

**Management of Social Intervention Projects I**

Code: 101124  
ECTS Credits: 6

Degree	Type	Year	Semester
2500262 Sociology	OB	2	2

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: Albert Terrones Ribas  
Email: Albert.Terrones@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

## Teachers

Rosario Scandurra  
Daniel Tarragó Sanfeliu

## Prerequisites

none

## Objectives and Contextualisation

The subject Project Management I is being studied in the second semester of the second year in response to the need to introduce the professional dimension in the degree of Sociology. Together with Project Management II, it responds to the objective of offering the students the necessary knowledge and skills for the professional practice of sociology within the world of social intervention and the management of public policies. It is based on the fact that a large part of sociology students work or can work in various areas of public administration, designing, managing, implementing and evaluating social intervention projects. Through this verification the subject Project Management I responds to the objective of offering a comprehensive view of the context in which social intervention projects are developed. While the subject Project Management II has the objective of preparing students to be able to design, manage and develop a social intervention project.

## Competences

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Applying the concepts and approaches of the sociological theory, specially the explanations of social inequalities between classes, between genders and between ethnic groups, to the implementation of public policies and to the resolution of conflict situations.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.

- Generating innovative and competitive proposals in research and professional activity.
- Respecting the diversity and plurality of ideas, people and situations.
- Searching for documentary sources starting from concepts.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Learning Outcomes

1. Demonstrating to what extent their influence is important to the design or evaluation of a social intervention project.
2. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
3. Differentiating the underlying inequalities of specific policies or conflicts.
4. Generating innovative and competitive proposals in research and professional activity.
5. Relating the concepts, methods and techniques used to analyse culture with general theoretical and methodological debates.
6. Relating these concepts, methods and techniques with general theoretical and methodological debates.
7. Respecting the diversity and plurality of ideas, people and situations.
8. Searching for documentary sources starting from concepts.
9. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Content

1. Sociology applied to the management of social intervention projects
  - 1.1 The professional practice of sociology in project management
  - 1.2 Towards a theory of complexity: From monofocal perspectives to intersectionality
  - 1.3 Incorporate critical theory into project management: gender studies, cultural studies, Critical race studies, and reflective practice.
2. Political, technical and administrative context of the local public administration
  - 2.1 The different administrative levels in the local world: city councils, county councils and provincial councils
  - 2.2 What are the municipalities doing and what they do: internal organization, competences, public policies, local government, etc.
  - 2.3 Structural challenges and the future of the local world
3. Intelligent management of Social Intervention Projects
  - 3.1 Deliberative democracy, citizen participation and innovation in the public sphere
  - 3.2 Strategic planning
  - 3.4 Transparency and transversality
  - 3.5. Organizational analysis and management: types of organization, organizational charts.
  - 3.6. Sources and strategies for financing a project
  - 3.5 From theory to practice
4. Evaluation of a project
  - 4.1 What is evaluation?

4.2 Interests and actors in the monitoring and evaluation typologies

4.3 How to evaluate a project or a public policy?

4.5 Classical evaluation by objectives

4.6 Pluralist evaluation

4.7. Indicators

5. Communication

5.1 Public communication

5.2 The communication strategy

## Methodology

Given the practical nature of the subject, the teaching methodology and the training activities of the subject place it in the learning process, from the combination of four types of strategies: lectures in the classroom where the teacher will explain the theoretical content, classroom practices that allow applying the concepts acquired, monitoring tutorials and autonomous work. Then, the different activities are specified, with the specific weight within the distribution of the total time that the student must dedicate to 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			
In-class exercises: Collective working spaces in-class to identify and apply all the the procedure leading to project and policy management	15	0.6	8, 1, 2, 3, 4, 9, 5, 7
Master classes: Expositive sessions of the subject content. They are developed with all the group promoting active participation of the students.	38	1.52	1, 2, 3, 4, 5, 7
Type: Supervised			
Planned collective tutorials	10	0.4	8, 1, 2, 3, 4, 9, 5, 7
Type: Autonomous			
Individual preparation of the written test: drafting of schemas, conceptual maps and resumes.Study of the knowledge generated by the subject	9	0.36	1, 2, 3, 4, 9, 5, 7
Lectures reading: comprehensive reading	29	1.16	8, 9, 5
Team work: information search and analysis, drafting of the activities to be delivered. Preparation of the oral presentation	29	1.16	8, 1, 9, 6, 5

## Assessment

To pass the subject it will be necessary that:

- The average mark of collective and individual assessments must not be less than 5. In case of not achieving this minimum average mark, the subject will be failed, and to pass it, it will be necessary to go directly to the recovery individual written test, since both group collective and individual practices can not be recovered in case of failure. The mark of the practices submitted after the deadline will be "0".
- The minimum average mark that must be obtained in the individual written test is 5. In case of not getting this mark the subject will be failed, and to pass it will be necessary to submit to the written recovery test individually.
- To pass the subject it will be necessary that the final mark (practices + individual written test) is at least 5.
- The individual recovery written test will need a minimum mark of 5 to pass the subject. Even if the mark of this recovery test is higher than 5, it will not be possible to obtain a higher qualification than "aprovat".
- In the evaluation report, only those who have not carried out the evaluation activities corresponding to 50% of the total evaluable activities will have the qualification of "not presented".

