



**Social work educational programmes aimed at the young:
Redefining programmes to succeed?**

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3 Abstract: In recent years, young people's behaviour has undergone major changes as
4 they have been affected by the crisis that influences their future perspectives and
5 goals. In this context, the demands of youth pose a relevant challenge to social work
6 education. To respond to this challenge, social work education programmes should
7 be adapted. Using meta-analysis methods, this article reviews the current situation of
8 educational programmes focused on young people in the field of social work.
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17 Four areas were identified as results from the literature review: social work education
18 programmes focused on specific needs, the adoption of ICTs to complement social
19 work education services, the development of children's programmes to address
20 problematic situations in their earlier stages, and proposals for improving educational
21 programmes.
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28 The main findings show that most studies focused on improving social work
29 education programmes and analysing the specific needs of social work users. On the
30 other hand, ICTs are not included in most of the articles selected. These results allow
31 us to identify several key recommendations that will assist social work education
32 programmes in successfully adopting and implementing changes experienced to
33 better meet the needs of young people in their daily practice.
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45 **1. Introduction**

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48 The global economic crisis has hit young European and American people
49 very hard, not just in terms of youth unemployment, but also in terms of their future
50 expectations and dreams. People born in the 1990s experienced the economic crisis
51 during their transition to adulthood and became used to this economic and financial
52 environment, as they did not experience any other macroeconomic situation.
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3 In this context, mental illnesses appear as one of the important problems for
4 young people. In the United Kingdom alone, the number of children and young
5 people diagnosed with a psychiatric condition has more than doubled since 2009, and
6 hospital admissions for teenagers with eating disorders experienced the same trend.
7
8 Along these lines, the economic crisis is related to those situations on the grounds
9 that youth unemployment is related to mental health problems (Thern, de Munter,
10 Hemmingsson, & Rasmussen, 2016). Along this line, poor families lead to higher
11 risk of mental illness, according to the conclusions developed by Santesteban-Echarri
12 et al. (2018), based on a sample of Canadian citizens. Furthermore, there has been an
13 increase in the number of hospitalizations in children and young American citizens
14 from poorest households (Aakre et al., 2016).

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29 As a result, this generation is severely affected by the crisis, and their
30 behaviour is influenced by these circumstances. Additionally, the generation born in
31 the crisis was educated in a more connected world, where contacts in the online
32 world complemented offline networks and defined new behaviours (Palfrey &
33 Gasser, 2008). Trends such as big data, Industry 4.0, robotics and automation of
34 processes will characterise the labour environment of these young people.
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Technology, particularly the Internet of Things (IoT), globalisation and an increase
in inequality should be considered in the analysis of the future labour market. As a
result, education futures are open, risky and uncertain (Robertson, 2017).

Young people are particularly sensible to these trends, as they are digital
natives (Palfrey & Gasser, 2008). People born after 1980 are considered to have the
skills to use these technologies; they are characterised by being constantly connected

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3 and develop different behaviours in their social relations than older people do
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5 (Palfrey & Gasser, 2008).
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9 Social work education programmes cannot ignore this state and should adapt
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11 to face new challenges in order to succeed.
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15 Based on this perspective, this article analyses the situation of programmes
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17 aimed towards young people in the field of social work in Europe, the United States,
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19 Canada, Australia and New Zealand. These developed countries were chosen in order
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21 to center the research on similar economical contexts that will allow further
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23 comparisons. We focus on the theoretical discussions, practical experiences and key
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25 areas of professional interventions that are being redefined. To this end, we analyse
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27 the key publications on the subject published between 2007 and 2019. In social work,
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29 as in other disciplines, meta-analysis is a well-founded research technique (Lundahl
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31 & Yaffe, 2007; Ramsey & Montgomery, 2014), which allows us to address the
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33 characteristics of technology-based interventions and the main debates that arise
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35 within our field of knowledge.
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41 This article is organised as follows: Section 2 describes the methodology used
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43 in the meta-analysis, the coding procedure, the bibliometric study and the papers
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45 selected. Section 3 shows the results from the research. The article ends with
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47 conclusions and discusses several limitations of the work conducted.
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50 51 **2. Methodology** 52 53

