

Articles of interest in january 2018



UNIVERSIDAD
**PABLO
OLAVIDE**
SEVILLA

IJERI

International Journal of Educational Research and Innovation

GÓMEZ GERDEL, María de los Ángeles. José Francisco GUERRERO LÓPEZ y Juan José LEIVA OLIVENZA. [Análisis de la inclusión socioeducativa de los jóvenes con síndrome de Asperger: un estudio cualitativo.](#) International Journal of Educational Research and Innovation. Sevilla: Universidad Pablo de Olavide, Departamento de Educación y Psicología Social, 2017 (8) 108-127. ISSN 2386-4303

In the mid-20th century, autism was discovered and characterized as the inability to relate in a normal way with people and situations from the beginning of life. Today, Asperger's disorder is included within the ASD (Autism Spectrum Disorders) spectrum. Several autism-related programmes are currently being developed: an autism genome project, an autism genome database, an autism phenome project, and an autism research centre. One of the features of people with Asperger's syndrome is their difficulty to communicate; empathy is their Achilles' heel. In adolescence, it is characterized by a difficulty to find someone with the same interests, which generates feelings of loneliness because adolescents with Asperger's Syndrome feel unhappy if they do not have friends or feel misunderstood. They also display a high level of distress regarding their academic performance. It is therefore essential for them to participate in social skills groups that will help them understand many social norms. The transition to a working environment generates fear and anxiety among people in this group. There is no widely-agreed educational and curricular model for this stage; the services and facilities are highly fragmented.

.....



anuario **iet** de trabajo
y relaciones
laborales

MORENO-COLOM, Sara, Vicent BORRÀS CATALÀ y Albert TRINIDAD JIMÉNEZ. [Ni escuela ni trabajo: el tiempo libre como un oasis obligado en medio de la nada.](#) Anuario IET de trabajo y relaciones laborales. Cerdanyola del Vallès, Barcelona: Institut d'Estudis del Treball, 2017, (4) 99-111. ISSN 2339-5753

The occupation crisis is taking away from the importance of productive work in the vital transition of a young person to adulthood. Young people attribute to leisure activities the weight of their personal identity, especially men, activities outside of work or training are the most satisfying, they confer social identity, and are the field in which they project their growth and personal development expectations. Some young people, who neither study nor work, perceive that there is no coherence between the training they receive and how useful it is for daily life, they

recognize the need and usefulness of education but criticize the educational institutions, teaching staff and the usefulness of the studies. They lack motivation and perceive that the teacher underestimates them, for that reason they blame the educational institution for their failure or dropping out of compulsory education and, although there are other more practical courses they would like to take, these are also more expensive and inaccessible. On the other hand, this group of young people renounce precarious work and understand that entry into the labour market has a lot to do with connections and luck, which lowers their individual responsibility and strengthens the argument of lack of effective use of studies as a result of an uncertain future. These factors generate despair which lead to taking refuge in free time wherein they dedicate themselves to leisure activities and that sometimes help them to acquire knowledge and skills in an informal way. Free time for those who are not in formal education or work allows them to occupy their minds and make life meaningful.



DELGADO, Melvin y Denise HUMM-DELGADO. [Las artes escénicas y el empoderamiento de jóvenes discapacitados.](#) Pedagogía social: revista interuniversitaria. Madrid: Calamar Ediciones, 2017, (30), 11-126. ISSN 1989-9742

Youth empowerment is impossible without the acceptance of justice and social change; it implies the willingness of communities to use their power to obtain rights through their actions. The objective is to eliminate the marginalization and oppression of all young people and especially the disabled, facilitating their personal fulfilment. Methods of empowerment can be theatre, particularly when it encourages improvisation, the practice of musical activities, dancing, singing, leadership, community service projects, etc. Empowerment requires trust, social empathy and social connections. The marginalization of disabled youth occurs as a consequence of school performance methods (reading, mathematics, science) that ignore the capacity and creativity of disabled young people who are unable to find support in the educational environment; their multiple intelligences are not valued. It is necessary to promote equality in disability because the exclusion of young people from the performing arts is a limitation of their educational experience and their right to employment. There are several models for performing arts education for the disabled and VSA is an international organization for performing, visual and literary arts and disability.