

## Featured articles from the OVJ documentation center. April 2021

UNIVERSIDAD DE GRANADA  
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PROGRAMA DE DOCTORADO EN CIENCIAS DE LA EDUCACIÓN



TESIS DOCTORAL

GARCÍA FUENTES, J.M., 2020. [\*The transitions of young NEETs in a context of socio-economic crisis: family, educational, employment and political repercussions.\*](#) University of Granada

The conclusions of this research highlight how the NEET label is a perverse indicator that focuses on contrasting structures: education and employment. Therefore, the attempt to blame young people for the situation they assume in their various transitions is considered a failure. Hence, the term NEET does not reflect the diversity of youthful characteristics that they present in the course of their lives. Furthermore, in the context of this study, it is inevitable to consider that, in the struggle to solve the fragmentation of youth profiles in an unstable educational and employment situation, it is not possible to implement a single policy that does not address the heterogeneity of particularities that they present in their transition to adult life. Within this myriad of objections, a series of profiles of young NEETS are presented that speak to extremely different realities and which require political actions that focus more on the source of the problem. Each of these profiles shows that being young is not to be considered as a uniform attribute. On the contrary, it is a diversity of characteristics that mark the differences. Indeed, instead of talking about young NEETS, we should refer to "mirror youths", which reflects a social reality without real opportunities for an autonomous life, where responsibilities do not fall on them directly, but display the difficulties they face to achieve a meaningful life. Finally, we included the limitations encountered in the design of the research, future prospects, and political actions to tackle these issues and offer solutions that contribute to the improvement of society in general and citizens in particular.

Revista Latinoamericana  
de Educación Inclusiva

ISSN versión digital: 0718-7318



Editor y Director General de la Universidad Católica de Chile, en colaboración con ROSACE, Red Nacional de Investigadores sobre Género y Equidad Social.

URIBE RONCALLO, P., 2020. [\*Alternative Masculinities: Men who Stand outside the Hegemonic Model and Generate Change through Education.\*](#) Revista latinoamericana de educación inclusiva, vol. 14, no. 2, pp. 115-129. ISSN 0718-5480

Understanding that education is one of the main agents of gender socialisation and given the importance of preventing gender-based violence in society, exploring and understanding the life stories of men who have constructed an alternative type of masculinity can shed light on how education can promote models of masculinities that are different from the traditional one and address the possibility of having male models that contribute to the construction of non-hegemonic masculine identities. The goals of this research try to understand those milestones, life experiences, and motivations that make a man construct an alternative masculinity to the traditional model.

This information was collected through in-depth interviews with 19 participants who identify as male, of legal age, from diverse backgrounds, identities and sexual orientations, and currently residing in the city of Barcelona. A narrative-biographical approach was used as the information extracted was analysed and interpreted based on personal accounts and thoughts, allowing us to approach the perspective of these men on events that have had an impact on their identities and life stories and thus to understand if they are capable of educating other men, promoting these values, and becoming involved in actions that promote equality and non-violence.



WRIGHT, M., WACHS, S. and GÁMEZ GUADIX, M., 2021. [Young people facing cyberhate: The role of parental mediation and family support](#). *Comunicar: Revista científica iberoamericana de comunicación y educación*, no. 67, pp. 21-33. ISSN 1134-3478

Adolescents around the world are increasingly exposed to cyberhate. Further knowledge is needed to understand how young people cope with these experiences. This study investigated the relationship between the parental mediation of Internet use and coping strategies among adolescents who focus on this problem in a hypothetical case of cyberhate victimisation, while considering family support as a moderator of these relationships. The sample consisted of 5,960 adolescents aged 12-18 from Cyprus, Germany, Greece, India, Spain, South Korea and Thailand. A structural equation model was estimated to investigate the relationship between parental mediation, social support, and coping. A positive relationship was found between instructive parental mediation and the use of problem-focused coping strategies and a negative relationship between restrictive parental mediation and adolescents' ability to cope adequately with cyberhate. Furthermore, family support moderated these relationships, increasing the relationship between instructive mediation and coping and decreasing the relationship between restrictive mediation and cyberhate coping. The findings emphasise the need to provide parents with information and highlight the importance of families encouraging adolescents' abilities to cope adequately with cyberhate.