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55 Educational programmes should face the real challenges posed by today's
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57 society. Nevertheless, young people state that the contents of these programmes are
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3 mainly theoretical and do not address their daily problems. For this reason, youth
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5 education in social work might not be adapted to the changes of society.
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9 By conducting a meta-analysis, this paper aims to study the current situation
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11 of educational programmes focused on young people in the field of social work. In
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13 our view, meta-analysis is an effective research strategy (Franklin & Tripodi, 2009)
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15 to analyse the experiences, problems and principal debates related to educational
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17 social work programmes aimed at young people.
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21 Youth education in social work is a research area with a growing scientific
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23 community. This review examines articles related to youth education used in social
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25 work. We have selected 102 papers published in 62 social work journals between
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27 2007 and 2019. The databases from which the articles were retrieved are Academic
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29 e, ASSIA, the Citation Index, Dialnet, ISOC, Scopus, the Social Sciences Citation
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31 Index, Social Services Abstracts and the Web of Science and the inclusion criteria
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33 were (a) English or articles published between 2007 and 2019 in 62 journals, and (b)
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35 studies related to youth education in social work. The initial search aimed to find all
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37 articles which specifically included the terms 'education', 'social work' and 'young
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39 people' in their abstracts, keywords, or titles. The exclusion criteria were based on
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41 the assumption that if none of these terms appeared in any of these fields for an
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43 article, it was likely that they did not occupy a core position in the article, and it
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45 could therefore be excluded.
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51 The searches were conducted in June 2017 and updated in May 2019. A
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53 manual search of papers published from 2007 to the end of 2019 was performed in
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55 the selected journals. The studies were coded by reading the abstracts and full texts
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57 of the papers.
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2.1. *The coding procedure*

In order to structure the papers selected through their level of evidence, the Oxford Center for Evidence-Based Medicine Level of Evidence (OCEBM, 2011) is applied. The OCEBM facilitates a concrete classification of empirical research determined by its order of bias control. In this sense, four levels are identified:

- Level 1 (L1): high-quality systematic reviews
- Level 2 (L2): randomised clinical trials
- Level 3 (L3): case control trials without randomisation
- Level 4 (L4): case reports
- Level 5 (L5): studies merely based on expert opinions

The OCEBM grading system is regularly applied in assessing the methodological quality of studies related to the field of social work (e.g., Moorhead et al., 2013).

On the other hand, the research methods used in the corresponding papers were also categorised as qualitative, quantitative and mixed research, while the research type options were specified as quantitative (descriptive, correlational, quasi-experimental and experimental) or qualitative (case study, grounded theory, phenomenology, ethnography, historical, meta-analysis, thematic analysis, narrative summary). According to our data, the 75% results of the papers selected are classified as research based on qualitative system of analysis (Figure 1).

Insert figure 1 here

With regard to the OCEBM classification, 11% of the articles in the sample are of high quality, while more than fifty percent (51%) were classified as low accuracy, with research articles being the least frequent.

2.2. *Bibliometric study*

In order to assess the research, bibliometric aspects were included to provide an idea of the quality of the study and identify the reliability of the sources and the countries where educational programmes focused on young people in the social work is an important topic (Franklin & Tripodi, 2009; Martínez, Herrera, Contreras, Ruiz, & Herrera-Viedma, 2015; Chan, 2016).

Along these lines, the publications selected were analysed by year of publication, the country of the author or authors, and the journal where they were published and its impact.

2.2.1. *Papers by year*

This indicator of scientific productivity reveals that studies on social work towards young people are, during the whole period, an important field in the research activity. The evolution of publications is shown in Figure 2.

Insert figure 2 here

Most of the papers retrieved were published between 2014 and 2019 (54 papers), with the largest number of papers (23 articles) published in 2018 (22%). Based on these results, it can be concluded that social work programmes can be considered a growing research topic.

2.2.2. *Papers by country in the period 2007–2019 (n = 102)*

Insert figure 3 here

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3 Concerning the location of the publications, the country with the largest
4 number of scientific articles is the United Kingdom (30%), followed by the United
5 States. Together, these two countries account for 52% of all publications. It is
6 striking that the number of publications from other EU member states is quite low
7 (28%).
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15 This research paper also reveals that a small number of countries have
16 published highly-cited articles in this social work discipline. The UK is in the lead,
17 followed by the United States and Australia. The predominance of the United States
18 and the UK is not surprising, given that the majority of social work journals with a
19 high impact factor are published in these two countries, as also occurs in other
20 scientific fields and in the WoS. The most highly cited papers in the field of social
21 work have received more than 64 citations (Martinez et al., 2015). In our sample, 9
22 papers correspond to this range of highly cited papers.
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37 **2.2.3. Papers by journal, Google Scholar citation and JCR ranking 2015**

