

THESIS ABSTRACT

ACCIÓN SOCIOEDUCATIVA Y LOCURA. TRAMAS, NARRATIVAS Y EXPERIENCIAS EN EL ÁMBITO DE LA SALUD MENTAL EN GALICIA

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The research addresses local worlds of experience where interpersonal dynamics connect corporeal states to collective realities which determine the reality of madness. In diverse scenarios and from different points of view, this analysis seeks to discern the conditions of possibility for a socio-educational action based on experience and occurrence. It focuses in particular on the frames of meaning, on biographical narratives, as well as on the experiences of diagnosed people (and also in the testimonies of their families and professionals) in order to understand the mechanisms by which the subjects come to identify themselves or disagree with the hegemonic representations

that set out the way in which we should live madness as a disease. In these intersubjective universes power and anti-power games come into play and they generate diverse identities, and at the same time, the dominant benchmarks related to how psychological suffering is produced, recreated and refuted.

The socio-educational action revolves around the interpretative forms of phenomena that the normality regime establishes as pathological, dysfunctional or deviant. Based on a critical detachment of these notions, the approach addresses the plurality and complexity of the expressions of human discomfort.

The political-educational task is based on the pretext of enabling new identifications and transitions for these subjects, from the construction of their own biographies, their social records and their own sense experiences. Closely related to benchmarks, identities and scenarios, this work outlines how strategies are developed for the construction of autonomy and the management of suffering. The problematization of these elements stands out as a touchstone for an educational action whose *raison d'être* lies in welcoming or initiating that which is different, beyond rigid diagnostic categories.

EL CAPITAL SOCIAL COMO FUNDAMENTO PARA LA EVALUACIÓN DE LA SOSTENIBILIDAD PARA LOS TELECENTROS DE CATALUÑA: LA CONSTRUCCIÓN DEL REFERENTE DE BUENA PRÁCTICA

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Social capital as basis for evaluating sustainability with Cataluña's telecentre: building a good practice model

Telecentre offer communities great opportunities for increasing flexible access to ICT. But not only. They offer places where people meet, generate new ideas, opportunities for change are offered and, in some cases, are a vital and integral part of the social infrastructure of the community. The main objective of this investigation is to propose social capital the key to generate sustainable actions within Cataluña's XPT [Xarxa Punt TIC] network of telecentres.

Specific objectives of this study are the following: (1) to propose a battery of sustainability indicators for telecentres; (2) to design and validate an instrument measuring social capital in telecentres; (3) to describe and evaluate actions developed to implement sustainability in Cataluña's telecentres ; (4) to elaborate a model of good practice for sustainability in XPT's.

On a theoretical level, this study develops a view on telecentres which is both, actual and

global, covering their objectives, models, services, needs and challenges. It intends to offer a detailed analysis of the dimensions of sustainability, to propose six dimensions of sustainability and to elaborate on the factors which have an impact on it. Social capital contribution will thus be looked at in terms of its development, potential and measure, as applied to the socio-educational dimension of the telecentres. At the end of this phase, the various possibilities offered by the social capital to the sustainability of telecentres should emerge.

An instrument was created thereafter, with the intent of creating a social capital profile of the telecentres and identify those actions which reinforce or increase its sustainability. Both types of results have allowed us to build a model of good sustainability practices based on experiences made by the five telecentres of the XPT network.

We consider that sustainability in telecentres is possible thanks to their appropriation by the community benefitting from it, as well as the relationships existing between policymaking agents, community leaders and the various entities constituting the community. Thus, sustainability is finally the intertwining of networks based on trust, proximity and horizontality generated within. It's the concept of social capital which allows an in-depth analysis of all those networks.

Thus, social capital is generated via connectivity of structures which are both participatory and integrated, as for example networks of proximity and horizontality. It is created by the capacity of people to connect with others in the community. For them, these telecentres have become a vital and integral part of the local community's social infrastructure.

