

Orientation and Socio-labour Integration

Code: 101668
ECTS Credits: 6

Degree	Type	Year	Semester
2500260 Social Education	OT	3	2
2500260 Social Education	OT	4	0

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Mercè Jariot Garcia
Email: Merce.Jariot@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

No prerequisites

Objectives and Contextualisation

Guidance, support and counseling are social education functions and a fundamental educational tool to enhance and help from the empowerment perspective to the unemployed persons (young people, women, over 45, immigrants) and groups with social exclusion risk, to build and / or redirect their professional and life projects to promote a successful process of employment and/or job reinsertion and educational development, social and labor.

This subject is part of the mention of Adult Education but serves people from 16 to 65 years of age so it provides the necessary knowledge to help young people in the development of their professional and life project. Intervention are based on a critical review of the social-labour environment, of the occupation policies, and job orientation methodologies

It is a professional subject that offers a direct professional outlet to social educators as an [employment consultant](#), job counselor, job coaching, among others, in different work contexts (public employment services, CIEs , Social Services, Local Administration, Foundations and private entities, among others). As well as to break down the barriers produced by discrimination for being a woman or identifying oneself as a member of the LGTBIQ collective.

More specifically, the objectives of the subject are:

- Provide tools for the student learn about the labor market and the elements that interact in it and can develop the ability to guide people to achieve their career goal.
- Understand and analyze programs and strategies to labor integration.
-

Have acritical vision as a professional of guidance on the inequalities that occur in the labor market due to

- Empower students for intervention in processes that facilitate the employment of people who have difficulties in accessing to the labor market, to promote the progressive involvement and autonomy in the management of their professional development process at any stage of their life.
- Analyze and prepare intervention processes to improve the self-esteem, expectations of success, motivation, confidence and security of people facing job selection processes

Guidance and vocational integration is fundamental for social educators since it allows introducing the basic concepts that characterize the processes of guidance and professional development, providing the skills and strategies necessary for the establishment of appropriate measures for the development of the professional and life project, taking into account the characteristics, individual needs and the laboral context

Competences

Social Education

- Accompany people in their processes of growth and emancipation.
- Apply the socio-emotional skills needed to manage human relations.
- Develop critical thought and reasoning and be able to communicate them effectively, both in your own language and second or third languages.
- Guide and advise groups and individuals to establish educational challenges and itineraries.
- In an articulated manner, design plans, programs, projects, activities and tasks in various socio educational contexts.
- Know different models and guidance strategies.
- Maintain a respectful attitude to the environment (natural, social and cultural) to promote values, behaviour and sustainable practices that address gender equality, equity and respect for human rights.
- Promote autonomy among participants and seek a balance between roles as advisor, facilitator and promoter of socio-educational dynamics.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.

Learning Outcomes

1. Accompany people at risk of exclusion in their process of growth and emancipation.
2. Acquire socio-emotional and communicative skills for working with people at risk of exclusion.
3. Acquire values and attitudes of respect for the different social and cultural environments that are unique to our contemporary societies.
4. Apply strategies and interventions to promote the autonomy and social integration of people at risk of exclusion.
5. Assessing the value of the different programmes and guidance strategies for employment and social insertion.
6. Design guidance programs for social inclusion and finding employment.
7. Economic and instructive variables relate to the indices of insertion and professional development
8. Guiding immigrants in matters of employment and training.
9. Know the different models and guidance strategies applied to Social Education.
10. Using guidance resources and strategies that promote the progressive participation of people.