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40 Although 30% (n=30) of the papers were published in five JCR journals, it
41 should also be noted that almost 15% of the highly-cited papers were published in
42 three of the most longstanding journals: *Social Work Education*, *Journal of Youth*
43 *Studies* and *Journal of Social Work Education*.
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50 The most cited paper in Google Scholar is the article titled ‘What’s Going on
51 with Young People Today? The Long and Twisting Path to Adulthood’ (Settersten
52 and Ray, 2010). This publication corresponds to a study on young people’s transition
53 to adulthood in the last few decades. The remaining papers deal mostly with topics
54 such as educational initiatives, qualifying social work education or social pedagogy
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3 methods (47%), tools for practitioners, issues-related learning and training strategies,
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5 and educational programmes focused on children.
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9 Additionally, there were no differences found between the topics discussed
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11 by country, with the exception that the United States has more scientific literature on
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13 practical experiences for modelling programmes and models applications. Finally,
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15 there is a predominance of research concerning social media in social work
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17 intervention in the other countries.
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20 **3. Results**

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23 Most of the studies selected correspond to theoretical discussions with model
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25 structures illustrative for social work practitioners (n = 37), although many of them
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27 focused on practical experiences to enforce youth treatments (n = 29) and social
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29 work tools to be strategically applied (n = 19) in the social work curriculum. The
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31 remainder were related to other subjects to be included (n = 17) to general youth
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33 well-being.
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39 Programmes focused on improving education were observed to be the most
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41 popular (50%), followed by those to young with specific needs. A significantly lower
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43 percentage of interest and larger dispersion was found for other including ICT
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45 complements or those based on the early stage of needs, which could be an
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47 interesting field of investigation. As regards the programme types, the majority of
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49 articles (49%) deal with theoretical discussions of social work practice, followed by
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51 those which analyse practical experiences of intervention and the rest dedicated to
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53 the better specification of the curriculum of social work schools (19 studies; 18%).
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3 When classifying the articles according to the OCEBM system, it was found
4 that all of the articles based on a quantitative methodology use samples (12.5%).
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6 Along this line, almost all (8.5%) articles use a mixed methodology, but only a small
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8 percentage of qualitative research (n=29; 37 % of the total) uses randomised samples
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10 (5%). The OCEBM level per article is shown in Table 1.
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15 To summarise, the consideration of ICTs has changed social interactions and
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17 given rise to new fields of expertise for young people in the field of social work.
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19 New methodologies, activities, projects and research on the climate of opinion and
20
21 leadership in social networks make up the area of what we call social work. The
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23 results of our research can be grouped into the following five areas:
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27 ***3.1. ICTs and social work education programmes***

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30 Technology permits new services and detailed information that can improve
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32 social work programmes. Essentially, ICTs allow users to communicate more
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34 quickly and efficiently, access a large amount of information in real time, gain access
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36 to services remotely and build relationships with people (West, 2003; Castells,
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38 2010).
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43 Although López Peláez, Pérez-García, and Aguilar-Tablada (2017) have
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45 shown the potential and specific uses of technologies in different aspects of social
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47 work, there are few papers focused on ICTs in social work education programmes. In
48
49 particular, 11 out of the 102 selected articles (11%) considered technology in their
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51 analysis. Several of these papers studied the introduction of technological skills in
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53 the social work curriculum and the preparation of young students for using social
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55 media in professional practice. On the other hand, a few articles considered the use
56
57 of online social work services (e.g., van de Luitgaarden & van der Tier, 2018).
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3 As technology is used in social work programmes, ICTs should hold a
4
5 central place in social work curricula, even more taking into account that social
6
7 networks already occupy students' attention and influence how they learn (Hitchcock
8
9 & Battista, 2013). Moreover, graduates will be required to work in systems that
10
11 operate in these ways and will have little opportunity to step outside of this
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13 framework (West & Heath, 2011).
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18 Regarding the role of ICTs and social networks on social work programmes,
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20 social media can be used in social work education to strengthen the ties between
21
22 teachers and students. In this sense, social media allows students to keep up-to-date
23
24 on policy changes in real time and counterbalance out-of-date information on
25
26 policies and legislative agendas contained in textbooks.
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30 On the other hand, the use of technology implies some risks. Cyberbullying is
31
32 considered one of the most relevant problems in the field of social work. According
33
34 to DePaolis and Williford (2015), social workers, with their unique person-in-
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36 environment perspective, are in an optimal position to take an active role in
37
38 addressing the far-reaching impact of cyberbullying.
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43 To sum up, social networks and ICTs are now a reality in the everyday lives
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45 of individuals of all ages, and cannot be neglected in social work programmes.
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47 Students should be trained in technological skills, as they will need these abilities to
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49 succeed in a new technological and connected world.
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52 53 **3.2. Programmes focused on specific needs**

