

## Development of Social and Relational Values through Physical Education: Curricular Guidelines for Technical-vocational and Vocational Education in Mozambique

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### Abstract

Regarding the work for the development of personal and social responsibility performed by Hellison (1985), Jiménez and Durán (2006) and Pardo Garcia (2008), the present study analyzed the contribution of these models when applied through classes of physical Education in the educational context of vocational and vocational technical education. This research was developed from a qualitative approach through the case study. The intervention lasted eight weeks, and the sample consisted of a class of the second year of the agricultural course of the Professional School of Moamba (Maputo Province-Mozambique) consisting of 21 elements. Several instruments were used for data collection: semi-structured interviews, questionnaires and researcher and participant diaries. During the analysis of the results, changes in the behavior of students and the class were appreciated as collective regarding participation, respect, personal and social responsibility. We also found results that indicate improvements at the physical and technical level. Regarding the transference of these results outside the intervention environment, there are indications of improvement in other contexts. In conclusion, the study allowed to adapt the referenced models for the promotion of personal and social values in the school scope of vocational and vocational technical education in Mozambique, presenting data indicating improvements in the attitude and behavior of Students, desirable for a graduate of this teaching subsystem. Likewise, this research offers practical subsidies for physical education teachers who want to include among their specific objectives the development of personal and social values.

**Keywords:** Value Transmission, Personal and Social Responsibility, Technical-professional Education, Physical Education.

### Introduction

The world of globalization requires professionals, not only to be flexible, thinking and capable of adapting to new situations, but also to possess personal and relationship skills that allow them to work individually and as a team, to be Managers, entrepreneurs, etc. In this context of formation, there are numerous authors who point to the integral formation of the worker, whose horizon goes beyond the purely technical knowledge of the profession (Barbosa, Gontijo & Dos Santos, 2001; Delors, 1998; Deluiz, 1995; Montalvo & Hevia, 2002; Romão, 2001; etc.). Therefore, it is recognised the social responsibility that has any educational institution before its students. This commitment

is beyond the mere transmission of technical knowledge, observing other aspects of a personal and social nature that grant autonomy, a critical, democratic and committed Spirit (Cagigal, 1981; Camp, 1998 and Freire, 1978 & 1996). In this sense, Mozambique is investing its efforts to achieve educational models based on standards of competence that require the profile of the graduate to include, among others, certain capacities in relation to social and relational knowledge (such as Honesty, prudence, team spirit, assiduity and punctuality, creativity, etc.). Taking into account these work prospects, where technical-professional education becomes a subject-centered vocational education and with an integral view of it, the new curricula, proposed by the reform of technical-professional education and Vocational (ETPV)<sup>1</sup>, start from a professional profile that, in addition to knowledge-making basic technicians and theorists, include a third dimension: social and relational knowledge.

In this context of educational demand, many authors consider physical education (EF) as a potentially privileged and valid area for the development of social and relational knowledges, for example, Camps, 1998; Cruz et al., 1991; Guimarães, Pellini, Romualdo de Araújo and Manzini, 2001; Gutiérrez Sanmartín, 1995; Jiménez and Durán, 2006; Lee, 1990; Miguel de Lima, 2004; Mouroço, Marques and Carvalho, 2008; Rato Barrio, Ley and Durán González, 2009; Trepát, 1995; Venero Valenzuela, 2007; Wandzilak, 1985; etc.

Assuming this formative potentiality of EF, it was elaborated and experienced a set of EF lessons to develop in the students the value of the responsibility proposed by the new curricula of the reform of the ETPV.

However, Jiménez and Durán (2006:10) affirm that "*physical activity and sport as such do not educate in values, but it depends on the use of the same by the person who uses them*", which concludes that it is necessary to structure the components Curricular objectives, contents, activities, strategies and evaluation for the development of values through the discipline of EF (Gutiérrez Sanmartín, 1995; Trepát, 1995; Venero Valenzuela, 2007; Wandzilak, 1985; etc.).

<sup>1</sup>Approved by the Council of Ministers on 20 December 2001.