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of those students who have been enrolled before may consist of a single synthesis examination. The students who wish to be evaluated this way should contact the professor at the beginning of the semester.

The assignments that contain total or partial plagiarism could be reason not to overcome the subject.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance at practices, individual deliveries and oral presentations	30%	2	0.08	8, 1, 2, 3, 4, 9, 6, 5, 7
Collective deliveries related to each of the contents of the program	30%	3	0.12	1, 2, 3, 4, 9, 5, 7
Individual written test to evaluate the acquisition of concepts and basic instruments of the subject	40%	15	0.6	8, 1, 2, 3, 4, 9, 5, 7

## Bibliography

Agència catalana de joventut (2011) *Guia breu de tècniques i eines d'anàlisi per a les polítiques de joventut*. Barcelona

Aguilar Idáñez, M.J.; Ander-Egg (1966). *Cómo elaborar un proyecto*. Buenos Aires: Ed. Lumen/Humanitas.

Aguilar Idáñez, M.J.; Ander-Egg (1994). *Evaluación de servicios y programas sociales*. Buenos Aires: Ed. Lumen.

Batchelor, S, Fischer, C, Beynon, P (2013). Learning about Theories of Change and Embedding Reflection. IDS practice paper In Brief.

Botella, J. (1992). ; "La galaxia local en el sistema político español". *Revista de Estudios Políticos*, 76:145-160.

Brugué, J.; Gomà, R. (1998); *Gobiernos locales y políticas públicas: bienestar social, promoción económica y territorio*. Barcelona: Ariel

Diputació de Barcelona (2012) *Com comuniquem els plans de barris*. Barcelona: Diputació de Barcelona

García Herrero, G-A.; Ramírez navarro, J.M. (1996). *Diseño y evaluación de proyectos sociales*. Zaragoza: Ed. Libros Certeza.

Hancock, A.-M. (2007). When Multiplication Doesn't Equal Quick Addition: Examining Intersectionality as a Research Paradigm. *Perspectives on Politics*, 5(1), 63-79.

Martí, J. (2000). "La investigación acción participativa: estructura y fases. A: Villasante, T.R.; Montañes, M; Martí, J. *La investigación social participativa. Construyendo ciudadanía*. Vol I. Barcelona: El Viejo Topo.

Martí, J. (2004). "Els diagnòstics comunitaris: estratègies metodològiques". A *Quaderns d'Educació Contínua*, 11: 18-47.

Meny, I & Thoening, J.C. (1992) *Las políticas públicas*. Barcelona: Ariel.

Mille Galán, J.M. (2004). *Manual bàsic d'elaboració i avaluació de projectes*. Barcelona: Participació ciutadana.

Mir, J. (2015) *Ajuntament fàcil*. Barcelona: FMC

<https://www.fmc.cat/documents/20461/doc/AJUNTAMENT%20FACIL%202015.pdf>

Nirenberg, O., Brawerman, J.; Ruiz, V. (2000). *Evaluar para la transformación*. Buenos Aires: Ed. Piados.

Palom Izquierdo, F.J.; Tort Raventós, Ll. (1991). *Manegament en organitzacions al servei del progrés humà*. Madrid: Ed. Espasa-Calpe.

Pérez Serrano, G. (1996). *Elaboración de proyectos sociales*. Madrid: Narcea S.A. de Ediciones.

Tayntor, C. (2010) *Project Management Tools and Techniques for Success*. Nova York: Taylor & Francis Group

Ubasart, G., Bonet, J. (2010) *Guia de Govern Local*. Barcelona: Icaria

Van Es, M, Guijt, I, Vogel, I (2015). *Theory of Change. Thinking in practice*. Hivos ToC Guidelines. The Hague:HIVOS.

Villafañe, J. (1999). *La gestión profesional de la imagen corporativa*. Madrid: Ed. Piràmide.

links:

Cercador d'Informació de Diaris Oficials: [http://www.diba.cat/cido/NCIDO\\_2\\_3\\_1b.asp](http://www.diba.cat/cido/NCIDO_2_3_1b.asp)

Municat:<http://www.gencat.cat/municat/>

[gestiodeprojectes.blogspot.com/](http://gestiodeprojectes.blogspot.com/)

## Software

Draw.io ; Airtable; Ghannt