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57 The situation of groups with specific needs has been analysed by several
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59 scholars. These groups include immigrants, young people in custody and the
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3 homeless. For this reason, programmes designed to facilitate the socialisation of
4 these youth were one of the topic areas addressed in the literature review. In addition,
5 several articles published in the last year focused on the group of NEET Youngers
6 (Not in Education, Employment or Training). In this sense, Gaspany (2018) analysed
7 the future of a group of NEET young people in Italy, whereas Robertson (2108)
8 studied young people involved in a specific programme in Scotland and Vancea, &
9 Utzet (2018) conducted it in Spain.

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Most of the research was based on qualitative methods, although there were
several quantitative studies. Sample sizes from the quantitative articles were not high
in most of the research papers, with the exception of the research conducted by Vilá-
Baños et al. (2016), which was based on a sample of 3,850 young people, and that of
Settersten and Ray (2010), who worked with a survey conducted among 1,400
Americans aged 18 and older.

The papers cited highlight recommendations for carrying out social work
education programmes that serve these groups. As social work education is grounded
in values of service, social justice, dignity and the worth of each individual, the
importance of human relationships, integrity and competence, attending to these
populations is an essential component of putting these values into practice.

The main findings indicate the importance of attending not just to at-risk
populations, but also to people that are close to them: their own families, the school
environment and citizens who live in the same city. In this sense, for instance,
Mendes et al. (2014) emphasised the importance of a holistic post-care model at the
age where young people are transitioning to independence. On the other hand,
scholars recommended new requirements for institutions and educators to

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3 successfully assess members of these populations (Robinson et al., 2008; Settersten
4 & Ray, 2010; Fulcher & Galfat, 2012).
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8 ***3.3. Early stages of needs***

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12 Attending children emerges as an interesting alternative to care for future
13 young people at their early stages of needs. Even more, a particular focus could
14 emerge in the field of social work education on taking care of children as a way of
15 attending to particular needs early on (e.g., social pedagogy emerges as a discipline
16 to improve current care and education systems in the United Kingdom [Smith,
17 2012]). Consequently, 15 articles out of 102 papers were focused on children's
18 needs.
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30 Outcomes of this research included a guideline for reducing out-of-school
31 suspensions (Dupper et al., 2009), teacher preparation programmes (Sabatino et al.,
32 2011) and an analysis of the role of the social educator in a cyberbullying problem
33 (DePaolis, 2015). In this sense, it was demonstrated that social workers are prepared
34 to handle these situations, and their interaction with children can help to solve future
35 problems (Kahn, 2014).
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45 Ethical implications were also encompassed by this topic area. Social workers
46 must be rigorous, respect confidential information and act within the ethical and
47 moral principles inherent in the profession. Consequently, the development of an
48 organisational and professional culture that respects ethical values is essential to the
49 assessment of children as a form of early intervention.
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56 ***3.4 Economic background and future jobs***

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3 Youth people face several problems to succeed in their educational programmes.
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5 In addition, education can even create more difficulties in this process (e.g., “schools
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7 influence access to higher level subjects. In the middle-class and socially mixed
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9 schools, teachers are more likely to expect and encourage all students to take higher
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11 level. In contrast, in working-class schools there are sharp declines in the proportion
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13 taking higher level subjects as they approach the national exam taken at the end of
14
15 lower secondary education.”, Smyth, 2018, p. 1).
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21 Precisely, several scholars studied the relationship between young people
22
23 education and their socio-economic conditions. To quote an example, Gorlich and
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25 Katznelson (2018) interviewed students and conducted focus groups to show the
26
27 relevance of sociocultural conditions in education, training and jobs. Along this line,
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29 ethnic and socioeconomic differences are analysed by Moulton et al. (2018) in post-
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31 16 progression.
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36 On the other hand, even the subjects selected in school can increase or decrease
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38 the opportunities to entry to higher education. Nevertheless, these subjects are not
39
40 relevant for employment chances (Iannelli and Duta, 2018). Regarding the labour
41
42 market, contacts are essential to access to new jobs. According to Ruschoff et al.
43
44 (2018), these networks are especially important in the transition from school to work.
45
46 Visibly, households with fewer resources are not able to guarantee these contacts to
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48 their Youngers.
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53 These findings are related to the need for programmes focused on specific needs
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55 that were previously proposed. Even more, next section will also fall upon this
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57 request.
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3.5. *Improve education programmes for young people*

Several scholars concluded that educational programmes can be improved by the implementation of proposals that result from their research. These suggestions include the adaptation of contents to daily challenges, the introduction of new skills—such as communication and digital skills—and the consideration of the students' environment.