However, based on the researcher's observations during the 2002-2008 period at the Moamba Professional School, a pioneer in the implementation of the pilot phase of the ETPV reform, these competencies were treated in a vague and diffuse way as transversal themes and not as Specific objectives of the different disciplines. In view of this context of poorly applied curricular requirements, there arose the need to position each discipline in order to seek effective alternatives that contributed to the improvement of the student's profile.

Thus, taking as reference the work of transmitting values through physical activity and sport with disadvantaged young people of Pardo Garcia (2008), this action research was intended to provide an educational proposal that would contribute to the improvement of Profile of the ETPV graduate in relation to social and relational knowledge, through the inclusion of specific objectives in the discipline of EF that develop personal and social values.

### Objectives

The general objective of this research was to evaluate the contribution of the discipline of physical education when used as a means to develop social and relational values. In a specific way, the following objectives were highlighted:

- Analyze the immediate contribution of EF classes centered on the development of social and relational values about the participants.
- Examine the changes, in the behavior of the participants, of the planned EF classes in relation to the following aspects: i) respect, ii) participation, III) personal responsibility, IV) social responsibility.
- Analyze the repercussion of the formative intervention in the behavior of students outside the environment of EF classes: transference.

### Teaching Based on Competency Standards

Historically, authors like Dias (2002), argue that it was from 1920 that the concept "competence" was defined. In the 60 decade of the twentieth century, American behavioral psychology explored this term as a support for many curricular proposals. Vossio Brígido highlights the article "*Learning for the Domain*"<sup>2</sup> (2001:4), published by Benjamin Bloom in 1968, as the precursor of the movement formed by teachers and educational researchers known as "competency-based teaching"<sup>3</sup>.

In the curricular molds it is affirmed that the competencies represent "*a combination of attributes (regarding knowledge and their applications, attitudes, skills and responsibilities) that describe the level or degree of sufficiency with which a person is capable To perform them*" (González & Wagenaar, 2003:80, as quoted in Hawes & Corvalán, 2005:18). In the same sense, Deluiz (2001) indicates that the conception of competence is not reduced to the mere execution of tasks and activities related to the technical-instrumental dimension, but proposes a notion of human competence in its ethical dimension, considering the Professional competence "*as an act of assuming responsibilities in the face of complex work situations. [...] Before being a set of*

*professional knowledge, competence is a social attitude.*" (p. 7). The justification for the need for human training in the professional curriculum was based on the rupture of serial production models that prevented communication between workers. The new paradigms of teamwork, imposed the observance of communication skills related to the need for interaction and cooperation between workers, as well as the polyvalence and multifunctionality of them, which requires them to Ability to judge, Discern, intervene, solve problems and take initiatives on the product (Barbosa et al., 2001; Vossio Brígido, 2001).

### Education in Values

You'd have to start by questioning yourself... "Is it possible to have an unvalued education?" In agreement with Castillo Algarra (2007) and Romão (2001) It is assumed an eclectic position in both positions, admitting that education is an internal process of personal growth, but that part of a social moment of interaction with direct participation or indirect of an educational agent or educator. When participation is intentional, and therefore direct, there must be a structural basis in the similarity of the curricular components in terms of objectives, contents, methodologies, etc., which support the educational intervention.

Then, a priori, some of the following questions arise: *does all kinds of education serve? How to educate? Given the principles of diversity, what would be the best education?* Following Castillo Algarra, it is agreed that only the action that is directed to the formation of personality should be admitted as an education, which "*allows the individual to develop as a person, as an individual, so that it is himself who Choose freely as you want to be, coming to develop your own personality, not the one that the educator imposes.*" (2007:1). It is considered that education aims at freedom and the creation of a self-personality, in which the educator "*is fundamental to the process, although his work, in a liberating education, is to create the possibilities and the appropriate ambience for the construction of knowledge by the educated.*" (Romão, 2001:7).

It can be concluded that there is and should not be a neutral educational action, and any educational activity has always implied, preferably directly, a considerable amount of personal, sometimes social, values. In this sense, Cortina (2007) states that, nowadays, training schools have made the mistake "*of believing that the intellectual coefficient or the technical preparation constitute the best guarantee of success, [...] When the right thing is that an adequate education in values, of feelings, an intelligence situated is the best promise of success.*" Likewise, Castillo Algarra (2007) understands that learning "social skills" allows, for those who dominate them, a greater personal and social success.

