

THESIS ABSTRACT

FORMACIÓN PARA EL EMPLEO DE LOS JÓVENES EN DIFICULTAD SOCIAL

Fernández-García, A. (2016). Departamento de Teoría de la Educación y Pedagogía Social. Facultad de Educación. Universidad Nacional de Educación a Distancia (UNED). (Dra. Gloria Pérez Serrano, dir.).

The doctoral thesis so-called “Work training for youngsters with social difficulties”, through a metatheoretical analysis, evaluates more than two hundred research articles that were done to study the trend which is currently being defined about training and employment in young people, especially in youngsters with social problems. It was selected two key dimensions, training and employment, which together with the term social difficulty, have constituted the three descriptors search to determinate the most relevant subcategories that define in detail each dimension. It has been established three subcategories to the training: training programs, failure and leaving drop school and integration in the society; and Employment category, we have selected two sub-dimensions: Needs and employment promotion and labour insertion.

The main objective is to have knowledge of work training needs for young people at risk in society. The methodology applied is a mixture (quantitative and qualitative). Two techniques have been used to collect the data, on the one hand, the survey, which was applied to 446 first-year students of FPB (Basic Professional Training) and/or second-year of PCPI (Initial Professional Qualification Programs) during 2014/15 academic course in the Autonomous Community of Madrid,

and on the other hand the Delphi technique applied to social agents who works with young people in a situation of social vulnerability throughout Spain.

For each of the techniques have been developed ad hoc surveys from the dimensions, criteria... discovered through the metatheoretical analysis developed in the theoretical framework.

The data analysis was done by the statistical program SPSS 22.0 for quantitative information, appropriate for data analysis in Social Sciences; and Atlas.Ti 7.0 program for qualitative information. The investigation supports, among other implications, the need of a robust initial training which constitutes the most important basis to build new learning in order to provide continuity in learning and professional development processes. The results of this study show individuals who own a higher educative level, are part of the labour force longer so that their presence among the unemployed population is limited. Additionally, this study is pretended to contribute the scientific community with some minimum criteria and quality indicators to be accomplished when a professional intervention on training and employment in young people at difficulty occur.

Participating experts have agreed on five basic criteria that govern professional practice in intervention with young people, which are outlined below: The relevance and contextualization of actions to suit the needs of young people; The availability of resources that enable the design of relevant and sufficient actions and adapted to social dynamics that has the youth group promoting their participation and involvement; The processing capacity in the development of the intervention, as it is essential to establish processes individualized

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follow-up with the young people with whom we intervene in order to know their degree of satisfaction, compliance with the process and the suitability of the shares about their expectations, in order to improve the process from practice; The usefulness and effectiveness of the intervention, as indicated by the participating experts, is paramount to the development of socio-work skills in youth to enable them inclusion and standardized development from continuous learning processes; and efficiency of coordination and positive and profitable management of all the resources that

come into play in the implementation of actions: financial, infrastructure, human resources or coordination strategies both public and private.

The definition of those criteria and indicators is essential in the field of social intervention as starting point to improve young people quality of life, especially the most vulnerable ones, and that contributes to their whole social integration. Finally, it is recommended to encourage and support researches leading to extend the studies referred to work training for young people in social risk.

MEJORA DE LA CONVIVENCIA Y COMPETENCIA COMUNICATIVA EN EDUCACIÓN. DISEÑO Y APLICACIÓN DEL “PROGRAMA MCCC” PARA LA PREVENCIÓN Y RESOLUCIÓN DE CONFLICTOS ESCOLARES.

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The thesis aims was to combine two basic aspects: the scholar coexistence and the communicative skills, both from a theoretical and practical point of view, given that with the creation of the Program “Improving the Coexistence and Communicative Competence (ICCC), our object of study was to develop a relevant and innovative project that will help to prevent or resolve conflictive situations or even to improve scholar coexistence, through the use of language, the development of language skills and the support of new active methodologies.

The study is divided in two sections: the theoretical one is focused on coexistence, curriculum, school climate, and its members’ participation, as well as on the problems and obstacles for coexistence in relation to their causes, behavior, and conflicts. There is another devoted to the communicative competence and its fields, principles and methodologies. Moreover, the ICCC Program includes the development of a “Linguistic skills project” with its own structure. There is a second section for fieldwork, composed by its design and

its results’ analysis and interpretation, along with its conclusions.

Raised in a general framework, the goal of the empirical study was to check the effectiveness of the ICCC program in order to educate students in conflictive situations and to improve classroom relationships, whenever its application can help to prevent bullying and improve coexistence. In order to achieve it, we seek to find the most frequent forms of abuse between classmates and the differences by sex; to examine whether the existing social relationships lead to conflicts; to discover the aggressor background, feelings, perceptions and responses to intimidation and to finally to understand the reactions, thoughts, and actions of those intimidating others.

The more relevant conclusions of the thesis were: a) that the implementation of specific plans and programs on coexistence are essential for its improvement; b) given the results, the ICCC program was able to restraint some bullying situation in the experimental group, since relations between classmates improved reducing the intimidation frequency; c) there is a lack of classroom focused’ research in the communicative competence. It should be developed through the process of teaching-learning of the language skills and with well planned discursive practices, and d) we have perceived through the ICCC Program implementation that there was another way and methodology of working with students, putting into practice a significant learning generating motivation and implementing new active methodologies.