With regard to the joining of theoretical and practical contents, Veermana and van Yperena (2007) proposed including evidence-based practice in educational programmes. This recommendation might solve the demands of young people for adapting educational programmes to the challenges of today's society, and, therefore, it will complement theoretical contents with empirical evidence. On the other hand, Lefevre et al. (2008) and Lefevre (2013) recommended including a framework for skilled communication with children in the qualifying curriculum. This strategy might enable social work students to develop the knowledge, capabilities and values required to work with children. Additionally, DePaolis (2015) proposed the intervention of social workers in cyberbullying situations.

Concerning the students' environment, both Bennet and Race (2008) and Rodie (2008) suggested that families should be taken into consideration in educational programmes for youth. Along this line, To (2009) states that creating a climate in which students can make maximum use of the opportunity to learn and grow is needed in order to improve the results of educational programmes.

Finally, a holistic approach is recommended. As Mowad (2018) pointed, "schools cannot go it alone". The main idea is that public policies should complete

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3 the educational services, as families in poverty face multiple problems to succeed in
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5 the education of young people at risk, as it was previously mentioned.
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9 In fact, several measures can be implemented in order to adapt and improve
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11 education programmes for young people. It should also be highlighted that most of
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13 these proposals come from experiments conducted in previous research.
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16 17 18 19 **4. Conclusions**

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22 This article summarises the evidence on social work educational programmes
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24 for young people. It illustrates the theories and implementation of social work
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26 educational programmes through a review of previous literature in this field. One
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28 hundred scientific papers were consulted over the course of this research. Results
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30 were structured in four areas: ICTs and social work education programmes, training
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32 focused on specific needs, proposals to improve education programmes and
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34 programmes targeted at children.
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40 The implementation of ICTs in social work education programmes seems to
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42 be in its early stages, as just 13% of the articles dealt with this issue. In fact, it looks
43
44 as though social work has been slow to adapt to a rapidly changing technology.
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46 According to López Peláez, Pérez-García, and Aguilar-Tablada (2017), several
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48 reasons explain this delay. Limited resources, ethical and legal considerations, the
49
50 lack of training and social work's historical reliance on face to-face communication
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52 are some of the reasons that have made technology difficult to use in this field.
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57 On the other hand, we found many research focusing on interventions for
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59 people with specific needs (homeless youth, young people located in South Africa,
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3 Native Americans, etc.). We wondered if these endorsements could be applied to
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5 different populations. Most of the articles revised (51 out of 102 articles) provide
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7 recommendations to improve educational programmes. Scholars found alternatives to
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9 improve the efficiency of these programmes. As has been pointed out above, these
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11 ideas could be also used in other youth education programmes. Finally, 13 papers
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13 described programmes for children. Interventions carried out in children
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15 environments were useful to detect and work on necessities at their earlier stages.
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21 Several different age ranges were used to identify young people. Reaching an
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23 agreement on youth definition would help comparisons between investigations. With
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25 regard to the location of research, most articles were published by scholars located in
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27 the United Kingdom, followed by American researchers. It is remarkable that, except
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29 for a few exceptions, the most-cited papers were not published in a journal indexed
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31 in Thomson Reuters Journal Citation Reports.
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36 Concerning the improvement of educational programmes, extant literature
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38 suggests the adaptation of contents to daily challenges, the introduction of new —
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40 such as communication and digital skills—and the consideration of the students’
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42 environment in the programmes.
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46 Finally, this article outlines three key recommendations to assist social work
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48 educational programmes in successfully adapting to new requirements. Firstly,
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50 specific programmes need to be designed that enable social workers to perform their
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52 work in a digital society, analyse online opinion climates, develop online
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54 programmes and strategies and use the available technological applications. Second,
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56 the needs of young people should be taken into account in order to design social
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58 work curricula (e.g., technological needs, specific groups needs such as immigrants
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3 requirements), as these professionals need the right skills to help them face people's
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5 daily problems. Thirdly, more quantitative research is required on youth education
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7 programmes. Most of the articles that included empirical evidence worked with small
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9 samples, and few sophisticated econometrical methods were used in order to analyse
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11 data. By doing so, scholars may find interesting new results. Even more, the
12
13 application of big data could improve this research area.
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18 This review has some limitations. First, some gray literature, such as reports
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20 from non-governmental organisations and frontline practitioners' reflections, were
21
22 not included. Second, only studies in English and Spanish were reviewed. In spite of
23
24 these limitations, this study has covered the leading journals in the social work field
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26 and represents a very significant sample set of the literature on social work
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28 educational programmes.
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Figure 1. Publications on youth education in social work classified by research type