In this regard, Morlisten et al. (2008) reinforce the mission of educational centers because "*to promote values is different from inculcate values, it is necessary to provide students with axiological experiences, open to the freedom and autonomy of learners... so that the school Can be an intrinsically ordained space for values and culture.*" (p. 1).

<sup>2</sup>Bloom, B. S. (1968). Learning from mastery. UCLA Evaluation Comment, Los Angeles, v. 1 (2), p. 1.

<sup>3</sup>Competency-based Teachers Educations (CBTE), em Howsan, R. B. (1971, Novembro). Competency based instruction. Washington Conference, Washington Dc.

In this perspective, the purpose of a conscious and dedicated education for the transmission of values should form autonomous people, with critical capacity to analyses, justify and take responsibility for their elections and to participate in the organization of Understanding by applying intelligence to the common good.

### Physical Activity and Sport as a Means of Education in Values

Martinek and Ruiz (2005:4-5) state that over the years, it has been shown that physical activity and Sport (AfD). Is an ideal means to develop moral values such as *Fair Play*, leadership, teamwork, self-assessment, etc There are several reasons for this: on the one hand, it presents the motivator degree that AFD generates for its practice; and on the other hand, as some sports sociologists underline, the AfD is part of the culture being a metaphor of what we do, think and feel. Therefore, integrating AfD into intervention programs is like including "A Path to life".

In this sense, Collingwood (1997), Martinek and Hellison (1997) and Danish and Hellen, (1997) (as quoted in Jiménez and Durán, 2006:58), state that physical and sporting activity, when properly dosified and planned, with an adequate methodology and the Objective of converting it into a field of value promoter, can contribute to *"the prevention of antisocial conducts and to improve the quality of life and personal and social wellbeing of these populations, generating a positive alternative in their lives"*. Nevertheless, as Gutiérrez Sanmartín (1995:18-19), Castillo Algarra (2007:5), Venero Valenzuela (2007:1) and Rato Barrio *et al.* (2009:1), among others, it is necessary to bear in mind that the AfD has an ambivalent nature and can generate both conducts Positive and negative. Strategies and methodological models should be used to achieve a positive impact according to the objectives that are intended. In this same line, Morlisten *et al.*, recognize physical activity and sport as "excellent land for the promotion and development of such values. Always depending on the use or not of the physical activity, we will provide commendable values for the person and their social contexts or the detestable contrary" (2008:1).

### Role of Physical Education Teacher in Education Values

Nowadays, in the field of physical activity and sport, the idea of the importance of the teacher's figure in the development of values is accepted and generalized, relating his education and educational performance (Babio, 2002; Costa, Taveira Teixeira, Cristina de Freitas & Henrique, 2009; Gutiérrez Sanmartín, 1995; Jiménez & Durán 2006; Morlisten *et al.*, 2008; Venero Valenzuela, 2007; among others).

These investigators affirm that the teaching didactical systematization does not make it a fully rational experience, appearing situations in which the teacher must resort to his personal experiences to judge and decide, this being a background fabric which the curricular practice is based. In this sense, Venero Valenzuela indicates the need for the EF teacher to define the lines of action in his teaching practice, bearing in mind his role as educator. Thus, in order for the classes to educate they need a well-defined and structured planning regarding the values to be transmitted, otherwise

"sport does not become anything other than a scenario in which society and its values-dominant countermeasures Can advance by gaining adherents and perpetuating the roles" (2007:51). Therefore, any time offered by AfD that has as its background education, as is the case for school EF, should assume the awareness of its leaders on *"the main objective that pursues its labor, that is, to educate through sport, which It makes sports activity in a medium and not an end in itself"* (Castillo Algarra, 2007:1).

Therefore, Omeñaca (2005) quoted in Venero Valenzuela (2007:52) and Gutiérrez Sanmartín indicate that educators, conscious or not, *"contribute to forming the character of their students and sportsmen, contribute to the contagious way of being, both with their Behavior as with the rules of coexistence that, explicitly or implicitly, work in an educational and sporting environment"* (1995:17).

We can reconcile the three theories presented (social cognitive, structural development and the ecologist theory) considering the EF teacher as the angular piece that gives coherence to each of them, being respectively: model, mediator and member.