Content

1. The profession of professional guidance: job opportunities, skills and work environments
2. Career Guidance and Social and Vocational Integration: definition and considerations
 - 2.1. Guidance for Social and Vocational Integration: concepts and limits.
 - 2.2. The vocational integration process: from social and vocational exclusion to social and vocational integration.
 - 2.3. Second-Chance education

2.4. Non-discriminatory Career Guidance: the variable gender in the election and professional development

3. Labor market and employment policies

3.1. Operating indicators of the labor market

3.2. Transitions in the labor market

3.3. Policies and initiatives for the vocational integration of vulnerable groups

4. Career Guidance

4.1. Identification and analysis of profiles

4.2. Design and development of the career guidance: the process of vocational integration and the entrepreneurship.

5. Vocational guidance's programs and services for social and vocational Integration in Catalonia

5.1. Vocational guidance services for universities and city councils

5.2. Employment guidance programs for vulnerable groups.

5.3. Analysis of employment guidance programs and services for vulnerable groups.

Methodology

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19

The actor/actress in the learning process is the student, and under premise is planned, participatory and active methodology that includes the following activities of teaching and learning:

The student is the main protagonist of the learning-teaching process, and consequently, the methodology of the module that is shown has been planned under this premise.

The methodology in this module is structured around two types of sessions.

Firstly, there will be sessions with the whole group class in which a thematic presentation of the module will be done, using different types of supports and activities for the introduction of contents.

Secondly, there will be activities in small groups in seminars sessions that will facilitate the application of knowledge imparted the analysis and resolution of cases and practical problems, the development of small research work and of experimentation.

1. Directed Activities

- Oral presentation by the teachers of the content.
- Oral presentation by the students of their docs and practices.

2. Supervised: do it in the seminars sessions with the indirect guidance and assessment of the teacher but in autonomous way

3. Autonomous: Individual and autonomous work based on the proposed materials: readings, seminar activities, preparation, viewing of the audio visual material.

The supervised and autonomous be evaluated by formative evaluation.

4. Evaluation activities, self-assessment, peer-evaluation: to verify and qualification the process from work and written tests. All the activities are evaluative.

In all the activities the ethical commitment and the deontological principles related to the orientation function will be worked

15 minutes will be allocated so that students can answer the survey to evaluate the teaching performance and evaluation of the subject.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lecturer class	45	1.8	
Type: Supervised			
Supervised activities	30	1.2	
Type: Autonomous			
Autonomous activities	75	3	

Assessment

Our teaching approach and assessment procedures may be altered if public health authorities impose new restrictions on public gatherings for COVID-19.

The course evaluation will be carried out throughout the academic year through the activities specified. Class attendance is mandatory as per Faculty regulations. It is for this reason that attendance is considered an essential requirement in order to pass the course. The evidence that sometimes can be presented in case of absence will only serve to explain the absence; they are not an exemption of attendance. The module mark obtained by the average of the results obtained in the various activities is weighted according to the values shown. To pass the course you must get at least 5 in the final

To obtain a pass in the final mark for this module it is essential to pass (minimum mark of 5 out of 10) each of the assessment blocks. All activities are recoverable. An activity that has not previously been evaluated can not be recovered. Students will be able to return the activities during the whole semester, the maximum date being one week after the end of the course

The activities will be distributed throughout the course with a start and delivery dates. All the assessment tasks carried out throughout the course must be submitted before the deadline indicated by the teacher in the module programme.

The marks for each paper or the exam will be available within 16 days after their submission.

The evaluation dates will be:

- Project: 01/18/2022. Recovery: 02/01/2022

-Oral presentation project: 01/25/2022. Not recoverable.

- Practice: activity 1 12/14/2021; activity 2 11/23/2021; activity 3 12/12/2021; activity 4 01/25/2022. . Recovery: deliveries throughout the course, deadline: 02/01/2021.

- Final Synthesis Test: 01/28/2022. Recovery: 02/01/2022.

Attendance to field trips is compulsory. Students must attend a minimum of 80% of seminars; otherwise, they will be deemed as "not evaluable".

In accordance with UAB regulations, plagiarism or copying of any individual or group paper will be penalised with a mark of 0 for that paper, without any possibility of a re-sit. During the completion of a paper or the individual exam in class, if the teacher has reason to believe that a student is trying to copy or s/he discovers any kind of non-authorized document or device, the student involved will obtain a mark of 0, without any possibility to re-sit.