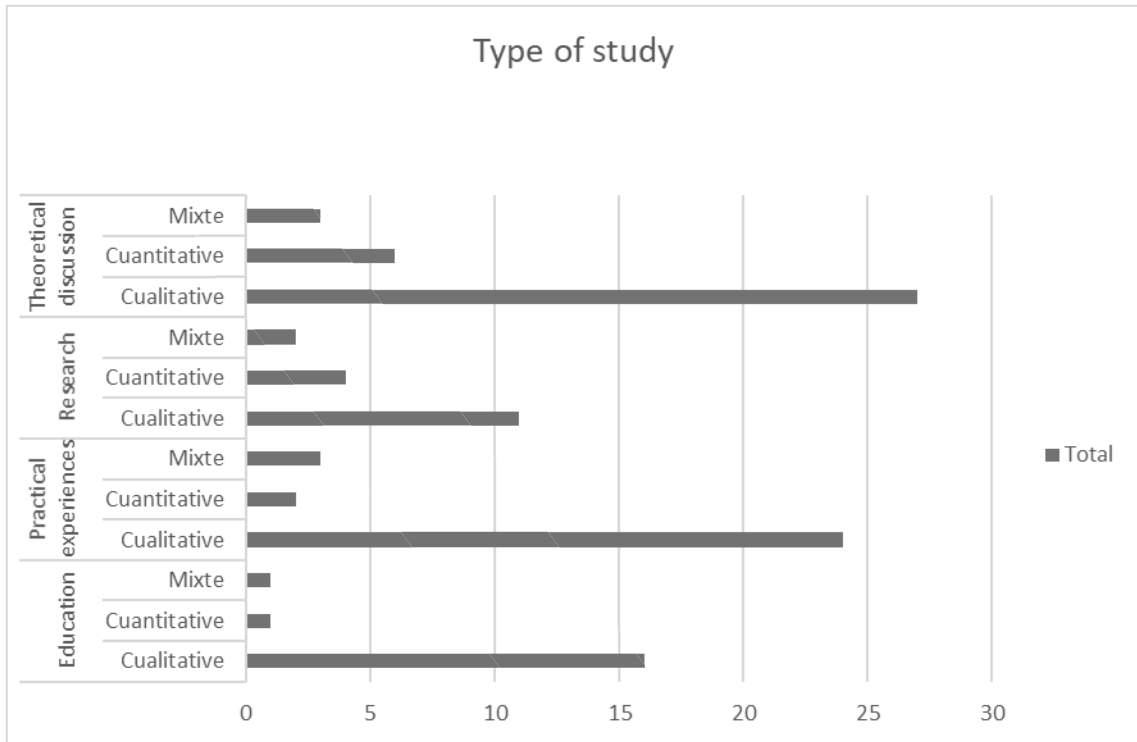
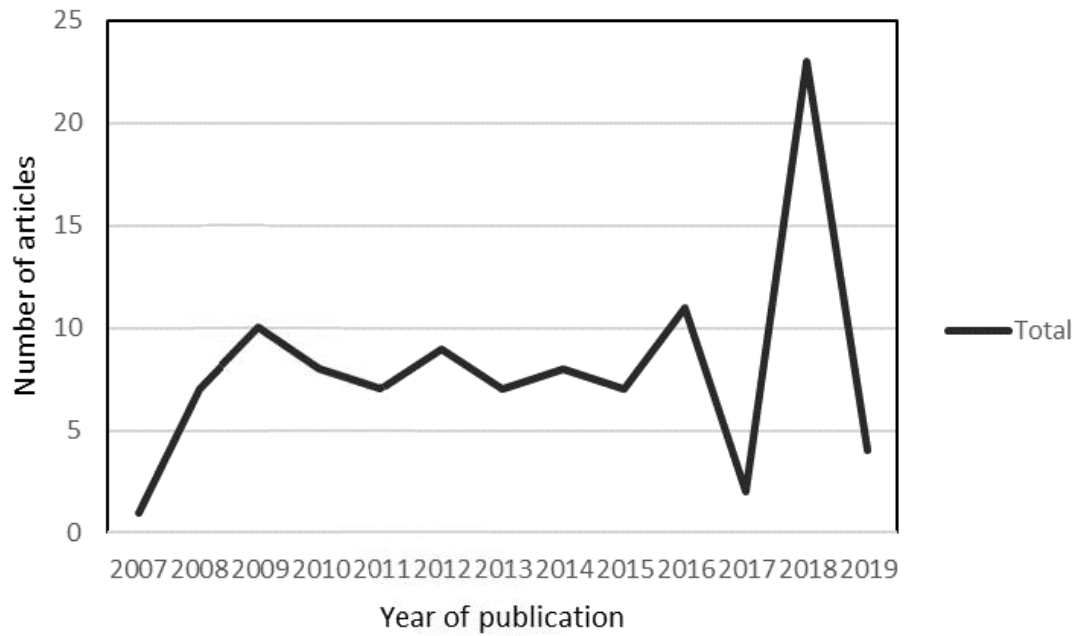


