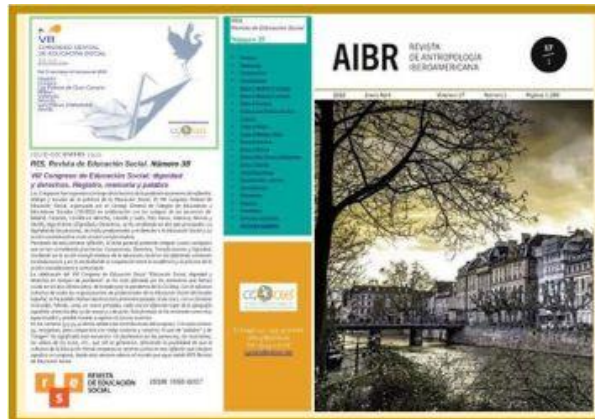


Featured articles from the OVJ documentation centre. June 2023



BELATEGI MADINA, A., EIGUREN MUNITIS, A., DOSIL SANTAMARIA, M., PICAZA GORROTXATEGI, M. and OZAMIZ ETXEBARRIA, N., 2022. [Analysishttps://eduso.net/res/wp-content/uploads/2022/12/res-35.miscelanea.8-amaiur.pdf](https://eduso.net/res/wp-content/uploads/2022/12/res-35.miscelanea.8-amaiur.pdf) of the situation with regard to preparing adolescents in welfare accommodation in Bizkaia for emancipation. RES: Revista de Educación Social, no. 35, pp. 108. ISSN 1698-9007

When young people living in welfare accommodation turn 18, they must leave the welfare system and embark on the process of becoming independent. This article collects the views of young people and professionals who have lived through this transition period to highlight their experiences. Consequently, this study has allowed us to understand these young people's circumstances and investigate what kind of training they receive before leaving the welfare accommodation. We have used a qualitative research method for this purpose. Based on the study results, we found that the training provided to young people is full of shortcomings, which has highlighted the need to create adequate training for the emancipation of young people to ensure their future.

GUTIERREZ PÉREZ, B.M., BUDIAN, R.C., SERRATE GONZÁLEZ, S. and DACOSTA, A.F., 2022. [Helicopter parents, Snow White children: Problematisation of young people's digital uses among education professionals.](#) AIBR: Revista de Antropología Iberoamericana, vol. 17, no. 3, ISSN 1578-9705

Based on interviews with teachers and educators from several Spanish provinces, this paper explores how they perceive the risks associated with social relations forged by young people through the Internet and, fundamentally, social media. More specifically, we analysed how they perceive certain problems that affect not

only the academic education of young people but also their shaping as individuals and how they manage their social relations and life in the community, particularly in the educational community. Reference is also made to how they perceive the role played by families regarding these risks and the degree of collaboration between families and schools. Our multi-sited approach aims to uncover the experiential background of the interviewees in their privileged observation of digital social practices and their effects on the young people with whom they interact and live on a daily basis in an educational environment.

SOLDEVILLA SANTANDER, D., 2022. [Addressing truancy from a solution-focused approach](#). RES: Revista de Educación Social, no. 35, pp. 103. ISSN 1698-9007

This paper addresses the problem of truancy, a problem that goes beyond the walls of schools and reaches the doors of the Public Social Services System due to its supervisory and coercive function. While truancy has been somewhat technically invisible, the fact remains that it is a major problem because of its direct association with risk factors and long-term social exclusion. It also presents peculiarities that make it difficult to resolve: from forced referrals and "visiting" youths to "demanding" families and demands to be met, which means that intervening in school absenteeism is not a simple matter. It is for this reason that this article attempts to provide some practical proposals that are mainly based on a Solution Focused Approach, a model that epistemologically offers an opportunity for young people to generate a new identity for themselves and take control over a problem that is sometimes experienced as entirely paralysing. These proposals may also be of interest to schools.