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The Improvement in the Expectations on the University and Higher Studies in Young People at Risk of Social Exclusion: The FIOCB Project



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Abstract

One of the great dilemmas of our schools and institutes today is to be attractive for our young people and adolescents. If we add phenomena such as cultural, functional, social, economic and gender diversity (to name a few), the complexity to raise important educational activities for the lives of our youngers increases. The FIOCB (Funds of Identity in an Open Center in Barcelona) project is one of the socio-educational programs carried out in Open Centers in Spain (Catalonia) that offer alternatives to make the school a nearer and more sensitive space for everyone. The project aimed to increase participant's expectations of education in general, and school instruction in particular developing a positive discourse on the sense of education. The results show how the students have undergone a process of identity transformation as a result of their participation in this project. It is concluded that the educational continuities can improve the sense of school institution.

Introduction

The "blurring" of the sense of school learning [1,2]. The existence of discontinuities between the practices, relationships and experiences of young people, on the one hand, and those made possible by formal educational institutions, on the other. There is a lack of sense of the school due to the transformation of the basic parameters of learning: where and with whom, when, what, what and how [2].

Funds of Identity

To increase the expectations of adolescents in relation to higher education institutions, it is necessary to have an impact on activities that promote a new identity for adolescents and that incorporate practices that give value to higher education through knowledge and relevant references. That young people have geographic, social, cultural, institutional identity funds [3,4]. Learner identity as a strategy for changing university expectations [5]. The process of learning the identity of the learner is based on the experiences of participation in learning activities, both formal and informal educational experiences, which have influenced the person throughout time and situations.

Participants

A total of 7 young people belonging to the neighborhood of Ciudad Meridiana (Barcelona) participated in the study, of which

5 were women and 2 men, with a minimum age of 16 years and a maximum of 22 years, with an average of 18 years. The young people were chosen following the criteria: to be a young person from Ciudad Meridiana, to fill in the pre- and post-test questionnaire, to participate in the FIOCB program. The project was implemented during the months of October, November and December 2014 and consisted of 9 sessions lasting approximately 60 minutes each session.

Aims and Objectives

The objectives of the project and the approximate timetable for its development were explained in the first session. In the second session, the young people chose songs, with which they identified for some reason, and once chosen they talked about their interests, problems and tastes. The third session focused on the "spiral learning" activity. The participants identified significant experiences of learning throughout their lives within a timeline. In the fourth session, young people, based on an element of their interest identified in the previous sessions (the comic), drew several vignettes on the school and what they would like to change to improve their school learning. The fifth session discussed the meaning of school and education through 4 experiences or testimonies of students; they finally wrote their own experience. The sixth session was dedicated to prejudices



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