Figure 2: Evolution of publications on youth education in social work over the period 2007-2019 by percentage (n=102)



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Figure 3. Publications on youth education in social work classified by country

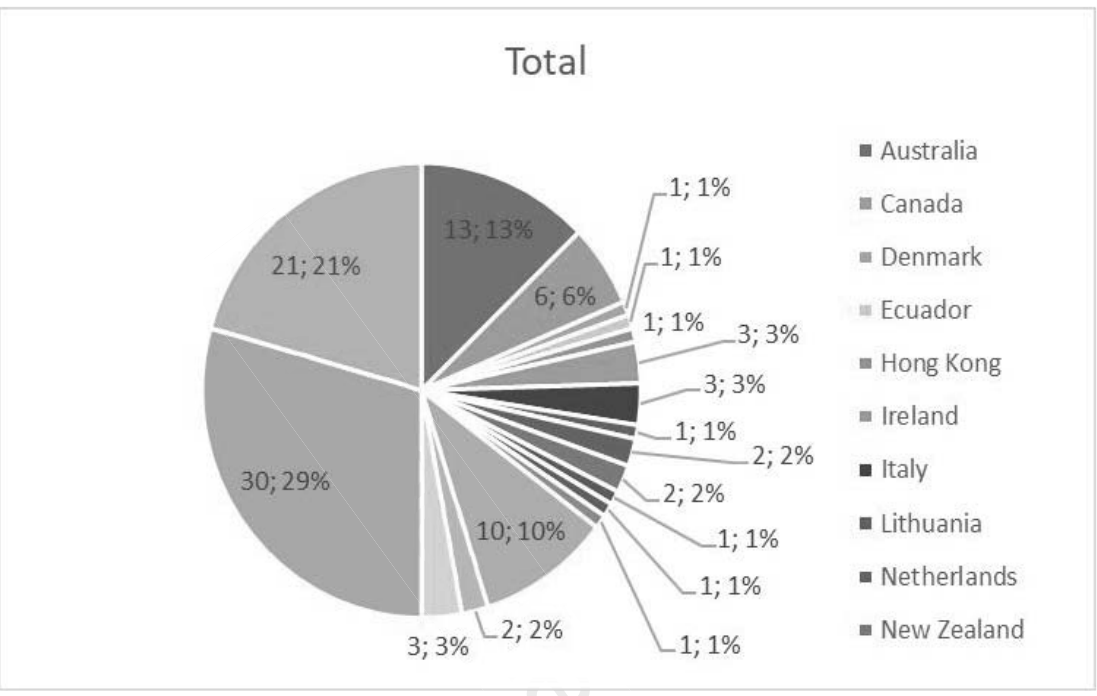


Table 1. Publications on youth education in social work by levels of evidence and areas