POTENCIALIDADES E PRÁTICAS DE INTEGRAÇÃO DAS DIMENSÕES SOCIOCULTURAL E BIOFÍSICA EM EQUIPAMENTOS PARA A EDUCAÇÃO AMBIENTAL: ESTUDOS DE CASO NO EIXO ATLÂNTICO (NORTE DE PORTUGAL E GALIZA)

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Potentialities and practices of integrating both biophysical and sociocultural dimensions in environmental education facilities: case studies in Eixo Atlântico (Northern Portugal and Galicia)

The present investigation has focused on the resources of environmental education (EE) called “Environmental Education Facilities”, specifically located in the territory of the Euro Region of *Eixo Atlântico of the Peninsular Northwest* - Northern Portugal and Galicia (Spain). Taking in consideration the potentialities of these resources, such as of the community development, this study seeks to analyze the practice of integrating both biophysical and sociocultural dimensions of educational projects within a set of EEF. As specific objectives, the research aimed at identifying the factors that optimize and others that difficult that integration. It was also a goal to analyze the pedagogical strategies, the level of population’s involvement and characteristics of the EEF educators.

The geographical delimitation is justified by an absence of compared research on EE in two territories that are geographical and culturally similar. Moreover, EEF in Portugal and Galicia are, in general, centered on the natural heritage’s conservation, which reveals a reduced articulation between biophysical and sociocultural dimensions of the reality.

The denomination *Environmental Education Facilities* or *Environmental Education Centres* corresponds to a set of heterogeneous initiatives of non-formal education, with the following elements: 1) *facilities* for EE purposes; 2) an *educational program*; 3) a *stable educational team*; 4) *material and mythological resources*; 5) an *environmental management model*; 6) an *evaluation system*; 7) *programs* that are planned according

each type of *visitors*. The study is also based on the concept of “EEF’ social impact” which comprises the criteria of the level of visitors’ participation; contact with the local reality; duration of the activities.

Concerning the methodology, the research follows a qualitative structure - a depth multiple case study strategy, employing in depth and semi-structured interviews with directors of EEF and EE experts. The EEF sample was selected considering a set of criteria (*a priori* categories) related to the concept of sociocultural integration and impact, having resulted in a total of 29 EEF, located in the coast and inland of Eixo Atlântico. Following *a priori* and emergent categories from the interviews, there were reached four main themes: general and political characterization of the EEF; characterization of the educational project and of the educational team; characterization of EEF connections with their surroundings.

Reflecting on the factors influencing the sociocultural integration and social impact, two opposite phenomena are highlighted. On one hand, there are similar phenomena to the rest of the Eixo Atlântico’s territory, with elements that seems to difficult the integration and impact:

- i) There are limitations of financial and human resources;
- ii) The most mentioned objective of educational projects is the awareness for biodiversity conservation, showing reductionist visions of EE;
- iii) The scholars are the major segment of the public, comparing with stakeholders such as decision makers;
- iv) Activities’ themes in urban areas are often out of that EEF context;
- v) The EEF set includes passive forms of activities and a reduced critical sense of place;
- vi) The existing EEF networks are still incipient, and the EE strategies at a regional and national level have little relevance on EEF;
- vii) Most of the EEF directors and educators are initial trained exclusively on Natural Sciences, existing a lack of opportunities for continuous training (e.g. educational areas).

On the other hand, there are different aspects from the rest of Eixo Atlântico and that reveal a high level of integration:

- i) The EEF sample has a large spectra of projects with sociocultural objectives;
- ii) There are more activities of medium and long duration (e.g. several days);
- iii) There is a high level of engagement from some segments of the population and in active ways;

- iv) There is a larger diversity of partnerships;
- v) The deepest connection to the local community occurs in EEF that develop local improvement projects (biophysical and socio-economic types).
- vi) Educators feel a higher satisfaction with their profession.