### Methodology

The qualitative methodology was chosen with a descriptive approach, through the case study, using as instruments for data collection, the researcher's diary, interviews, questionnaires and students' journals. The duration of the intervention was eight weeks and the principal investigator was the only teacher during the entire intervention.

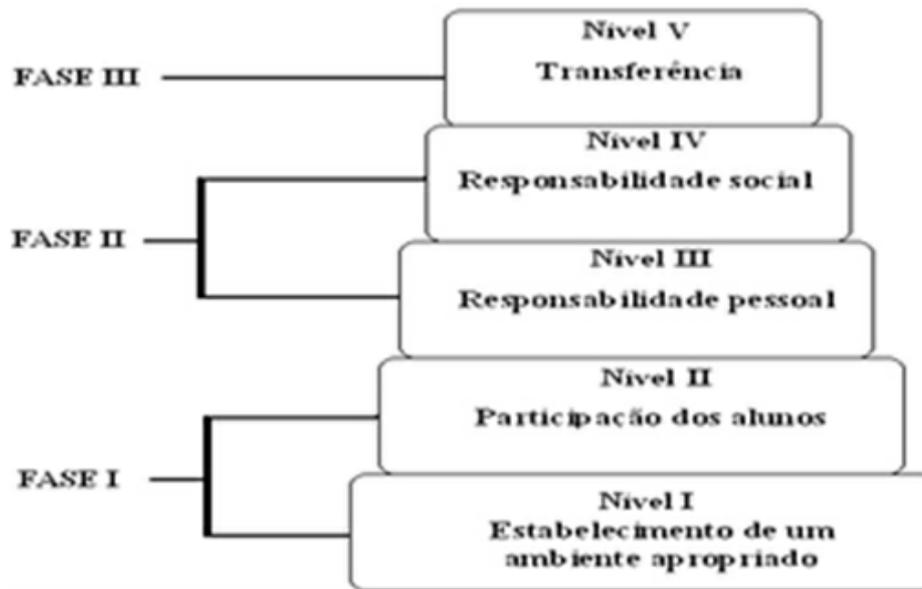
### Population and Sample

The study population consisted of 15 EPM classes formed for the academic year of 2012. These classes were divided into four specialties (Agrolivestock, locksmith's shop, woodworking joinery and electricity of buildings). The sample was formed by the 2nd year group of Agropecuaria "A", being chosen intentionally on the basis of two criteria: I) class of the 2nd year students with experience in EF classes within the ETPV; II) class with a larger number of female students, for gender issues.

### Proposed Intervention to Develop Values through EF

Among the various models analyzed to educate in values, two forms of action are considered to be detachable: the personal and social responsibility model, created by Donald Hellison in the United States (Hellison, 1985) and the intervention program to educate in Values through the AfD proposed by Jiménez and Durán (2006). The classes that were implemented during the fieldwork for this dissertation had as reference the two forms of action as well as the adaptation of these in the multiple case study of Pardo García (2008).

In this sense, it was considered appropriate the presentation of three phases, containing each different levels with their respective objectives. These three phases are: I-appropriate environment and participation of students; II-promotion of values through physical activity and sport; III-Transfer of values seized to daily life.



**Figure 1:** Levels of responsibility and correspondence to phases.  
**Source:** Adapted from Pardo Garcia (2008:37).

Figure 1 represents the correspondence between each of the three previously cited phases and the five proposed levels. Basically, the intervention proposed an initial phase with the intention of preparing a distended, trusted and motivator environment that allowed the students' free and spontaneous participation. Then the activities that facilitated the learning of the desired value were introduced - the responsibility - to finally foster changes in attitudes that

would allow the extrapolation of the value seized to daily life, and in the future, in Their work places. Each level was independent of others possessing their own objectives, but at the same time followed a necessary flexible and logical progression that gave coherence to the development of values. It should be stressed that the final interest of the development work in values was to achieve the transfer to daily life, level V, being indirectly worked from the beginning.