In order to get a pass mark in this course, students should prove, through their oral presentations and their written assignments, they have superior communicative skills and an excellent command of the vehicular language or languages listed in the course syllabus. Assessment of all course individual and group work tasks include criteria based on the quality, in terms of accuracy and fluency, of the assignments submitted by the learners. Learners are expected to display academic skills, which include the abilities of expressing themselves fluently and accurately and comprehending written academic texts (for more details please see: <http://www.uab.cat/web/informacio-academica/evaluation/1292571269103.html>-regulation and <http://www.uab.cat/web/informacio-academica/avaluacio/normativa-1292571269103.html>).

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
BLOCK 1. THEORY. Final Synthesis Test. Assignments related to parts 1, 2, 3 and 4 from an evaluative reflection with arguments of the learning activity. It is an individual activity	25 %	0	0	1, 2, 9, 8, 10
BLOCK 2. PRACTICE. Compilation of individual practical works to show a good use of the tasks performed. They will be revised along the course. 75% are individuals	45 %	0	0	1, 2, 3, 4, 9, 6, 8, 7, 10
BLOCK 3. PROJECT. Project produced throughout the course. The students should develop evaluation criteria and educational proposals.	30%	0	0	1, 3, 9, 8, 5

Bibliography

Acuña Franco, S. (2007): *Orientación profesional, académica y personal no sexista*. Recuperat de <https://bit.ly/3ixqiqZ>

Álvarez, M. & Bisquerra, R. (2010). *Manual de Orientación y Tutoría*. Madrid: Wolters Kluwer

Álvarez Hernández, J., Aguilar Parra, J.M., Fernández Campoy, J.M. & Sicilia Molina, M. (2014). El prestigio profesional y social: Determinante de la decisión vocacional. REOP, 25(2), 40 -55. doi: <https://doi.org/10.5944/reop.vol.25.num.2.2014.13519>

Amber, D. & Domingo, J. (2017). Desempleo y precariedad laboral en mayores de 45 años desde la voz de los expertos: una luz al final del túnel. *Sociología, Problemas e Prácticas*, 84. doi: 10.7458/SPP2017847397

Arnau-Sabatés, L; Marzo, M.T.; Jariot, M. & Sala-Roca, J. (2014). Learning basic employability competence: a challenge for the active labour insertion of adolescents in residential care in their transition to

adulthood.European. *Journal of Social Work*, 17(2), 252-265. doi: <https://doi.org/10.1080/13691457.2013.802227>

Blasco, P.; Pérez Boullosa, A. & Fossati Marzá, R. (2003). Orientación profesional e inserción laboral. Casos prácticos para el desarrollo profesional. Valencia: Nau Llibres.

Brown, S.D., & Lent, R.W. (Eds.) (2013). *Career Development and Counseling. Putting Theory and Research to Work*. Hoboken. NJ: John Wiley & Sons, Inc.

Buendía Eisman, L., Expósito López, J. & Sánchez Martín, M. (2012). La formación profesional para el empleo. *Propuestas para el desarrollo local*, 23 (1), 66-84. doi: <https://doi.org/10.5944/reop.vol.23.num.1.2012.11395>

Carcar Benito, J. E. (2015). Las lanzaderas de empleo y emprendimiento, instrumentos innovadores contra el desempleo: aspectos jurídicos y de política laboral. *Lan Harremanak*, 32(1), 303-322

Castel, R. (2004). *Las trampas de la exclusión social: trabajo y utilidad social*. Buenos Aires: Topia Editorial.

