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artículos destacados

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SOLER MASO, Pere y Anna PLADOS LLADÓ. [Una propuesta de evaluación de las políticas públicas de juventud. El SIAPjoven: sistema de indicadores para la evaluación de políticas municipales de juventud.](#) En: VI Congreso Estatal de Educación Social. Nuevas visiones para la educación social, experiencias y retos de futuro. Comunicación defendida dentro del Eje Temático 4 "Políticas públicas en la Educación Social como derecho y construcción de la ciudadanía". RES. Revista de Educación Social. Barcelona: Asociación Estatal de Educación Social, enero 2014 (18). ISSN 1698-9007.

The purpose of youth policies is to ensure the possibility and the quality of all the processes involved in a full citizenship experience. To achieve this, we must favour youth emancipation, understood as access to housing and decent jobs, but also as having received a high-quality education, having access to culture, or not being subjected to any type of social exclusion. Therefore, the evaluation of any youth policy must include items that assess the effectiveness of the actions undertaken from an integration perspective that favours full citizenship.

In this contribution, we are submitting an evaluation proposal based on this perspective. The SIAPjoven is understood as a self-assessment tool also capable of analysing municipal actions regarding youth policies. 32 goals arranged into 12 fields, which have been validated by experts, have been submitted together with 10 key indicators and study cases involving several municipalities. The final proposal has been published on the following website: [siapjove.udg.edu](http://siapjove.udg.edu)



SÁNCHEZ-PORRO FRIAS, David Guillermo y Eva GONZÁLEZ ORTEGA. [Los programas de mediación escolar como herramientas para la promoción de unas relaciones de pareja saludables en la adolescencia.](#) REOP, 28(1), 72-85. ISSN 1989-7448.

Romantic relationships affect the socio-affective development of adolescents and the lives of adults. Satisfying the need for intimacy requires conflict resolution skills, communication skills, and emotional intelligence. These skills are, in turn, basic issues in school mediation learning. Therefore, the idea is to take full advantage of the said knowledge to improve romantic relationships through a proposal whose main goal is to create healthy relationships during adolescence, and optimise the school's resources, as a secondary goal. The people involved in this training may be outsourced, but a school member should direct the programme. Participation is voluntary and is open to students and teachers. The learning methodology must be based on participation and a proactive approach, and it may address both mediation and affective relationships at the same time, or the latter following mediation. The contents must include issues such as active listening, assertiveness, empathy, emotions (identification, expression, and regulation) and conflict (reactions, identification, etc.). When implementing it, the reality of the centre, its mediation programme, and the students' attitudes toward sexuality must be considered. Creating and approving this proposal must begin in the school's organisational committees. The proposal should be disseminated to raise awareness among students, teachers, and the rest of the staff. Finally, the training can be delivered through discussion groups, case studies, or guided discussions, among other techniques



GÓNZALEZ FERNÁNDEZ, Sara. [La representación de la violencia en las series juveniles españolas.](#) En: GUARINOS, Virginia y María Jesús RUIZ, eds. Narrativas audiovisuales: convergencia mediática, transnacionalización e intercambio cultural. I Congreso Internacional de la Red Iberoamericana de Narrativas audiovisuales (red INAV). III Encuentro Iberoamericano de Narrativas audiovisuales [línea = en línea]. Sevilla: Universidad de Sevilla, Secretariado de Recursos Audiovisuales y Nuevas Tecnologías, 2012.

This study analyses the way in which violence is presented in several television series (El Barco, Sin tetas no hay paraíso, Águila Roja, El Internado, and Hispania la Leyenda). It studies whether it corresponds to the principles that the Reina Sofía Centre for the Study of Violence, now closed, and researchers, such as Edward Donnerstein, have identified as principles according to which the representation of violence exercises an inappropriate influence on viewers. The analysis of the content, of the narrative structure (plot and emotional representation) reveals that all series reflect these principles to a greater or lesser extent: violence is imitated more when the aggressor is attractive; charming and attractive victims generate a greater shock; the presence of common weapons is more intimidating; realistic violence is more dangerous than unreal and fictional violence; rewarding violence or not punishing it promotes the learning of violent behaviours, among others. From a quantitative point of view, the series that broadcasts most violent scenes is Hispania. From a qualitative point of view "Sin tetas no hay paraíso" is the series that contributes most to learning a violent conduct