**Table 1:** Objectives distributed according to phases and levels of the programme

Phase	Level	Objective
I-appropriate environment and student participation	I-Establishment of an appropriate environment	-Interact affectively with the group -Respect to the colleagues, the teacher, the facilities, the material and the chair of EF -Indicate the purpose of the intervention
	II-Participation of students	-Promote participation and commitment-exploring effort and motivation -Try new activities -Persist to the end -Mark Personal Goals
II-promotion of values through physical activity and sport	III-Personal responsibility	-Foster personal autonomy-work independently -Fostering activities of choice -Take the absences before the group -creating attitudes of responsibility before the action takes place
	IV-Social Responsibility	-Assume tasks for the class activities floor -Help colleagues who need it -Fostering group Reflection -act in an altruistic way for the good of colleagues or class members
III-Transfer of amounts seized	V-Transfer	-Extrapolate the value learned in daily activity. -act as a model of responsibility for the others. -Fostering responsible attitudes in everyday life

Table 1 presents the main objectives of each level and phase.

The specific objectives that gave consistency at each stage served as indicators to situate the position of the student regarding the overall objective, this allowed adjusting the planning of classes according to the needs.

#### Data Analysis Methods

Three steps were followed for data analysis (Rodríguez, Gil & Garcia; 1996):

(i) Data reduction. It was performed over three phases:

- Separation of content units; the registration units were broken down according to criteria of provenance, temporal, social and thematic.
- Identification and classification of units. The categorization was made in a mixed way, establishing a priori a listed of 22 categories and 14 subcategories, which was being reelaborated as they appeared or were unified the different categories in an inductive way by the technique called comparison Constant (Glaser & Strauss, 1967; Sarlé, 2003). Finally, we identified 15 categories and eight subcategories that were subsequently codified, labeling each one with a code.
- Synthesis and grouping. After identifying and classifying elements, a synthesis was made to verify the compatibility of elements and group them into six meta-categories. Table 2 shows the results of the categorization and their correspondence with the research questions.

II) Provision and processing of data. The Qualitative data analysis program Atlas. TI (6.2.27 version) was used for the provision, transformation and presentation of the data.

(iii) Obtaining results and verifying conclusions. Through three processes:

- Process to obtain results (used textual data obtained from the description and interpretation, competition codes, etc.);
- Process to reach conclusions (use of metaphors and analogies with results obtained in other investigations);
- Verification of conclusions and estimation of quality criteria (triangulation of sources, complete presentation of the characteristics of the context and minimization of the loss of relevant information).

**Table 2:** Result of categorization in the process of identification and classification of units

Search Questions	Meta-Categories, categories and subcategories
Contribution of EF classes on participants	<p><i>Short-term impact</i></p> <ul style="list-style-type: none"> <li>-Affective impact</li> <li>-Cognitive-Motor impact</li> <li>-Change of attitude               <ul style="list-style-type: none"> <li>i) Individual</li> <li>II) as a class</li> </ul> </li> <li>-Improvement Commitment</li> <li>-No impact</li> </ul>
Changes experienced by participants regarding: respect, participation, personal responsibility and social responsibility	<p><i>Respect (level I)</i></p> <ul style="list-style-type: none"> <li>-Respecting people:               <ul style="list-style-type: none"> <li>i) to the teacher</li> <li>II) colleagues</li> </ul> </li> <li>-Comply with the standards:               <ul style="list-style-type: none"> <li>i) sportswear</li> <li>II) assiduity</li> <li>III) punctuality</li> </ul> </li> </ul> <p><i>Participation (Level II)</i></p> <ul style="list-style-type: none"> <li>-Active/Dynamic:               <ul style="list-style-type: none"> <li>i) persistence to the end</li> <li>-Liabilities/low assets</li> </ul> </li> </ul> <p><i>Personal responsibility (Level III)</i></p> <ul style="list-style-type: none"> <li>-Responsible Conduct</li> <li>-Less responsible conduct</li> </ul> <p><i>Social responsibility (level IV)</i></p> <ul style="list-style-type: none"> <li>-Cooperation/teamwork</li> <li>-Assumes tasks for the benefit of the class</li> </ul>
Repercussion of EF lessons on students ' behaviour in other classes	<p><i>Transfer (Level V)</i></p> <ul style="list-style-type: none"> <li>-There is</li> <li>-There is no</li> </ul>

## Results and Conclusions

For the presentation of the results and conclusions, be sure to guide table 2 previously presented.