Chisvert Tarazona, M.J. (2014). Revisión del desarrollo de la orientación sociolaboral como política activa de empleo. *REOP*, 25(1), 8 - 24. doi: <https://doi.org/10.5944/reop.vol.25.num.1.2014.12010>

Climent-Rodríguez, J.A. & Navarro-Abal, Y. (2016). Nuevos retos en orientación laboral: de itinerarios personales de inserción a la construcción de marcas profesionales. *Reop*, 27(2),

126 - 133. doi: <https://doi.org/10.5944/reop.vol.27.num.2.2016.17148>

Donoso, T & Figuera, P. (2007). Niveles de diagnóstico en los procesos de inserción y orientación profesional. *Revista electrónica de Investigación Psicoeducativa*, 11 (5), 103-124.

Echeverría, B. (coord.), Isus, S., Martínez Clares, M. P. & Sarasola, L. (2010) *Orientación Profesional*. Barcelona: UOC.

Fernando, E., Alós, R., Jodar, P. & Miguélez, F. (2014). La inserción laboral de ex reclusos. Una aproximación cualitativa. *Revista Española de Investigaciones Sociológicas (REIS)*, 145 (24), 181-204. Recuperat de <https://www.jstor.org/stable/23646446?seq=1>

Figuera Gazo, P. (Coord.) (2013). *Orientación profesional y transiciones en el mundo global. Innovaciones en orientación sistémica y en gestión personal de la carrera*. Barcelona: Laertes.

Filella Guiu, G. (2000). Evaluación del programa de orientación para la inserción laboral en los centros penitenciarios. *Revista de Investigación Educativa*, 18(1), 83-96. Recuperat de <https://bit.ly/3gAPbAk>

García Hernández, J.L., Cortés Pascual, A. (2020). ¿Qué propone la orientación profesional ante las políticas de empleo de la España postcrisis? Un análisis cualitativo. *Revista de Investigación Educativa*, 38(1), 89-108. doi: <http://dx.doi.org/10.6018/rie.324771>

Goizález Hernández, H., Laborda Molla, C. & Jariot Garcia, M. (2021). Employability skills and quality of life among employees with mild and moderate intellectual disability who attend occupation centres in catalonia (Spain). *Siglo Cero: Revista Española sobre Discapacidad Intelectual*, 52, 45.57. <https://doi.org/10.14201/scero20215214557>.

Instituto de la Mujer (2005). *Guía de sensibilización y formación en igualdad de oportunidades entre mujeres y hombres*. Madrid: Ministerio de Trabajo y Asuntos Sociales. Recuperat de <https://bit.ly/2BC39TK>

Jariot Garcia, M., Rodríguez Parrón, M., Sala Roca, J. & Villalba Biarnés, A. (2008). El proceso de desinternamiento de jóvenes ex tutelados para favorecer una inserción sociolaboral positiva. Análisis de la situación actual en los centros residenciales de acción educativa de Cataluña. *Bordón*, 60, 49-65. Recuperat de <https://bit.ly/3gAczOh>

Jariot Garcia, M., Sala Roca, J. & Arnau Sabatés, L (2015). Jóvenes tutelados y transición a la vida independiente: Indicadores de éxito. *REOP*, 26 (2), 90 - 103. Recuperat de <https://bit.ly/2Z5ikNQ>

Jariot Garcia, M., Laborda Molla, C. & González Hernández, H. (2020). El perfil competencial laboral de personas con discapacidad intelectual en centros ocupacionales. *RIE*, 38(2), 475-493. <http://dx.doi.org/10.6018/rie.312241>.

Jariot Garcia, M., Sala Roca, J., Arnau Sabatés, L. & Marzo Arpon, T. (2021). Análisis del modelo teórico del test situacional de desarrollo de competencias básicas de empleabilidad: la perspectiva de los trabajadores. *Revista de Pedagogía Social*, 37, 23-38. https://doi.org/10.7179/PSRI_2021.37.01.