The exchange between EEF of each border region was found to be under developed. The demographic factor of land use (urban Versus rural/natural EEF) is another reason for the disparities between EEF in Eixo Atlântico.

These and other challenges make keeping the conviction that, as long as are guaranteed the conditions, EEF can be efficient social facilitators. Thus, it turns relevant to deepening the knowledge about the difficulties and solutions to those facilitators, as well as valuing the strengths in Eixo

Atlântico, as a model to the other regions of Spain and Portugal.

Furthermore, the fostering of the following processes is recommended:

- (1) Increasing educators' training on educational strategies to better address urban problems and on evaluation systems of EEF;
- (2) Creating a cooperation network of EEF in Eixo Atlântico which might address: i) the coordination between the EEF and local/regional sectoral strategies; ii) the coordination between EEF and significant institutions of Eixo Atlântico.

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EDUCACIÓN Y CIUDADANÍA. EMPODERANDO DESDE LA PROPIA DINÁMICA SOCIAL DE UN BARRIO

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Education and citizenship. Empowering from the own social dynamics of a neighborhood

This study, along five chapters, presents a research on the perception of a given space from the perspective of development agents. In this case the citizen entities or associations.

The theoretical chapter situates from the critical theories, as much of the social pedagogy as of the education for the development. This means understanding that the issues that bring situations of poverty and systemic vulnerability are marked by traditional structures. The importance acquired by citizens' participation in the processes of emancipation is considered, together with the territory, they are the two main elements when it comes to defining what the emancipatory dynamics of a specific context.

Thus, in order to promote emancipatory education actions adapted to the dynamics of citizenship, it is necessary to answer whether it is really possible to address the concerns of a neighborhood and how these demands are channeled to

the Public Administration. As specific objectives susceptible of analysis, they are defined:

- Identify the different social agents that act as channeling the demands of the San Jerónimo neighborhood; as well as the actions they carry out in terms of the promotion of emancipation.
- Inquire about the formative processes (conscious or not) of these actions, in the different areas of citizen socialization in San Jerónimo, approaching the role that they can play as emancipatory training agents.

Definitely shows the system of categories of analysis designed around two general dimensions: emancipatory dynamics (social agent, places in the context, creation of networks, perception of the neighborhood, guiding principles, action, organizational culture) and formative strategies (training strategies, purpose and scope of action, trainer, tools and evaluation).

By having limited time and resources, was considered the relevance of locating in a specific territory; Considering the Barrio, as the spatial delimitation most suitable to approach a context as large as the municipality of Seville (Andalusia, Spain).

Chapter two, leads us to know the context from the analysis of the official documentation made available to the public. It offers a panoramic view of the neighborhood of San Jerónimo; in terms of urban, population, socioeconomic, social welfare, distribution of resources and equipment, and associationism. In this way, the institutional, public and private actions that are developed in the context are analyzed.

The operationalization of these issues is defined exhaustively in the third chapter. The content includes the methodological approach of the research, where the process of selection of the participants; as well as the techniques and instruments for collecting information.

From the interview, fundamental elements are detected in which to deepen on the concrete practice that is why observation takes center stage. The analysis of the information, from the perspective of hypothesis of progression, facilitated the establishment of levels of analysis. These levels are presented according to each of the units of analysis that make up the selection of participants in this study. The extracted information is related through the techniques designed to respond to the categories of analysis of each of the dimensions and subdimensions described.

In this sense, it has been explained from the point of view of the participants how they

perceive each of the elements that, we believe, favor an emancipatory dynamic; as well as those that consciously or unconsciously from their own dynamics are proposed with a formative nature.

Results ends with the presentation of the observation sheets made for each of the spaces that have been considered in this research as spaces for social coexistence and with the potential to work on raising awareness and channeling citizen demands.

