

## Intervención social y jóvenes

**Idioma:** EN

### **EXAM STATEMENT:**

Exam duration: 90 minutes. No materials are permitted. You must choose two of the three questions to answer. In the questions, you must answer the underlined parts. The non-underlined parts are the context of the question. The content of the answers must include all the central aspects addressed in the heading/subheading of the topic. Each answer must be structured in an orderly manner, coherent, and conceptually precise, avoiding generalisations. Careful writing and no spelling mistakes will also be taken into consideration to pass the exam. Similarities and/or literalities between exams will be grounds for failure. Likewise, literal reproductions of the basic text are not permitted, except for those referring to specific definitions and classifications of an author(s), institutions or organisations.

Question 1: Strategies for socio-educational intervention in the context of participation and social sustainability. (The strategic approach to socio-educational intervention in different contexts).

Question 2: Strategies for socio-educational intervention in the context of complexity and the ecology of action. (The strategic approach to socio-educational intervention in different contexts).

Question 3: Research for action: young people facing social difficulties. (Evaluating and researching for action).

## Question 1

Strategies for socio-educational intervention in the context of participation and social sustainability. (The strategic approach to socio-educational intervention in different contexts).

### **STUDENT RESPONSE:**

Socio-educational intervention with young people in the context of participation and social sustainability requires a strategic approach that integrates empowerment, community development and long-term social cohesion. This approach is based on understanding young people as active social agents, capable of contributing to collective well-being and to the sustainability of their social environments, rather than as passive recipients of intervention.

First, participation must be understood as a substantive principle of socio-educational intervention. It goes beyond punctual consultation and implies the real involvement of young people in the diagnosis, planning, implementation and evaluation of interventions. Strategies aimed at fostering participation include the creation of stable participatory spaces, such as youth councils, community assemblies or associative networks, where young people can express their needs, interests and proposals. From a socio-educational perspective, participation also has a formative dimension, as it promotes civic competences, critical thinking, responsibility and democratic values. The professional role is to facilitate processes, reduce power asymmetries and ensure inclusive participation, especially of young people in situations of vulnerability or social exclusion.

Second, social sustainability constitutes a key framework for socio-educational intervention. It refers to the capacity of social systems to guarantee well-being, equity and social cohesion over time, taking into account intergenerational justice and the responsible use of social and community resources. Strategies oriented towards social sustainability seek to strengthen social capital, community ties and networks of mutual support. In the field of youth intervention, this implies promoting actions that reinforce belonging, solidarity and collective responsibility, as well as encouraging sustainable life projects that integrate educational, occupational, social and community dimensions.

Third, the strategic approach to intervention requires a contextualized and ecological perspective. Socio-educational strategies must be adapted to the specific contexts in which young people live, such as schools, neighborhoods, digital environments or leisure spaces, and consider the interaction between individual, relational, institutional and structural factors. Interventions oriented to participation and sustainability often adopt community-based and network-based methodologies, promoting coordination between public services, third-sector organizations, educational institutions and informal community actors. This coordination avoids fragmented actions and increases the social impact and continuity of interventions.

Fourth, empowerment and capacity-building are central strategies in this context. Socio-educational intervention should aim to strengthen personal and collective capacities, enabling young people to identify resources, exercise their rights and influence social change. This includes developing skills for participation, conflict resolution, cooperative work and social innovation. Educational actions linked to

social entrepreneurship, volunteering or community projects are examples of strategies that combine participation with social sustainability.

Finally, evaluation and reflexivity are essential components of the strategic approach. Interventions must incorporate participatory evaluation processes that allow young people to assess outcomes, identify learning processes and propose improvements. This contributes to transparency, accountability and continuous improvement, while reinforcing the sense of ownership and commitment to collective projects.

In conclusion, strategies for socio-educational intervention in the context of participation and social sustainability are based on active youth involvement, community strengthening and long-term social cohesion. They require a strategic, contextualized and coordinated approach that integrates participation as both a means and an end, and social sustainability as a guiding principle of socio-educational action with young people.

## Question 2

Strategies for socio-educational intervention in the context of complexity and the ecology of action. (The strategic approach to socio-educational intervention in different contexts).

### **STUDENT RESPONSE:**

Socio-educational intervention with young people in the context of complexity and the ecology of action requires a strategic approach that recognises the multidimensional, dynamic and uncertain nature of social realities. Youth situations are shaped by the interaction of structural factors, institutional frameworks, community contexts and individual trajectories, which means that linear, standardised and isolated interventions are insufficient. From this perspective, intervention strategies must be flexible, contextualised and oriented towards managing uncertainty and unintended effects.

The notion of complexity implies understanding young people not as isolated subjects but as actors embedded in systems of relationships, norms, resources and power structures. Socio-educational intervention therefore needs to adopt a systemic and holistic approach, integrating personal, relational, community and structural dimensions. Strategies should start from a comprehensive assessment of the young person's life context, identifying risk and protection factors, available resources, social networks and institutional responses. This assessment is not static but continuous, allowing the intervention to be adjusted as contexts and needs evolve.