Autor	Areas from literature review			
	Programmes			
	Including ICTs as complement	On specific needs	Focused on improving education	Focused on Early stages of needs
LEVEL 1	11%			
Baranauskienė and Radzevičienė (2015)		X		
Iannelli and Smyth (2008)				
Lorentzen et al. (2019)			X	
Settersten and Ray (2010)		X		
Vancea and Utzet (2018)		X		
Vila Baños et al. (2016).		X		
Franklin et al. (2016)	X		X	
Henderson et al. (2016)		X		
Iannelli and Duta (2018)			X	
Moulton et al. (2018)			X	
Munford and Sanders (2015)		X		
LEVEL 2	1%			
Licciardello et al. (2011)			X	
LEVEL 3	6%			
Castro Rojas and Acuña Zuñiga (2012)		X		
Gorlich and Katznelson (2018)		X		
Mumford and Sanders (2019)		X		
Ruschoff et al. (2018)			X	
Greenfield et al. (2012)			X	
Sanders and Hoffman (2010)			X	
LEVEL 4	31%			
Agnew and Duffy (2010)		X	X	
Bean and Hedgpeth (2014).		X		
Collier (2019)	X			
Gaskell (2010)			X	
Gaspani (2018)		X		
Gradaille et al. (2018)			X	
Martin (2017)		X		
Mc Mahon and Curtin (2013)	X			
McDonald (2018)			X	
Ridley et al. (2016)			X	
Jill Manthorpe and Nicky Stanley			X	

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3	Robertson (2018)			X	
4	Rosvall et al. (2018)			X	
5	Smyth (2018)			X	
6	Tarabini et al. (2018)			X	
7	To (2009).				X
8	Wilde and Leonard (2018)			X	
9	Woodman and McAuthur (2018)				X
10	Despard and Chowa (2013)				X
11	Holttum (2013)			X	
12	McPherson (2019)			X	
13	Sala Roca et al. (2009)			X	
14	Turner (2014)		X		
15	Driessens et al. (2016)				X
16	Fothergill et al. (2011)				X
17	Kirk and Day (2011)			X	
18	Krahn et al. (2018)				X
19	Mendes et al. (2014)			X	
20	Murphy and Laxton (2014)				X
21	Sandra Quiroz and Paula Sepúlvera				X
22	Slesnick et al. (2012)			X	X
23	Ungar et al. (2014)				X
24	van de Luitgaarden and van der Tier (2018)		X		
25					
26	LEVEL 5	51%			
27	Agostini (2010)		X		
28	Antonucci (2018)				X
29	Ayala (2009)		X		
30	Bennett and Race (2008)				X
31	Berridge (2012)		X	X	
32	Crane and Livock (2012)		X	X	
33	Crawford et al. (2011)		X	X	
34	DeLuca and Dayton (2009)		X		
35	DePaolis (2015)		X		X
36	Dupper et al. (2009)				X
37	Emslie (2009)				X
38	Fazzi (2016)				X
39	Foster et al. (2015)		X	X	
40	Fulcher and Garfat (2012)		X		
41	Goldkind (2011)		X	X	
42	Hardina (2014)		X	X	
43	Harkin and Houston (2016)		X		
44	Hemy et al. (2016)				X
45	Hicks and Stein (2015)		X	X	
46	Morgan (2008)		X		
47	Podkalicka and Staley (2009)		X	X	
48	Ranahan (2013)		X	X	
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Rodie (2008)			X	X
Sabatino et al. (2011)				X
Skerrett (2012)		X		
Thomas and Henri (2011)		X		
Veerman and Van Yperen (2007)			X	X
Witkin (2014)			X	
Almqvist and Lassinantti (2018)		X	X	
Boddy et al. (2018)		X		
Brooks and Shemmings (2008).				X
Devanney (2009)			X	
Fenton (2018)			X	
Healy (2010)			X	
Leonard et al. (2015)		X	X	
Mowat (2018)			X	
Reed and Hill (2010)	X			
Robinson et al. (2008)		X		
Ruesga-Benito et al. (2018)		X		
Van den Ouwelant (2012)				X
Vanhala et al. (2018)		X		
Wagaman (2011)			X	
Bessant (2009)			X	
Conklin (2018)			X	
García-Castilla and Virseda-Sanz (2016)	X			
García-Peñalvo et al. (2012)	X			
Gillian and Sally (2013)				X
Hickle and Hallett (2016)				X
Kahn (2014)				X
Lefevre (2015).			X	X
Stern (2009)			X	
Sztandar-Sztanderska and Zielenska (2012)			X	
		11%	43%	50%
				13%

MODEL	49%	
MODEL TOOL	36%	
CURRICULUM	15%	