We finish, presenting the main contributions, as well as the challenges, limitations and future lines of research that emanate from this study. In definitive, a way of approaching the knowledge of a neighborhood from the emancipatory perspective of it is presented, giving value to knowledge, movement and trust created by associations that maintain a continuous trajectory and commitment in the neighborhood.

MODELOS DE ACCIÓN SOCIOEDUCATIVA CON INFANCIA Y ADOLESCENCIA EN LOS SERVICIOS SOCIALES MUNICIPALES DE LA CAV

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The doctoral thesis, MODELS OF SOCIO-EDUCATIONAL ACTION IN CHILDHOOD AND ADOLESCENCE IN THE BASQUE AUTONOMOUS REGION MUNICIPAL SOCIAL SERVICES, arises from two previous research projects in which the author participated in the years prior to writing this thesis, and from her experience of more than 20 years as a social educator in the field of childhood.

The initial hypothesis was: "The professional cadre of social educators has the potential to build an alternative model of socio-educational action".

The objectives defined were as follows:

- Analyse professionals' daily practice in socio-educational action.
- Identify the existing models of socio-educational action currently in existence in the context of the Basque Country.
- Develop recommendations with regard to socio-educational action in childhood in situations of risk.

The study of socio-educational models (Geibler and Hege, 1997; Giménez, 2014; Medina, 1997; Núñez *et al.*, 2010; Úcar, 2004; Varela, 2013) explains and justifies the educational practices observed, as the latter display different approaches, objectives and results depending precisely on the models from which they arise. These models were analysed and classified according to the participative dimension (Pericacho, 2012; Núñez *et al.*, 2010).

We have adopted the term "models of socio-educational action", as it focuses on pedagogy and, therefore, on education, with a sense of possibility in the project and the future, bypassing proposals based on deficit (which is transmitted by the more usual term, "intervention"), as indicated by several authors (Geibler and Hege, 1997; Lucio-Villegas, 2005; Núñez *et al.*, 2010; Sáez, 1993).

With regard to methodology, the qualitative approach was selected as it allows access to the perspectives of social partners - that is, to their interpretations, knowledge and experiences, which are the specific focus of this thesis - through three key elements of communicative methodology:

- Horizontality between the world of science and the subjects of study;
- Visibility of excluding and transforming factors; and
- Generation of change for social transformation.

With regard to the production of data, a total of 15 in-depth interviews were conducted and 8 focus groups comprising more than 80 professionals. An Advisory Council was formed of participants in the study to guarantee scrutiny of the objectives, the research process itself, the instruments and also

the interpretation of the results being gathered. As such, this structure entails a democratisation of the research process, as it involves bringing real life and science together (Alonso et al, 2012b; Gómez et al., 2006; Yuste, Serrano, Girbés and Arandia, (2014). Likewise, criteria of scientific and ethical rigour have been followed (Miyata and Kai, 2009; Gómez et al., 2006; Tellado et al., 2014; Tracy, 2010).

A lot of information has been obtained over the course of the research process on the basis of the dimensions and categories I have defined, and through which the profession's expertise in working with children can be appreciated. These dimensions are: the professional practice dimension (areas, dimensions, objectives, activities, physical spaces, strategies, protocols, interprofessional relationships and schedules, institutional responsibility and social responsibility, and the evaluation of content and who should conduct it), the subject dimension (the subjects, i.e. the children and their families, the professional worker and everything

relating to the educational relationship), and the context dimension (the legislative context, i.e. the institution as a framework, legislation and the organisational context, with respect to membership bodies).

With regard to the conclusions, it is fair to state that we are considering a very young profession, focused on action and with diverse and mixed theoretical sources. Tensions between the models of socio-educational action render it urgent to overcome the conflict between the model of work imposed by public institutions and the model on which social educators base their work. These professionals express their confidence in a model that emphasises social change and transformation, taking community participation as a foundation, progressing toward a model based on dialogue and participation, although for the time being this goal requires a greater professional effort as it entails the abandonment of homogenising monitoring practices for all citizens.