The ecology of action, as proposed by Edgar Morin, highlights that any action, once initiated, enters a network of interactions that can generate unforeseen consequences, sometimes distant from the original intentions. Applied to socio-educational intervention, this perspective requires professionals to assume that interventions produce effects beyond their immediate objectives. Strategic action, therefore, must be reflexive, cautious and open to revision. Planning is essential, but it must be combined with the capacity to observe, learn and reorient actions based on their real impacts on young people and their environments.

In this framework, socio-educational strategies prioritise processes over rigid programmes. Intervention is conceived as a sequence of actions that evolve through dialogue with young people and coordination with other agents. Participation becomes a key strategic element, not only as an objective but as a methodological principle. Actively involving young people in the design, implementation and evaluation of interventions increases relevance, fosters empowerment and reduces the risk of unintended negative effects. Participation also enhances the adaptability of actions, as young people contribute their knowledge of contexts and emerging needs.

Another central strategy is intersectoral and network-based work. Given the complexity of youth realities, no single service or organisation can respond effectively in isolation. Socio-educational intervention must be articulated with education, employment, health, social services and community organisations. Coordination and shared planning help to avoid fragmentation, duplication and contradictory actions, which are especially problematic in complex contexts.

Network work also increases the system's capacity to absorb uncertainty and respond to unexpected situations.

Evaluation plays a strategic role within the ecology of action. Rather than being limited to final results, evaluation is integrated throughout the intervention process. Continuous and participatory evaluation allows professionals to identify emerging effects, assess whether actions are reinforcing or undermining initial goals, and make informed adjustments. This reflective practice strengthens professional responsibility and ethical commitment, particularly when working with vulnerable youth.

In conclusion, strategies for socio-educational intervention in contexts of complexity and ecology of action are characterised by systemic analysis, flexibility, reflexivity and participation. They assume uncertainty as an inherent condition of social action and emphasise adaptive planning, network coordination and continuous evaluation. This strategic approach enables more coherent, ethical and effective interventions with young people in diverse and changing social contexts.

### Question 3

Research for action: young people facing social difficulties. (Evaluating and researching for action).

#### **STUDENT RESPONSE:**

Research for action with young people facing social difficulties is a strategic approach that links knowledge production with social intervention, aiming not only to understand reality but also to transform it. From the perspective of Social Work, research for action is especially relevant in contexts of vulnerability, as it allows interventions to be grounded in evidence, adapted to real needs, and oriented toward empowerment, participation, and social inclusion.

Research for action is based on the integration of research, intervention, and evaluation in a continuous and cyclical process. It departs from traditional positivist approaches by assuming that social reality is complex, dynamic, and influenced by multiple structural, relational, and individual factors. Young people facing social difficulties, such as unemployment, educational exclusion, precarious housing, migration processes, mental health problems, or situations of risk and social exclusion, cannot be understood in isolation from their social, economic, and institutional contexts. Therefore, research for action adopts a holistic and ecological perspective, considering the interaction between personal trajectories, family environments, community resources, and public policies.

A central element of research for action is the active participation of young people as subjects of the process rather than as passive objects of study. This participatory orientation recognizes young people as social actors with knowledge, experiences, and capacities to analyze their own realities. Through participatory diagnostics, discussion groups, interviews, and community mapping, young people contribute to identifying needs, priorities, and resources, which increases the relevance and legitimacy of interventions. Participation also strengthens their sense of agency, citizenship, and social capital, which are key factors in overcoming situations of vulnerability.

Evaluating for action implies understanding evaluation not only as a final measurement of results, but as a formative and ongoing process that accompanies the intervention. Evaluation allows professionals to assess the coherence between objectives, strategies, and outcomes, to identify strengths and weaknesses, and to introduce improvements throughout the intervention. In the field of youth social intervention, evaluation must combine quantitative and qualitative indicators, capturing both measurable changes (such as access to education, employment, or services) and less tangible processes (such as empowerment, participation, relational networks, and subjective well-being). Ethical considerations are essential, ensuring confidentiality, informed consent, and respect for the rights of young participants.

Research for action also plays a key role in the design, planning, and coordination of social intervention projects. By generating contextualized knowledge, it supports evidence-based decision-making and facilitates coordination between public services, third-sector organizations, and community actors. This collaborative dimension is especially important when addressing complex social problems that require intersectoral responses, such as transitions to adulthood,

social exclusion, or risk behaviors. The evaluation of social capital and network functioning becomes a strategic tool to strengthen cooperation, optimize resources, and enhance the sustainability of interventions.

In conclusion, research for action with young people facing social difficulties is a fundamental methodological and ethical approach in Social Work. It enables a deep understanding of social realities, promotes participatory and empowering interventions, and ensures continuous evaluation oriented toward social transformation. By linking research, action, and evaluation, this approach contributes to more effective, inclusive, and sustainable responses to the challenges faced by young people in contemporary societies.