Which of the activities they have managed would they say has contributed the most to their learning? The students highlight the Volunteer Fair and the Day Against Gender Violence activities, because the complexity of organising and coordinating them has taught them a great deal about how to manage this type of activity. They also highlight the visit to the Hermanitas de los Pobres nursing home as the most rewarding activity they have carried out, as it involved direct contact with people and allowed them to see the real contribution they were making to society and the results of their work. Finally, the coordinator also highlighted the DANA collection as one of the most interesting activities, not only because of the difficulty of managing it under a lot of time pressure, but also because of seeing the genuine commitment and involvement of the people, both from the faculty and the city.

What skills do you think you have developed after being part of this department? The members highlight that they have acquired or improved the following skills:

- Organisational skills and learning to set priorities
- Teamwork
- Dealing with the public
- Feeling and managing responsibility
- Learning to delegate
- Development of creativity

- Ability to adapt to unforeseen situations
- Problem solving

What are your impressions or feelings about the experience now that you have finished it, both in terms of the CSR department and the experience of being part of the Publicatessen festival in general? What would you highlight? They highlight that it has been a very positive experience, in which learning and fun have been paramount, feeling part of a team that has been the department, but also part of something bigger, the Publicatessen organisation in general. They also mention that it has been an achievement for the department to receive positive *feedback* and memories from students in other years about the activities carried out.

Do you feel more capable or more confident about entering the job market than before you started the project? Do you feel that you have improved in areas where you previously felt more insecure, such as those mentioned above, as well as breaking down the barrier of not feeling capable of doing something? They also comment that, although this work is not directly related to what interested them in terms of the job market, it has helped them to acquire skills that are transferable to any professional profile. On the other hand, some do comment that this experience has opened the door to a career related to social causes that they had not considered before. Finally, it is worth highlighting the coordinator's comment on one of the contributions of this project for them: valuing their work, effort and ideas in order to find a fairly paid job.

5. Discussion and Conclusions

This study shows the dual value of the Corporate Social Responsibility department. Firstly, it reveals how students have acquired or improved skills related to the Advertising and Public Relations degree, putting into practice the skills they are expected to achieve throughout their studies and which, in many cases, would not be possible without projects such as this one. Students can thus transfer what they have learned in class to a real-world environment and face situations that prepare them for the reality of the workplace they will encounter after completing their university studies. This is reflected in the students in the CSR department, who have acquired skills such as:

Communication skills: students have had to mobilise other classmates to carry out the various activities proposed, achieving high participation and very positive *feedback*.

Leadership: for some of the events, they have found themselves in the position of having to contact and coordinate professionals from the sector and different organisations. At the same time, the coordinator and deputy coordinator of the department have had to lead their team, manage time, delegate tasks and make decisions.

Knowledge of the institution: the students had to manage the different spaces in the faculty, obtain permits and coordinate figures for the inaugurations of the events and the necessary authorisations to carry them out.

Working under pressure: they have been forced to resolve unforeseen events and complex situations in a very short time, such as in the case of collecting donations for DANA, where it was necessary to organise and coordinate with other teams on public holidays, not only within the faculty, but also with other collaborators in the city who made it possible.

Time management: students have had to organise themselves in order to carry out the activities successfully, managing the time allocated to the department's tasks in addition to their academic obligations outside of it.

Teamwork: these activities require constant teamwork, not only between themselves but also with other departments of the festival, on which they have relied to get the work done. Departments such as communications, to manage calls for entries and raise visibility; design and audiovisuals, to produce communication materials on time and cover events; protocol, to assist in activities where more staff were needed; and sponsorship, to obtain the various incentives for the competitions. All members of CSR value what they have learned in terms of teamwork.

Ethical and social commitment: due to the nature of the department, all activities implied an ethical and social commitment to the people, organisations and the city in which they were carried

out. They have helped both indirectly and first-hand, getting involved when required for each event.

Adaptability: students have found themselves in the position of having to deal with unforeseen events and find quick solutions, as required by any event in a real-world setting.

Dealing with people: the activities carried out forced them to deal with very different audiences, something that the members of the department appreciated, as in many cases it took them out of their comfort zone and broke down barriers related to the fear of interacting with other professionals.

Applying knowledge: this experience has allowed them to apply much of the knowledge they have gained during their degree in a theoretical way: carrying out CSR activities first-hand and understanding what they consist of, organising speakers, making announcements, coordinating with other teams, etc.

Developing creativity: as many members pointed out in the *focus group*, they have had to develop their creativity when it comes to devising the most appropriate activities to achieve their objectives and how to make them more attractive in order to increase attendance.

All these skills are directly related to the skills approved in the Verified Report for the Degree in Advertising and Public Relations, as shown in Table 3, complying with the objectives of the teaching innovation project and with the general and specific objectives of the degree. Taking into account the findings of Estanyol et al (2024) in the theoretical framework of this study, with regard to the expected growing demand for professionals trained to develop CSR strategies, it is essential that students acquire skills related to this field, and this teaching innovation project achieves this. This resolves the first research question posed at the beginning of this study: Is the Corporate Social Responsibility department a valuable learning platform for students entering the world of work? Definitely yes.

Table 3: Relationship between the skills acquired by the members of the CSR department and the general and specific competencies established in the Verified Report of the Degree in Advertising and Public Relations

Skills acquired during the project by members of the CSR department	Selection of the general and specific competencies established in the Verified Report that have been achieved with this project
Communication skills	CG-4 Ability to convey information, ideas, problems and solutions. CE-1 Fundamental knowledge of communication.
Leadership	CE-2 Ability to take on leadership roles. CE-22 Preparedness to take risks.
Knowledge of the institution	CE-4 Knowledge of the environment.
Working under pressure Time management	CE-24 Knowing how to manage time
Teamwork	CE-20 Ability to work in a team
Ethical and social commitment	CG-6 Development of an ethical commitment in your professional role.
Ability to adapt	CE-3 Ability to understand and interpret the environment and adapt to change.

Dealing with people	CE.19 Ability to relate to people and the environment
Applying the knowledge acquired during the degree	CG-2 Ability to apply knowledge to work or vocation in a professional manner.
Development of creativity	CE-5 Ability to be creative and innovative

Source: Own elaboration, 2026.

Secondly, the second research question posed, "What is the contribution of the Publicatessen activity and festival to the city of Segovia from a solidarity point of view?", is also answered after observing the different activities carried out by CSR. Most of these activities have transcended the walls of the faculty to take to the streets and involve other audiences in different ways: inviting the city's most relevant non-profit organisations to make themselves known to university staff and students (bearing in mind that most of the latter come from other cities), collecting materials for DANA, where the involvement and coordination with the Zibá restaurant and Segovia Solidaria were fundamental, visiting schools and nursing homes, and sending a team out to raise awareness in the city about the fight against cancer. All of this shows how the students and the Publicatessen festival have become involved with the city of Segovia in different ways through charitable and non-profit initiatives. Given the size and importance that the Publicatessen festival has acquired in the Faculty of Social, Legal and Communication Sciences on the Segovia Campus, as well as in the city itself, it is necessary that, like any organisation, it has a department that shows its socially responsible side and its commitment to its stakeholders.

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