### i) Contribution of the EF classes on the participants:

- **In the affective part.** The collected data conclude that there was a short-term affective impact on aspects such as class (like the discipline and the contents learned), the level of satisfaction by the level achieved (feeling of overcoming), thanks for the deal received from colleagues or Teacher (feeling of gratitude in relation to

the attention received) and feeling of culpability due to the lack committed (the attitude of repentance before the wrong behavior was considered positive). These results are similar to those presented by Compagnone (1995), Hastie and Buchanan (2000), Martinek, Schilling and Hellison (2006), Pardo Garcia (2008), Escartí, Gutiérrez, Pascual and Llopis (2010a), etc. In general, it can be inferred that EF is an effective means to develop social values (Gutiérrez Sanmartín, 1995; Jiménez & Durán, 2006; Martinek, Schilling & Johnson, 2001; Miguel de Lima, 2004; Venero Valenzuela, 2007; etc.).

- **In the cognitive-motor part.** Improvements were recorded both in the conventional contents of the EF discipline (such as sports gymnastics, speed and endurance races, long jump, etc.), as well as in the contents related to social and relational values (the Participants indicated that among the most important things learned were respect and responsibility). Although Pardo Garcia (2008:389) attributed to the affective plan the main contribution of short-term interventions, in this study, the participants' cognitive and motor work was also beneficial. In this sense, the research presented data similar to those of Hastie and Buchanan (2000), who suggest that the development of values is not to the detriment of the conventional contents of EF, but rather constitutes a valuable contribution to it. However, most of the experiences of this type relegates to a background the technical development, referring better results in the plan of values (Martinek, McLaughlin & Schilling, 1999; Martinek & Schilling, 2003; Pardo Garcia, 2008; Walsh, 2007; etc.).
- **The change of attitude.** The students reported positive improvements in relation to behavior, respect and responsibility throughout the intervention at both individual and collective level. These results are similar to those presented by Compagnone, 1995; Escartí *et al.*, 2010a; Martinek *et al.*, 1999; Martinek & Schilling, 2003; Walsh, 2007; Wright, 2012; etc.). In fact, most of the work carried out under the AfD has manifested changes in the attitude of the participants, and this is one of the reasons for the multiplication of this type of study in recent years. However, a small number of students did not present visible changes or manifested them sporadic and inconsistently. One of the limitations of this study was its duration. Although there are applications of the model of responsibility with a duration of six weeks (Compagnone, 1995) and 10 weeks (Pardo Garcia, 2008), it is considered that the programs of longer duration have had better results in this aspect. Nevertheless, it can be concluded that this intervention has provoked changes of attitude, to a greater or lesser degree, in its participants and, by extension, in the class.
- **Commitment to improvement.** This research stimulated two values in the participants: self-knowledge and overcoming. Given the situation of each student, it was achieved in many of them a personal desire to improve behavior, responsibility, respect and sports practice. It is to accept that this intervention provided moments of self-knowledge and desirable resilience for a graduate of the ETPV.

## II) changes experienced by the participants of the classes regarding key aspects:

- **Respect.** The intervention showed a progressive increase in respect for the various categories analyzed ("Respecting people" and "respecting the Norms"). However, there was unequal growth in the different subcategories in relation to:

**Respect for people.** Although a small group of participants did not present improvements in respect for colleagues and teachers, in general, the data show significant changes in these aspects. The results are similar to those exhibited by Williamson and Georgiadis (1992), Compagnone (1995), Schilling (2001), Walsh (2007), Escartí *et al.* (2010a), etc. However, to the same as Pardo Garcia (2008:366), respect for the teacher was better succeeded than respect for colleagues.

**Respect for the rules.** There was a relatively positive situation in relation to attendance (compared to the previous year) and the use of sportswear. In view of the participants' comments, some of the factors for this change would be related to teacher quality: the type of presentation of the contents (varied and playful), the methodologies used (student participation in Tasks and decisions as well as personalized treatment and motivation). Regarding the equipment for the EF classes, although marked as mandatory for the participation in the classes, he acted similarly to Kallusky (2000) and Pardo Garcia (2008), where the unequipped students were not prohibited from attending, since Priority was given to the student's participation to the detriment of a standard. However, one aspect that did not have a positive impact was punctuality. From the first day to the last, most students arrived late to EF classes. Some of the students' criticisms about this point were the insufficient time proposed by the EPM as an interval between the morning and afternoon classes.