Laborda Molla, C., Jariot Garcia, M. & González Hernández, H. (2021). Calidad de vida y competencias de empleabilidad en personas trabajadoras en centros especiales de empleo. *Educación XX1*, 24(1), 117-139. <https://doi.org.10.5944/educXX1.26570>

Manzanares, A., Sanz, C. (directores) (2018). Orientación Profesional. Fundamentos y estrategias. Ediciones de la Universidad de Castilla-La Mancha. doi: <http://dx.doi.org/10.18239/atenea.07.2018> Edició digital

Martin, E. & Solé, I. (Coords.) (2011). *Orientación Educativa. Modelos y estrategias de intervención*. Barcelona: Graó

Martínez Clares, P.; González Lorente, C. & Rebollo Quintela, N. (2019). Competencias para la empleabilidad: un modelo de ecuaciones estructurales en la Facultad de Educación. *Revista de Investigación Educativa*, 37(1), 57-73. doi: <http://dx.doi.org/10.6018/rie.37.1.343891>

Martínez Juárez, M.; González Morga, N. & Pérez Cusó, J. (2018). Aproximación al perfil formativo del orientador profesional en la blogosfera. *Revista de Investigación Educativa*, 36(1), 39-56. doi: <http://dx.doi.org/10.6018/rie.36.1.306401>

Martínez - Rodríguez, F.M. (2009). El proceso de inserción laboral: Implicaciones educativas para la mejora de la empleabilidad *Revista Complutense de Educación*, 20(2), 455-471. Recuperat de <https://bit.ly/2VVYAKH>

Montané Capdevila, J., Jariot Garcia, M. & Rodríguez Parrón, M.(2007). *Actitudes, cambio de actitudes y conducción segura. Un enfoque crítico aplicado a la reducción de accidentes de tráfico*. Barcelona: Laertes.

Muñoz Cantero, Jesús Miguel; Rebollo Quintela, Nuria (2016). Evaluación del impacto de políticas orientadas a la inserción sociolaboral mediante matching. *Revista de Investigación Educativa*, 34(1), 87-102. doi: <http://dx.doi.org/10.6018/rie.34.1.206871>

Palomares-Montero, D., Chisvert-Tarazona, M.J. & Suárez-Ortega, M. (2019). Formación y orientación para el emprendimiento. Lo que dicen la bibliometría y los emprendedores noveleres. *Revista Española de Orientación y Psicopedagogía*, 30(1), 131 - 149. doi: <https://doi.org/10.5944/reop.vol.30.num.1.2019.25198>

Planas, J.A. (coord.), Cobos, A. & Gutiérrez-Crespo, E. (2012). *La orientación profesional y la búsqueda de empleo. Experiencias innovadoras y técnicas de intervención que facilitan la inserción laboral*. Barcelona: Graó.

Rodríguez Moreno, M.L (2007). Orientación profesional y formación basada en el trabajo: conceptos básicos y sugerencias para la intervención. *Revista Educación XX1*, 9, 15-33. Recuperat de <https://bit.ly/2DiSXjm>

Rodríguez Moreno, M.L (2007). La competencia laboral y la formación de las personas en el marco de la "long life learning". *Aula de Innovación Educativa*, 161, 67-76. Recuperat de <https://bit.ly/2DiWq1n>

Rodríguez, M. C., Torio, S. & Fernández, C. (2006). El impacto del género en las elecciones académicas de los estudiantes asturianos que finalizan la eso. *Revista Española de Orientación y Psicopedagogía*, 17 (2), 239-260. doi: <https://doi.org/10.5944/reop.vol.17.num.2.2006.11351>

Rodríguez Bravo, A.E., De Juanas Oliva, A. & González Olivares, A.L. (2016). Atribuciones de los jóvenes en situación de vulnerabilidad social sobre los beneficios del estudio y la inserción laboral. *Revista Española de Pedagogía*, 74(263), 109-126. Recuperat de <https://bit.ly/2CeBmIE>

Romero, V. (2013). *Inserción Sociolaboral*. Barcelona: Altamar

Sala Roca, J., Jariot Garcia, M., Villalba Biarnés, A. & Rodríguez Parrón, M. (2009). Analysis of factors involved in the social inclusion process of young people fostered in residential care institutions. *Children and Youth Services Review*, 31(12), 1251-1257. doi: <https://doi.org/10.1016/j.childyouth.2009.05.010>

Sala Roca, J., Villalba Biarnés, A., Jariot Garcia, M. & Rodríguez Parrón, M. (2009). Characteristics and Sociolabour Insertion of Young People after Residential Care. *International Journal of Child & Family Welfare*, 2009/1, 22-34. doi: <http://dx.doi.org/10.1016/j.childyouth.2009.05.010>

Sala Roca, J., Jariot Garcia, M., Arnau Sabatés, L. & Doval, E. (2021). Test situacional desarrollo de las competencias básicas de empleabilidad: validación de un instrumento psicoeducativo para la intervención socioeducativa. *Revista de Pedagogía Social*, 37, 39-53. http://doi.org.10.7179/PSRI_2021.37.02

Salvà Mut, F. (2008). Inserción sociolaboral y colectivos en exclusión y riesgo de exclusión. Formación XXI. *Revista de formación y empleo*. Recuperat de: <https://bit.ly/2ZI9pRP>

Sánchez García, M. F. (Coord.) (2013). *Orientación profesional y personal*. Madrid: UNED.

Sánchez García, M. F. (Coord.) & Álvarez González, M. (2012). *Bases teórico-prácticas de la orientación profesional*. Madrid: UNED.

Sánchez Almagro, M.L. (coord), Prieto Clemente, A., Alonso García, P. & Pérez Amores, J. (2011). Guía práctica del asesor y orientador profesional. Madrid: Síntesis

Santana Vega, L. (2014). *Orientación Profesional*. Madrid. Síntesis.

Savickas, M.L. (2005). The theory and practice of career construction. Dins, S.D. Brown, & R. W. Lent (Eds.), *Career Development and Counseling. Putting Theory and Research to Work* (pp. 42-71). Hoboken, NJ: John Wiley & Sons, Inc.

Serreri, P., Cimmuto, A. & Rodríguez Moreno, M.L. (2010). *Desarrollo de competencias: Teoría y práctica. Balance, proyecto profesional y aprendizaje basado en el trabajo*. Barcelona: Laertes

Sobrado, L. & Cortés, A. (2009). *Orientación profesional: nuevos escenarios y perspectivas*. Barcelona: Biblioteca Nueva.

Sánchez García, M.F. (coordinadora) (2017). *Orientación para el desarrollo profesional*. Madrid: UNED.

Sánchez García, M.F. (coordinadora) (2017). *Orientación profesional y personal*. Madrid: UNED.

Teré Iriarte, F. (2019). *Manual práctico de orientación profesional centrada en el empleo y la persona*. Pamplona: Ediciones Eunete

Vázquez Fernández, J. & Barrera Algarín, E. (2015). Inserción sociolaboral de jóvenes en riesgo de exclusión y con fracaso escolar. *Educación y futuro: revista de investigación aplicada y experiencias educativas*, 32, 229-254. Recuperat de <https://bit.ly/3gCuXpw>

Vega, A. (Coord.) (2007). *Mujer y educación. Una perspectiva de género*. Málaga: Aljibe.

Verd, J. M. & López-Andreu, M. (2016). Crisis del empleo y polarización de las trayectorias laborales. El caso de los adultos jóvenes en Cataluña. *Papers*, 101, 1, 5-30. doi: <http://dx.doi.org/10.5565/rev/papers.2167>

Zugasti Mutilva, N. (2016). Transiciones laborales en Navarra. Una valoración de la capacidad de integración del empleo. *Cuadernos de Trabajo Social*, 23, 47-70. doi: <http://dx.doi.org/10.14198/ALTERN2016.23.03>

Software

No one