- **Participation.** The data indicate that the students were progressively improving their participation from the second week onwards. Participation was considered a prerequisite for the development work of the proposed values. These data are in line with those obtained by Compagnone (1995); Hastie and Buchanan (2000); Schilling (2001); Walsh (2007); Pardo Garcia (2008); Escartí, Gutiérrez, Pascual and Marín (2010B); Etc. In general, all the interventions analyzed in the literature indicate an improvement in participation. However, although the referenced bibliography indicates a positive participation of the students, it is certain that, on some occasions, they presented passive or unactive attitudes. Among the circumstances that could have influenced the lack of attention, the environmental conditions are highlighted. Sharing similar results with Pardo Garcia (2008), it is coinciding that this issue has not been discussed previously in the literature, because all programs based on these models that were conducted in a school environment, "have counted with gyms The installations used (Compagnone, 1995; DeBusk and Hellison, 1989; Galvan, 2000; Kallusky, 2000a) ".
- **Personal responsibility.** The work presents data on the improvement of the participants personal responsibility

through evidences that indicate autonomy to perform tasks without the direct supervision of the teacher, as well as the ability to make decisions. These results are in agreement with Williamson and Georgiadis (1992), Hastie and Buchanan (2000), Martinek *et al.* (2006), Escartí *et al.* (2010a), etc. Likewise, the multiple manifestations of the participants regarding the consequences of their actions were considered as responsible conduct. In this sense, no comparative data were found in the bibliography consulted.

- **Social responsibility.** There is a relevant amount of evidence that indicates an improvement in the students' social responsibility. Through tasks of cooperation and teamwork, a dynamic was developed in which students were assuming tasks, in a disinterested way, for the benefit of the class. The collected results are related to the work of Compagnone (1995), Martinek *et al.* (2001), Escartí *et al.* (2010b), Walsh (2007), etc., but contrast with those disclosed by Pardo Garcia (2008:371) where data related to aspects such as Cooperation and help to others were not very positive. The difference in studies such as those of Williamson and Georgiadis (1992); Martinek and Schilling (2003); Martinek *et al.* (2006); Pardo Garcia (2008); Walsh, Ozaeta and Wright (2010), etc., in this study, leadership was not specifically worked out. However, many of the students performed tasks voluntarily both to assist in the discipline and to perform some practical activity that resulted in the benefit of the class.

### III) Repercussions of the intervention outside the EF (transfer) classes:

The work presents signs of a positive repercussion of students outside the context of the EF class. Among the aspects indicated are the improvement of behavior and discipline, the use of a more evolved moral reasoning, as well as the best performance in collective activities. As for the bibliography consulted, we found, on the one hand, experiences with a high level of transference of the learned outside the intervention (Martinek *et al.*, 1999; Walsh *et al.*, 2010) and, on the other hand, studies showing a more modest transference (Jiménez & Durán, 2000; Martinek *et al.*, 2001; Pardo Garcia, 2008).

In general, as indicated by Pardo Garcia (2008:423), the time of this type of intervention should last more than 10 weeks, and this period is too brief to consolidate the last level of the model. There are also authors who suggest a minimum intervention time of nine months, being dedicated at least 10 lessons to allow the transfer (Petitprás *et al.*, 2005, cited in Walsh *et al.*, 2010:26). Nevertheless, investigations of only six weeks as the Compagnone (1995) have had positive results regarding the transfer.

In general, although this model was generally implemented on the basis of extracurricular activities of populations with a high rate of school failure (Martinek *et al.*, 1999; Martinek *et al.* 2006; Pardo Garcia, 2008; etc.), some authors affirm that this model is perfectly applicable in a regular teaching situation within the school context (Compagnone, 1995; Escartí *et al.*, 2010a; Escartí *et al.*, 2010b; Hastie & Buchanan, 2000; Martinek *et al.* 2001; Walsh *et al.*, 2010; etc.). This investigation confirmed its efficacy when applied in the school context of the ETPV.

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